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Welcome Letter from the Provost

Welcome to Old Dominion University! Located in the Hampton Roads Metropolitan area of coastal Virginia, you will find Old Dominion University to be a vibrant and active community of scholars and students. Almost 20,000 undergraduates and more than 4,800 graduate students comprise the Old Dominion student body. Our community includes more than 760 international students with 115 foreign countries represented. Clubs and organizations for nearly every interest – more than 350 in all – thrive at Old Dominion University, nurturing the personal and social development that is essential to the university experience.

Old Dominion University’s main campus is located in the city of Norfolk, but the ODU community extends well beyond, with Regional Higher Education Centers in Virginia Beach, Hampton, and Portsmouth. Through our distance learning programs, we deliver graduate courses, degrees, and certificate programs online to students located throughout the Commonwealth of Virginia, the nation, and the world using a variety of delivery technologies.

We are committed to the success of our students. We offer a broad range of graduate degree and certificate programs in our colleges of Arts and Letters, Business, Education, Engineering and Technology, Health Sciences, and Sciences. The Graduate School offers interdisciplinary options in Biomedical Sciences, Bioelectrics, and Cybersecurity. The College of Continuing Education and Professional Development also offers certificate programs and training opportunities for graduate students. In addition to providing administrative oversight to the University's interdisciplinary programs, the Graduate School offers programs geared toward enhancing student success such as Preparing Future Faculty and Preparing Future Professionals.

Graduate students at Old Dominion University have the opportunity to work alongside faculty members and fellow graduate students in cutting-edge research projects that extend our knowledge in diverse areas, such as Modeling and Simulation, Bioelectrics, International Studies, Sciences, Educational Leadership, and many other disciplines. Our graduate students also have the opportunity to receive highly practical training in our professional programs.

Our faculty members bring a wealth of talent to our classrooms each day. Many of our faculty have been recognized on the state, national, and international levels with prestigious awards for teaching, research and service. Their lively and provocative teaching, commitment to academic excellence, and innovative research that is both fundamental and applied, enrich the surrounding region and combine into a fusion of ideas and practice that makes the Old Dominion experience a truly rewarding one for all students.

We look forward to you joining the Old Dominion University community.

Augustine O. Agho, Ph.D.
Provost and Vice President for Academic Affairs

Nature of Announcements

Announcements contained in this publication are subject to change without notice and may not be regarded in the nature of binding obligations to the University. The University reserves the right to change any provisions or requirements. Only the Provost or designee can approve changes to the Catalog except where otherwise stated within.

When students matriculate with Old Dominion University, they come under the academic requirements of the edition of the Catalog at that time. Students may graduate under these academic requirements within a period of eight years even though subsequent Catalogs may change. Academic requirements include competency requirements, grade point average requirements, and degree program requirements. Grading practices, tuition, fees and other matters are not considered to be “academic requirements” and are subject to change at the discretion of the University.

Should new changes be to their advantage, graduate students must have permission of the graduate program and dean to select a newer catalog. However, because academic programs are subject to requirements imposed by outside accrediting or certifying agencies, the Commonwealth of Virginia, and the United States of America, such outside requirements take precedence.

It is the policy of Old Dominion University to provide equal employment, educational and social opportunities for all persons, without regard to race, color, religion, sex (including pregnancy), national origin, age, veteran status, disability, political affiliation, sexual orientation or genetic information. Old Dominion University complies with the Family Rights and Privacy Act of 1974 (as amended).

The University is an Affirmative Action Equal Opportunity employer.
# Academic Calendar

## Fall Semester 2018-19

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 25</td>
<td>Saturday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September 3</td>
<td>Monday</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>October 6-9</td>
<td>Sat-Tues</td>
<td>Fall Holiday</td>
</tr>
<tr>
<td>November 6</td>
<td>Tuesday</td>
<td>Last day to withdraw from classes</td>
</tr>
<tr>
<td>November 21-25</td>
<td>Wed-Sun</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 7</td>
<td>Friday</td>
<td>Classes end</td>
</tr>
<tr>
<td>December 8</td>
<td>Saturday</td>
<td>Exams begin</td>
</tr>
<tr>
<td>December 14</td>
<td>Friday</td>
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<tr>
<td>December 15</td>
<td>Saturday</td>
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<tr>
<td>December 15</td>
<td>Saturday</td>
<td>Degree Conferral date*</td>
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* Degrees may be conferred on additional dates during the semester pending completion of all degree requirements.

## Winter Term 2018-19

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<tr>
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<td>December 25</td>
<td>Tuesday</td>
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<tr>
<td>January 1</td>
<td>Tuesday</td>
<td>Holiday</td>
</tr>
<tr>
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<td>January 19-21</td>
<td>Sat-Mon</td>
<td>Martin Luther King Jr. Holiday</td>
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<tr>
<td>March 11-16</td>
<td>Mon-Sat</td>
<td>Spring Holiday</td>
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<tr>
<td>April 2</td>
<td>Tuesday</td>
<td>Last day to withdraw from classes</td>
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<td>April 29</td>
<td>Monday</td>
<td>Classes end</td>
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<tr>
<td>April 30</td>
<td>Tuesday</td>
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<tr>
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<td>Friday, Saturday</td>
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<tr>
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<td>Saturday</td>
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* Degrees may be conferred on additional dates during the semester pending completion of all degree requirements.

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<tr>
<td>May 14</td>
<td>Tuesday</td>
<td>Maymester begins</td>
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<tr>
<td>May 20</td>
<td>Monday</td>
<td>Session 1 and 3 classes begin</td>
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<tr>
<td>May 27</td>
<td>Monday</td>
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<tr>
<td>May 31</td>
<td>Friday</td>
<td>Maymester ends (including exams)</td>
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<tr>
<td>June 29</td>
<td>Saturday</td>
<td>Session 1 classes end (including exams)</td>
</tr>
<tr>
<td>July 1</td>
<td>Monday</td>
<td>Session 2 classes begin</td>
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<td>Holiday - no classes held</td>
</tr>
<tr>
<td>July 5</td>
<td>Friday</td>
<td>No classes held</td>
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## Fall Semester 2019-20

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<tr>
<td>September 2</td>
<td>Monday</td>
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<tr>
<td>October 12-15</td>
<td>Sat-Tues</td>
<td>Fall Holiday</td>
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<tr>
<td>November 5</td>
<td>Tuesday</td>
<td>Last day to withdraw from classes</td>
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<tr>
<td>Nov 27-Dec 1</td>
<td>Wed-Sun</td>
<td>Thanksgiving Holiday</td>
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<td>December 6</td>
<td>Friday</td>
<td>Classes end</td>
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<td>December 7</td>
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<td>Friday</td>
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<td>Saturday</td>
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<tr>
<td>January 1</td>
<td>Wednesday</td>
<td>Holiday</td>
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<tr>
<td>January 3</td>
<td>Friday</td>
<td>Classes end</td>
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## Spring Semester 2019-20

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<th>Event</th>
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<tbody>
<tr>
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<tr>
<td>January 18-20</td>
<td>Sat-Mon</td>
<td>Martin Luther King Jr. Holiday</td>
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<tr>
<td>March 9-14</td>
<td>Mon-Sat</td>
<td>Spring Holiday</td>
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<tr>
<td>March 31</td>
<td>Tuesday</td>
<td>Last day to withdraw from classes</td>
</tr>
<tr>
<td>April 27</td>
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<td>April 28</td>
<td>Tuesday</td>
<td>Reading Day</td>
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<td>April 29</td>
<td>Wednesday</td>
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<tr>
<td>May 6</td>
<td>Wednesday</td>
<td>Exams end</td>
</tr>
<tr>
<td>May 8, 9</td>
<td>Friday, Saturday</td>
<td>Commencement exercises</td>
</tr>
<tr>
<td>May 9</td>
<td>Saturday</td>
<td>Degree Conferral Date*</td>
</tr>
</tbody>
</table>

* Degrees may be conferred on additional dates during the semester pending completion of all degree requirements.

## Summer Term 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 12</td>
<td>Tuesday</td>
<td>Maymester begins</td>
</tr>
<tr>
<td>May 18</td>
<td>Monday</td>
<td>Session 1 and 3 classes begin</td>
</tr>
<tr>
<td>May 25</td>
<td>Monday</td>
<td>Holiday - no classes held</td>
</tr>
<tr>
<td>May 29</td>
<td>Friday</td>
<td>Maymester ends (including exams)</td>
</tr>
<tr>
<td>June 27</td>
<td>Saturday</td>
<td>Session 1 classes end (including exams)</td>
</tr>
</tbody>
</table>
### Fall Semester 2020-21

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29</td>
<td>Saturday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September 7</td>
<td>Monday</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>October 10-13</td>
<td>Sat-Tues</td>
<td>Fall Holiday</td>
</tr>
<tr>
<td>November 10</td>
<td>Tuesday</td>
<td>Last day to withdraw from classes</td>
</tr>
<tr>
<td>Nov 25-29</td>
<td>Wed-Sun</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 11</td>
<td>Friday</td>
<td>Classes end</td>
</tr>
<tr>
<td>December 12</td>
<td>Saturday</td>
<td>Exams begin</td>
</tr>
<tr>
<td>December 18</td>
<td>Friday</td>
<td>Exams end</td>
</tr>
<tr>
<td>December 19</td>
<td>Saturday</td>
<td>Commencement</td>
</tr>
<tr>
<td>December 19</td>
<td>Saturday</td>
<td>Degree Conferral date*</td>
</tr>
</tbody>
</table>

* Degrees may be conferred on additional dates during the semester pending completion of all degree requirements.

### Winter Term 2020-21

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 21</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>December 25</td>
<td>Friday</td>
<td>Holiday</td>
</tr>
<tr>
<td>January 1</td>
<td>Friday</td>
<td>Holiday</td>
</tr>
<tr>
<td>January 8</td>
<td>Friday</td>
<td>Classes end</td>
</tr>
</tbody>
</table>

### Spring Semester 2020-21

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9</td>
<td>Saturday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 16-18</td>
<td>Sat-Mon</td>
<td>Martin Luther King, Jr. Holiday</td>
</tr>
<tr>
<td>March 8-13</td>
<td>Mon-Sat</td>
<td>Spring Holiday</td>
</tr>
<tr>
<td>March 30</td>
<td>Tuesday</td>
<td>Last day to withdraw from classes</td>
</tr>
<tr>
<td>April 26</td>
<td>Monday</td>
<td>Classes end</td>
</tr>
<tr>
<td>April 27</td>
<td>Tuesday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>April 28</td>
<td>Wednesday</td>
<td>Exams begin</td>
</tr>
<tr>
<td>May 5</td>
<td>Wednesday</td>
<td>Exams end</td>
</tr>
<tr>
<td>May 7, 8</td>
<td>Friday, Saturday</td>
<td>Commencement Exercises</td>
</tr>
<tr>
<td>May 8</td>
<td>Saturday</td>
<td>Degree Conferral Date*</td>
</tr>
</tbody>
</table>

* Degrees may be conferred on additional dates during the semester pending completion of all degree requirements.

### Summer Term 2021

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>May 11</td>
<td>Tuesday</td>
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<td>May 17</td>
<td>Monday</td>
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</tr>
<tr>
<td>May 28</td>
<td>Friday</td>
<td>Maymester ends (including exams)</td>
</tr>
</tbody>
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About ODU

History
Old Dominion University began its tradition of excellence when it was founded in 1930 by the College of William and Mary, the second oldest university in the United States. Established as an extension of William and Mary in Williamsburg, Virginia, and Virginia Polytechnic Institute in Blacksburg, Virginia, Old Dominion began educating teachers and engineers. The two-year school rapidly evolved into a four-year institution, and was granted independence in 1962 as Old Dominion College.

Considerable growth in enrollment, the expansion of research facilities and preparation for the addition of graduate programs led the Board of Visitors to approve the name change to Old Dominion University. Now Old Dominion is a powerhouse for higher education with seven colleges: Arts and Letters, Business, Continuing Education and Professional Development, Education, Engineering and Technology, Health Sciences and Sciences. Old Dominion has offered master’s degrees since 1964 and Ph.D.s since 1971. Students currently choose from 93 baccalaureate programs, 43 master’s programs, two education specialist programs and 22 doctoral programs. The University has achieved designation as a Research University (high research activity) from the Carnegie Foundation for the Advancement of Teaching.

Proud of its past, Old Dominion constantly looks to the future and prides itself on its continually expanding research and teaching programs. An ever-evolving university, Old Dominion is an agent of change for its students, for the region and the nation it serves. Old Dominion is Virginia’s forward-focused, public doctoral research university for students from around the world who want a rigorous academic experience in a profoundly multicultural community. Our nationally recognized faculty use real-world expertise and innovative teaching methods to challenge students to achieve their highest goals. Our determined entrepreneurial approach to problem-solving drives cutting-edge research, eminent scholarship and strategic partnerships with government, business, industry, organizations and the arts.

Students
The students at Old Dominion share a special sense of excitement derived in part from the rich tapestry of backgrounds, cultures and ages represented here. Our students hail from all 50 states and 115 countries. Studying in this multicultural, international environment, and taking advantage of our guaranteed internship program, offers students a true edge after they graduate and begin to compete for jobs in the “real world.”

Among ODU’s outstanding students in recent years are a Rhodes Scholar, Truman Scholar and three USA Today Academic All-Americans, as well as the first undergraduate in the commonwealth of Virginia to earn a patent. The University’s alumni ranks include an Emmy Award-winning television producer, a United States Air Force astronaut, the former Vice Chief of Naval Operations, the commander, U.S. Central Command, the former chief of surgery at Walter Reed Army Medical Center, award-winning authors, engineers and scientists, and professional coaches and athletes.

Almost 20,000 undergraduates and more than 4,800 graduate students comprise the Old Dominion student body. Residence halls and apartments on campus house more than 4,800 students, while many other students live nearby within walking distance of the campus. Many ODU students are distance learners located throughout Virginia, the nation and the world. These students receive the same quality education but rarely, if ever, set foot on campus. Technology enables students, many of whom are connected to the military, to complete various ODU programs.

Students in search of extracurricular activities don’t have far to look. The University boasts more than 350 student clubs and organizations. The Office of Leadership and Student Involvement (LSI) sponsors a wide variety of programs that complement academic excellence, offer a supportive environment, engage students in various learning experiences and provide them with opportunities to interact with a diversity of groups and individuals. LSI is primarily responsible for commuter services, clubs and organizations, Greek-letter organizations, leadership programs, service and volunteerism, and weekend activities.

The Norfolk Campus and Region
Situated on 251 acres near downtown Norfolk, Old Dominion University’s main campus stretches from the Elizabeth River to the Lafayette River, and watching sunsets on the water is a natural pastime for our students. With its garden areas, reflecting pools and spacious green lawns bordered by tree-lined walkways, the campus offers the best of both worlds – a beautiful setting and just minutes away from Hampton Roads’ largest cities.

One of the most exciting developments on the campus today is the University Village, with its impressive centerpiece, the Ted Constant Convocation Center, which opened its doors in 2002 and hosts everything from basketball games to concerts to commencements. This 75-acre development at the east end of campus is home to 960 modern student apartments, a variety of restaurants and shops, a hotel, research facilities, an art gallery, and bookstore.

On the main campus, at the west end of the grassy, five-acre Kaufman Mall, lies Webb University Center, a spacious facility that dazzles with its two-story glass facade, creating an outdoor ambiance and providing a sunny home - in any season - for student life. At the north end of campus, a stroll along the brick sidewalks of the Williamsburg Lawn, with its towering willow oak trees, offers students and visitors a trip back in time to the beginnings of the University.

Old Dominion’s 85th anniversary in 2015 found an impressive array of cutting-edge facilities that have created a campus that’s ideal for the pursuit of a diverse number of majors. Among these are the fully automated Perry Library, with more than 2.3 million titles, state-of-the-art laboratories in the sciences and engineering, the E.V. Williams Engineering and Computational Sciences Building, and the new Engineering Systems Building. The campus is also home to Pretlow Planetarium, the Lions Child Study Center, new, superior facilities for clinical work in the health sciences, a modern Oceanography and Physics Building, Gornto Hall and the Diehn Fine and Performing Arts Center. The most recent additions are a new building to house the Darden College of Education and Professional Studies, the Kate and John R. Broderick Dining Commons and the Barry Art Museum. The campus boasts a variety of indoor and outdoor sports facilities. A completely new student recreational center opened in 2009.

Further enhancing the on-campus engineering and science curricula, the University has a significant presence in the Applied Research Center at the Department of Energy’s Jefferson Laboratories in Newport News; continues to expand its Reidy Research Center for Bioelectronics and the Virginia Modeling, Analysis, and Simulation Center on the Portsmouth-Suffolk border; and owns and manages the Blackwater Ecological Preserve in Zuni.

The University Village is home to several new and renovated facilities in the performing and visual arts. The University Theatre hosts performances ranging from modern dance through classical drama on a traditional proscenium stage. More experimental performances are held in the “black box” setting of the adjacent Goode Theatre. Across Monarch Way, the Department of Art is housed in the newly constructed Barry Arts Building and James A. Hixon Art Studio Building and Annex. Together they offer state of the art studios in printmaking, drawing, painting, fibers, graphic design, and metalsmithing. The nearby Baron and Ellin Gordon Art Galleries exhibits works by well-known twentieth- and twenty-first century self-taught artists. Brock Commons, an outdoor amphitheater, provides a performance venue in the University Village.

Only 20 miles from the sand and surf of Virginia Beach and just 40 miles from historic Williamsburg, ODU’s Norfolk campus, in one of the nation’s oldest seaports and one of today’s busiest international seaports on the east coast, offers an attractive location for study and leisure. Prospective students and families are welcome to visit the campus Monday through Saturday throughout the year.

Faculty
More than 840 full-time and 650 part-time faculty bring a wealth of talent to our classrooms each day. Their lively, provocative teaching, research and applied experience, along with their commitment to academic excellence, combine to make the Old Dominion experience a rewarding one for students.
Many of our faculty have been recognized on the state and national levels with awards for teaching, research and service. Since 1990, Old Dominion University faculty have won three professor of the year awards from the Carnegie Institute for the Advancement of Teaching, one Humboldt Award, three Virginia Outstanding Scientist awards sponsored by the Science Museum of Virginia, and 32 Virginia Outstanding Faculty Awards that are sponsored by the State Council of Higher Education for Virginia. Among our faculty ranks you will find nationally and internationally recognized scientists, engineers, educators and authors.

Faculty also serve as the primary academic advisers to our students, beginning in the freshman year. These relationships offer a special opportunity for new students to understand their chosen majors from the perspective of extensive experience and insight that only a professor can offer.

Because of our location and our relationship with dozens of corporations, federal facilities, the armed services, health care services and the tourist industry, faculty at Old Dominion bring a real-world, problem-solving focus to the classroom that makes learning come to life.

A Global Vision

Old Dominion University has made an extraordinary commitment to be recognized as a globally focused institution. This commitment is reflected in a series of recent innovations including:

- International Student Leadership Awards for outstanding leadership and academic achievement to Old Dominion’s diverse international student community
- Provost Award for Leadership in International Education, recognizing faculty leadership in program innovation
- Dean’s Education Abroad Awards, expanding financial support to bring study abroad within reach for more undergraduates
- ICAP, which provides a global dimension to the internship programs facilitated through Career Development Services
- The Office of International Programs, a comprehensive support office that facilitates continued global exploration and innovation

For more information visit http://odu.edu/intlprogs.

Outside the Classroom

Clubs and organizations for nearly every interest—more than 350 in all—thrive at Old Dominion, nurturing the personal and social development that is essential to the University experience. Clubs for every college and most majors, sororities and fraternities, an Honor Council, Student Government, Student Activities Council, and numerous recreational sports teams and athletic clubs make it easy to get involved at Old Dominion. In addition, ROTC programs are available for the Navy, Army and Marine Corps.

The benefits and rewards of joining one or more student organizations vary depending on you! Some of the best reasons for getting involved are making new friends, leadership development, taking advantage of opportunities, exploring careers and gaining that Monarch Pride!

Eighteen NCAA Division I sports bring pride and spirit to campus life each year, including football, and Old Dominion Monarchs have won 32 team and individual national titles, including four in basketball, nine in field hockey and 15 in sailing.

The Mission of the University

Mission

Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement.

Background

Old Dominion University is located in Hampton Roads, one of the world’s major seaports. Since the early seventeenth century, Hampton Roads has been the state’s gateway to the rest of the world and the world’s gateway to Virginia in commerce and industry, in recreation and culture, and in national security. Now a complex of seven major cities, it is a microcosm of the opportunities and challenges of contemporary urban America. It is also a major center for research and development and a home for extensive scientific and technological activities in marine science, aerospace, ship design and construction, advanced electronics, and nuclear physics.

The University takes its unique character from Hampton Roads as it provides leadership to the state and nation in teaching, research, and service. Thus the University has a special mission for the Commonwealth in commerce, and in international affairs and cultures. It has a significant commitment in science, engineering and technology, particularly in fields of major importance to the region. As a metropolitan institution, the University places particular emphasis upon urban issues, including education and health care, and upon fine and performing arts.

As one of America’s major ports, Hampton Roads is the locus of national and international military commands, and the home of a culturally diverse population. The University therefore has natural strengths in activities having international outreach. Faculty members in such fields as business, economics, international studies, geography and the sciences strive to design curricula, teach courses, and encourage foreign exchanges that enhance the University’s role as Virginia’s international institution.

The Hampton Roads scientific environment provides special opportunities for science and engineering faculty to emphasize research and graduate programs in such fields as marine science, aerospace, and advanced electronics. Global ocean studies and cooperative research at NASA receive particular attention, as University researchers collaborate with U.S. and foreign engineers and scientists.

Urban issues are addressed by programs in public administration, education, the social sciences, and the health professions. The richness of Hampton Roads’ artistic life gives great vitality to the University’s programs in the visual arts, music, theater, and dance.

Mission Support

Old Dominion University serves the needs of several internal and external constituents with its resources. These include: current and prospective students seeking undergraduate, graduate, and continuing education programs; business and industry; governmental agencies at all levels; the military; research organizations; and the community at large regionally, statewide, nationally, and internationally. These constituencies are discussed in greater detail in the following paragraphs.

Old Dominion University offers a wide array of undergraduate programs, all of which meet national standards of excellence. Every Old Dominion undergraduate student follows a general education program designed to develop the intellectual skills of critical thinking and problem solving and to encompass the breadth of understanding needed for personal growth and achievement and for responsible citizenship. This general education program places special emphasis upon appreciation of the arts and upon understanding the perspectives of women, minorities, and non-Western cultures. Each undergraduate chooses a major program in the liberal arts or sciences or in a technological or professional field.

Old Dominion University’s graduate offerings are focused on society’s need for advanced professional education and on specialized programs at the master’s and doctoral levels for which the institution is prepared through unusual strength of faculty or special geographic advantages. All graduate programs meet national standards of excellence.

As a national leader in the field of technology-delivered distance learning, the University strives to enhance the quality of the educational experience, wherever education is delivered, by applying emerging technologies. It also supports research to explore the impact of these technologies on the teaching-learning process. By utilizing these technologies and by partnering with institutions of higher education, corporations, and governmental entities, the University is able to provide undergraduate and graduate degree programs to students across time and geographic boundaries.
Because of its commitment to Hampton Roads and its emphasis on creative innovation, Old Dominion University offers life-long learning opportunities through credit and noncredit courses and brings educational services and programs to the people of Hampton Roads at several off-campus centers. The University has a responsibility to serve the many members of the military services and their families. The military forms a unique combination of national and international constituencies because they are from other locales in the United States and are looking to become, among other things, internationally capable in an international environment.

As a center of learning, Old Dominion University is committed to the principle of free inquiry. The University faculty of distinguished teacher-scholars seek to pass on the best in academic tradition while establishing themselves at the forefront of discovery and creativity. As partners in the development of the University’s future, the faculty enjoy full academic freedom and have a recognized role in the decision-making process of the University. Mindful of present and future needs for a multicultural academic climate, the University deems recruitment and retention of minority and women faculty members and staff to be essential.

The University is committed to providing the highest quality instruction to all of its students. Teaching excellence is encouraged through faculty development programs and appropriate recognition of superior instruction.

The discovery of new knowledge through research and creative endeavor is a central function of Old Dominion University, which values and supports faculty participation in the discovery, synthesis, application and creation of new knowledge and art forms. The institution shall promote and preserve excellence in basic and applied research as a Carnegie Foundation Doctoral Research-Extensive University which is a key production and coordination force in technology development.

The University encourages the involvement of its faculty and staff in community service. The enrichment of the lives of students and residents of Hampton Roads is fostered through University sponsored cultural activities, fine and performing arts events, and intercollegiate athletics. In addition, through applied research, consulting, and other activities, the University plays a prominent role in the development of local business and industry and serves as a resource of government agencies and both public and private educational institutions.

The University seeks in its student body a diversity of age, gender, ethnic, religious, social, and national backgrounds. It actively recruits American minority students along with students from other countries worldwide in such numbers as to have their presence make a discernible impact upon the University’s educational processes. Old Dominion recognizes its mandate to serve both the academically gifted and those who have the potential for academic success despite educational, social, or economic disadvantages.

Extracurricular activities and experiences are offered that challenge students to develop a personal system of values, to think and act autonomously, to achieve physical competence, and to establish a sense of their own identity. Other services help students meet educational, personal, and health needs.

Old Dominion University depends on its alumni for advice, leadership, and support. In close collaboration with the University, the Alumni Association provides to former students opportunities to continue their participation in various aspects of university life, to advance their personal and professional development, and to sustain communication and strengthen bonds with their alma mater and fellow alumni.

To evaluate its accomplishments against its goals, a continuing process of systematic assessment is given high priority by the University. Information gained from such efforts is utilized to ensure the highest possible quality for all University programs. The Board of Visitors will conduct a periodic review of the University’s mission and major goals in conjunction with representatives of the major University constituencies. The review will ensure that the mission clearly identifies the University’s unique role in Virginia’s public higher education system and assures that the University is focusing its resources to be the best that it can be in that role to achieve its mission and accomplish the major goals.

Adopted by the Board of Visitors
June 10, 1971

Revised January 17, 1989
Revised April 15, 1999
Revised June 14, 2002
Revised April 8, 2010

Major Goals of the University

1. Students

Old Dominion University is a selective admission institution. The University strives to serve those students in the immediate geographical area as well as attract students from the national and international communities. Additionally, the University seeks to attract and serve a culturally and ethnically diverse student body. The University pays particular attention to identifying and admitting students who are academically gifted. As a major metropolitan university, Old Dominion University has a special commitment to serve those students who have been academically, socially, or economically disadvantaged, but who have the potential for academic success.

2. Faculty

Old Dominion University seeks to attract and retain a distinguished faculty of teacher-scholars. Its faculty enjoy academic freedom and have a recognized role in the decision-making process of the University. The University is committed to strengthening its faculty through the recruitment and retention of minorities and women.

3. Academic Programs

Undergraduate Programs

As a comprehensive university, Old Dominion University offers and develops quality liberal arts, science, technology and professional programs. Old Dominion University undergraduate students follow a general education program that emphasizes intellectual skills and the breadth of intercultural understanding necessary for personal growth and achievement and responsible citizenship. All Old Dominion University degree programs meet national standards of excellence.

Graduate Programs

Old Dominion University’s graduate offerings are focused on society’s need for advanced professional education and on specialized programs at the master’s and doctoral levels for which the institution is prepared through unusual strength of faculty or special geographic advantages. In selected graduate programs, the University aspires to international leadership.

Special Emphasis Areas

Because Hampton Roads is a major international maritime and commerce center that is Virginia’s window to the nation and world, the University has a special mission for the Commonwealth in commerce, and in international affairs and cultures. With the principal marine and aerospace activities of the Commonwealth concentrated in Hampton Roads, the University has a significant commitment to science, engineering and technology, specifically in marine science, aerospace and other fields of major importance to the region. Due to its location in a large metropolitan area, Old Dominion University places particular emphasis on urban issues, including education and health care, and on fine and performing arts.

4. Teaching

Old Dominion University is committed to providing the highest quality instruction to all of its students. Teaching excellence is encouraged through faculty development programs and appropriate recognition of superior instruction.

5. Research, Scholarship, and Creativity

Old Dominion University is a center of learning committed to the principle of free inquiry. The University seeks to participate in the acquisition, discovery, synthesis, application, and creation of new knowledge and art forms through research, scholarly endeavor and creative undertakings by faculty and students. In selected areas of research, scholarship and creativity, the University strives for international recognition.
6. Distance Learning
As a national leader in the field of technology-delivered distance learning, Old Dominion University is committed to providing academic programs to a diverse national and international population. The University seeks partnerships and alliances that will facilitate delivering those programs to place-bound students.

7. Life-long Learning
Old Dominion University is committed to the concept of life-long learning, and offers credit and noncredit courses throughout the region. The University seeks to develop off-campus centers to bring educational services and programs to the citizens of the region. Because of the major Armed Forces presence in Hampton Roads, the University is particularly cognizant of its responsibility to serve members of the military services and their families.

8. Community Service
Community service is an important part of the University’s mission. Particular importance is attached to the enrichment of the lives of students and residents of Hampton Roads through University cultural activities, fine and performing arts events, and recreational, intramural and intercollegiate athletics. The University acts as a resource to business, industrial, health care and educational organizations, as well as to the agencies of local, state and federal government. The University is committed through applied research, consulting and other activities to playing a major role in advancing the overall development of Hampton Roads.

9. Student Life
The University provides opportunities for student development outside of the classroom. Programs are offered to enhance personal and social growth of individual students, to provide an exciting and stimulating collegiate environment and to enable students to cope with educational, career, and health needs. Students choosing to live in on-campus housing benefit from programs especially designed to promote student educational and personal development.

10. Alumni
Alumni are an important part of the University community. Through outreach programs, participation on advisory committees, and a variety of professional and social activities, the University maintains a close relationship with its alumni and seeks alumni involvement and support for planning and development purposes.

11. Quality
Improvement of the University is a continual process. The foregoing goals provide criteria for the rigorous and regular evaluation of the quality, pertinence and effectiveness of academic and other University programs. These goals also provide criteria for the assessment of student achievement and the performance of members of the faculty, administration, and staff.

Adopted by the Board of Visitors
January 17, 1989
Revised April 15, 1999

General Statement of Policy
Within the limits of the University’s facilities as to numbers that can be accommodated, admission to Old Dominion University is open to all qualified students without regard to race, color, religion, national origin, sex (including pregnancy), age, veteran status, disability, political affiliation, sexual orientation, gender identity, or genetic information; the facilities and services of the University are open to all enrolled students on those same bases, and all policies and standards of the University, including those governing employment, are applied accordingly. Students having concerns of this nature should contact the assistant vice president for institutional equity and diversity.

Accreditations
Old Dominion University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, education specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the status of Old Dominion University.

Numerous programs of study at the University are accredited by specialized accrediting agencies that are recognized by the Council on Higher Education Accreditation (CHEA), the U.S. Department of Education, and other agencies.

College of Arts and Letters
The Department of Music is a full member of the National Association of Schools of Music. The Department of Art is a full member of the National Association of Schools of Art and Design.

Strome College of Business
The undergraduate and graduate business programs of the Strome College of Business are accredited by The Association to Advance Collegiate Schools of Business (AACSB)-International. The undergraduate and master’s degrees in accounting are also accredited by the AACSB-International. The master’s degree in public administration is accredited by the National Association of Schools of Public Affairs and Administration.

Darden College of Education and Professional Studies
The undergraduate, recreation and tourism studies program is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPT). The undergraduate program in exercise science is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The graduate program in speech-language pathology is accredited by the Council on Academic Accreditation in Speech-Language Pathology of the American Speech-Language-Hearing Association. The mental health, school, and college counseling master’s and counselor education doctoral degree programs are accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). The undergraduate program in industrial technology is accredited by the Association of Technology, Management, and Applied Engineering (ATMAE). The Children's Learning and Research Center is accredited by the Southern Association of Colleges and Schools Commission on Colleges and Council on Accreditation and School Improvement (SACS/CASI).

Teacher Education Programs
The teacher education unit in the Colleges of Arts and Letters, Education and Sciences is accredited by the Council for the Accreditation of Teacher Education (CAEP). The following programs are nationally recognized through their specialized professional associations and CAEP: applied linguistics - Teaching English as a Second Language, biology, chemistry, early childhood education, earth science, educational leadership, elementary education, English/language arts, foreign languages, library science, marketing education, mathematics, music, middle school education, physical education, physics, reading specialist, school counseling, social studies, special education, technology education, and theatre and dance. The graduate program in music education is accredited by the National Association of Schools of Music.

Batten College of Engineering and Technology
The baccalaureate degrees in civil engineering, computer engineering, electrical engineering, mechanical engineering, and modeling and simulation engineering are accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org/. The engineering technology programs in civil engineering technology, electrical engineering technology, and mechanical engineering technology are accredited by the Engineering Technology Accreditation Commission of ABET, http://www.abet.org/.

College of Health Sciences
The program in dental hygiene is accredited by the American Dental Association Commission on Dental Accreditation. The baccalaureate nursing program is accredited by the Commission on Collegiate Nursing Education and approved by the Virginia Board of Nursing. Graduate nursing programs (M.S.N. and D.N.P.) are accredited by the Commission on Collegiate Nursing Education.
Nursing Education. Specialty tracks in graduate nursing programs are approved by the Pediatric Nursing Certification Board, the National Nurses Certification Corporation, American Nurses Certification Corporation, and the American College of Nurse Practitioners. The certified registered nurse anesthetist specialty track is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. The medical technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 5600 N River Road, Suite 720, Rosemont, IL 60018, 773 714-8880. The physical therapy program is accredited by the American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education (CAPTE). The graduate program in athletic training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The environmental health programs have been awarded accreditation from the National Environmental Health Science and Protection Accreditation Council. The nuclear medicine technology program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology. The Master of Public Health program has received accreditation from the Council on Education for Public Health. The cytotechnology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The health services administration track in the Bachelor of Health Sciences is certified by the Association of University Programs in Health Administration (AUPHA).

**College of Sciences**

The doctoral program in clinical psychology is accredited by the American Psychological Association. The doctoral program in psychology (human factors) is accredited by the Human Factors and Ergonomics Society.

**Affiliations**

The University is a member of the Southern Association of Colleges and Schools, the American Council on Education, the Council of Graduate Schools in the United States, the American Association of Colleges and Universities, the American Association for Higher Education, the Association of American Colleges and Universities, the Association of Governing Boards of Universities and Colleges, the Council for the Advancement and Support of Education, the Southeastern University Research Association, the American Association of University Women, the University Extension Association, the Universities Space Research Association, the American Association of Collegiate Schools of Business, the National Council for Accreditation of Teacher Education, the Association for Continuing Higher Education, the North American Association for Summer Sessions, the Association of Virginia Colleges, the Association of Schools of Allied Health Professions, the American Society for Engineering Education, the Consortium for Oceanographic Research and Education, the Conference of Southern Graduate Schools, and the Council for Standards in Human Services Education. The University is also a Division I member of the National Collegiate Athletic Association (NCAA) and Conference USA (C-USA).

The Master of Engineering Management program is certified by the American Society for Engineering Management (ASEM). The undergraduate program in chemistry is American Chemical Society certified.

Old Dominion University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Old Dominion University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not convey with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

**Military Outreach**

Old Dominion University is proud of its affiliation with military personnel and their families who represent all branches of the armed services. Students will find a variety of programs to match their personal and professional goals through the University’s eight colleges. Courses are available on campus and online in live, synchronous, and anytime, asynchronous formats. Students can take classes worldwide through ODU (http://catalog.odu.edu/graduate/generalinformation/online.odu.edu) and have a computer and internet connectivity. ODUOnline staff facilitate pre-admissions coaching, admissions, registration, and advising through programmatically-focused coaching and advising services. Old Dominion also operates extended campuses on or near military installations in and outside Virginia, where students can meet with staff and use the on-site resources.

As of fall 2018, a Military Tuition Rate of $250.00 per credit hour will be available for eligible undergraduate active duty military personnel enrolled in degree or non-degree seeking, for-credit courses offered on campus or online. More information is available on the University’s Current Tuition Rates (http://catalog.odu.edu/graduate/generalinformation/www.odu.edu/tuition-aid/costs-tuition/tuition-rates) webpage.

Old Dominion University is a member of the GoArmyED network, the USAF’s Associate’s to Bachelor’s Cooperative (AUABC), and the Navy’s NCPACE and Distance Learning Partnership programs, all of which provide substantial credit for military training as well as flexibility, convenience, and affordability. The University accepts tuition assistance and serves the special needs of veterans, on campus or at distance.

**Military Connection Center**

The Military Connection Center (MCC) is committed to assisting veterans, currently serving service members, reservists, guardsmen and their families to successfully navigate the transition to academic life. The goal is to provide comprehensive support for students to succeed at Old Dominion University from the point of admission through graduation and ultimately on to a productive career.

The MCC serves military affiliated students as a hub to connect prospective and current students with the answers they may be looking for on such topics as using GI Bill benefits, transferring in credit from military service, or looking for resources to help find a career. The Center is staffed by veterans and military family members who understand what it means to be in the military and will make sure students get the information or assistance they need. Several programs are offered to help make the transition easier, including a Military and Veterans Transition to ODU Program, a military-style Sponsorship Program, and a Mentorship Program. All military affiliated students will also be invited to join the Student Veteran Association to connect with others who have served, are still serving, or who lived in a military family.

The Military Connection Center is in Room 1000 of the Student Success Center, which is in the Perry Library. The Center can be reached by phone at 757-683-7153 or by email at military@odu.edu. Information for all military-affiliated students can be found at http://www.odu.edu/military.

**VetSuccess Counselor**

The VetSuccess on Campus Program is a partnership between the U.S. Department of Veterans Affairs and ODU to assist military affiliated students in making a smooth transition to college life and successfully completing their educational programs. The VetSuccess on Campus counselor will assist veterans, active duty service members, and eligible family members with: information on VA educational benefits, applying for and understanding VA benefits, career counseling and vocational exploration, and information and referrals for VA and community-based facilities. The VetSuccess counselor can be reached at 757-683-7114 and is in Room 1002 of the Student Success Center.

**Regional Higher Education Centers**

Old Dominion University operates three easily accessible Regional Higher Education Centers within metropolitan Hampton Roads: ODU Peninsula, located in the City of Hampton on the Thomas Nelson Community College Campus; ODU Tri-Cities Center, located in the City of Portsmouth, across from the VMASS facility in the City of Suffolk; and ODU Virginia Beach at the Virginia Beach Higher Education Center in the Princess Anne Commons corridor.
Each of the Regional Higher Education Centers offer both credit course programming in support of select degrees and certificates, and also a wide range of academic success services for commuter, transfer, and graduate students. Courses are conducted through multiple modes, including traditional face-to-face with instructor on-site, two-way video-conferencing, web-based (via platforms such as WebEx and AdobeConnect), and hybrid programming. Each of the Regional Higher Education Centers also provide select classrooms equipped with course capture technologies for faculty and student convenience. Student support services available on-site at the Regional Higher Education Centers include admissions and registration assistance, academic advising, open computer labs and access to the wireless network, testing and proctoring, access to the University’s library, Career Development Services, and University ID cards. ODU-Virginia Beach also features the Meyera Oberndorf Learning Commons, a Writing Center, and routine co-curricular programming including the annual Literary Festival, National Poetry Month Celebration, and Wellness Wave. Students can use resources and attend events at the Regional Higher Education Centers whether they are taking courses on-site, on-line, and/or at another University location.

Each Regional Higher Education Center also provides office space for faculty and graduate students as well as meeting, conference and training space for student and faculty clubs and organizations, alumni, government agencies, corporations, industry, nonprofits, and other educational partners. Resources include seminar/meeting rooms, teleconferencing, and technical support; ODU Virginia Beach also features a 120-seat lecture hall. In addition, the Regional Higher Education Centers support a diverse array of community engagement efforts, ranging from cultural and arts events free and open to the public, to partnerships with local K-12 school districts. The Graduate Program in Nurse Anesthesia, the ODU-Institute for Learning in Retirement (ILR), and the College of Continuing Education and Professional Development are headquartered at ODU Virginia Beach. ODU-Peninsula provides headquarters for the Virginia Space Grant Consortium (VSGC). For more information, go to http://www.odu.edu/regionalcenters.

ODU-Peninsula
600 Butler Farm Road, Suite 2200
Hampton, Virginia 23666
757-766-5200 (switchboard); 757-766-5201 (fax)
phc@odu.edu
http://www.odu.edu/peninsula

ODU-Tri-Cities
1070 University Boulevard
Portsmouth, VA 23703
757-686-6220 (switchboard); 757-686-6219 (fax)
tmcc@odu.edu
http://www.odu.edu/tricities

ODU-Virginia Beach
1881 University Drive
Virginia Beach, VA 23453
757-368-4100 (switchboard); 757-368-4109 (fax)
vbhec@odu.edu
http://www.odu.edu/vabeach
Policies and Procedures

Accommodations for Students with Disabilities
http://www.odu.edu/content/dam/odu/policies/university/4000/univ-4500.pdf

Code of Student Conduct
http://www.odu.edu/policy/bov/bov1500/1530

Discrimination Policy
http://www.odu.edu/content/dam/odu/policies/university/1000/univ-1005.pdf

Electronic Messaging Policy for Official University Communication
http://www.odu.edu/policy/university/3000/3506

Gun & Weapon Regulation
http://www.odu.edu/content/dam/odu/offices/bov/docs/gun-and-weapon-regulation.pdf

Closure of the University Due to Inclement Weather and Emergencies
http://www.odu.edu/content/dam/odu/policies/university/1000/univ-1020.pdf

Interim Suspension
The chief student affairs officer, or designee, may suspend a student from the University for an interim period pending disciplinary or criminal proceedings, or medical evaluation. The interim suspension shall become immediately effective without prior notice whenever there is evidence that in the opinion of the chief student affairs officer the continued presence of the student at the University poses a substantial and immediate threat to him/herself or to others, or to the stability and continuance of normal University functions.

A student suspended on an interim basis shall be given a prompt opportunity to appear personally before the chief student affairs officer or a designee in order to discuss the following issues only:

1. the reliability of the information concerning the student's conduct, including the matter of his or her identity;
2. whether the conduct and surrounding circumstances reasonably indicate that the continued presence of the student on University premises poses a substantial and immediate threat to him/herself or to others or to the stability and continuance of normal University functions.

The suspended student shall be able to appeal the decision to the president, or the designee. The decision of the president, or designee, shall be final.

The chief student affairs officer and/or president, or designees, may impose conditions to re-admittance to the University as the conditions warrant.

-Approved by the president
April 30, 2009

Posthumous Degree or Certificate of Recognition or Achievement for Terminally Ill and Deceased Students
http://www.odu.edu/content/dam/odu/offices/bov/policies/1400/bov1408.pdf

Smoking Policy
http://www.odu.edu/content/dam/odu/policies/university/3000/univ-3220.pdf

Student Complaint Procedure
Although the University and its Colleges have a variety of procedures for dealing with student-initiated complaints, including grade appeals, general harassment, sexual harassment complaints, disability accommodations, and discrimination, those procedures generally have not covered student complaints about faculty conduct in the classroom or other formal academic settings. The University recognizes that the instructor has the authority to maintain appropriate classroom behavior and respects the academic freedom of the faculty (see Board of Visitors Policy 1403: Academic Freedom). The University will not normally interfere with content or style of teaching activities. The University recognizes the responsibility to establish procedures for addressing student complaints about faculty conduct that is not protected by academic freedom and not addressed in other procedures (see Board of Visitors Policy 1502: Student Rights and Freedoms).

I. General Provisions Procedures

1. Determination of Appropriate Procedure. The student is responsible for filing the complaint under the proper procedure. Complaints should only be filed using this procedure if there is no other procedure available. Failure to follow the appropriate procedures may result in the complaint not being heard.

2. Student Complaints and Concurrent Procedures
The act of filing a complaint under this procedure will not normally delay any pending process or procedure involving the student and/or faculty member. Normally, any concurrent process or procedure will move forward independently of the student complaint, though it may be delayed for good cause as determined by the appropriate University official(s).

3. Retaliation
No student who files a complaint under this procedure shall be subject to any form of retaliation by any person, department, program or college.

II. Procedures

1. STEP 1 - Informal Resolution. Students must first attempt to resolve complaints informally. Given the nature of complaints covered by this procedure, it is expected that in all but the most unusual circumstances, students will first raise the issue with the faculty member. In the event this is not feasible, the student will contact the Department Chair. In instances where there is no Department Chair, the student should contact the Program Director.

2. STEP 2 - Formal Complaint. If the issue is not resolved informally, the student may contact the Department Chair or Program Director if there is no Chair. In instances where the Chair is the subject of the complaint, the student should contact the Dean of the College to which the chair is assigned. The student must contact the Chair (or Program Director if there is no Chair or Dean if the Chair is the subject of the complaint) within 30 business days of the action from which the complaint rises or the complaint will be barred. The Chair or Dean has the discretion to accept a complaint filed after this deadline for good cause.

The complaint must be in writing and contain:

a. The student’s name and University Identification Number
b. The faculty member’s name and the course subject area prefix and number
c. A detailed description of the nature of the complaint
d. A detailed description of attempts at informal resolution with the faculty member and Chair
e. A detailed description of the relief sought

C. STEP 3 - Investigation
The Chair may designate a faculty member to investigate the complaint. If the Chair is the subject of the complaint, the student shall contact the academic Dean who will designate a faculty member
to investigate the complaint. The person investigating the complaint will meet, either independently or collectively, with the student and the person who is the subject of the complaint within 10 business days from the filing of the complaint. The decision should be issued in writing to the student and the faculty member within 20 business days of the date the complaint is filed.

The complaint process is not intended to be an adversarial hearing and both the interviews of the student and the faculty member will usually be conducted without the other present.

**D. STEP 4 - Appeal Procedure.** If the student is not satisfied with the resolution in Step 3, the student may file a formal appeal with the appropriate academic Dean. The appeal must be filed within five business days after the decision in Step 3 has been sent. The Dean has the discretion to accept a complaint filed after this deadline for good cause.

The appeal must be in writing and contain:

1. The student’s name and University Identification Number
2. The faculty member’s name and the course subject area prefix and number
3. A detailed description of the nature of the complaint
4. A detailed description of attempts at resolution with the faculty member and Chair or Program Director
5. A detailed description of the relief sought
6. A copy of the Chair’s (or Program Director’s) finding and supporting documents. (No new information is permitted.)

1. The Dean shall provide the faculty member and Chair or Program Director a copy of the appeal.
2. The Dean may consider the appeal or appoint a faculty member to consider the appeal. The person appointed shall not have been involved as a decision maker in Steps 1-3 above.
3. The person considering the appeal shall review the materials and issue the finding within 30 business days from the date the appeal is filed. The review of materials will generally occur outside the presence of the complainant and respondent, and it will be limited to a review of the record. The person considering the appeal may interview any person, such as the original decision-maker, as needed.
4. The person making the decision shall first determine whether the conduct in question is protected by academic freedom and whether the student’s complaint is best addressed by this process.
5. At the end of the review, a written decision will be issued. A copy of the decision will be sent to the complaining student, the faculty member, and the Chair or Program Director.
6. The decision by the designee of the Dean is final.

-Approved by the president
May 13, 2011

**Student Record Policy**
http://www.odu.edu/content/dam/odu/policies/university/4000/univ-4100.pdf

**Technical Standards**

To successfully complete a program at Old Dominion University, students must meet all academic and technical standards required by the program. Technical standards are all nonacademic criteria or standards for admission to or participation in the program in question. A technical standard is a description of the physical and mental abilities required of students to perform successfully in an academic program. Students are responsible for knowing the technical standards of their intended major program. Technical standards are documents that can and should be used in the advising process, both when students are exploring different majors and when they want specific information on what is required in a particular program.

Copies of all technical standards are located in the following offices: Educational Accessibility, Institutional Equity and Diversity, and University Counsel. In addition, each department chair has a copy.

For students requiring accommodations, please contact the Office of Educational Accessibility for assistance. webpage: http://www.odu.edu/educationalaccessibility.

**Old Dominion University Notice of Non-Discrimination**

Old Dominion University does not discriminate in admissions, treatment, employment or access to its programs or activities on the basis of race, color, religion, national or ethnic origin, age, sex (including pregnancy), political affiliation, veteran status, family medical and genetic information, sexual orientation, gender identity, gender expression, or disability, as required by The Civil Rights Act of 1964; The Americans with Disabilities Act of 1990, as amended; The Age Discrimination Act of 1975; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Virginia Human Rights Act; the Governor’s Executive Order Number One (2014); and other state or federal laws and university policies https://www.odu.edu/content/dam/odu/policies/university/1000/univ-1005.pdf.

ODU prohibits sexual and sex-/gender-based misconduct, discrimination, harassment and interpersonal violence, including sexual assault. ODU also prohibits discrimination against employees or applicants because they have inquired about, discussed or disclosed their own pay or the pay of another employee or applicant.

As an affirmative action and equal opportunity employer, ODU promotes the full realization of employment opportunity for all persons, including minorities, women, individuals with disabilities and veterans. ODU bases all employment decisions only on job requirements. These efforts apply to all employment actions, including but not limited to recruitment, selection, hiring, promotion and compensation.

Any member of the ODU community has the right to raise concerns or file a complaint regarding discrimination without fear of retaliation. Any and all inquiries regarding the application of this statement and related policies may be referred to: ReNeé S. Dunman, Esq. Assistant Vice President for Equity and Diversity, Institutional Equity and Diversity, 1301 Spong Hall, Old Dominion University, Norfolk, VA 23529, (757) 683-3141, rdunman@odu.edu.

The University’s designated Title IX Coordinator and Section 504/ADA Coordinator is ReNeé S. Dunman, Esq. Assistant Vice President for Equity and Diversity, Institutional Equity and Diversity, 1301 Spong Hall, Old Dominion University, Norfolk, VA 23529, (757) 683-3141, rdunman@odu.edu.

The following individuals have been designated as Deputy Title IX coordinators:

**For All Students (Except Student-Athletes):**

Traci Daniels
Special Assistant to the Vice President for Student Engagement and Enrollment Services
1029F Koch Hall
Norfolk, VA 23529
757-683-5890
tdaniels@odu.edu

**For Student-Athletes:**

Ragean Hill
Associate Athletic Director-Academic Support Services and Senior Woman Administrator
115 Jim Jarrett Athletic Administration Building
Norfolk, VA 23529
757-683-3375
rhill@odu.edu

**For Faculty:**

Brian Payne
Vice Provost for Academic Affairs
2020B Koch Hall

Old Dominion University 14
For Administrative & Professional Faculty, All Other Employees, and Visitors:

S. Lanay Newsom
Director of Equity and EO/AA
1301A Spong Hall
Norfolk, VA 23529
757-683-3141
snewsom@odu.edu


Title IX Nondiscrimination Statement

As part of its commitment to providing an educational environment free from discrimination, Old Dominion University complies with Title IX of the Education Amendments, which prohibits discrimination and harassment based upon sex in an institution’s education programs and activities. Title IX prohibits sexual harassment, including sexual violence, of students at Old Dominion University-sponsored activities and programs whether occurring on-campus or off-campus. Title IX also protects employees from sexual harassment and discrimination. Prohibited harassment includes acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, even if those acts do not involve conduct of a sexual nature; sex-based harassment by those of the same sex; and discriminatory sex stereotyping. Old Dominion University will take prompt action to investigate and resolve reports of sexual harassment or sexual violence in accordance with Title IX. Old Dominion University’s Title IX coordinator is ReNee S. Dunman, Assistant Vice President for Institutional Equity and Diversity, 1301 Spong Hall, 5115 Hampton Blvd, Norfolk, VA 23529, rdunman@odu.edu. Retaliation against any person who initiates an inquiry or complaint or participates in the investigation of a complaint is prohibited. Such conduct will be further cause for disciplinary action.
Academic Resources

University Libraries

The Old Dominion University Libraries enrich the academic, research, and learning experience of the University community. The University Libraries provide students access to extensive digital resources, online journals, e-books, streaming media, and other electronic resources in all fields of research and instruction. On the University Libraries’ web site at www.odu.edu/library, students can find library guides, instructional videos, chat reference, and many other services. The Libraries include the Patricia W. and J. Douglas Perry Library, the Elise N. Hofheimer Art Library, and the Music Library and F. Ludwig Diehn Composers Room. Each facility also holds specialized book collections, maps, scores, recordings, microforms, and equipment available for borrowing. At the Help Desks, staff are on hand to provide assistance with information, location, instruction, and technological questions. Students and faculty members have online access to the Virtual Library of Virginia’s collections and may borrow books and other materials from participating libraries across the commonwealth.

Elise N. Hofheimer Art Library

Barry Arts Building, 47th Street and Monarch Way, Room 2008, second floor; 757-683-4059

The Hofheimer Art Library contains specialized books, journals, online resources, audio-visual titles, and other materials for students and faculty in the visual arts. Reserve materials for Art Department classes are available at the service desk. Individual and group study space, computers, viewing monitors, a scanner, and a network printer/copier are available. Visit the Art Library at www.odu.edu/library/art.

Music Library and F. Ludwig Diehn Composers Room

Diehn Center for the Performing Arts, Room 189; 757-683-4173

The Music Library contains print scores, and music audio and video content. Students also have access to PC and iMac computers, MIDI stations, DVD/VCR players, CD players, audio cassette players, turntables, a flatbed scanner, and network printer/copier. Reserve materials for Music Department classes are available at the service desk.

The Diehn Composers Room is co-located with the Music Library and contains manuscripts, scores, audio recordings, memorabilia, and other specialized music materials. Reference and research services are available in the Reading Room, including the use of a Steinway grand piano, on an appointment basis only. Visit the Music Library and Diehn Composers Room at www.odu.edu/library/diehn.

Patricia W. and J. Douglas Perry Library

Perry Library offers quiet study space, collaborative rooms for group projects, accessibility services, a café, meeting space, and other facilities for student success.

Learning Commons @ Perry Library

First Floor, 757-683-4178

The Learning Commons @ Perry Library is a collaborative project of the University Libraries, Information Technology Services, and Center for High Impact Practices, providing year-round services with extended 24/5 hours during fall and spring semesters. The facility includes individual study space, group collaboration space, presentation practice, computers, wireless access, printers, scanners, copiers, GIS/digital media/other specialized software and a sound room that can be reserved by students. Students can access research assistance and resources, technology assistance, tutoring and writing centers, peer to peer tutoring, and other services supporting student success. At the Perry Library Help Desk, located in the Learning Commons, students with a valid University ID may borrow equipment, media, books, reserve materials, and other items. Graduate student study carrels are also available. Information and reservations are available at www.odu.edu/learningcommons. Information on borrowing privileges, loan periods, and policies is available at www.odu.edu/library/services/borrowing.

Interlibrary Loan and Document Delivery Services

757-683-4170, 4171

Interlibrary loan allows ODU students, faculty, and staff to request journal articles, books, and other needed research materials not available in the University Libraries. The Commonwealth’s Virtual Library of Virginia interlibrary loan agreement ensures that students, faculty, and staff may obtain items located in other Virginia libraries. Document delivery services provide copies of materials held in the University Libraries’ collection to distance learners and other eligible students, faculty, and staff. Interlibrary loan and document delivery requests can be submitted online at www.odu.edu/library/services/interlibrary-loan.

Liaison and Instruction Services

Help Desk, First Floor, 757-683-4178

Liaison and Instruction Services staff assist students and faculty with reference and research using all formats of library resources. Subject specialists provide direct individual assistance through consultation by appointment, telephone, e-mail, and live online chat. Local and distance learning students may obtain assistance by visiting or calling the Help Desk, directly contacting a subject librarian, or linking to Ask A Librarian at www.odu.edu/library/help/ask-librarian.

Liaison and Instruction Services staff offer information literacy classes, research classes, specialized workshops, and orientation sessions to assist graduate and undergraduate students with library research. Tutorials, online research guides, schedules of library workshops, and additional information on instruction services is located at www.odu.edu/library/services/instruction.

Special Collections & University Archives

Third floor, 757-683-4483

Special Collections & University Archives, located on the third floor, has a unique and wide-ranging collection specializing in ODU, Norfolk, and Virginia history. The Special Collections includes rare books and manuscript collections focusing on African-American history, Norfolk urban redevelopment, women’s history, military history, the Civil War, LGBTQ history, and more. Materials range from rare books, diaries, letters, legal and campaign files, news film, photographs, and maps. The University Archives includes University publications, student theses and dissertations, yearbooks, department records, student organization collections, course catalogs, oral histories, and photographs of yesterday and today. Visit Special Collections at www.odu.edu/library/special-collections.

Accessibility Services

First Floor, 757-683-4178

The Library Accessibility Room in the Learning Commons provides specialized equipment and quiet space for students registered with the University’s Office of Educational Accessibility (https://www.odu.edu/educationalaccessibility). This wheelchair accessible room can be reserved for individual use. The facility houses CCTV, workstations with ZoomText and JAWS, and other adaptive technologies. Orientation, reservations, and research consultation appointments are available through the Learning Commons Help Desk.

The second floor Circulation Services desk provides on-demand paging to students who need special assistance with retrieving materials from the upper floors. Information about accessibility is available on the University Libraries’ web site at www.odu.edu/library/services/accessibility.

ODU Digital Commons and Digital Collections

The Libraries manage the University’s institutional repository, ODU Digital Commons, which brings together the University’s scholarly, creative, and institutional works to preserve them, as well as provides open access to them online. Several digital collections of materials from the special collections and archives are also available, including the ODU Photographic Collection.
Preparing Future Faculty (PFF)

The Preparing Future Faculty (PFF) program at ODU is a professional development program open to all graduate students but is designed especially for those interested in an academic career. PFF offers two events a semester on topics such as teaching methods, publishing, grant writing, and the job application process.

Students can earn a PFF Certificate by participating in a mentored teaching experience and attending PFF and other professional development events. Students develop an ePortfolio to document and highlight their professional development and growth.

For further information, go to the PFF website at http://www.odu.edu/success/programs/pff/certificate and https://sites.wp.odu.edu/PreparingFutureFaculty.

Preparing Future Professionals (PFP)

Preparing Future Professionals (PFP) program at ODU is a professional development program open to all graduate students but is designed especially for those interested in a non-academic career, such as in industry, non-profit or non-governmental organizations, or government agencies.

Students can earn a PFP Certificate by developing an individualized development plan, and attend PFP and other professional development events. Students develop an ePortfolio to document and highlight their professional development and growth.

For further information, go to the PFP website at https://sites.wp.odu.edu/pfp.
Research Resources

Office of Research

Old Dominion University is classified by the Carnegie Foundation as having High research activity. Old Dominion’s Office of Research works on behalf of faculty, staff and students to enhance and grow the University’s research enterprise through strategic planning, infrastructure support, proposal development services for faculty and administrators, assuring research compliance, encouraging technology transfer, promoting applied research, and by facilitating opportunities for collaboration with local, state and federal agencies, foundations, and industry sponsors of research. The office is led by the Vice President for Research and includes staff members who leverage a breadth of experience from both academic and private sector backgrounds. Sponsored research administration services, encompassing the range of pre- and post-award grant and contract administration, are provided by the Old Dominion University Research Foundation, a 501(c) 3 organization.

While most of Old Dominion’s research activities and centers are housed within specific colleges, the ones that are the most diverse in terms of their research focus and/or scope are organized in the Office of Research. The Virginia Modeling, Analysis, and Simulation Center (VMASC), the Frank Reidy Research Center for Bioelectronics, the Center for Educational Partnerships (TCEP) and the Commonwealth Center for Recurrent Flooding Resilience (CCRFR) are four such entities.

The Virginia Modeling, Analysis and Simulation Center (VMASC) is a multidisciplinary modeling, simulation and visualization collaborative research center. With industry, government, and academic partners, VMASC furthers the development and application of modeling, simulation, and visualization as decision-making tools and promotes economic development through transferring its intellectual property into the commercial sector. Its core capabilities are: military modeling and simulation (primarily combat simulations), homeland security and homeland defense modeling and simulation, medical simulations including biomedical representations, social system modeling, transportation modeling, virtual environments for training, coastal resilience analyses, and use of big data in simulations. VMASC creates computer simulations and conducts program analyses to meet stakeholders’ needs. Computer simulations provide the capability to: quickly and economically test theories and ideas; help visualize and understand complex situations; prioritize labor and capital investment opportunities; and reduce the risk inherent in business decisions. The research interests and capabilities of VMASC include: simulation methodologies, mathematical modeling, simulation inter-operability, verification and validation, distributed simulation, computer visualization, immersive virtual environments, human factors, social behavior, performance analysis, intelligent systems, decision support and collaboration methodologies, and modeling and simulation systems integration.

The Frank Reidy Research Center for Bioelectronics (FRRCB) is recognized as a leader in understanding the interaction of electromagnetic fields and ionized gases with biological cells and applying this knowledge to the development of medical diagnostics, therapeutics, and environmental decontamination. The center is part of an International Consortium for Bioelectronics that includes universities and research institutes from Japan, Germany, France and the United States. The objectives of the center are to perform leading edge interdisciplinary and multi-institutional research, recruit top faculty and exceptional graduate students, support regional, national and international programs, and increase external funding and institutional visibility. Research conducted at the FRRCB has attracted substantial federal agency support including multiple grants from the National Institutes of Health, Department of Defense and the National Science Foundation. The FRRCB has expertise in pulsed power technology for biological and medical applications in the sub-nanosecond to the millisecond range and includes the design and modeling of pulse delivery systems. A wide range of research is conducted at the center including new cancer therapies, wound healing, decontamination, imaging and cardiovascular applications. Old Dominion University is licensing proprietary FRRCB technology in medicine and biology.

The Center for Educational Partnerships (TCEP) establishes collaborative educational enterprises with schools and school divisions that support dissemination of proven practices, rigorous field trials of promising models, and development and testing of innovative research-based models in collaboration with Old Dominion University’s primary educational partners.

TCEP focuses its efforts on the following activities:

- Developing broad-based partnerships with school divisions in the Hampton Roads area and greater Virginia.
- Serving as a conduit through which Old Dominion University will endeavor to make available the best local, state, national, and international resources to the primary partners to fulfill our mutual obligation to assure academic achievement, development of responsible citizenship, and self-fulfillment of the youth served by our partner schools.
- Pursuing selected inter-institutional and international educational partnerships that capitalize on identified areas of strength at ODU or enhance strategic relationships between these partners and the Hampton Roads community.

The Commonwealth Center for Recurrent Flooding Resilience (CCRFR), a full partnership between ODU, the Virginia Institute of Marine Science and William and Mary, was established in 2016 by the Virginia General Assembly. The center engages the expertise, resources and intellectual vibrancy of the partner institutions in support of building resilience to recurrent flooding and sea level rise. The center serves, advises, and supports Virginia by conducting interdisciplinary studies and providing training, technical and non-technical services and policy guidance in recurrent flooding resilience to the Commonwealth and its local governments, state agencies, industries and citizens. Recognizing that flooding impacts the entire Commonwealth, the CCRFR works throughout Virginia by supporting short- and long-term projects within cities, in regions or throughout the state. Faculty are currently engaged in research that will provide cities and counties with localized subsidence data, build risk communication strategies within stakeholder groups, increase resilience within the tourism industry, map flood hazards in western Virginia, and test resilience strategies. The CCRFR is committed to working with partners across the Commonwealth and aims to leverage and enhance existing resilience strategies in Virginia.

Research and Enterprise Centers

The University has established a number of research and enterprise centers: https://www.odu.edu/impact/centers. Please check the web pages of the Office of Research http://www.odu.edu/research and those of the individual colleges for information regarding centers in specific areas.

Research Policies

The Office of Research is responsible for regulatory oversight of research involving human subjects, animal subjects, and biological materials. Students intending to conduct research in these areas should be aware that approval from a relevant committee (i.e. IRB, IACUC, IBC) may be required before the research can be initiated. The Office of Research also provides oversight and guidance regarding Responsible Conduct of Research, Conflicts of Interest, and Export Controls.

Students engaged in scientific research or other scholarly activity at Old Dominion University should also be aware of the University’s Policy, Procedures and Timeline for Responding to Allegations of Misconduct in Scientific Research and Scholarly Activity. The policy can be found in its entirety in the Board of Visitors manual section on Research Policies at http://www.odu.edu/about/policiesandprocedures/bov.

Innovations Commercialization

Students who are self-sponsored and did not use significant resources of Old Dominion University own their inventions. Only students who receive compensation through sponsored research, tuition/fee waivers, scholarships, assistantships, or other financial arrangements and/or make substantial use of University facilities in developing proprietary ideas or technology are covered by Old Dominion University’s Policy on Intellectual Property. This
policy covers the ownership and use of copyrighted works, inventions, and any other form of intellectual property. In those cases where the University has a vested interest in intellectual property, the policy specifies how inventions are disclosed, evaluated for protection and commercialization, and how any revenues derived will be distributed between the inventor/author and the University. The policy can be found in its entirety at: http://www.odu.edu/content/dam/odu/offices/bov/policies/1400/bov1424.pdf.

Students who used significant resources of Old Dominion University could be offered exclusive licenses at very attractive terms. Please call the Office of Research for more details at 757-683-4027. Further information can be found at: http://www.odu.edu/content/dam/odu/offices/research/docs/an-inventors-guide-to-innovations-commercialization-at-old-dominion-university.pdf.

Research Foundation

The Old Dominion University Research Foundation is a separate, private, not-for-profit corporation chartered under the laws of the Commonwealth of Virginia in 1965. The foundation serves as the fiscal and administrative agent to manage research and sponsored programs for Old Dominion University. The foundation’s purpose is to promote the education, research and public service objectives of Old Dominion University by encouraging, advancing, fostering, and conducting research and sponsored programs in engineering, the physical and life sciences, the humanities, education, and all other branches of learning.

The foundation is the contracting agent for University research grants and contracts with external funding agencies. In fiscal year 2016, the Research Foundation received $47.3 million in awards for research and sponsored programs. Research and sponsored program activity for fiscal year 2016, measured by amount of expenditures, totaled $50.5 million for projects sponsored by federal, state, and local government agencies and a variety of corporations and private foundations.

Technical direction of a sponsored program remains the responsibility of the principal investigator. The foundation supports the University and assists investigators by providing a broad range of administrative and technical support services. Among these services are: financial administration, budget preparation and monitoring, financial compliance guidance, proposal preparation and submission assistance, project payroll and human resources, financial reporting, technical reporting support, procurement and equipment inventory control.
Graduate Admission

Office of Admissions

The mission of the Office of Admissions is to recruit, admit and enroll students from throughout the United States and abroad who will contribute to the overall collegiate experience. Old Dominion University is open to all qualified students regardless of race, color, religion, gender (including pregnancy), age, national origin, veteran status, disability, political affiliation, sexual orientation or genetic information.

General Requirements for Admission

For regular admission, applicants must have earned a bachelor’s degree from an institution accredited by a regional accrediting body or an equivalent degree from a foreign institution. An applicant must have earned at least a 2.80 cumulative grade point average (4.00 scale) for admission to a master’s program and at least a 3.00 cumulative grade point average for admission to a doctoral program. Additional requirements are imposed by individual graduate programs. For specific program requirements, prospective students should consult the appropriate section of this catalog and contact the appropriate graduate program directors.

Students who apply before completion of undergraduate work may be admitted on the condition that the bachelor’s degree is received before the beginning of actual graduate studies.

Students whose backgrounds are judged to be deficient in any specific area of study or whose undergraduate grades or test scores are below the required average may be admitted provisionally and asked to make up the deficiency by taking one or more courses at the undergraduate level. Graduate credit will not be awarded for these courses.

Standardized Tests

The Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT) are normally required for admission. Test scores are considered valid for five years. Students with test scores older than five years should contact the program director for guidance.

Required by some programs, the Miller Analogies Test (MAT) is administered by appointment through the University Testing Center. Applicants should contact that office to make arrangements for taking the MAT.

Some programs require that students take the Exit Examination of Writing Proficiency, administered by the University’s Writing Center, prior to completion of nine graduate hours of study. Graduate students in additional programs must take the Graduate Writing Proficiency Examination administered and evaluated by the College of Education.

Academic Testing

The University Testing Center is part of University College and is located in the Student Success Center. Personnel from the Testing Center administer University placement tests, College-Level Examination Program (CLEP) exams, DANTES, the Miller Analogies Test (MAT), and correspondence tests, and coordinate entrance and certification test administrations. For information on testing, please see the web site at http://www.odu.edu/testing-center.

Submission of Transcripts

All transcripts and academic records uploaded to the online application system are considered unofficial.

If admitted, official transcripts from all colleges or universities from which a bachelor’s degree has been earned and official transcripts of all subsequent coursework must be submitted to the Office of Graduate Admissions. Official transcripts must be sent directly to the Office of Graduate Admissions from the institution at which the student took classes. Some programs may require additional official transcripts.

Old Dominion University reserves the right to require the submission of all official transcripts or credentials any time during the admission review process.

Application Procedures

Individuals interested in graduate work at Old Dominion University should apply online at http://www.odu.edu/admission/graduate or contact the Office of Graduate Admissions to obtain the forms and information. The applicant must first complete the online Admissions application (including the application fee, when applicable), and submit all supporting documents required by the graduate program to which the student is applying. The completed application and supporting documents should be submitted to the Office of Graduate Admissions by the deadlines established by the programs to ensure complete processing of an application.

Several programs of a highly competitive nature have early deadlines. Failure to submit a complete application by the program’s established deadline date will result in removal of the application from consideration for admission. Applications that remain incomplete for 6 months after the initial deadline will be purged unless the student requests deferment to a subsequent semester.

Applicants should refer to https://www.odu.edu/academics/programs for program application deadlines.

Old Dominion University reserves the right to require the submission of all official transcripts or credentials any time during the admission review process.

The Admission Decision

A written notice from the Office of Admissions or International Admissions, or U.S. Permanent Residents and Green Card holders should apply only through the Office of Admissions. The primary method of application is web-based; however, a paper application is available upon request. Along with the application fee, officially issued academic records (transcripts) and evidence of English language proficiency are required. As a service to applicants, the Office of International Admissions evaluates all foreign academic credentials.

International Student Admission

International students should apply only through the Office of International Admissions. U.S. Permanent Residents and Green Card holders should apply only through the Office of Admissions. The primary method of application is web-based; however, a paper application is available upon request. Along with the application fee, officially issued academic records (transcripts) and evidence of English language proficiency are required. As a service to applicants, the Office of International Admissions evaluates all foreign academic credentials.

Application Process and Dates

Applicants must strictly adhere to international admission and specific program deadlines to allow for the evaluation of academic and financial credentials. Additional timeline considerations include the student visa application process and required attendance at various orientation programs conducted during the week prior to the beginning of classes. Admission deferments are granted for up to one calendar year (two semesters); beyond this allotted time, a new application, fee and academic credentials are required. Along with the application, fee and program specific requirements, all academic transcripts, translations and standardized tests must be official, sealed, stamped by the institution or testing agency and sent directly to the Office of International Admissions at Old Dominion University (CEEB code 005126). Officiating authorities include an institution’s Registrar or Principle/Controller of Exams. When English is not the language of instruction, academic transcripts and course descriptions are required in one’s native language and officially translated into English. Photocopies, notarized copies, or faxed copies of required official documents will not be accepted. Certified translations by a licensed or professional translator must accompany academic documents not written in English. Translations of official documents completed by the student will not be accepted.
Credentials submitted during the application process become the property of Old Dominion University and cannot be returned.

F-1 & J-1 Student Visas

Students seeking an F-1 or J-1 non-immigrant student visa must demonstrate to both Old Dominion University and the U.S. consulate the financial ability to cover all expenses related to study and living in the U.S. Funding requirements include tuition, health insurance, living and personal expenses for the first year of study, in addition to a reasonable expectation of funding for the remaining years of study. Old Dominion University issues forms I-20 (F-1) or DS-2019 (J-1) for the nine-month academic year with the submission of Old Dominion University’s Financial Affidavit of Support, along with any corresponding original, bank issued financial statements or financial sponsorship guarantees.

English Proficiency Requirements for Non-Native Speakers of English

Admission to the University is contingent upon successful completion of English language proficiency requirements. Non-native speakers of English can provide evidence of English language proficiency through a variety of options. Admission to the English Language Center (ELC) and subsequent enrollment in non-credit English language courses at the ELC does not imply admission to the University. Further information for non-native speakers of English is available from the Office of Admissions (permanent residents and naturalized citizens) and from the Office of International Admissions (all non-immigrants).

Graduate applicants who are non-native speakers of English must provide evidence of English language proficiency through fulfillment of one of the following:

1. Submission of one of the following English proficiency test scores: TOEFL iBT of 79 (550 paper-based); IELTS overall band of 6.5; GRE Verbal Reasoning of 152, a GCSE or GCE score of "O" level pass in English; CPE grade of A, B, C.
2. Possession of a Bachelor's or Master's degree equivalent from an accredited institution located in a country where English is the native language.
3. Successful completion of two university- or college-level English courses at a regionally accredited U.S. institution. Successful completion is defined as obtaining a minimum grade of C (2.00) in each of these courses. These courses must be equivalent to the University's English composition course(s) (see General Education Requirements, Lower-Division Written Communication section) and any other advanced composition or technical writing course. In addition, matriculated Old Dominion University / English Language Center students must receive prior approval from the Office of International Admissions to take English composition courses at another institution for the purpose of satisfying the English Proficiency Requirement.
4. Successful completion of the Old Dominion University’s English Language Center (ELC) Monarch English Transition Program (formerly the ELC Bridge Program). Successful completion is defined as satisfying the following two criteria: a.) Securing a minimum grade of B and demonstrating 85% attendance in each English Language Center class; and b.) Securing a minimum grade point average of 3.00 in academic courses taken during the Monarch English Transition Program.

Graduate students who choose to satisfy English language proficiency requirements through the on-campus English Language Center will be placed according to the following criteria:

1. Students with a TOEFL iBT score below 61 (below 500 paper-based) are automatically eligible to enroll in the ELC’s Intensive English Program (IEP). Conditional admission to most graduate programs is available.
2. Students with a TOEFL iBT score between 61 - 78 (500 - 550 paper-based) will be placed in the graduate level Monarch English Transition Program (formerly the ELC Bridge Program), which includes one graduate academic course and semi-intensive English Language Center course work.

English Language Center - IEP students may enter the Monarch English Transition Program directly without TOEFL test scores after satisfying the following requirements: a.) Successful completion of level 5 in the IEP program with a ‘B’ grade or higher; and b.) Receive passing scores on level exit assessments. This option is only available to students that have progressively enrolled in the Intensive English Program.

Non-native speakers of English who anticipate holding a teaching assistantship position must provide evidence of oral English proficiency. They may take the Test of Spoken English (TSE), given by the Educational Testing Service (ETS) at sites around the world, or the ETS SPEAK Test, administered by the English Language Center at Old Dominion University. Graduate teaching assistants who fail to pass either of these tests will not be eligible to assume an instructional position.

Distance Learning

The mission of the Office of Admissions is to recruit, admit and enroll students from throughout the United States and abroad who will contribute to the overall collegiate experience. Old Dominion University is open to all qualified students regardless of race, color, religion, sex (including pregnancy), age, national origin, veteran status, disability, political affiliation, sexual orientation or genetic information.

Admission

Students who are applying for a distance learning program are encouraged to apply online and include their essay and resume. Students may request letters of recommendation within the on-line application and the recommendation letters can either be mailed or sent electronically to the Office of Admissions. Additional requirements are imposed by individual graduate programs. For specific program requirements, prospective students should contact the appropriate section of this catalog and contact the appropriate graduate program directors. All graduate applications are processed according to the University policies and procedures contained in this catalog.

Types of Admission Status

Degree Seeking Applicants

Regular

Students who have fully met the requirements for admission to a program.

Provisional

An applicant who does not fully meet the requirements for admission as a regular graduate student may, at the discretion of the graduate program director, be allowed to enroll in a graduate program as a provisional graduate student. This is a temporary status, which will be changed by the graduate program director to regular status when the student has fulfilled all the terms and conditions detailed in the offer of provisional admission. The change in status will take place after the completion of at least 9 and no more than 18 hours of graduate course work in the intended program. Prerequisite course credits and/or previous non-degree credits outside the intended program are not counted toward the provisional requirement. Credits earned under provisional status that meet the intended program’s requirements will be applied toward the fulfillment of degree requirements.

No student with less than a 3.00 average will be converted to regular admission status. A student who does not fulfill all the terms and conditions detailed in the offer of provisional admission by the completion of 18 hours will be dismissed from the intended program.

The Regulations for Continuance section of this Catalog applies to all students, including provisionally admitted students.

Deferred Enrollment

With approval of the graduate program director, enrollment into a graduate program can be deferred for no more than 1 calendar year beyond the start of the original semester for which admission was offered. For example, students offered admission for fall may request to defer their enrollment to
the next fall semester. The records of students who have not enrolled after 1 calendar year will be purged and students will have to reapply for admission.

Nondegree Entry
Nondegree entry is available to students who do not choose to apply for admission to a degree program at the time but wish to enroll in course work at the institution. Some reasons to enter as a nondegree student are:

Visiting student – A student who takes course work at Old Dominion University and then transfers the course credit to the home (degree-granting) institution.

Applying for a certificate program.

Expanding academic background or teacher certification.

Taking courses for personal and/or academic growth.

Missed the application deadline, but intends to apply as a degree-seeking student for a successive term.

Taking prerequisites (undergraduate, second degree or graduate) for a degree-seeking program.

Nondegree Entry Procedures
Applicants for nondegree status are required to complete the online application form on the Admissions Office web page. For the student’s convenience, official credentials may not be required at the time of registration; however, unofficial records or a personal interview may be requested for admission purposes. It is understood that all student information stated on the application is truthful. Deliberate falsification of application information will result in immediate withdrawal and a potential forfeiture of credits. Students should be familiar with policies and procedures for nondegree enrollment listed on the application form.

Directions for Certificate Program Registration
Please contact the department offering the certificate program for specific registration information and procedures.

Additional Information
All students should seek the approval of the academic department before registering for course work as a nondegree student.

Financial aid is not available for nondegree students, except those in approved teacher certification programs.

Students under suspension from another college or university are not eligible to attend as nondegree.

Academic advising is not available to nondegree students, but students are strongly encouraged to contact their academic department before registering for courses.

All students, degree and nondegree alike, must meet the continuance requirements as stated in the current Graduate Catalog. Failure to meet these requirements will subject students to probation or suspension.

Continuing Student Admission
Continuing applicants are students who have previously attended Old Dominion University on a degree-seeking basis and left the University, but would like to return. A student who has left the University in good academic standing is required to complete a reactivation/readmission form. If the separation from the University was longer than five years, the applicant will be required to reapply and resubmit all official transcripts and necessary credentials.
Graduate Registration Requirements

Office of the University Registrar

The Office of the University Registrar provides a wide variety of student services, including registration, verification of enrollment, maintenance of student records and academic history, transcripts, degree certification and diplomas. A calendar of important dates, the examination schedule, and information about various policies and procedures is available at http://www.odu.edu/registrar.

The Office of the University Registrar also is responsible for determining in-state tuition status, athletic eligibility and registration of students enrolling through the Virginia Tidewater Consortium and the Interinstitutional Study Program with Norfolk State University.

Finally, the Office of the University Registrar provides service to military veterans who are attending the University by processing Veterans Affairs paperwork. Complete information is available to veterans on the Registrar’s Office website as well as on the Veterans Administration website http://www.gibill.va.gov/.

Self-service is available for most processes online at https://my.odu.edu. On the Norfolk campus, walk-up services are available at the office in 1009 Rollins Hall. Additionally, many services are available at the higher education centers and the distance learning sites located throughout the Commonwealth of Virginia. The office is open Monday-Friday from 8 a.m. - 5 p.m. and can be reached at 757-683-4425.

Academic Calendar and Course Scheduling

The academic calendar includes the fall and spring semesters, as well as a summer and winter term. The fall semester begins one or two weeks prior to Labor Day Weekend and ends 16 weeks later. Classes will be held on Saturday and Sunday of Labor Day weekend, but classes are canceled for the Labor Day holiday. A Fall Break is scheduled for mid-October (Columbus Day Weekend) and runs from Saturday through Tuesday of that weekend. Thanksgiving break begins after classes on Tuesday prior to the holiday, and classes resume on the following Monday. Commencement is scheduled on the Saturday after exams have been administered.

Spring semester includes a Winter term that begins after fall commencement and ends before spring semester classes begin.

Spring semester begins one week prior to the Martin Luther King (MLK) holiday weekend. Classes are canceled for MLK weekend (Saturday-Monday) and resume on Tuesday following the holiday. Spring Break is scheduled eight weeks after the start of classes, from Monday through Saturday. Classes resume on the following Sunday and continue until Monday of week 15 into the semester. A reading day is held the Tuesday after classes end, with exams beginning on Wednesday and continuing to the following Wednesday. Commencement is scheduled on the Friday and Saturday after exams have been administered; Saturday is the degree conferral date.

Summer term includes a three-week Maymester, along with one 12-week and two six-week sessions.

Note: Asynchronous courses may or may not follow these terms. The University will determine the duration of each course, and students may opt for self-paced study when enrolling in this online format.

Authorization to Enroll in Graduate Courses

Degree Seeking Students

All students who have been admitted in regular or provisional status to graduate degree programs must have the advisor block updated prior to registration each semester. Students should consult with their advisors to discuss their program of study and to schedule appropriate courses in advance of registration whenever possible.

Nondegree Seeking Students

Nondegree graduate students should seek advice from the department/school offering the course, or, if registering for engineering or business courses, obtain permission of the department/school.

All nondegree graduate students who have completed six credit hours of graduate courses will receive an “advisory” notice upon attempting to register for additional graduate courses. This notice will advise the student to contact The Graduate School to obtain counseling and recommendations. This “advisory” notice will not prevent registration.

All nondegree graduate students who have completed or will exceed 12 credit hours will be blocked from registering or attempting to register for additional graduate courses. To remove this registration block, a student must contact The Graduate School for advice on gaining admission into a graduate program or to receive written permission to take additional hours as a nondegree student.

Students taking graduate courses for licensure, certification or professional development (e.g., Virginia Department of Education “endorsements”) will not receive the advisory notice and will be exempt from the registration block. Contact the department offering the program for specific registration information and procedures.

Students should consult the Registrar’s Office website at http://www.odu.edu/registrar each semester for the most current advising and registration policies.

Audit Status

The audit grading status is available for students who would like to enroll in a course for the knowledge gained or personal satisfaction, not for academic credit. Any course that is elected to be carried as an audit will be subject to the normal fees and regulations of the University. Regular attendance is expected, but neither tests nor examinations are required. No grade will be recorded, except that an instructor may assign a grade of W & to a student who misses an appreciable portion of the classes. The student’s record will be marked “audit” by the course so elected. A student may not audit a course and subsequently seek advanced placement credit for the same course. A student may audit a course and register for the same course for credit in a subsequent semester. Registration for the audit option must be selected by the end of the drop/add period in the given semester. Any course elected for audit cannot be changed to that of credit status after the end of the “add” registration period. Students receiving financial aid should be aware that registering for audit status may affect their financial aid eligibility. Selection of the audit status is accomplished through the normal registration procedures.

Graduate Numbering (Graduate Level)

Courses at the 500, 600, 700, and 800 levels are generally for graduate credit.

Courses at the 500 level are cross-listed to undergraduate 400-level courses, with a separate syllabus and additional work and higher-level outcomes are required for 500-level courses. Except in cases where topical content changes by each semester, cross-listed courses taken previously at the 400 level may not be retaken at the 500 level. A limited number of 500-level courses may be used to satisfy the requirements for a master’s degree, education specialist degree, or a doctoral degree.

Courses at the 600 level form the core of master’s programs, including those taken in connection with a thesis, and they are not cross-listed with numbers at other levels. A limited number of 600-level courses may be used to satisfy requirements for an education specialist degree or a doctoral degree.

700- and 800-level courses are generally, but not always, cross-listed. 700-level courses are reserved for master’s students, and 800-level courses are for education specialist and doctoral students. When 700- and 800-level courses are cross-listed, a separate syllabus and additional work and higher level outcomes are required for 800-level courses. Except in cases where
topical content changes, cross-listed courses taken previously at the 700 level may not be retaken at the 800 level.

Cooperative Education course numbers are generally 667 and 867.

Internship course numbers are generally 668 and 868.

Practicum course numbers are generally 669 and 869.

Seminar, Colloquium, and Capstone course numbers include 690, 691, 692, 693, 790, 791, 792, 793, 890, 891, 892, and 893.

Topics course numbers include 595, 596, 695, 696, 795, 796, 895, and 896. These numbers are generally to be used to designate topics courses taught as a class. The course title should be modified to include the particular topic for that semester when the course is scheduled. If a particular topic is offered more than three times, it should be submitted for approval as a regular course offering and assigned a course number.

Individual and Tutorial course numbers include 597, 697, 797, and 897. These numbers are generally to be used to designate courses involving individual or tutorial study within a discipline. These individually arranged courses will require prior approval by the department chair and/or instructor.

Research/Project course numbers are generally 698 for the master's level and 898 for the doctoral level.

The Thesis course number is 699 and is reserved for the master’s thesis.

The Dissertation course number is 899 and is reserved for doctoral dissertation courses.

The Continuous Enrollment course number 999 is available for the purpose of maintaining active status at the doctoral level. This may be a discipline-specific 999 course or GRAD 999.

The Continuous Enrollment course number 998 is available for the purpose of maintaining active status at the master's level. This may be a discipline-specific 998 course or GRAD 998.

System of Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
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<td>Excellent</td>
</tr>
<tr>
<td>A+</td>
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<td>Superior</td>
<td>Excellent</td>
</tr>
<tr>
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<td>3.30</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td>Satisfactory</td>
<td>Poor</td>
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<tr>
<td>C</td>
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<td>Poor</td>
</tr>
<tr>
<td>C-</td>
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<td>Passing</td>
<td>Poor</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
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<td>Not Used</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Passing</td>
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</tr>
<tr>
<td>D-</td>
<td>0.70</td>
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<tr>
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<tr>
<td>Z</td>
<td>None</td>
<td>No Grade Reported</td>
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</tr>
</tbody>
</table>

The use of plus and minus grades is at the discretion of the instructor.

The grade point average is calculated by dividing the accumulated number of grade points earned by the accumulated number of credit hours attempted. Grades of F and WF and repeats are included, but official withdrawals, audits, and grades on noncredit courses, nondegree credit courses, and pass/fail degree courses are not included.

For graduation, an undergraduate student must have a minimum grade average of C (grade point average of 2.00) in all courses taken and a grade point average of at least 2.00 in the major except for those programs requiring grade point averages above a 2.00.

A 3.00 average will be required for the awarding of a graduate degree or certificate. A student whose average falls below 3.00 following six or more graduate hours attempted shall be placed on probation or suspended in accordance with the continuance regulations for graduate students.

Grades in courses accepted for transfer credit are not counted in the computation of grade point averages.

Grades are available to students through the secure website. Grades are mailed to students only if a written request is submitted to the Office of the University Registrar.

WF and W Grades. The grades of WF and W indicate withdrawal from a course only under those conditions described in the sections entitled Class Schedule Change Procedure and Grading Policy for Withdrawal From Classes.

Incomplete Grades. A grade of I indicates assigned work yet to be completed in a given course or absence from the final examination and is assigned only upon instructor approval of a student request. The I grade may be awarded only in exceptional circumstances beyond the student’s control, such as illness, and only after 80% of the time allocated for the course has elapsed and substantial progress has been made toward completion of course requirements with the exception of courses that do not fit within the traditional semester calendar. In cases of exceptional circumstances beyond the student’s control, it is the responsibility of the student to approach the instructor to request an I grade and to provide documentation, including a written statement of when the work will be completed, to support the request. The authority to award an I grade rests with the instructor whose decision is final. Students whose requests for I grades are approved must not re-register for the class until the I grade has been resolved. The I grade becomes an F if not removed when grades are due the following term according to the following schedule: I grades from the fall semester become F’s if not removed by the day grades are due for the spring semester; I grades from the spring semester and the summer session become F’s if not removed by the day grades are due for the fall semester. An I grade may be changed to a W only in very unusual circumstances and when the student’s situation has changed since the I grade was awarded. In these cases, the request for a change to a W must be in writing, documented, and approved by the instructor, department chair and dean. Students will not be allowed to graduate until all grades of I have been resolved.

In the case of courses that do not fit within the traditional semester calendar, the faculty member assigns the I grade. The time periods for the removal of I grades before they become grades of F are the same as those stated in the previous paragraph.

Extension of the I time limitation normally will not be approved except for reasons beyond the student’s control and only if the supervising faculty member is available and willing to supervise the work beyond the normal time limit. Students should submit the request to the instructor, who should submit approval, via the chair, to the University Registrar in order to retain the I. The approval from the instructor should designate the expiration date of the extension.

A grade of II indicates incomplete work not subject to the time limits described above for I grades. The II grade can be used only in those courses directly related to the research for and preparation of the graduate thesis/dissertation.

Z Grades. A grade of Z indicates that no grade has been reported by the instructor and will convert to a grade of F if not removed through the last
day of classes of the following term (excluding the exam period) according to the following schedule: Z grades from the fall semester become F’s if not removed by the last day of classes of the spring semester; Z grades from the spring semester and the summer session become F’s if not removed by the last day of classes of the fall semester. Students will not be allowed to graduate until all grades of Z have been resolved.

**Interim Academic Evaluation**

Faculty teaching 100- and 200-level undergraduate courses will provide specific feedback regarding progress in the course by posting an interim grade via Leo Online by the beginning of the fifth week of classes in the fall and spring semesters. Providing timely information to students on graded work makes students aware of their performance so they can determine whether to seek additional help from the faculty member, tutorial services when available, their academic advisor and/or withdraw from the course prior to the established deadline for withdrawal.

**Mid-Semester Feedback**

The University believes that regular assessment of students and feedback to them is essential to effective teaching and learning. Therefore, faculty members will provide all students with evaluation of their progress in a course prior to midsemester (or equivalent in a nonsemester course) so that students have information about their progress before the withdrawal deadline, which is the end of the tenth week of classes.

**Registration**

There are several registration options available to students: registration via the web at my.odu.edu, click LEO online, in person, on-campus registration, and off-campus registration.

Eligible students are encouraged to preregister in order to improve the likelihood of obtaining satisfactory schedules of classes. Preregistration is reserved for currently enrolled degree-seeking students. Eligible students will be assigned a “time ticket” four to six weeks prior to preregistration. Open registration begins immediately following the preregistration period.

Complete registration information, important deadlines and the final examination schedule can be found at www.odu.edu/registrar. The course schedule is available at www.leoonline.odu.edu by March 7 for summer and fall semester classes and by October 7 for spring semester classes.

**Priority Preregistration for Active Duty, Veterans, Reservists and Virginia National Guard Service Members**

The 2012 General Assembly established Virginia code 23-9.2:3.7 C, which states:

- The governing boards of each public institution of higher education shall, in accordance with guidelines developed by the State Council of Higher Education for Virginia, implement policies that recognize the scheduling difficulties and obligations encountered by active duty members of the United States armed forces.

- The State Council of Higher Education for Virginia in consultation with the Military Education Advisory Committee (MEAC) has issued guidelines that require state colleges and universities to establish course registration policies that provide reasonable accommodation to students who are active-duty military members, veterans, reservists and Virginia National Guard members.

Old Dominion University wishes to facilitate priority preregistration for currently enrolled, degree-seeking military students according to the following procedures:

- **Priority preregistration** will begin no sooner than Monday of the first week of preregistration provided documentation has been received and approved in the Office of the University Registrar.

- **Preregistration will be based on the student’s class standing** (senior, junior, sophomore, freshman) and will permit the student to participate during the earliest registration time slot for his or her class. Time tickets will be assigned using rules to assign the appropriate time slot. All graduate students are invited to register on the first day of preregistration.

To qualify for priority preregistration:

- **Active Duty, Reservist and National Guard students** must provide proof of current active duty status to the Office of the University Registrar prior to preregistration each semester. With valid Military ID, students will be granted a priority registration time slot.

- **Veterans receiving federal VA educational benefits** to include but not limited to Chapter 30, Chapter 31, Chapter 32, Chapter 33, Chapter 1606 and Chapter 1607 will automatically receive priority preregistration if benefits have been received at Old Dominion University during the current semester (for example, priority preregistration will be granted if the student has submitted the benefits certification form for the spring semester and wishes to preregister for the fall semester).

- **GI Bill benefits recipients** who have submitted the Veterans Clearance form to the Office of the University Registrar by the deadline will be granted a priority window registration time slot. The VA Clearance Form is available at: http://www.odu.edu/content/dam/odu/offices/university-registrar1/docs/veterans-clearance-form.pdf.

- **Veterans who do not use federal VA educational benefits** must provide a copy of the DD214, retired military identification card or the DMV issued veteran card.

- In order to participate in priority preregistration, students who are qualified must self-identify as indicated and provide requested documentation by the following deadlines:

  - **Fall preregistration:** March 15
    - Generally fall preregistration will begin no later than the second week of April for currently enrolled degree seeking students.

  - **Spring/Summer preregistration:** October 15
    - Generally, spring preregistration will begin no later than the second week of November for currently enrolled degree seeking students. Summer preregistration is ongoing and concurrent with spring preregistration.

All students must have been advised, have no restrictive holds on the student account and be otherwise eligible to register in order to participate in preregistration. First semester students may register during their Preview orientation date.

Documents should be mailed or delivered to the Veterans Certifying Officer, Office of the University Registrar, 1009 Rollins Hall, Norfolk, VA 23529 or faxed to 757-683-5375. The VA Certifying Officer is responsible for all requests regarding priority preregistration.

Communication about the priority preregistration process will be published in the University Catalogs, available online on the Veterans Services pages http://www.odu.edu/military/students/veterans-services, and through direct communication via email to the ODU email address to all currently qualified and enrolled students.

Staff in the Office of the University Registrar, Military Connections and the Office of Admissions will be trained to communicate the policy to students who may be qualified for this benefit.

-Approved by the Board of Visitors

**Dropping, Adding, and Withdrawing From Classes**

See the academic calendar in this Catalog or the Registrar’s Office website at http://www.odu.edu/registrar for deadlines for adding or dropping classes. For information regarding the refund schedule, see the chapter on Financial Information or go to the Office of Finance’s web page at http://www.odu.edu/finance.
Class Schedule Changes and Drop/Add Procedures

During the fall and spring semesters, students may add and drop classes within the first 11 calendar days after the first day of classes for the semester (for full semester classes). This is normally the Tuesday following Labor Day for the fall semester and the Tuesday following the Martin Luther King holiday for the spring semester.

Once registered, a student must drop or add classes via the secure website at https://portal.odu.edu, click LEO online or submit a completed drop/add form to the Office of the University Registrar or to the distance site office (for distance students). The date the form is received in the Office of the University Registrar, the distance site office or processed via LEO determines tuition adjustments, if applicable. If needed, drop/add forms can be downloaded from the Registrar’s Office website: http://odu.edu/registrar/forms.

First-year students are strongly encouraged to seek advising before dropping or adding any class. Students enrolled in degree programs in which sequencing is critical are urged to consult their academic advisors before scheduling changes. In such programs, dropping of courses without prior consultation with academic advisors may necessitate additional time to complete University and/or departmental degree requirements.

See the academic calendar in this Catalog or at https://www.odu.edu/academics/calendar and click on the link to “calendars” for the dates for adding or dropping classes. For information regarding the refund schedule, see the chapter on Tuition, Fees and Financial Information or go to the Office of Finance’s web page at www.odu.edu/finance.

Summer and Winter Terms

Old Dominion University offers a summer program that includes a three-week Maymester, along with one 12-week and two six-week sessions. More than 1,550 graduate and undergraduate courses are offered on campus, off campus and online during the summer months.

The University also offers select classes during winter term, which is between the December graduation and the start of spring semester classes.

The exact dates for the summer and winter terms are listed on the Registrar’s Office website at www.odu.edu/registrar.

Withdrawal From Classes or From the University

Policy for Dropping and Withdrawing From Classes

Dropping Classes

Prior to the start of and during the first 11 calendar days of the semester, a student may drop a course; this means no grade will be assigned and no record entered on the student’s permanent academic record. Please refer to www.odu.edu/registrar and click on the link to “Academic Calendar” for the dates to drop classes in courses not spanning the full semester.

Withdrawal from Classes

After the first 11 calendar days of the semester, a student may withdraw from any course through the end of the tenth week of a regular semester. Please refer to www.odu.edu/registrar and click on the link to “Academic Calendar” for the dates to withdraw from classes in courses not spanning the full semester. A grade of W will be assigned during this period. Students who withdraw through the end of the tenth week are encouraged to contact their instructor, advisor, Student Success Coach (for online students), and financial aid counselor to discuss the implications of withdrawing.

Withdrawal from a course after the tenth week of a regular session (or its equivalent in a non-semester course) is usually not permitted. However, in the event of an illness or other severe hardship beyond the student’s control, the student should submit, no later than the last day of classes, a written petition for permission to withdraw to the instructor and the chair of the department offering the course. If permission is granted by both, a grade of W will be recorded. If permission is not granted by both, the student will not be allowed to withdraw from the course. Any appeal of decisions should be brought to the dean of the college offering the course.

Students who have a financial hold on their record are not able to withdraw from classes online. However, they may withdraw by the published deadline at the Registrar’s Office between 8:00 a.m. and 5:00 p.m. Monday-Friday. The office is located at 1009 Rollins Hall.

A student who stops attending classes without withdrawing from the course will receive a grade of WF, except if the student’s performance was an F at the time the student stopped attending class, in which case a grade of F will be assigned. The grade of WF will carry no grade points, and will be computed in the grade point average as a grade of F.

Prior to withdrawing from any course, students receiving financial aid should consult their financial aid counselor. Course withdrawal may adversely impact satisfactory academic progress for financial aid purposes and limit the student's ability to continue receiving financial aid.

Drop and Withdrawal Deadlines

Specific deadline dates for dropping and withdrawing from classes can be found at the Registrar’s Office website, www.odu.edu/registrar, by clicking on the link to “Academic Calendar.”

Administrative Withdrawal From the University

During the course of any semester, there will be situations, such as severe illness, death in the immediate family, or disciplinary actions, which will require that the University initiate an administrative withdrawal from the University to assist a student or to implement a University-imposed sanction. The following procedures will be used.

1. The request for withdrawal is initiated either by the student because of an extenuating personal situation or by the University because of a disciplinary situation.

2. This action will normally be handled by the Vice President for Student Engagement and Enrollment Services or designee. If the student initiates the withdrawal, the Office of the Vice President for Student Engagement and Enrollment Services will determine what verification is necessary and document the situation.

3. A request will be submitted to the Office of the University Registrar to withdraw the student from all classes.

4. The student’s instructors will be notified. If the student is withdrawing after the last day to withdraw from classes without penalty, part of this notification will include the opportunity for the faculty member to raise objections if the student’s classroom performance is such that a withdrawal (W) would not be appropriate. If a faculty member objects, the faculty member will inform the University Registrar and the student will receive an “F” in the class.

5. The request for withdrawal must be initiated by the student within one calendar year counting from the first day of classes of the term for which administrative withdrawal is sought. Requests for withdrawal that have the necessary documentation but are received after the one-year deadline may be reviewed by an appeals committee consisting of at least three members and including both faculty and administrators, to be convened by the Director of Student Outreach and Support in Student Engagement and Enrollment Services. These requests must include clear and convincing evidence explaining the student’s inability to submit the request within one calendar year.

6. Tuition refund appeals are handled separately and must be submitted to the Office of Finance. Students submitting requests after the one-year deadline are not eligible for a tuition appeal.

7. Students receiving financial aid should consult their financial aid counselor prior to submitting a tuition refund appeal.

Sudden Withdrawal and Prolonged Absence Due to Military Mobilization

The following guidelines are provided for students whose service in the uniformed services has required their sudden withdrawal or prolonged absence from enrollment at Old Dominion University.

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The following definitions are provided in connection with these guidelines:

- “Service in the uniformed services” means service (whether voluntary or involuntary) on active duty in the Armed Forces, including such service by a member of the National Guard or Reserve, for a period of more than 30 days under call or order to active duty of more than 30 days.
- “Tuition” means the actual price of education charged to a student for the term in which service in the uniformed services caused his or her sudden withdrawal or prolonged absence from enrollment at a Virginia institution of higher education.
- “Reinstatement” means the readmittance and reenrollment of a student whose service in the uniformed services has caused his or her sudden withdrawal or prolonged absence from enrollment.
- “Sudden withdrawal” means leaving an institution after a semester has begun or after the tuition and required fees for a term have already been billed to or paid by the student.

**Policies and Procedures**

All active duty military students who are unable to complete course requirements due to change in employment duties, work schedule or deployment to a duty assignment may be administratively withdrawn from current semester courses. Students are required to furnish a copy of their military orders to the Office of the University Registrar. Upon receipt of the copy of military orders, the student will be withdrawn from all courses and refund of tuition will be processed following an audit of the student’s account and returned to the appropriate party. In addition, the University Registrar will notify the following offices so that additional refunds can be processed as appropriate: Housing and Residence Life, University Card Center, Parking and Transportation Services, and the University Village Bookstore. Students who are deployed while actively attending the University should make an effort to notify the University Registrar as soon as possible so that records can be updated, providing a copy of military orders or verification of a new duty assignment.

**University Housing and Dining Services**

Upon notification by the University Registrar, the Executive Director of Housing and Residence Life will authorize a refund based on prorated charges for the semester calculated on the days in residence. If the student is deployed prior to the start of the semester, but has made a formal commitment for University housing, the student will be released from the housing agreement without penalty and the deposit will be fully refunded.

**Dining/Monarch Plus Card/Parking Services**

Upon notification by the University Registrar, prorated refunds will be made for partially used meal plans. Funds remaining on the Monarch Plus card will be refunded to the student. Refund of payment for a parking decal will be prorated based on percentage of use.

**Textbooks**

Upon notification by the University Registrar, the University Village Bookstore will allow for full refunds/and or exchanges of textbooks for any student called to official active military duty as long as the book is in resellable condition.

**Deposits for Admission**

Freshman students who are new applicants for admission to the University but who have not registered for classes may receive either a refund of the admission deposit or defer admission up to one year by submitting a request to the Office of Admissions.

**Preview Fee**

Students who have paid but have not attended Preview will receive full refund of the fee.

**Academic Credit**

If the student has begun attending classes and sufficient time has passed in the semester, the incomplete grade policy may apply.

A grade of Incomplete (I) indicates assigned work yet to be completed in a given course or absence from the final examination and is assigned only upon instructor approval of a student request. The I grade may be awarded only in exceptional circumstances beyond the student’s control, such as illness, and only after 80% of the time allocated for the course has elapsed and substantial progress has been made toward completion of course requirements with the exception of courses that do not fit within the traditional semester calendar. In cases of exceptional circumstances beyond the student’s control, it is the responsibility of the student to approach the instructor to request an I grade and to provide documentation, including a written statement of when the work will be completed, to support the request. The authority to award an I grade rests with the instructor whose decision is final. Students whose requests for I grades are approved must not re-register for the class until the I grade has been resolved. The I grade becomes an F if not removed through the last day of final exams of the following term according to the following schedule: I grades from the fall semester become F’s if not removed by the last day of exams of the spring semester; I grades from the spring semester and the summer session become F’s if not removed by the last day of exams of the fall semester. An I grade may be changed to a W only in very unusual circumstances and when the student’s situation has changed since the I grade was awarded. In these cases, the request for a change to a W must be in writing, documented, and approved by the instructor, department chair and dean. Students will not be allowed to graduate until all grades of I have been resolved.

In the case of courses that do not fit within the traditional semester calendar, the faculty member assigns the I grade. The time periods for the removal of I grades before they become grades of F are the same as those stated in the previous paragraph.

Extension of the I grade limitation normally will not be approved except for reasons beyond the student’s control and only if the supervising faculty member is available and willing to supervise the work beyond the normal time limit. Students should submit the request to the instructor, who should submit approval, via the chair, to the University Registrar in order to retain the I. The approval from the instructor should designate the expiration date of the extension.

If the student is unable to complete the incomplete grade because of prolonged deployment the student should provide justification and documentation directly to the course instructor. At the instructor’s discretion, the course instructor can authorize the University Registrar to administratively withdraw the student using this policy. The student will be withdrawn from the course, a grade W will be posted to the academic record and refund of tuition to the appropriate party will be processed. If the instructor is no longer employed at the University, the student should consult the department chair. In the event of a disagreement about a grade, the normal grade appeal process described in the University Catalogs will apply.

Students who are administratively withdrawn from the University under this policy are strongly encouraged to maintain contact with the University through the Office of Student Engagement and Enrollment Services.

Students who are called to active duty during an academic semester who have completed 75 percent of the course requirements at the time of activation and who meet other specified requirements also have the option to accept the grade earned to date. It is the responsibility of the student to provide a copy of the military orders to the Office of the University Registrar. The Registrar will provide documentation to the instructor in support of the student’s request to receive the grade earned to date.

**Reinstatement**

As soon as plans are made, returning students should contact the Office of Admissions to verify their student status and to reactivate their record, if necessary, prior to re-enrolling in classes. Students who leave the University in good standing remain eligible to re-enroll. A student who has left the University for more than a year must complete a reactivation/readmission form available on the Office of Admissions web site. If the separation from the University was longer than five years, the applicant will need to resubmit all official transcripts and necessary credentials. There are no additional fees if the student has previously paid the admission fee.
Students who return following a prolonged absence due to military deployment should be aware of the time limits for Catalog election.

**Undergraduate Return to Program**

It is presumed the undergraduate student will remain eligible to return to the same program of study. The student should contact the chief departmental advisor for the major if returning to the same program of study. The content of some programs may require that the student repeat previously passed courses to maintain currency in the field.

If the program of study is no longer available for any reason, the student should seek the assistance of the academic advising unit in Academic Enhancement and access the degree evaluation system, available online as DegreeWorks, to determine a suitable alternative major.

**Undergraduate Time Limits**

Undergraduate students may choose to graduate under the Catalog in effect at the time of their first enrollment (part-time or full-time) or any subsequent Catalog provided that the students graduate within six years from the date of the first enrollment. Students who have prolonged deployment may be required to elect a more recent Catalog or the Catalog in effect at the term of re-enrollment at the University. Returning students should consult their academic advisors to verify the correct Catalog for graduation purposes. Students should refer to their “general student record” in LEO Online to verify the Catalog selected at the date of first enrollment. The Catalog “year” begins with the fall semester each year.

In all cases, students must have been duly admitted to the University and an academic program of study and meet all of the requirements for graduation in one Catalog. Students may not “tailor make” their own degree requirements by selecting partial requirements from more than one Catalog.

The Office of the University Registrar will maintain records of administrative withdrawals completed under this policy. 

-Approved by the Board of Visitors

**Guidelines and Procedures for Grade Adjustments for Nonacademic Reasons**

1. Errors in the assignment of grades (e.g., a C received instead of an A) must be brought to the attention of the faculty member immediately upon receipt of the grade. If confirmed, the instructor will submit a grade change through the chair to the University Registrar. An online process for grade changes is available if the grade to be changed is not older than two semesters. In these cases, the instructor of record makes the change online. The chair is notified by email of the change and may at that time deny the change of grade. If the grade to be changed is older than two semesters, then the instructor submits an Academic Record Change Form (H-1002) to the chair, who forwards it to the University Registrar if it is approved, and notifies the instructor of reasons for denial if it is not approved.

2. Administrative errors (e.g., drop/add submitted but not processed) should be brought to the attention of the University Registrar immediately upon receipt of the grade.

**Grade Appeals: Policy and Procedures**

I. Policy and Purpose

A. The purpose of the grade appeal procedure is to serve the needs of graduate and undergraduate students who believe that they were unjustly awarded a final course grade by a faculty member through prejudice or caprice. This policy applies to the final grade for the award of academic credit and does not apply to graduate and undergraduate examinations that are administered as part of the degree progression and certification processes (such as comprehensive examinations and candidacy examinations at the graduate level).

B. The basis for a grade appeal is the student’s charge that the final grade was awarded through prejudice or caprice. The burden of proof rests with the student.

C. Students must initiate the first review of the appeal within 45 days of the official end of the semester in which the grade was awarded. For grades awarded and appealed from fall and summer semesters, the entire appeal process must be completed before the official end of the next semester; the entire appeal process for grades awarded and appealed from the spring semester must be completed before the official end of the next fall semester.

II. Procedure

Prior to initiating a formal appeal, the student must attempt to consult with the instructor to request an explanation of the method of evaluation and to determine whether an error has been made. This consultation may be face to face, via e-mail, phone, or video conference if both agree, and efforts to consult with the instructor must be documented by the student. If at any point in the appeals process the student and instructor, or the student and a subsequent appeals body, agree that a grade of P is acceptable, that grade shall be assigned for the course and the appeals process will conclude. At all stages of the grade appeal processes outlined below, the instructor and student shall be notified of any actions recommended or taken by the chair, Grade Appeal Review Committee, Dean (or designated Associate Dean) or Provost and Vice President for Academic Affairs (or designated Vice Provost).

A. First Review of Appeal

1. If the student is not satisfied with the results of the consultation with the instructor, or the instructor is not available as described in section IV. B, then the student may file a grade appeal. The chair of the department in which the instructor is teaching will conduct the first review of the student’s appeal, unless the instructor is the department chair. The student’s case must be presented on the Grade Appeal Form with supporting documents/explanations to the instructor’s department chair within 14 days of the consultation with the instructor.

2. The student’s Grade Appeal Form should (1) state specific reasons and give examples of faculty prejudice or caprice, (2) show that prejudice or caprice affected the awarding of the final course grade, and (3) be presented as a complete package and include all other supporting documentation.

3. The chair shall notify the instructor of the appeal and provide the instructor with copies of the form and other documents that were submitted. The chair or Dean (or designated Associate Dean) shall also request a response from the instructor that should include at a minimum the course syllabus, grade distribution for the course, attendance policy, the grading plan for the course, and other grading rubrics.

4. The chair shall review all documents and may hold a hearing where both the instructor and student are present. (See section V. for guidelines for hearings.) No other persons will attend the hearing and the hearing must be recorded.

5. If the chair concludes that there is no cause for complaint, the student and the instructor will be notified in writing of the decision within seven days of receipt of the request for an appeal and the supporting documents. The student may request a second review of the appeal (see section II.B. for details).

6. If the chair concludes that there is valid cause for the complaint, the chair should consult with the instructor and student and attempt to mediate the dispute by working with both parties to agree on an appropriate course grade. Among the alternatives available for resolution of the case will be the assignment of the grade of P if the chair, the instructor, and the student express their agreement in writing. If the instructor and student agree to a grade change or to award a grade of P, the instructor will make the official grade change.

7. If mediation fails, the chair will notify the college Grade Appeal Review Committee of the need for a review and submit all documents to the committee. The instructor and the student will be notified of this action.

8. The chair will ask the college Grade Appeal Review Committee to appoint the reviewers within five working days. (See Section III for the composition of the committee.)
The faculty and the student who form the Grade Appeal Review Committee will notify the instructor and student involved in the appeal when the review will take place and request needed documents.

The Grade Appeal Review Committee will review the documents, consult with relevant parties as needed and determine if there is sufficient evidence in the documents to support the student’s appeal, or if more information is needed in which case a hearing with the student and instructor may be held. (See Section V for details about the hearing.) The review and hearing must be scheduled within 15 days of the receipt of the materials by the committee.

If the Grade Appeal Review Committee finds that there is sufficient evidence that the grade was awarded with prejudice or caprice, they may consult with the instructor to suggest a grade change and provide a rationale for that decision. The decision and rationale must be provided in writing to the instructor. The final outcome of the committee’s review will be documented and communicated to the instructor, the student, the department chair, and Dean.

If the committee finds on behalf of the student and recommends a change of grade and the instructor refuses to change the grade but is willing to assign a grade of P, then the committee will consult with the student about the advisability of accepting a P grade. Should the student agree to accept a grade of P, the instructor will make the official grade change.

If the committee finds on behalf of the student and recommends a change of grade and the student is unwilling to accept a grade of P, the Dean will review and make a recommendation to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs or a designated Vice Provost will submit the recommended grade change to the Registrar. Only the Provost and Vice President for Academic Affairs or designated Vice Provost is authorized to change an instructor’s grade. The instructor, chair, student, and Dean will be notified. The Provost and Vice President for Academic Affairs’ decision will be final.

If the committee finds on behalf of the instructor, the original grade will stand and the instructor and the student will be notified.

If the instructor is the department chair, the student will submit the Grade Appeal Form and documents to the Dean (or designated Associate Dean) and the Dean or designated Associate Dean will conduct the first review following the procedures described in II.A.1-8.

If the instructor is a Dean or Vice President, the student will submit the Grade Appeal Form and documents to the chair of the department in which the Dean or Vice President is teaching the course.

The following are guides for the instructor’s responsibilities and rights.

A. The following are guides for the instructor’s responsibilities and rights.

1. Instructors have a responsibility to meet with students to explain the course grading procedure and the process for determining the final grade.

2. When requested, instructors must provide the documents requested for a review at all levels. These documents will include at a minimum the course syllabus, grade distribution for the course, attendance policy, and grading procedures for course tasks with rubrics. Other documents may be included or requested.

3. The instructor must assist in making arrangements for a hearing when one is needed.

4. Instructors have the responsibility to participate in a grade appeal.

5. No instructor shall be forced or coerced into making a grade change.

B. Unavailable Instructors

1. In the event a student makes documented efforts to consult with an instructor and is unable to find the instructor, or does not receive a response, the student shall seek assistance from the chair.
2. When the chair has made reasonable efforts to contact an instructor whose final grade is being appealed and is unsuccessful, the Grade Appeal Review Committee and chair will independently review available materials and reach a consensual decision. In the event that these two reviews reach different decisions that are not reconciled, the Provost and Vice President for Academic Affairs or designated Vice Provost will make a final decision. No other appeal can be made.
   a. If the decision is in favor of the student, and the student is not willing to accept a grade of P, the Provost and Vice President for Academic Affairs or designated Vice Provost will submit the recommended grade change to the Registrar. Only the Provost and Vice President for Academic Affairs or designated Vice Provost is authorized to change an instructor’s grade upon the recommendation of the college Grade Appeal Review committee.
   b. If the decision is not in favor of the student, the instructor’s original grade will remain.
3. In the event of an instructor’s unavailability due to death, serious illness, or any other cause that would prevent the instructor from participating in the process in time for the process to be completed during the designated semester, the procedure in IA.1. and IV.B.2 will be followed.

V. Procedures for Hearings
A hearing involving the faculty member and the student may be held at any level of appeal.

A. After the Grade Appeal Review Committee reviews the appeal form and supporting documents and the instructor’s documents, a hearing may be held to clarify issues and/or to receive further evidence. Both the student and the instructor may submit additional materials at the hearing.

B. Hearings may be held at any level only when both the instructor and the student can participate. No other persons may attend this hearing.

C. The conclusions, decision(s), and a rationale for these must be disseminated in writing to the instructor and to the student.

D. If either the instructor or the student believes that the established procedures for the appeal of grades have not been followed, an appeal for an additional hearing may be made to the Dean (or designated Associate Dean), or when the chair or Dean is the instructor, to the Provost and Vice President for Academic Affairs or designated Vice Provost. The only basis for an appeal will be the failure to have been provided due process as prescribed by the policy.

VI. Records
A. The original Grade Appeal Form and all decision letters for each level of review will be kept in a secure location in the Dean’s office for a minimum of one year.

B. Recordings of hearings will be kept in the Dean’s office for a minimum of one year.

VII. Assignment of P Grade
A P grade established under this policy at any stage of the grade appeal process will be given irrespective of the University policy on hours permitted for P grades or restrictions on when a P grade is permissible and will not prevent progression in the degree program or courses for which this course is a prerequisite.

Transcripts
Transcripts are provided by the Office of the University Registrar and are issued only as requested through LEO Online. Official electronic transcripts (PDF) can be ordered through Parchment, the University’s electronic transcript service provider. Transcripts should be requested at least five business days before the date needed to allow for processing and delivery. Students picking up transcripts must present valid identification.

No transcripts will be issued if the student has an outstanding debt at the University. All grades, academic standing, degrees received, and degree honors are included on the transcript.

An official transcript carries the University Seal and an authorized signature. Official transcripts are usually mailed directly to educational institutions, employers, etc. Any transcript mailed to or given directly to a student will be marked, “Issued to Student.” Partial transcripts are not issued; each transcript must include the student’s complete record at Old Dominion University. A transcript of work completed at any high school or at any college other than Old Dominion University must be obtained directly from that institution.

There is a charge of $5.00 for each transcript issued. Additional fees are charged for expedited delivery services and for those ordered through Parchment. Students may access and print unofficial transcripts for personal use through LEO Online at no charge.

Graduation Information
All students must apply for graduation during the semester prior to the expected completion of degree requirements. The deadline to file the intent to graduate is generally the last day of November, February and June for the following semester. Specific deadlines are published on the Registrar’s Office website, http://www.odu.edu/registrar.

Students can view their application and degree status in LEO Online, via https://my.odu.edu. Once the application has been processed, the student’s graduation status appears as “pending.” The status changes to “awarded” once the degree is conferred. Awarded status may take up to four weeks following the published degree conferral date.

Applications, complete instructions and deadlines regarding graduation are available on the Registrar’s Office website at http://www.odu.edu/registrar. A separate application for each degree is required if the student is pursuing more than one degree.

Students who do not complete degree requirements as expected must reapply for the next graduation date.

Application for Graduation for Graduate Students
Graduate students should apply online at https://my.odu.edu. Graduation staff members will coordinate the evaluation process with the appropriate graduate program advisor.

All outstanding work and incomplete or unreported grades must be completed or resolved before the degree will be conferred. Master’s level and doctoral students must have submitted the thesis (if required) or dissertation to the Registrar’s Office no later than the Friday one week before commencement as well as evidence of successful completion of oral, written or other degree requirements. Graduate students should confer with the graduate program director and review materials available on The Graduate School’s website for complete information (http://www.odu.edu/graduateschool).

Commencement
Commencement exercises are intended for students who are eligible and reasonably expect to complete degree requirements to graduate from the University within the current or following graduation period.

Commencement ceremonies are managed through the Office of University Events. Information about requirements for participation in commencement ceremonies is available at http://www.odu.edu/academics/graduation-commencement. To be eligible to participate in ceremonies, candidates must indicate their intent when they apply for graduation; any change must be communicated to the Office of University Events.

May commencement ceremonies are intended for candidates graduating in May and students who expect to complete studies in August. December commencement ceremonies are intended for candidates graduating in December and students who completed studies the preceding August.

Students who expect to attend commencement ceremonies must have applied for graduation. Tickets will not be provided by the Commencement Office to students that have not applied. Participation in commencement ceremonies does not confirm that a degree has been (or will be) conferred. Degree conferral may take up to four weeks from the date of the commencement
ceremony. With the exception of doctoral degrees, diplomas are not distributed at commencement.

**Diplomas**

Diplomas are available for pickup at the Registrar’s office. Students will be contacted via email when their diploma is available. Diplomas that are not picked up will be mailed to the student’s permanent address. Students should verify address information in LEO when applying for graduation. Diplomas will be mailed beginning in June for May graduates, in September for August graduates and in January for December graduates.

All holds, debts or other obligations to the University must be satisfied before the diploma will be released. Information about holds can be viewed in Leo Online at https://portal.odu.edu/.

The student’s legal name (as maintained in the official student record) and the degree title (Bachelor of Arts, Bachelor of Science, etc..) appear on the diploma. For a complete listing of degrees, please refer to the Degree Programs listing in this catalog. Neither the major nor the minor appears on the diploma, but will appear on the transcript.

**Interinstitutional Agreements and Opportunities to Fulfill the Degree**

**Attendance at Other Institutions**

Graduate students who are enrolled at Old Dominion University may attend another institution and transfer credit earned to a degree program at Old Dominion University. While formal Old Dominion University permission is not required, students should consult the graduate program advisor to ensure that the credits to be taken at the other institution will transfer to the Old Dominion University program in which the student is enrolled. An official transcript from the other institution must be submitted to the graduate program advisor along with any supporting materials that may be requested such as a syllabus, course description, etc. The graduate program advisor will complete an evaluation of external credits and submit the result to the Office of the University Registrar for posting to the student's academic record.

The other institution may ask the student to provide documentation of good standing or eligibility to continue at Old Dominion. These forms should be submitted to the Office of the University Registrar. Forms that require the student to demonstrate that the course(s) will be accepted for transfer credit at Old Dominion University should be submitted directly to the academic advisor.

**Academic Common Market**

Old Dominion University, through a number of its undergraduate and graduate programs, participates in the Southern Regional Education Board’s Academic Common Market. Eligible residents of participating states may enroll (following admission to degree status) as Academic Common Market students at in-state tuition rates. Evidence of legal domicile must be presented to the Office of the University Registrar, 1009 Rollins Hall. Information on available programs can be viewed at http://www.schev.edu/index/tuition-aid/academic-common-market.

**Interinstitutional Study Program with Norfolk State University**

Old Dominion University students have the opportunity to elect courses at Norfolk State University through a student exchange program agreed to by the two institutions.

The registrar of each institution will register a student for courses at the other institution if the student presents a properly signed form listing the course(s) to be taken at the other institution. If the student presents a properly signed form listing the course(s) to be taken at the other institution, the exchange will be honored in both regular sessions and in summer sessions, and will apply to graduate students at the master’s, certificate of advanced study, and doctoral levels at both institutions.

The student must have completed prerequisites for the course(s) for which he/she registers. Core curriculum requirements must be met at the home institution. Elective courses and departmental requirements may be satisfied through exchange courses, but approval is required from the student’s department. If a particular course is offered at the home institution, it may not be taken for credit at the other institution. All credits earned will be considered as resident credit at the home institution for degree purposes.

The tuition and fees are determined and retained by the student’s home institution.

**Student Exchange Policy Between Eastern Virginia Medical School and Old Dominion University**

The registrars of Old Dominion University and Eastern Virginia Medical School (EVMS) will each register a student for courses at the other institution if the student presents a properly signed form listing the course(s) to be taken at the other institution. The exchange will be honored both in regular sessions and in summer sessions and will apply to graduate students at the master’s and doctoral levels at both institutions. The students must have completed all prerequisites of the courses for which they register. All credits earned will be considered as resident credit at the home institution for degree purposes. (Courses taken at EVMS under this policy will be considered the same as Old Dominion University courses; all other courses are subject to transfer credit policy limitations.)

Tuition and fees applicable to the courses taken will be handled according to current interinstitutional policies regulating these.

**Navy Education Consortium and Educational Agreements**

A consortium of higher education institutions, located near major naval facilities, has developed a means to enhance the opportunities for active duty naval officers to participate in graduate education at the master’s level. The institutions are Old Dominion University, George Washington University, Memphis State University, The University of Rhode Island, San Diego State University and the University of West Florida. The program areas which may be offered under the auspices of the consortium include international and political studies, computer information sciences, and computer science. These higher education institutions also provide a common curriculum that satisfies competency areas as set forth by the Navy for the ETMS program. Officers participating in the program are enrolled in the Master of Science in Education degree program with a major in educational administration. For current information, contact the Office of Academic Affairs.

**Virginia Tidewater Consortium Exchange Program**

Old Dominion University students may also take courses at any of the following Consortium institutions: Christopher Newport University (Newport News), College of William and Mary (Williamsburg), Eastern Shore Community College (Melfa), Eastern Virginia Medical School (Norfolk), Hampton University (Hampton), Joint Forces Staff College (Norfolk), Norfolk State University, Paul D. Camp Community College (Franklin), Regent University (Virginia Beach), Thomas Nelson Community College (Hampton), Tidewater Community College (all campuses), and Virginia Wesleyan College (Norfolk).

Cross-registration is subject to the following regulations:
1. Cross-registration is limited to degree-seeking students with cumulative grade point averages of 3.00 or better.

2. Graduate students who opt to cross-register under the Virginia Tidewater Exchange Program may accumulate a maximum of 12 external credit hours to include any combination of transfer or consortium credit hours. Exceptions are granted to students enrolled in approved joint programs within the Virginia Consortium.

3. Graduate students must get pre-approval from their Graduate Program Director (GPD) before registering for consortium classes.

For further information, contact the Office of the University Registrar, 1009 Rollins Hall or register@odu.edu.
Tuition Fees & Financial Information

Tuition

As used by the University, the term tuition refers to a comprehensive fee that includes payment of instructional programs, academic services, student services and activities, recreational sports, and intercollegiate athletics. All fees are subject to approval and/or change by the Board of Visitors.

Information related to the comprehensive tuition can be found on the website for the Office of Finance at http://www.odu.edu/admission/costs-tuition/tuition-rates.

Students who are eligible to enroll in a combination of undergraduate and graduate courses in any given semester must pay tuition for the courses at the appropriate levels as prescribed. Graduate hours are available at graduate tuition rates, and undergraduate rates apply for undergraduate hours.

Housing Charges—2018-19 Academic Year*

<table>
<thead>
<tr>
<th>Housing Charges</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average room and board per year</td>
<td>$10,426</td>
</tr>
</tbody>
</table>

Applied Music Fees—2018-19 Academic Year*

<table>
<thead>
<tr>
<th>Applied Music</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Instruction (2 or 3 credits, one hour of instruction)</td>
<td>$250.00</td>
</tr>
<tr>
<td>Individual Instruction (1 credit, one-half hour of instruction)</td>
<td>$175.00</td>
</tr>
<tr>
<td>Group Instruction (class piano or voice)</td>
<td>$75.00</td>
</tr>
</tbody>
</table>

Course Fees—2018-19 Academic Year*

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 202, ARTS 203, ARTS 211, ARTS 231, ARTS 271, ARTS 279, ARTS 304</td>
<td>$30</td>
</tr>
<tr>
<td>ARTS 241, ARTS 254, ARTS 257, ARTS 258, ARTS 259, ARTS 261, ARTS 263, ARTS 281, ARTS 291</td>
<td>$50</td>
</tr>
<tr>
<td>BIOL 111N, BIOL 118N, BIOL 122N, BIOL 124N, BIOL 137N, BIOL 139N</td>
<td>$20</td>
</tr>
<tr>
<td>BIOL 404, BIOL 420, BIOL 504, BIOL 520</td>
<td>$25</td>
</tr>
<tr>
<td>BIOL 103</td>
<td>$30</td>
</tr>
<tr>
<td>BIOL 250, BIOL 251</td>
<td>$35</td>
</tr>
<tr>
<td>BIOL 314</td>
<td>$40</td>
</tr>
<tr>
<td>BIOL 315 (fall semester)</td>
<td>$45</td>
</tr>
<tr>
<td>BIOL 317 (spring semester)</td>
<td>$45</td>
</tr>
<tr>
<td>CEE 335</td>
<td>$20</td>
</tr>
<tr>
<td>CET 345W</td>
<td>$30</td>
</tr>
<tr>
<td>CHEM 106N, CHEM 108N, CHEM 122N, CHEM 124N, CHEM 138N</td>
<td>$50</td>
</tr>
<tr>
<td>CHEM 212, CHEM 214, CHEM 322, CHEM 332W, CHEM 334W</td>
<td>$75</td>
</tr>
<tr>
<td>CHEM 442W, CHEM 542</td>
<td>$100</td>
</tr>
<tr>
<td>CS 120G, CS 121G</td>
<td>$30</td>
</tr>
<tr>
<td>CS 150</td>
<td>$40</td>
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<tr>
<td>CYTO 428W</td>
<td>$45</td>
</tr>
<tr>
<td>DNTH 301, DNTH 317</td>
<td>$50</td>
</tr>
<tr>
<td>ECE 287, ECE 387</td>
<td>$25</td>
</tr>
<tr>
<td>EET 125, EET 325, EET 325, EET 335</td>
<td>$30</td>
</tr>
<tr>
<td>ENG 110</td>
<td>$45</td>
</tr>
<tr>
<td>GEOG 402, GEOG 404, GEOG 502, GEOG 504</td>
<td>$25</td>
</tr>
</tbody>
</table>

Other Charges and Fees—2018-19 Academic Year*

<table>
<thead>
<tr>
<th>Other Charges and Fees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee**</td>
<td>$50</td>
</tr>
<tr>
<td>Technology-Delivered Course Fee</td>
<td>$20 per credit hour</td>
</tr>
<tr>
<td>Graduate Engineering Program Course Fee</td>
<td>$25 per credit hour</td>
</tr>
<tr>
<td>MBA Program Course Fee</td>
<td>$25 per credit hour</td>
</tr>
<tr>
<td>Nursing Undergraduate Pre-Licensure Program Fee</td>
<td>$375 per semester</td>
</tr>
<tr>
<td>Nursing Graduate MSN Program Fee</td>
<td>$450 per semester</td>
</tr>
<tr>
<td>Nurse Anesthesia Program Fee</td>
<td>$1,500 per semester</td>
</tr>
<tr>
<td>Late Penalty Fee</td>
<td>5% of past due amount</td>
</tr>
<tr>
<td>Payment Plan Processing Fee (non-refundable)</td>
<td>$40</td>
</tr>
<tr>
<td>Returned Check Processing Charge</td>
<td>$50</td>
</tr>
<tr>
<td>Collection Fees</td>
<td>25% of past due amount</td>
</tr>
<tr>
<td>Transcript Processing Charge (per copy)</td>
<td>$5</td>
</tr>
<tr>
<td>Thesis, Dissertation Binding Service Charge (first five copies)</td>
<td>$60</td>
</tr>
<tr>
<td>Each Additional Copy</td>
<td>$18</td>
</tr>
<tr>
<td>Ph.D. Dissertation - Microfilming</td>
<td>$65</td>
</tr>
<tr>
<td>Ph.D. Dissertation - Copyrighting</td>
<td>$55</td>
</tr>
</tbody>
</table>

* All fees are tentative and subject to final approval by the Board of Visitors and/or the President. Those listed are in effect as of 2018-19 and are subject to change.

** Does not apply to Old Dominion University full-time faculty and staff and their full-time dependents and former Old Dominion University students seeking readmission who have not attended another institution since leaving Old Dominion.
Veterans Access, Choice, and Accountability Act of 2014 (As Amended by Public Law 114-315)

The following individuals shall be charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes:

- A Veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill – Active Duty Program) or chapter 33 (Post-9/11 G.I. Bill), of title 38, United States Code, who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth (regardless of his/her formal State of residence) and enrolls in the school within three years of discharge or release from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth (regardless of his/her formal State of residence) and enrolls in the school within three years of the transferor’s discharge or release from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in the state in which the institution is located (regardless of his/her formal State of residence) and the transferor is a member of the uniformed service who is serving on active duty.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in the Commonwealth of Virginia while attending a school in the Commonwealth of Virginia (regardless of his/her formal State of residence).
- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three year period following discharge, release, or death described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code.

-Approved by the Board of Visitors

In-State Tuition Status (Residency)

To be considered a Virginia resident for tuition purposes for any given semester, it is necessary that the applicant be domiciled in the Commonwealth of Virginia for at least one year immediately preceding the beginning of that term. Domicile is a technical legal concept and is defined as the place (state) where a person resides with the unqualified intention of remaining indefinitely. Domicile is generally evidenced by such things as payment of income, real estate, and personal property taxes, voter and automobile registration, and driver’s license. Residence in Virginia for the purpose of securing an education alone does not qualify a person for classification as a Virginia student for tuition purposes. The application deadline for in-state status is the first day of classes of the term for which the in-state status is being sought.

The General Assembly of Virginia has enacted several special provisions for veterans, active duty military, spouses and dependents. Please refer to www.odu.edu/registrar for current guidelines.

A student who meets the criteria for resident tuition during his or her course of study at Old Dominion University is not automatically reclassified to such status. He or she must request such classification, using an appeal form available from the Office of the University Registrar. By law, appeals of classifications must be submitted before the start of classes for the term in which the change is sought. Copies of the Virginia statute and guidelines issued by the State Council of Higher Education for Virginia are on reserve in the University Library and are available at www.schev.edu (search for “domicile”). Because of the length of those requirements, they are not printed in this catalog. Additional information may be obtained from the Office of the University Registrar.

Students who fail to complete the Application for Instate Tuition are classified at the out-of-state tuition rate.

Student residency records may be audited for compliance with the Code of Virginia. Students may be required to submit supporting documentation if audited. Documentation may include driver’s license, motor vehicle registration, etc.

Billing Cycle/Tuition Deadlines

Through the act of registration, either by registering online or by registration form, students accept responsibility for charges incurred. All University charges are due and payable by the established deadlines. The total amount due must be received by 5:00 p.m. on the deadline date shown on the statement to avoid financial penalties. Students unable to pay the total due by the tuition deadline may opt for participation in the University payment plan (fall and spring only). If charges remain unpaid 30 days after the due date, a 5% late payment penalty is assessed. Once the account is 120 days past due, it is forwarded to a collection agency and assessed an additional 25%. Tuition deadlines are published for each term: http://www.odu.edu/admission/costs-tuition/billing/due-dates.

Billing Statements

The University sends student account and debt notifications by e-mail. It is the student’s responsibility to activate the ODU.EDU e-mail address issued to all admitted students. Please refer to Leo Online for specific types of notification covered. Approximately 30 days before the payment due date, advance billing statements for tuition and fees are sent to students who have preregistered. Students are expected to access account information through the secured access site on the web at www.leoonline.odu.edu. Any student who registers or adds classes after any advance billing may be issued a statement by electronic mail during the next billing cycle, and charges will be subject to late payment fees. Failure to receive a reminder bill confirming charges does not waive the requirement to make payment when due, and financial penalties may accrue.

Failure to Pay Tuition

Students’ registrations will not be canceled for failure to pay tuition. Nonpayment will not release students from the financial obligation for tuition charges. Students are strongly encouraged to follow University procedures and meet published deadlines to officially drop classes and be released from charges. Stopping payment on a tuition draft does not constitute a cancellation of the student’s registration.

Payment/Student Accounts (Cashiers' Windows)

Students may pay for tuition and fees with personal checks, money orders, cash, or credit card (VISA, MasterCard, Discover, and American Express). The Office of Finance no longer accepts credit card payments at the cashier's windows. Cash payments should be made at the Office of Finance cashiers' windows ONLY. Check/money order payments may be mailed to Office of Finance, Student Accounts, Old Dominion University, Alfred B. Rollins, Jr. Hall, Norfolk, VA 23529-0045. Personal checks will be accepted for the exact amount of fees and/or other amounts owed the University. Students may make credit card payments via Leo Online only. Students who pay using a credit card will be charged a convenience fee. Third party payments are accepted upon submission of authorization documents. Payments on all financial obligations to the University will be applied on the basis of the age of the debt. The oldest debt will be paid first. Postdated checks are not scrutinized and will be deposited upon receipt. The cashiers do not cash checks or make cash refunds. Checks must be provided in U.S. dollars. Checks written in excess of assessed fees or other amounts owed to the University will be accepted and processed, but the excess will be refunded to the student by mail or electronically at a later date. Over-payments on students' accounts of $5 or less that are not created by a financial aid disbursement will not be refunded unless students request the refund from the Student Accounts office.

Third-Party Payment Authorizations

The financial guarantee for payment of tuition and fees must be addressed specifically to Old Dominion University, Accounts Receivable, and printed on agency letterhead, purchase order, or voucher. Payments must be...
unconditionally guaranteed and made by the due date specified on the University’s invoice. Amendments to the financial guarantee are required in writing. Prior to the University processing authorizations, students may receive an individual billing statement. Students must provide the third-party billing authorization or government training voucher to the Office of Finance before the student’s individual payment due date. Failure to submit the authorization by the established deadline may result in a student billing, assessment of late fees and a financial hold on the student’s account. An agency with a past due balance may have billing privileges terminated. Sponsoring agencies and students being sponsored by these agencies should be aware that the student is ultimately responsible for any defaults in payments by the sponsoring agency. A student whose employer or sponsor reimburses him or her for tuition after receipt of grades is not considered a third party. A student must pay in full upon registration or by the stated due date to avoid financial penalties. Contact the third-party billing coordinator for billing requirements or check the Office of Finance website. http://www.leoonline.odu.edu/admission/costs-tuition/tuition/billing/payment-options/third-party.

Student Account Inquiry
The University reserves the right to request information on the student identification number and/or a photo identification when releasing information or conducting other financial transactions. Specific account information will be released only to the student. Each student account can be viewed using any Internet browser. Students are strongly encouraged to access records directly through their secure access site on www.leoonline.odu.edu. Students are expected and required to assume responsibility for their own financial matters and to abide by the laws of the Commonwealth and the rules and regulations of the University. Failure to read and comply with University regulations will not exempt students from whatever penalties they may incur.

Delinquent Accounts
The University will not issue a degree, diploma, transcript of grades, grade report, or permit registration for future terms to any student who has not paid all debts in full. Students with account holds are permitted to drop classes to reduce debt or withdraw to prevent academic penalty.

Collections
Virginia State law requires that the University make every attempt to collect past due amounts owed to state agencies. If, after 120 days, full payment of a debt has not been received, the account will be placed with a collection agency. Account holders are responsible for any collection costs incurred at a rate of 25% of the total due. Several other actions may be taken including the following: the account can be listed by the Credit Bureau as a bad debt; a delinquent account can be collected in full from income tax refunds, lottery winnings or other refunds due from the state (for Virginia residents); and the account may be turned over to the Virginia Attorney General’s Office for litigation. Timely payment is strongly encouraged so that collection efforts can be avoided.

Set-off Debt Collection Act
The University pursues debt in accordance with the guidelines set forth by the Commonwealth of Virginia in the Virginia Debt Collection Act. Under the provisions of this act, an individual’s Virginia income tax refund, lottery winnings or other refunds due from the state will be subject to the University’s claim for any unpaid balance of tuition and fees. Any communication disputing an amount owed must be submitted in writing to the manager of student accounts/accounts receivable, Office of Finance.

Dishonored Checks and Charge Cards
A $50.00 fee will be charged for each returned check or charge. If collection action is necessary, students will be liable for all collection agency costs. Stopping payment on a tuition draft does not constitute a cancellation of the student’s registration. Each account will be allowed three returned checks, after which payment by check will not be accepted. This includes returned electronic payments. Care should be taken when entering bank account information when making an electronic payment. The $50 fee will not be waived for errors in account entry.

University Payment Plan (not available on past due balances)
The University offers a payment plan during fall and spring semesters ONLY. Payment plan agreements may be obtained through Leo Online and are established for a specified four-month period each semester (refer to the Office of Finance website, www.odu.edu/paymentplan). Payment plans are established on the student’s total charges for tuition and/or housing. There is a $40.00 non-refundable processing fee to establish the plan each semester. Students must be in good standing with their student account to be eligible to participate. Failure to pay on time may prevent students from using the payment plan process to defer payments in future terms. If any payment is 30 days past due, the student will be removed from the payment plan and the entire payment plan balance will be due and payable. A 5% late penalty will be assessed on the entire balance if a payment is 30 days past due.

Tuition Refund Policy
The total tuition is considered fully earned by the University once scheduled classes have begun in any semester or summer session. Failure to attend the course after registering is not justification for elimination of charges.

For refund purposes, the beginning date of class is defined as the first official class date for the term. Students desiring to drop or withdraw from the University must formally notify the University using the official procedures set by the Office of the University Registrar. Refunds will be computed based on the actual withdrawal date certified by the Office of the University Registrar. Refunds will not be made to students who do not attend classes and have not completed the required withdrawal procedure. Refunds are issued by check or electronically (for those who sign up for e-Refunds) for all payments, including credit cards. Please refer to the Office of Finance website for refund dates: http://www.odu.edu/admission/costs-tuition/tuition/refunds.

Tuition Differentials
In accordance with the refund periods, a full or partial refund of the difference between tuition paid and the new tuition charges will be granted if the per credit rates differ. In those instances where the revised tuition charges are greater, the additional tuition charges will be assessed.

Drop and Add
No refund or additional tuition charges are assessed for students who drop and add an equal number of credit hours on the same day within the same semester/session if the per credit tuition rates are the same.

Special Situations
Administrative drops, as in the case of classes canceled by the University or the case of academically suspended students, entitle the student to a full refund of tuition.

Refund Policy on Financial Aid Funds
Federal regulations mandate the treatment of refunds for financial aid recipients. Financial aid funds are returned to the government when charges were paid by financial aid and a refund is given a student who fully withdraws from the University. Financial aid recipients may request more detailed information from the Financial Aid Office as federal refund guidelines are subject to change.

Tuition Appeal Policy
Students who must withdraw (with a grade of W or WF only) after the end of the refund period may appeal for a refund under the Tuition Appeal Policy. The purpose of the tuition appeal process is to provide an opportunity for students to explain mitigating circumstances that prohibited them from course completion. All appeals must be in writing with supporting documentation as appropriate. Upon review of the information submitted, the Tuition Appeal Committee may approve a refund or a release of financial
charges under pre-approved conditions or recommend an exception. Committee decisions are final.

Students have the responsibility to submit an appeal within one year of the tuition due date for which charges are being appealed and to demonstrate compliance with the policy. Documentation is required, especially in cases of illness, death, and changes in employment shifts or military orders. Depending on the complexity of the appeal and the receipt of all supporting documentation, processing time on appeals can vary from two to four weeks. Late fees and collection fees are not appealable charges.

Tuition appeals will generally be approved for the following reasons as long as the appropriate supporting documentation on official letterhead with original signature is provided: extended periods of physical illness, extended periods of physical or mental illness of the student’s immediate family member, death of a student’s immediate family member, job transfers outside of Hampton Roads or extended campus site, involuntary changes in employment schedule or military deployment, or a statement from the Office of Student Affairs authorizing an administrative withdrawal for medical reasons.

Students are strongly discouraged from submitting appeals that are based on lack of awareness of University policies and procedures, changes in personal circumstances or decisions, dissatisfaction with academic progress, or personal errors in judgment, including not attending class, as they will not be considered for approval. Issues related to the dissatisfaction with course content, delivery of instruction, or dissatisfaction with an advisor or instructor should be addressed with the chair of the academic department rather than through this appeal process.

Tuition appeal forms and full details are available from the Office of Finance web site: http://www.odu.edu/admission/costs-tuition/tuition/appeals.

**Employee Fee Waiver**

Full-time faculty and staff registered for on-campus courses may have the transportation fee waived provided a faculty/staff parking decal has been purchased. Accounts are adjusted after the end of the drop/add period.

**Senior Citizen Tuition Waiver**

An educational benefit under the Code of VA 23.1-640, Senior Citizen’s Higher Education Act of 1974, a senior citizen shall be permitted under regulations as may be prescribed by the State Council of Higher Education:

- To register for and enroll in courses as a full-time or part-time student for academic credit if such senior citizen had a taxable individual income not exceeding $23,850 for Virginia income tax purposes for the year preceding the year in which enrollment is sought;
- To register for and audit up to three courses offered for academic credit in any one semester for an unlimited number of semesters; and
- To register for and enroll in up to three courses not offered for academic credit in any one semester for an unlimited number of semesters.

Such senior citizen shall pay no tuition or fees except those established in any one semester for an unlimited number of semesters.

Senior citizen eligibility terms require that individuals must:

- Be at least age 60 before the beginning of the semester.
- Have had legal domicile in the Commonwealth of Virginia for at least one year before the first day of classes.
- Register only on or after the first official day of classes. (Eligible students may submit the form found at www.odu.edu/registrar, but staff will not process the form prior to the first day of classes for the semester.)
- Have a taxable individual income not exceeding $23,850 for Virginia income tax purposes for the preceding year in order to be exempt from tuition for credit-bearing classes.

Senior citizens may be admitted to a course only on a space-available basis after all tuition-paying students have been accommodated.

Audited classes (no credit) are tuition-free for all senior citizens domiciled in VA.

**Perkins Loan Exit Interviews**

The Perkins Loan Program requires that all recipients attend an exit interview before graduating, leaving the University, or attending less than half-time for the semester enrolled. During the interview session, the student is informed of his or her rights and responsibilities, including grace period, deferments and how they work, and cancellation privileges. Students are notified of exit interviews by mail. If a student fails to attend the exit interview or return the required materials, a hold is placed on the student’s account, transcript and/or diploma until the University has received all the proper paperwork required to meet federal regulations. The Federal Direct Student Loan program is a distinctly separate loan program and has another exit process. For information on the Federal Direct Student Loan exit interviews, please contact the Office of Financial Aid.

**Deferment for Veterans**

Old Dominion University offers a deferment for veterans, which extends the payment deadline for students whose veterans’ benefits are not available by the tuition deadline. Generally, the deferment period extends the date of payment until the specified date shown below or until funds become available, whichever comes first. Deferments are a separate program and should not be confused with other University payment arrangements.

Students participating in educational programs through the Department of Veterans Affairs (VA) may qualify for a deferment of tuition only. Interested students should contact the Office of the University Registrar for more information. Deferments are only granted prior to the tuition deadline for each semester, provided all past due debts are satisfied. Veterans’ deferments expire on November 1 for fall and April 1 for spring. No VA tuition deferments are offered for summer sessions.

**Balance of Aid Refunds**

Grants, scholarships and loans are credited to the student’s account in the order received. After all charges are fully paid, refunds will be issued as excess payments are credited to the account. Expected installment payments are deducted from the account prior to the release of the refund. All refund checks (except Plus Loan refunds) are made payable to the student and are mailed to the student’s permanent home address or electronically deposited. The refund check will be mailed five to seven business days after the refund entry is made on the account. Due to security reasons, checks are not available for pick up.

**Replacement Checks**

Checks that are lost, mutilated or destroyed can be replaced. Mutilated or expired checks should be submitted for replacement. For checks that are lost, 10 business days from the date the original check was issued must expire before a written request for a replacement check will be accepted. The ten-day period allows for the original check to be forwarded by the postal service or returned to the University. A “stop payment” of the original check requires two-four business days to process at the bank. Once the stop payment has been confirmed by the bank, a replacement check can be issued. Expect a minimum of an additional two-four business days to process a replacement check. Please note that international checks will take longer.

**Education Tax Credits**

The Taxpayer Relief Act (TRA) of 1997, enacted by Congress, created two tax benefits for families who are paying for higher education. On January 31 of each year, all eligible students are issued a 1098T form for the prior calendar year. Students are directed to consult a tax professional or the Internal Revenue Service for matters related to tax credits.
Contact Information

Information related to tuition and fees, billing, refunds, payment options and related forms may be directed to Customer Relations located in the downstairs lobby of Alfred B. Rollins, Jr. Hall:
Local (757) 683-3030
Toll-free (800) 224-1450
FAX (757) 683-4100
e-mail tuition@odu.edu

Payment address:
Office of Finance
Old Dominion University
Alfred B. Rollins, Jr. Hall
Norfolk, VA 23529

Fees for Noncredit Programs

The fees for noncredit programs vary according to the activity. Noncredit courses are free to all senior citizens on a space-available basis.
Graduate Financial Aid

Office of Financial Aid

The Office of Student Financial Aid supports the mission of the University by seeking to assist qualifying students and their families in reducing financial barriers that might prohibit their participation in the education programs offered by Old Dominion University. Provide exemplary customer service; deliver funds in a timely and equitable manner; support enrollment and retention by identifying and obtaining resources and ensure federal, state and institutional policies and regulations are adhered. We also strive to educate students, their parents, the community and our colleagues to ensure informed financial decisions are reached. The office administers need-based financial aid programs funded by Federal, State, University, and private sources in the form of grants, Federal Direct Subsidized loans, Federal work-study programs, and both merit-based and need-based scholarships. In addition, the office administers the William D. Ford Federal Direct Unsubsidized Loan program and the Federal Direct PLUS loan program, both of which are non-need-based federally-supported sources of funding. Alternative loan options are also available.

Financial resources are available to assist Old Dominion University graduate students with their educational costs. Most stipends awarded to graduate students are insufficient for meeting all living expenses; therefore, other sources of income are necessary. Financial sources for graduate students typically include teaching, administrative and research assistantships, fellowships, tuition grants (all administered through the academic colleges) as well as Federal Direct Stafford Loan Programs, and part-time student employment (administered through the Career Development Services). Additional information about need-based financial assistance is available from the Office of Financial Aid.

Prospective graduate students should also consider applying for national fellowships, such as those awarded by the National Science Foundation, the Woodrow Wilson National Fellowship Foundation, the Ford Foundation (minority fellowship program), and the Danforth Foundation. Applicants should check program deadlines, some of which are as early as December 1. Information on fellowships in specific fields is available from the chair or program director of each department/school.

Regulations governing the administration of student financial aid are subject to unanticipated changes. Information provided herein is as accurate as possible on the date of printing. For additional and updated information, students and interested parties are invited to visit the office’s web site at https://www.odu.edu/finaidoffice or Old Dominion University’s home page http://www.odu.edu.

Scholarships, Grants, Loans and Student Employment

The University offers a variety of awards each year to qualified students who have been accepted for admission into degree programs. Some of these awards are available only to Virginia residents, while others are awarded without regard to state residency. Student assistance is offered on the basis of scholastic achievement and/or established financial need. Financial need is defined as the difference between the cost of education/attendance at Old Dominion University and the amount of money an applicant and his or her family are expected to make available from their income and assets to meet the expenses of that education. The eligibility for non-need Federal Direct Unsubsidized loans and Federal Direct PLUS loans is determined by a combination of factors, including cost of attendance, and aggregate amount borrowed to date, to name a few.

To be eligible for assistance from the major student aid programs, a student must:

• be a citizen or an eligible non-citizen;
• be admitted and enrolled as degree seeking in an eligible program;
• be registered with the Selective Service (if required);
• not be in default or owe a repayment or refund on a federally guaranteed loan or grant;
• be in good academic standing (making satisfactory academic progress) to be eligible for financial assistance. Certain aid programs require a student to maintain a full-time status.

There is one exception to the requirement that students be admitted on a degree-seeking basis: students who are admitted only for purposes of teacher certification may qualify for a William D. Ford Federal Direct Loan by submitting a memo verifying their admission into an approved licensure program by the Director of Teacher Education Services in the Darden College of Education. Students must be enrolled in six (6) credits minimum to be eligible for aid.

Financial aid eligibility is determined on an annual basis for one academic year (fall, spring, summer) only, and is determined for succeeding years upon re-application and continued eligibility. Applications for Old Dominion University-administered financial aid should be submitted as early as possible starting in October for consideration in the following academic year.

To be considered for the Annual and Endowed Scholarships administered by the University, an Admissions application or the Scholarship Application for Continuing Students must be received by the University by January 15 preceding the academic year of interest. All admitted students will automatically be considered.

An entering student must be accepted for admission into a degree-seeking program before receiving a financial aid eligibility notification letter, however, a student who has not yet been accepted for admission may apply for financial assistance. Once admitted into an eligible degree program, the student will automatically receive a notice of tentative financial aid eligibility. Announcements of financial aid eligibility for early applicants are generally made before May 1. The applicant will be notified by the Office of Student Financial Aid. In addition, the admitted student is encouraged to monitor the status of his/her application for aid and its subsequent processing by accessing his/her records on the University’s secure online site, LEO Online at www.leoonline.odu.edu. Alerts, reminders, and student-specific information are mailed through the University’s secure e-mail system throughout the year, and students are responsible for reading and responding to these communications.

The information concerning financial aid contained in this catalog is subject to changes or deletions without notification. Additional information concerning financial aid is available through the Office of Student Financial Aid. The Guide to Federal Student Aid, which describes the federal student aid programs and how to apply for them, is also available free of charge from the Federal Student Aid Information Center (1-800-433-3243). The U.S. Department of Education provides efficient and secure access to information and government services and benefits for students via the web site (https://studentaid.ed.gov/).

Application Requirements

To be considered for financial aid, a student must complete all documents and submit them as soon as possible after October 1 preceding the academic year for which application is made. (For example, a student planning to attend during the fall semester of 2018, would submit a financial aid application in October 2017.) The documents and deadlines are described below. Note: The Free Application for Federal Student Aid (FAFSA) is required of all applicants for financial aid.

Document 1: The Free Application for Federal Student Aid (FAFSA)

Submitting a completed and signed FAFSA initiates the process of applying for financial aid. The information provided by the student (and his/her parents) is used by the University and other awarding agencies to determine financial need and general financial aid eligibility. On the 2018–19 FAFSA, students (and parents, as appropriate) must report their 2016 income information. When completing the FAFSA, use Old Dominion University’s Title IV Institution Code (003728). Old Dominion University encourages students to take advantage of the electronic FAFSA option (FAFSA on the web, http://www.fafsa.ed.gov), which is a secure and convenient method for completing the application process. All applicants and parents of dependent
To maintain Satisfactory Academic Progress will result in loss of financial aid eligibility. Progress is reviewed annually, at the end of the academic year.

A. PACE
Graduate

In order to maintain Satisfactory Academic Progress, a graduate student is required to complete 80% of the total credit hours attempted.

How to calculate PACE

\[0.8 \times \text{Attempted Hours (including transfer credits)} = \text{Minimum hours a graduate student must earn}\]

B. QUALITATIVE

Qualitative Satisfactory Academic Progress for students is evaluated in accordance with the following table.

<table>
<thead>
<tr>
<th>Hours Earned</th>
<th>Minimum G.P.A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1+</td>
<td>3.0</td>
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</tbody>
</table>

C. ALLOWABLE TIME

The maximum allowable time to be eligible for financial aid for a full-time Master's degree is three (3) years and for a full-time Doctoral degree four (4) years.

Graduate students may attempt a maximum of 90 hours. Graduate students working on a second degree will be given an additional 45 credit hours to earn their second degree. *Note: Transfer credit hours are included.

Satisfactory Academic Progress Review

The Office of Student Financial Aid will conduct a review of Satisfactory Academic Progress at the end of each academic year. Email notifications of SAP standard(s) not met will be sent to the student’s ODU email account or mailed to the student's permanent address.

Please note that students who have not received financial aid in previous years, but are applying for financial assistance for the first time will also be held to the requirement of maintaining Satisfactory Academic Progress. Satisfactory Academic Progress is reviewed for all semesters of a student’s enrollment regardless of whether the student was eligible for financial assistance during a term. If students exceed the maximum allowable time, they are not meeting satisfactory academic progress, thus, all aid will be suspended.

Financial Aid suspension does not prohibit you from continuing your education at Old Dominion University. It does prohibit you from receiving financial aid until you again meet the standards for Satisfactory Academic Progress.

Financial Aid Suspension

Students who fail to meet satisfactory academic progress are placed on financial aid suspension. You have the option to appeal this suspension. An appeal must be based on significant mitigating circumstances that seriously affected academic performance. The decision of the appeal will be sent via email to the students ODU email account. *Note: Please make sure your email account is activated.

Financial Aid Probation

For students who are successful in their appeal, aid will be reinstated; however, placed on probation for one payment period/term.

Notifications/Emails will be sent to students on financial aid probation advising them of the conditions needed. At the conclusion of the probation term, the student must be meeting the school’s SAP standard in order to qualify for further Title IV Funding.

The Appeal Process

The appeal form may be downloaded from our website at https://www.odu.edu/finaidoffice.

The basis for an appeal includes:
1. Death of a relative
2. Student/parent injury or illness
3. Serious illness or injury of a parent/guardian, spouse, or child that required you be the primary caregiver and prevented you from passing the course(s)
4. Emotional or mental health issue (for student)
5. Other special circumstance (ex, divorce/separation, natural disaster, extreme change in financial or legal circumstances, etc.)

If you would like to file an appeal for reinstatement of your eligibility for financial aid, please follow these directions:

1. **Use the SATISFACTORY ACADEMIC PROGRESS APPEAL FORM to write your appeal.**
   - State clearly why you failed to meet the condition(s) cited. Attach documentation if necessary.
   - State what has changed that will allow you to demonstrate SAP progress at the end of the next evaluation period.
   - To confirm your extenuating circumstance(s), you must attach documentation from an objective third party (e.g. physician, counselor, lawyer, social worker, teacher, religious leader, academic advisor).
   - We realize that sharing personal information can be difficult. Be assured that your statement will remain confidential. Only financial aid personnel will review your appeal.

2. **Meet with your academic advisor or the dean of your college to complete the REQUEST FOR WRITTEN EVALUATION OF ACADEMIC PERFORMANCE form.**
   - NOTE: If you submit your appeal without the advisor or dean’s evaluation, your appeal will not be considered.

3. **Submit your complete appeal packet and all supporting documents within 14 days of receipt of the notification or prior to the deadline.** The deadline date to submit an appeal for the fall term is September 30, and February 27, for the spring term. Failure to submit the complete packet will result in cancellation of aid.
   - ALLOW TWO WEEKS for the review of this appeal and receipt of the decision notification. If your appeal is approved, the decision notification will outline the conditions for reinstatement of aid eligibility. The contract is binding and your academic progress will be reviewed at the end of the enrollment period specified. If your appeal is denied, the decision notification will specify the conditions for future consideration for financial aid eligibility.

Students awaiting a response from the SAP Appeal Review Committee are responsible for paying their tuition and other fees by the payment deadline to avoid late and collection fees.

**The decision of the financial aid review committee is FINAL and cannot be appealed.**

If the appeal is unsuccessful, an email notification will be sent notifying you of the decision and also information on how to re-establish eligibility if applicable.

**Re-establishing eligibility**

Students may re-establish their eligibility for financial assistance by achieving the satisfactory progress standards. Keep in mind this will be at the student’s own expense as they are ineligible for financial aid. Sitting out a semester at Old Dominion University will not assist in re-establishing eligibility. Once the student has earned the required grade point average or completed the required credit hours, they must contact financial aid to request the reinstatement of their financial aid eligibility.

Students not making SAP at the end of the second year, but at the end of the subsequent grading period come into compliance with the school’s graduation requirements; will be considered making SAP beginning with the next grading period.

**Withdrawing from courses**

Withdrawal from courses may impact your financial aid awards. Before withdrawing from class, you should contact the Financial Aid Office to determine the consequences.

**Withdrawing from the University**

Students who totally withdraw from the University and receive aid may owe the University money. Before withdrawing from the University, you should contact the Financial Aid Office to determine the consequences.

Withdrawal from all courses for two consecutive semesters may result in loss of financial aid eligibility.

Students who withdraw from all courses are subject to regulations regarding the Return to Title IV Funds requirement. If the date of complete withdrawal precedes the date on which 60% of the academic semester has been completed, a prorated portion of all Title IV student financial assistance will be due back to the federal programs. The University policy regarding tuition refunds following withdrawals is stated in the catalog and is independent of the Return to Title IV funds regulations. Students who withdraw from the University before 60% of the semester has elapsed should anticipate repaying a significant portion of the Title IV financial assistance. Additionally, students who failed to earn a passing grade during the term are subject to the same federal guidelines.

**Transfer and Repeat Coursework**

Accepted transfer credits must count as both attempted and completed hours. Repeated coursework will count toward enrollment status where no more than one repetition of a previously passed course or any repetition of a previously passed course due to the student failing other coursework in a prior term.

Example:
- Student enrolls in 4 fall courses – pass 3 and fails 1
- School required student to retake all 4 courses
- May count the failed course in the next enrollment status
- May not count the passed courses

Remedial courses are counted, however, enrichment and ESL courses ARE NOT taken into consideration.

**Federal Programs**

Students must submit the Free Application for Federal Student Aid (FAFSA) to determine eligibility for all of the following federal financial aid programs.

**Federal Direct Student Loan Programs**

Old Dominion University participates in the William D. Ford Federal Direct Loan Program and thus receives loan funds directly from the U.S. Department of Education upon disbursement (payment) to eligible students. There are two kinds of loans:

**William D. Ford Federal Direct Unsubsidized Loans**

Available to eligible students regardless of financial need, but students will be required to pay all interest charges, including the interest that accumulates during deferments.

**PLUS Loans for Graduate or Professional Students**

Graduate or professional students are eligible to borrow under the PLUS Loan Program up to their cost of attendance minus estimated financial assistance in the Direct Loan programs. This requirement includes a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA) and must have applied for their annual loan maximum eligibility under the Federal Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan.
Conditions for Disbursement of Financial Aid

The Office of Student Financial Aid publishes a “Statement of Student Responsibility & Conditions for Release of Financial Aid” document each academic year. This statement is included with the initial award notification and is also accessible on the Financial Aid Office page of the University website https://www.odu.edu/financialaid. When students accept financial aid, they also acknowledge that they have read and agree to comply with the Statement. A limited sample of conditions is as follows:

- Initial financial aid notices are based on the assumption that the student will enroll full time.
- Students are required to communicate immediately with their counselors if any changes in the enrollment level or student type during the period leading up to the beginning of each semester as they may impact the student’s aid eligibility. Financial aid is based upon full-time (9 credits or more), three-quarter (6-8 credits), or half-time enrollment (4-5 credits). If a student’s aid has been calculated based on an enrollment level different from the actual enrollment for that semester, the aid will not be released until the student has notified the counselor and the counselor has reviewed and recalculated aid eligibility. Financial aid eligibility changes when enrollment level changes. Students who drop courses are responsible for notifying the financial aid counselor immediately. It is the student’s responsibility to notify the financial aid office if the student type changes (example: degree seeking to non-degree/certificate program). Aid will be reduced accordingly and financial aid already received will be due back to the University. This also applies to “balance-of-aid” payments made to students prior to dropping.
- The student is responsible for repayment of any and all financial aid received if adjustments resulting from unreported or misrepresented information discovered through verification, third-party notices, account reviews, that lead to reductions in aid. Documents such as Federal Income Tax transcript, W-2 forms, Leave and Earning Statements, notices of SSI benefits, and Verification Worksheets may be required. Other documents may be requested to confirm marital status or other information provide on the FAFSA during the verification process.
- The student is responsible for reporting additional educational assistance received through sources other than the Financial Aid Office. Financial aid may be adjusted according to federal regulations as a result of additional educational assistance received and not reflected initially. The student bears responsibility for reporting any additional aid in the form of scholarships from outside sources, Vocational Rehabilitation Benefits, Graduate Tuition Scholarships, Veterans Benefits, Senior Citizen Tuition Waivers, Employer Assisted Tuition Payments, Third Party Payment Agreements involving any outside group or company, and all other forms of assistance. The student must report these external sources of financial assistance immediately to his/her financial aid counselor.
- Federal Direct Student Loans and Federal Perkins Loans require Promissory Notes, Federal Direct Student Loan promissory notes may be signed online. Federal Perkins Loan Promissory Notes are produced by the Office of Student Financial Aid after all eligibility conditions have been met. Students must complete and sign the promissory notes and return them to the Financial Aid Office before the loan process can be completed. Entrance loan counseling is required of all first-time borrowers prior to release of loan proceeds.
- A tentative or conditional financial aid package assumes a level of government appropriations which are frequently undetermined at the time of preparation. If legislative bodies fail to provide the anticipated funding level, it may be necessary to reduce or cancel certain types of aid, particularly grants. Students will be notified immediately if such changes become necessary.
- The Office of Student Financial Aid reserves the right to review, modify or cancel financial aid at any time on the basis of new information affecting student eligibility, including but not limited to changes in financial resources, residence, academic status, or changes in the availability of funds.

Awards Based on Admission to the University

Annual and Endowed University Scholarships

Scholarships at Old Dominion University have been established through the generosity of individuals, organizations and corporations to recognize outstanding academic performance and to assist students in pursuing their educational goals. Scholarship awards are based on a variety of criteria. For some awards, eligibility is entirely determined by academic merit or potential. Other requirements might include demonstrated financial need, field of study, state or city residency, graduation from a particular high school or participation in a specific program, organization or activity.

Generally, recipients have earned at least a 3.4 grade point average (on a 4.00 scale) and are full-time, degree-seeking students.

The Scholarship Form for Continuing and Graduate Students is available for students who are:

- Students who have a change in scholarship eligibility according to the Criteria Check List (included in the Scholarship Form)

Continuing students who meet the above circumstances must complete and submit the form to:

Office of Student Financial Aid
2002 Rollins Hall
Norfolk, VA 23529-0052

The form must be received by January 15 each year to be considered for scholarships for the following academic year. The information provided on the Form for Continuing and Graduate Students will be maintained and used for scholarship selection for the duration of the student’s attendance at Old Dominion University. It is not necessary to complete the form more than once during attendance at Old Dominion University, UNLESS the required information has changed. To determine eligibility for need-based scholarships (designated by an asterisk (*), students must also file the Free Application for Federal Student Aid (FAFSA) PRIOR to January 15 of the appropriate academic year for Continuing and Transfer students.

Selection procedures vary for these awards. All scholarships require admission to and enrollment in a degree program at Old Dominion University. For some scholarships, a portfolio, an audition or participation in a specific program may be required. The additional steps, if required, are summarized following each scholarship description.

Students will receive written notification of any scholarship for which they have been selected. Most scholarships will be awarded in April and May of each year. All scholarships must be formally accepted in writing.

College Scholarships

The College of Arts and Letters

The H. Lee Addison, III Scholarship in History was established by H. Lee Addison, III to assist a full time undergraduate or graduate student majoring in history that has a minimum GPA of 3.0.

The Elliot S. Brenelser Memorial Scholarship was established to assist a full-time music major in either the piano performance program or the music education program with a concentration in piano. Information concerning audition requirements is available from the Music Department. (AUDITION, PARTICIPATION) (757) 683-4061.

*The Dr. James V. D. Card Scholarship Fund was established by James V. D. Card to assist an undergraduate or graduate student who is majoring in English. The recipient must demonstrate financial need. (FAFSA.)

*The Harriett W. ’69 and Burl Fisher Endowed Scholarship in History is funded by an endowment that was established by Harriett and Burl Fisher given in memory of her aunt, Mabel Gresham Cones, and his grandmother, Renie Wright Fisher. Preference will be given to one or more full-time graduate students in history who maintain GPA of 3.5 and demonstrate financial need. (FAFSA)
The Friends of Women’s Studies Scholarship is funded by an endowment in honor of Carolyn Rhodes for students majoring in women’s studies. Two scholarships are awarded: one to a graduate student seeking an M.A. in humanities and one to an undergraduate student. Graduate students must have a minimum grade point average of 3.50. Recipients can be full- or part-time students. (FAFSA)

The Linda Hyatt Wilson Graduate Scholarship in China Studies was established by Linda Hyatt Wilson to assist a full time graduate student who maintains a grade point average of 3.5, demonstrates financial need and is involved in the study of China’s culture, history, economy, politics, or foreign relations. (FAFSA)

The Barbara M. Gorlinksy Memorial Fine Arts Scholarship is made possible by an endowment the Gorlinksy family established in memory of their daughter. It is designed to assist students with financial need who are fine arts majors. Information concerning portfolio requirements is available from the Art Department. (PORTFOLIO, FAFSA) (757) 683-4047.

The Perry Morgan Fellowship in Creative Writing established in 2005 by Frank Batten is awarded to two or more first year full-time graduate students enrolled in the creative writing program. Recipients must maintain a minimum 3.5 GPA.

The Harvey Ronald Saunders Memorial Endowed Scholarship was established by Mr. and Mrs. Louis M. Saunders to assist an undergraduate or graduate student majoring in the arts/fine arts with an emphasis in painting or drawing. The recipient must have a 3.00 minimum grade point average, demonstrate financial need and be a citizen of either the United States or Israel. Information concerning portfolio requirements is available from the Art Department. (PORTFOLIO, FAFSA) (757) 683-4047.

The Charles K. Sibley Art Scholarship is funded by an endowment made possible by contributions from the friends and patrons of the former Old Dominion University professor. Awards are to assist graduate or undergraduate students majoring in studio art or art history. Information concerning portfolio requirements is available from the Art Department. (PORTFOLIO) (757) 683-4047.

The David Scott Sutelan Memorial Scholarship is made possible by an endowment established by David, Charles, and May Scott Sutelan. The recipient will be seeking a master in fine arts in the creative writing program.

The Forrest P. and Edith R. White Endowed Scholarship Fund was established by Edith R. White to provide scholarships to students studying acting in the Old Dominion University Communication and Theatre Arts Department. (AUDITION)

Strome College of Business

The Jeffrey W. Ainslie Endowed Scholarship in Real Estate was established in 2006 by Jeffrey W. Ainslie to assist a full-time student in the Real Estate track in the Strome College of Business. The student must have a grade point average of 3.0 or higher and must demonstrate financial need. Preference will be given to the student with the highest GPA and demonstrating the greatest financial need. (FAFSA)

The Theodore F. and Constance C. Constant Fellowships are funded by an endowment that assists two full-time graduate students in the Strome College of Business.

The Larry J. and Elizabeth J. Creef Endowed Scholarship was established as an endowment by Larry J. and Elizabeth J. Creef to provide a scholarship to a student with an interest in pursuing a career with the Federal Bureau of Investigation (FBI), the CIA, the Department of Homeland Security, or other security agency of the U.S. government. The recipient must be a Virginia resident and a U.S. citizen, must demonstrate financial need, be a full-time student enrolled in the Strome College of Business, and must have declared a major in accounting. (FAFSA)

The James A. Hixon Endowed Scholarship was established by James A. Hixon to assist a full-time or part-time MBA student in the Strome College of Business. The student must have a cumulative GPA of 3.5 or better and demonstrate financial need. (FAFSA)

The James A. Hixon Endowed Scholarship was established by Dr. Jesse and Mrs. Sue Hughes to assist a full-time international student in the Strome College of Business who is a declared major in Accounting with a focus on public sector financial management. Preference is given to a student at the graduate level, however, if there is not an eligible student at the graduate level, then an undergraduate student can be considered for the scholarship award.

The Max B. Jones Endowed Memorial Scholarship was established by Katherine Jones Long and Susan K. Jones, in memory of their father, to assist a full-time or part-time graduate student enrolled in the Strome College of Business. The student must be a Virginia resident, must have a minimum cumulative GPA of 3.0, and demonstrate financial need. (FAFSA)

The Wolfgang Pindur Endowed Scholarship in Applied Research is funded by an endowment given by the School of Public Service to assist a full-time or part-time master’s student (MPA or MUS) and/or a doctoral student (PhD in Public Administration and Urban Policy). An essay concerning the student’s commitment to public service will need to be provided. (Essay) (683-6856)

The Charles H. and Mary Kathryn Rotert Scholarship is funded by an endowment established by Mr. and Mrs. Charles H. Rotert Jr. This scholarship is awarded to a deserving student in the Strome College of Business.

The Joseph and Donna Vestal Endowed Scholarship was established by Joseph Vestal to assist a full-time student in the Strome College of Business, who has a GPA of 2.5 or higher and demonstrates financial need. The recipient must also be involved in campus student activities in a leadership program. (FAFSA)

The Susan (Merendino) Rowell Graduate Scholarship in Humanities was established in 2004 by Mrs. Susan S. Rowell to assist a graduate student majoring in humanities. The recipient must have a GPA of 3.4 or higher. This scholarship is renewable and preference will be given to students with full-time enrollment status.

The Marvin and Marilyn Simon Family Endowed Fellows Program in Business was established in 1994 to assist a master’s or doctoral degree-seeking candidate attending the Strome College of Business. The recipient will be a talented student studying in business who has outstanding academic ability.

The John R. Tabb Scholarship was established by an endowment by the Tabb family in 2004. It is the desire of the family to assist a graduate student studying economic development with an international focus. The recipient must be a U.S. citizen with residency in North Carolina, Virginia, or Iowa. A minimum grade point average of 3.5 and demonstrated financial need is required. (FAFSA)

The Tidewater Association of Service Contractors (TASC) Scholarship was established to assist a full-time undergraduate or graduate student from the College of Engineering and Technology or Strome College of Business degree program. A full-time/part-time Masters Certification in Government Contracting program or any other certificate program supporting government contracting within the Continuing Education Departments may also be considered. The scholarship recipient must have a minimum grade point average of 3.0.

The Rolf Williams Memorial Endowed Scholarship was established by the Propeller Club of the United States, Port of Norfolk to assist a full-time undergraduate or full-time graduate student in the Strome College of Business. Student must be a rising senior with a declared major in Maritime and Supply Chain Management or a graduate student in the Master of Business Administration Program with a concentration in Maritime, Ports, and Logistics Management. Preference will be given to the student with greatest financial need and has at least a minimum of 3.0 cumulative GPA. (FAFSA)

The Tevanguardi P. Radhakrishnan Endowed Scholarship was established by Rajesh Radhakrishnan to assist a full-time international student in the Strome College of Business.
The Dr. Bruce L. Rubin Endowed MBA Scholarship was funded by former students of the Strome College of Business and friends. The recipient must be a newly-admitted and enrolled part-time student in the MBA program, have a minimum undergraduate grade point average of 3.2, and must have a minimum GMAT score of 600. Preference is given to a student who demonstrates volunteer service to the local business community.

The Jesse and Sue Hughes International Urban Studies and Public Administration Endowed Scholarship was established by Dr. Jesse and Mrs. Roselyn S. Hughes to assist a full-time international graduate student in the Strome College of Business. The recipient must be enrolled in the Department of Urban Studies and Public Administration with a focus in public sector financial management and has successfully completed a graduate level accounting course. Secondary consideration will be given to an eligible undergraduate or graduate student in the Department of Urban Studies and Public Administration in the Department of Accounting with a focus in public financial management.

The Karen and Jeff Tanner Scholarship Endowment for Doctoral Studies in Business was established to assist the top entering PhD student(s) as determined by the Graduate Program Director for Marketing and the Marketing Department Chair. Preference will be given to PhD student(s) with a concentration in marketing.

*+The Kilmer Accountancy Scholarship Endowment was established to assist full-time undergraduate or graduate student(s) with a declared major in accounting. The recipient must demonstrate financial need. (FAFSA)

The Spore Scholars Endowed Scholarship was established to assist graduate student(s) enrolled in the Masters of Public Administration (MPA) program. The recipient(s) must maintain a grade point average of 3.25 or higher, and must have professional experience in municipal government or the nonprofit sector.

The Darden College of Education

*The Coca-Cola Scholars Endowed Scholarship Fund was established by the Coca-Cola Foundation. The scholarship recipient must be enrolled in a financial aid-eligible program leading to teacher certification, licensure, and/or enhancement. Consideration will be given to all students studying at rural Virginia TELETECHNET sites who have a minimum of 58 credit hours with a 3.00 cumulative grade point average. The recipient must also demonstrate financial need. (FAFSA, ESSAY)

The Sarah E. Armstrong Scholarship Endowment was established in 2002 in memory of the donor, Sarah E. Armstrong. The recipient must be a full-time student who has been accepted into the College of Education and must have an overall cumulative 3.2 grade point average.

The Linda Zydron Bamforth Scholarship in Early Childhood Education was established by Linda Z. Bamforth to assist a graduate student majoring in the Early Childhood Program (Pre-K -3) of the Darden College of Education. The recipient must be a full-time or part-time graduate student, has a minimum GPA of at least 3.5, and demonstrate love of children and dedication to early childhood education-evidenced by a copy of the applicant’s last performance appraisal or student teaching evaluation.

The Bennett’s Creek Sertoma Club Scholarship was established by the Bennett’s Creek Sertoma Club to assist a full-time graduate student seeking a degree in Speech Pathology. The recipient must have a grade point average of at least 3.0. Preference will be given to a student from Suffolk, Virginia.

The J. Frank Sellew Memorial Scholarship in Education was established by the friends and family of Mr. Sellew. The recipient must have a GPA of 3.0 and major in a teacher education program. The recipient must also meet all teacher education admission standards established by their program of study and the Darden College of Education.

*The John Albert Gay Scholarship is made possible by an endowment given by Dr. and Mrs. R. A. Gay (Florence Vaughan). This scholarship assists a graduate student majoring in special education. Preference is given to those specializing in the area of the emotionally disturbed child. Student must demonstrate financial need. (FAFSA)

*The Peggy Woofter Hull Scholarship is made possible by an endowment given by Marie D. Woofter in memory of her daughter. It is awarded to a full-time doctoral student in education. Students are nominated by their graduate program director and are selected by the Office of the Dean of the Darden College of Education. Recipients must demonstrate financial need. (FAFSA)

*The Frank Hill Knecht Memorial Scholarship is made possible by an endowment given by Lena Rosa K. Conley, an alumnus and retired staff member of Old Dominion University, in memory of her brother. This scholarship assists a full-time graduate student in education. Preference is given to study in the area of special education. (FAFSA)

The R.W. and Betty MacDonald Endowed Scholarship in Language Arts & Social Studies Education was established by Dr. Robert H. MacDonald and Ms. Betty Joan Matson in memory of and named for their parents. The recipient must be a graduate student enrolled in Language Arts or Social Studies Education and must have a minimum grade point average of 3.0.

*The Sertoma Club of Norfolk Scholarship for Speech Pathology was established by the Sertoma Club of Norfolk to assist a Masters level first year full-time student enrolled in the Speech Pathology Program in the Darden College of Education. Student must have a minimum grade point average of 3.5 and demonstrate financial need. (FAFSA)

The Frank Batten College of Engineering and Technology

The Civil and Environmental Engineering Visiting Council Graduate Scholarship in Engineering was established by The Civil and Environmental Engineering Visiting Council (CEEEVC) in 2003. The recipient must be either full- or part-time civil or engineering graduate student who has a minimum graduate or undergraduate grade point average of 3.25. Transfer students from other colleges or universities are also eligible for consideration.

The BBG Incorporated Endowed Scholarship in Engineering was established by BBG Incorporated for a rising junior or senior majoring in Electrical Engineering, Electrical Engineering Technology, Computer Engineering, or Computer Engineering Technology who holds a minimum cumulative GPA of 2.5. The scholarship is also available to a graduate student majoring in Electrical Engineering or Computer Engineering with a minimum cumulative GPA of 3.0. The recipient will also be considered for an Engineering Cooperative Education/Intern position with BBG Incorporated.

*The Rollie Dubbe’ Engineering Scholarship is funded by an endowment to assist a full time graduate engineering student who holds a minimum cumulative GPA of 3.0. The scholarship recipient must be enrolled in the civil engineering program with a preference in geo-technical engineering. Must demonstrate financial need (FAFSA).

The Stuart H. Russell Memorial Scholarship is made possible by an endowment established by the estate of Olive L. Spicer. The scholarship is awarded to a deserving student in the Frank Batten College of Engineering and Technology with particular preference given to a student in the Electrical and Computer Engineering Department with an interest in electronics.

The Tiwari Endowed Graduate Scholarship in Mechanical Engineering was established by Surendra N. Tiwari. The recipient must be a graduate level Mechanical Engineering student and be enrolled full-time or equivalent if registered as a Graduate Assistant. Must have a minimum Undergraduate or Graduate GPA of 3.0 and preference is given to an international student interested in scholarly activities and research.

*The Clarke and Susan Vetrono Endowed Scholarship is funded by an endowment established by Clarke and Susan Vetrono to assist one undergraduate and one graduate student with an intended or declared major in the Batten College of Engineering and Technology. Both undergraduate and graduate student must be enrolled full-time and demonstrate financial need. Undergraduate student must have a minimum GPA of 2.75 and
Hampton Roads Health System facility, or its successor. The student(s) will agree to placement in an ambulatory, acute, or long-term care depending on applicability to course of study. (FAFSA)

*The Edward L. White Endowed Scholarship* was established by Edward L. White, Jr. and Margaret W. Moore to assist a computer engineering student. The recipient must be a Norfolk resident, have a minimum 3.30 grade point average, and demonstrate financial need. (FAFSA)

The George C. Winslow Scholarship is made possible by an endowment to assist a graduate or undergraduate student who has demonstrated financial need and has obtained at least a 2.50 grade point average while pursuing a degree in mechanical engineering. (FAFSA)

*The Dr. Robert A. and Ronnie Slocum Magoon Scholarship for Aerospace Engineering* was established by Robert A. Magoon to assist a graduate student majoring in Aerospace Engineering. Scholarship recipient must demonstrate financial need. (FAFSA)

The Oktay Baysal Endowed Graduate Scholarship in Computational Engineering for Aerospace was established by Oktay Baysal to assist a graduate level Aerospace or Electrical and Computer Engineering student. The recipient must have a minimum grade point average of 3.0 and must have completed a minimum of 30 semester credit hours while attending ODU at either undergraduate and/or graduate level, or any combination thereof.

The College of Health Sciences

The Thomas Charles Auclair (*'78*) Scholarship is made possible through an endowment given by Mr. and Mrs. George E. Auclair in memory of their son. The scholarship supports a student pursuing studies in environmental health.

*The Chesapeake Regional Medical Center Nursing Endowed Scholarship* was established by the Chesapeake Regional Medical Center to assist a full time undergraduate or graduate student enrolled in Old Dominion University’s Nursing Program. The student must demonstrate must financial need and must agree to accept 120 clinical hours at Chesapeake Regional Medical Center, or its successor. (FAFSA)

*The DPS, Inc. Graduate Dental Hygiene Endowed Scholarship* was established by DPS, Inc. to assist a full time first or second year graduate dental hygiene student that has admitted into the Old Dominion University Dental Hygiene Program. The scholarship recipient must demonstrate financial need and hold a minimum GPA of 3.0. (FAFSA)

*The Friends of Dental Hygiene Endowed Scholarship* was established by Mrs. Linda Fox Rohrer in 2004. Recipients must be either full-time graduate or undergraduate students. The scholarship will be awarded to a deserving student in the School of Dental Hygiene. The recipient must also demonstrate financial need (FAFSA).

*The Gene W. Hirschfeld Scholarship* is supported by an endowment given by the former chair of the Department of Dental Hygiene and Dental Assisting. The scholarship is awarded to undergraduate or graduate students who demonstrate financial need and are enrolled in the Dental Hygiene Program. (FAFSA)

*The Kate and George Maihafer Scholarship in Physical Therapy* was established by George Maihafer to assist full-time graduate students majoring in Physical Therapy who have a minimum GPA of 3.25. Students eligible for the scholarship may apply for the scholarship starting in the spring semester of their first year of study. Students interested in the scholarship must submit an essay no longer than 500 words to the Physical Therapy Curriculum Committee describing their career goals within the physical therapy profession after graduation. The scholarship is to be awarded in the fall semester.

*The Bon Secours Hampton Roads Health System Endowed Scholarship for Graduate Nursing Students* was established to assist a full- time graduate student(s) enrolled in the Old Dominion University Nursing Program. The recipient(s) must demonstrate financial need and are encouraged to participate in a clinical experience with a minimum of 120-250 clinical hours depending on program of study at a Bon Secours Hampton Roads Health System facility, or its successor. The student(s) will agree to placement in an ambulatory, acute, or long-term care depending on applicability to course of study. (FAFSA)

*The Echternach Scholarship* was established to assist a graduate student enrolled in the School of Physical Therapy. The recipient must have a minimum grade point average of 3.0 and must demonstrate financial need. An essay submission is required based on a topic chosen by the scholarship committee from the School of Physical Therapy. (FAFSA)

The College of Sciences

The Sarah E. Armstrong Science Scholarship Endowment was established in 2002 in memory of Sarah E. Armstrong. The recipient must be a full-time student who has been accepted into the College of Sciences and must have an overall cumulative 3.2 grade point average.

*The Virginia S. Bagley Endowed Scholarship* is made possible by Mrs. Bagley’s estate and is awarded to a graduate or undergraduate student in the Department of Biological Sciences.

*The Hampton Roads Maritime Scholarship* is funded by an endowment from the Hampton Roads Maritime Association and is given to a graduate student in the Department of Ocean, Earth, and Atmospheric Sciences with financial need. (FAFSA)

The Neil and Susan Kelley Endowed Scholarship Fund, established by Neil Kelley in 2001, provide financial support to a graduate student pursuing a Master of Science in Oceanography. The scholarship is awarded strictly on merit and may be renewed annually.

The Harold G. Marshall and Vivian J. Marshall Scholarship in Biology is funded by an endowment given by Harold G. Marshall and Vivian J. Marshall. This scholarship is provided to assist a full-time graduate student in the Department of Biological Sciences with a specific concentration in ecology.

*The Jacques S. Zaneveld Endowed Scholarship* was established by Dr. Jacques S. Zaneveld to assist a graduate student in the Department of Ocean, Earth, and Atmospheric Sciences of the College of Sciences. The recipient must demonstrate a need for funding in the preparation of his/her dissertation in the field of biological oceanography. (FAFSA)

The Nick Savage Scholarship was established by Anne Raymond Savage to assist a full- time undergraduate or graduate student majoring in an area of science that involves field work and the study of plant life. Preference will be given to a student who is entering or returning to the field of teaching science. Student must maintain a grade point average of 3.0.

Military Awards

Army Reserve Officer Training Corps (AROTC) participants may qualify for scholarships. More information on application procedures and program requirements is available from the faculty of the Department of Military Science. (PARTICIPATION) (757) 683-3663.

Navy Reserve Officer Training Corps (NROTC) participants may qualify for full or partial scholarships. More information on application procedures and program requirements is available from the faculty of the Department of Naval Science. (PARTICIPATION) (757) 683-4744.

Other Awards (General)

The Alumni Association Outstanding Scholar Fellowships were established in 1984. The fellowships are awarded to two graduate students in good academic standing who are attending Old Dominion University on a full-time or part-time basis. One fellowship must be awarded to an Old Dominion University alumnus/alumna who has been admitted as a full-time student to a graduate program at the University.

The Bannon Foundation Quasi-Endowed Scholarship was established to assist four students of the Eastern Shore of Virginia with their commuter expenses.

*The Friends of Women’s Studies Scholarship* is funded by an endowment in honor of Carolyn Rhodes for students majoring in women’s studies. Two scholarships are awarded: one to a graduate student seeking an M.A. in humanities and one to an undergraduate student. Graduate students...
must have minimum grade point average of 3.50. Recipients can be full or part-time students. Students are selected by the Director of Women’s Studies and candidate selection is forwarded to the Office of Financial Aid, scholarship coordinator. Student must demonstrate financial need. (FAFSA)

The Nancy Topping Bazin Scholarship was established by the Friends of Women’s Studies to assist a graduate student in women’s studies.

*The John R. Burton Jr. Scholarship is made possible by an endowment given by John R. Burton Jr. This scholarship assists students who demonstrate financial need. Preference is shown to high school graduates who have been reared in the Hope Haven Children’s Home. (FAFSA)

*The Robert Clayton Memorial Scholarship is funded by an endowment from the friends of Robert Clayton for a student who demonstrates financial need, according to federal needs analysis. (FAFSA)

*The Delta Sigma Lambda-Dr. Ruth Harrell Scholarship is supported by an endowment to assist women who have received a bachelor’s degree and are full- or part-time graduate students enrolled at Old Dominion University. Selection is also based upon scholastic ability, financial need and good personal character. Preference is given to those students who have lived in the Commonwealth of Virginia for at least one year. Students must also complete a separate application, which is available in the Old Dominion University Women’s Center. Delta Sigma Lambda members are eligible for the award. (FAFSA) (757) 683-4109.

The Charles H. Eure Memorial Scholarship is awarded to a marine science or engineering student who has a 3.00 grade point average and is of sound moral character. Preference will be given to a STAAR (South Tidewater Association of Ship Repairers) company family member.

*The Lillian Vernon Endowed Scholarship is funded by an endowment from the Lillian Vernon Foundation. It is awarded to a spouse, child, or grandchild of an active Lillian Vernon employee. Recipient must have a minimum grade point average of 2.80 and demonstrate financial need. (FAFSA)

The Memorial and Recognition Scholarship Fund is an endowed scholarship that will be awarded to a student with a minimum grade point average of 3.00 and is able to demonstrate involvement in community service.

The Meredith Construction Company Scholarship is made possible by an endowment given by the Meredith Construction Co. Inc., Meredith Realty, et al. and members of the Meredith family. The award is given to a graduate student demonstrating academic merit in his/her chosen curriculum.

The Steve Russell Morrison Memorial Endowed Scholarship has been established by the family of Steve Russell Morrison and the Epsilon Beta Chapter of Kappa Delta Rho. This scholarship is awarded to a rising sophomore demonstrating leadership and involvement in campus and community affairs. Preference is given to active members of the Epsilon Beta Chapter of Kappa Delta Rho. (ESSAY)

*The Sherwood/Portsmouth Scholarships are funded annually by a trust established by the late Calder Sherwood III, a professor emeritus in the departments of Chemical Sciences and Physics/Geophysical Sciences. Professor Sherwood served on the Old Dominion University faculty for 38 years. The scholarships are awarded to graduates of public high schools in Portsmouth, Virginia who demonstrate financial need. (FAFSA)

The Town-N-Gown Scholarship has been established by Town-N-Gown, an association dedicated to promoting cooperation between the Hampton Roads community and the University in order to promote better understanding in fulfilling the aims and ideals of each. The scholarship recipient rotates annually from the following: (1) resident of the greater Hampton Roads area, (2) a member of or dependent of active duty military personnel, and (3) a dependent of an Old Dominion University faculty or staff member.

The Hugh L. Vaughan Scholarship has been established by an endowment made by Mr. Hugh L. Vaughan to assist handicapped students. Preference is given to blind students. Recipients must be native-born Virginians.

*The E. C. Wareheim Foundation “Returning Women’s” Scholarship has been established by an endowment to assist one or more returning women from Norfolk, Virginia Beach, Portsmouth, Chesapeake, or Suffolk who have demonstrated financial need. Preference is given to students who enroll part-time. (FAFSA)

*The Jane L. and Robert H. Weiner International Affairs Scholarship is made possible through an endowment established by Mr. and Mrs. Weiner to assist a student who will be studying abroad through the International Student Exchange Program (ISEP). Preference will be given to students who will study in a Third World or developing country for the purpose of fostering international understanding and peace and who demonstrate academic achievement and financial need. (FAFSA)

*The Calvert S. Whitehurst Scholarship is funded by an endowment established by Mr. Robert B. Kendall and augmented by the Whitehurst Scholars Scholarship Foundation. The endowment recognizes the contribution of both Mr. Calvert S. Whitehurst and his son, Professor G. William Whitehurst, former member of the U.S. Congress. The scholarship is awarded to a student with financial need who demonstrates academic potential. (FAFSA)

The Linda Hyatt Wilson Graduate Scholarship in China Studies was established by Linda Hyatt Wilson to award one scholarship to a full-time graduate student who has a 3.5 grade point average, demonstrates financial need, and is involved in the study of China’s culture, history, economy, politics, or foreign relations.

The Anita Clair Fellman Endowed Service Learning Scholarship is funded by an endowment established by Dr. Carolyn R. Rhodes to assist one or more full time or part-time graduates, or undergraduate students who participate in a service-learning project through the Department of Women’s Studies. The recipient will be selected by the chair of the Women’s Studies Department and another Faculty member in the department.

Other Financial Aid Resources

The Parker Lesley Endowed Fund has been established for students who demonstrate need for special circumstances. Special circumstances are defined as emergency travel, supplies, equipment, etc. (ESSAY) (757) 683-6856.

The James Stamos Scholarships in Voice and Piano are made possible by a bequest from Mr. Stamos to assist several students who are majoring in either voice or piano. Information concerning audition requirements is available from the Music Department. Contact Mr. Dennis Zeisler, chair of the department. (AUDITION) (757) 683-4061.

The Student Activities Scholarships in music are awarded to students who participate in one or more Music Department activities including concert choir, band, orchestra, Madrigal Singers and brass choir. Information concerning audition requirements is available from the Music Department. Contact Mr. Dennis Zeisler, chair of the department. (AUDITION, PARTICIPATION) (757) 683-4061.

The Viburnum Acting Endowed Scholarship Fund was established by the Viburnum Foundation to provide monetary awards to acting students. (AUDITION) (757) 683-3608.

The Institute for Learning in Retirement Scholarship is a two-year scholarship established by the Institute for Learning in Retirement for a student of any discipline who demonstrates financial need, has a baccalaureate degree, is a resident of Hampton Roads, and has a 3.00 grade point average. (757) 368-4160.

The ODU Credit Union Scholarship has been established for members of the ODU Credit Union or their dependents. The applicant must be an admitted Old Dominion University student in good standing or a candidate with worthy credentials. An application, transcripts, and a short (250 word) essay are required. (757) 533-9308.

The Monarch Athletic Bands Endowed Scholarship was established by Old Dominion University Educational Foundation. The recipient(s) must be a full-time undergraduate or graduate student, successfully completes an
audition, and must maintain a minimum GPA of 2.5 for an undergraduate student or minimum GPA of 3.0 for a graduate student.

**The Donald K. Marchand Sigma Nu Endowed Scholarship** was established by Darden Watkins Jones, Jr. and Richard R. Early to assist undergraduate or graduate student(s) who are enrolled full-time or part-time, have a minimum cumulative GPA of 2.7, and must demonstrate involvement in the community, campus and fraternity. Preference will be given to active members of Sigma Nu Fraternity.

**The Prabhav Maniyar International Exchange Program Scholarship** was established to assist a full-time international student with particular preference to students from the nation of Kenya and the Sudan. Recipient must maintain a cumulative grade point average of 3.0 or better.

**Veterans and Dependents Benefits**

Information about the administration of education assistance under the Veterans Administration may be obtained from the VA website: www.vba.va.gov (http://www.vba.va.gov). Students wishing to use their VA benefits at Old Dominion University may find further information on the University Registrar’s web page: http://www.odu.edu/webroot/orgs/AF/REC/registrar.nsf/pages/MSS+Home.

Contact Military Student Services staff in the Office of the University Registrar for further assistance by phone: 757 683-4425; by FAX: 757 683-5865; or by email to register@odu.edu.

**Termination of Aid**

Failure to remain in good academic standing will result in automatic withdrawal of financial aid by the University. Failure to comply with the conditions of a financial award will cause its termination and the return of any unexpended funds as well as repayment, in some cases, of funds already utilized. Undergraduate specific endowed scholarships will be withdrawn immediately for the term in which an undergraduate student’s classification advances to an admitted graduate student status.
Financial Awards

Financial awards are determined by the graduate program and college dean following the policies and guidelines described below. For specific qualifications, conditions, amounts, length and types of awards, contact the appropriate graduate program director.

Graduate Assistantships

A. Nature of the Graduate Assistantship

A Graduate Assistant (GA) is expected to participate directly in either instructional, research, or administrative duties in support of the ongoing activities of the University’s academic, research, and service units. It is the University’s intention to make the assistantship an integral and valuable part of the student’s graduate education. It should be viewed as an apprenticeship in teaching, research, or administrative service.

B. Categories of Graduate Assistants

1. Graduate Teaching Assistant (GTA) - participates directly in teaching activities, such as the teaching of a course, holds responsibility for a laboratory section, or is assigned to specific instructional support or related activities. The University recognizes two levels of graduate teaching assistant responsibilities and activities: GTA-Instructors and GTA-Assistants.

   • GTA-Instructors directly communicate and interact with students in ways that lead to the conveyance of knowledge or skills required to successfully complete the course. Included in this category are graduate students who serve as instructors, laboratory supervisors, recitation leaders, and tutors.

   • GTA-Assistants do not directly instruct students; instead, they serve as graders and/or classroom or laboratory assistants.

2. Graduate Research Assistant (GRA) - participates directly in research or support activities conducted by faculty members or administrators. The University recognizes two categories of graduate research assistant responsibilities and activities: GRA-Faculty Assistants and GRA-Project Assistants.

   • GRA-Faculty Assistants assist faculty on non-sponsored research activities.

   • GRA-Project Assistants assist faculty on sponsored research projects funded through external grants and contracts managed by the Old Dominion University Research Foundation, or through funds generated by the Educational Foundation or gift accounts.

3. Graduate Administrative Assistant (GAA) - participates directly in the support of the activities of a University administrative unit. Such positions must provide graduate students with an academically and/or programatically appropriate level of intellectual and/or professional experience. The appointment of GAAs in non-academic units is to be made in consultation with the graduate program directors of the pertinent academic units.

C. Graduate Teaching Assistant Instructor Institute (GTAI Institute) Requirement

1. All GTA-Instructors will be required to pass the GTAI Institute prior to their semester of appointment. GTA-Assistants are not required to pass the GTAI Institute, but they must be approved and supervised by their appropriate faculty instructor.

2. The Institute is offered twice a year during the week before fall and spring classes begin. All graduate assistants, including those who have research and/or other non-instructional assignments, are encouraged to participate in the Institute in anticipation of future teaching assignments. The Institute is comprised of the University portion and the college portion. Students are required to attend both portions to pass the Institute. Departments are encouraged to develop their own on-going programs for training graduate teaching assistants. Such programs should be tailored to the specific needs of the discipline and department policies.

3. International students must pass the SPEAK test prior to registering for the GTAI.

D. Application

Application forms for graduate assistantship stipends paid by the University (GTAs, GRAs, and GAA) are available from the Office of Admissions or from the University’s web page. The completed form, together with a brief essay by the applicant discussing academic interests and career objectives, must be submitted to the appropriate graduate program director or office making the appointment, as soon as possible for fullest consideration. Applications for GRA positions funded through ODURF are made through the faculty member who is the principal investigator, the department chair, or graduate program director.

E. Eligibility

1. Only students admitted to graduate degree programs in regular or provisional status on the basis of complete and fully evaluated credentials and in good academic standing are eligible for appointment to a graduate assistantship. Additional criteria apply for appointment as a graduate teaching assistant (GTA) (see section on appointments).

2. All students appointed to a graduate assistantship are required to verify their identity and employment eligibility and complete an I-9 Form, according to University procedures, prior to commencing their duties. This requirement is established in order to comply with the Immigration Reform and Control Act of 1986. Students are also required to complete the Child Support Disclosure and Authorization Form, the Commonwealth of Virginia’s Policy on Alcohol and Other Drugs Form, ODU Use of Electronic Communications and Social Media Form, the Commonwealth of Virginia Selective Service Form, and the Employee Payroll Direct Deposit Authorization Form.

3. Students who are not in good academic standing are ineligible to hold an assistantship. Assistantship appointments will be terminated for any student whose GPA is less than 3.0.

F. Enrollment Requirements

Graduate students who are supported through graduate assistantships and appointed as Graduate Assistants are required to be enrolled during the semester of their appointment, but their registration requirements may differ based on their funding sources, duties, and/or residency status:

- Graduate Teaching Assistants and Graduate Administrative Assistants
  - Graduate Teaching Assistants, including both GTA-Instructors and GTA-Assistants, and Graduate Administrative Assistants who are paid from non-restrictive Commonwealth funds must register for and complete a minimum of nine (9) hours of graduate coursework per fall and spring semesters and three (3) hours of graduate coursework per summer semester. Graduate Teaching Assistants and Graduate Administrative Assistants who are paid from restrictive Commonwealth (SS) funds must register for and complete a minimum of nine (9) hours of graduate coursework per fall and spring semesters and six (6) hours of graduate coursework per summer semester.

- Graduate Research Assistants
  - Graduate Research Assistants, including GRA-Faculty Assistants and GRA-Project Assistants, have additional conditions that may affect their registration requirements. GRA-Project Assistants are paid only from external funds managed by the Old Dominion University Research Foundation or the Educational Foundation or from funds generated from gift accounts. They must register for and complete a minimum of six (6) hours of graduate coursework per fall and spring semesters and three (3) hours of graduate coursework per summer semester. GRA-Faculty Assistants are paid from Commonwealth funds. Those who are paid from non-restrictive Commonwealth funds must register for and complete a minimum of nine (9) hours of graduate coursework per fall and spring semesters and three (3) hours of graduate coursework per summer semester. Those who are paid from restrictive Commonwealth (SS) funds must register for and complete a
minimum of nine (9) hours of graduate coursework per fall and spring semesters and six (6) hours of graduate coursework per summer semester.

For international students taking fewer than nine (9) hours of graduate coursework in either the fall or spring semester, a Reduced Course Load Request Form (RCL) must be filed with the Office of Visa and Immigration Service Advising (VISA). International students beginning a new academic program during the summer semester must register for and complete a minimum of six (6) credits, regardless of their funding source.

Exceptions to enrollment requirements:

1. Doctoral students who have successfully advanced to candidacy must register for and complete at least one (1) hour of graduate credit every semester until graduation (see Continuous Enrollment Policy). Such students may be appointed as Graduate Assistants even while registered for a reduced course load. They are eligible for full tuition exemption and are considered to be full-time for financial aid purposes. The graduate form, Doctoral Candidates 1-Hour Full-Time Notification, must be completed and forwarded to the Office of the University Registrar, the Office of Financial Aid, and, for F-1 and J-1 visa holders, the Office of Visa and Immigration Service Advising (VISA). Such students shall not be paid from restrictive Commonwealth (SS) funds.

2. Master’s students appointed as Graduate Assistants in their final semester of study may register for a reduced course load, although they will not be considered full-time for financial aid purposes. The graduate form, Master’s Student Full-Time Status Notification, must be completed and forwarded to the Office of the University Registrar and, for F-1 and J-1 visa holders, the Office of Visa and Immigration Service Advising (VISA). For F-1 and J-1 visa holders, the Reduced Course Load Request Form (RCL) must also be filed with VISA. Master’s students appointed as Graduate Assistants may register for a reduced course load for no more than one semester. Such students shall not be paid from restrictive Commonwealth (SS) funds.

3. Except in certain professional programs, Graduate Assistants normally may not enroll for more than nine (9) credit hours per semester. Enrollment above nine (9) credit hours requires the approval of the appropriate graduate program director.

4. The Board of Visitors has authorized the president or his or her designee to consider waivers related to the minimum enrollment requirements specified above.

G. Appointment Process

1. Assistantships in Departments/Schools

   The dean or other appropriate administrators notifies the individual departments/schools or units of their allocation of assistantships for the coming year.

   a. The department/school recommends candidates for the assistantships to the appropriate academic dean. Candidates should be interviewed before final recommendations are made for appointment. Particular care should be taken in the consideration of applicants to determine the adequacy of academic preparation and language skills. A completed E-1SG form or ODURF Form for all graduate assistant appointments will accompany the candidate’s nomination to the dean or administrator. All completed E-1S forms with award letters, acceptance forms and job descriptions are to be sent to the Office of EIS Processing for processing. ODURF forms are submitted electronically to the Old Dominion University Research Foundation. Prior to submission of a nomination, the department/school should determine whether the student has been nominated for or accepted another graduate assistantship.

   b. Nominations are reviewed and approved by the dean of the academic college or his/her designee to ensure that applicants meet the eligibility criteria for appointment, such as admission to a degree program, English language proficiency requirements, good academic standing, and enrollment, and that the appointment is in compliance with applicable University and college policy.

   c. Applicants for GTA appointments must demonstrate written and oral fluency in the English language. For international students, a good command of written English will be evidenced by acceptable TOEFL scores and required entrance essays. Oral proficiency in English will be determined through the SPEAK test administered by Old Dominion University’s English Language Center personnel. A passing score on the SPEAK test is 50. Students who marginally fail the SPEAK test with a score of 45 will be offered the opportunity to participate in a re-test as a part of the GTA Institute to determine if face-to-face communication is sufficient for holding a teaching assistantship.

2. Assistantships in Non-Departmental Units

   a. Each non-departmental unit, e.g., Career Development Services, Athletics, Registrar, submits to the Graduate School a position description for each Graduate Administrative Assistant (GAA) position available within their unit. Along with the position description the unit will provide a list of those graduate programs in which students have or are proposed to have the interest and skills required. The position must require and provide an academically and programatically appropriate level of intellectual and professional activity. If the position description is approved, the department chair and graduate program director will coordinate with the non-departmental unit the selection of academically qualified and highly ranked students from their current or to-be recruited graduate students. The appointment of the GAA is made jointly by the academic and non-departmental administrative departments.

   b. Determination of the number and the availability of funds must be done as early as possible in order to facilitate offering these GAA positions to the top ranked applicants/students in the appropriate graduate programs. As part of the December - January budget submission process, non-departmental units must submit a justification for continued and increased support of GAA’s, i.e., stipends and tuition waiver.

   c. Each semester, the GAA’s immediate, non-departmental supervisor will evaluate the performance of the student and make recommendations for continuance or termination. This written evaluation will be reviewed by the graduate student and his/her GPD or academic advisor and a final set of recommendations made regarding continued awarding of the assistantship.

H. Appointment Workload

Graduate assistantships require 20 hours per week of service and are generally made for a period of one academic year with a nine-month performance period. For a GTA (instructors and administrative assistants), the work load should include no more than six hours of classroom teaching or nine contact hours of laboratory supervision per semester, plus normal preparation time.

Nominations should be submitted at least 30 days before the semester of employment in order to assure adequate time for processing. A graduate assistant funded through a grant or contract may be appointed for shorter periods if required by the conditions of the grant or contract.

An assistantship workload (20 hours per week) may be divided between teaching and research duties with the approval of the dean of the appropriate academic college. A graduate assistant appointment may be renewed upon nomination, review of qualifications, and satisfactory previous performance.

I. Additional Employment

Full-time (20 hours per week) graduate assistants are not permitted to accept additional on-campus employment during the period of their assistantship.
In particular, graduate assistants (graduate teaching assistants, graduate research assistants, and graduate administrative assistants) may not be paid for part-time teaching or other campus employment for the University in addition to their normal responsibilities. Exceptions to this policy may only be made under unusual circumstances and only with the approval of the dean of the appropriate college or equivalent administrator upon the written recommendation of the graduate program director and the department/school chair. Any outside employment (i.e., off-campus) should be undertaken with caution and in consultation with the GPD. It should in no way adversely affect academic performance or assistantship duties and responsibilities. Information on employment guidelines that are specific to international students may be obtained from the Office of Visa and Immigration Service Advising (VISA).

**J. Evaluation and Monitoring**

All graduate assistants shall be provided with a written job description of their responsibilities, and be evaluated at least once by their supervisor(s) during the period of the award, preferably before the end of the first semester of service is completed. The evaluation shall be discussed with the assistant and a copy forwarded to the appropriate graduate program director, or chair.

**K. Termination**

A graduate assistantship normally ends when the period of appointment is concluded and the terms of the assistantship agreement are fulfilled. Otherwise, a graduate assistant may be terminated for the following reasons:

1. Resignation by the student. Resignation shall be in writing to the supervisor with a copy to the appropriate department chair, program director, and academic dean or equivalent administrator.
2. Failure of the student to perform his or her assigned duties adequately. Termination must be recommended by the student’s supervisor and approved by the department chair, graduate program director, and the appropriate academic dean or equivalent administrator.
3. Failure of the student to remain in good academic standing in accordance with the graduate continuance regulations.
4. Failure of the student to maintain enrollment in the requisite number of graduate credits.
5. Expiration of a grant or contract that funds the student’s stipend.
   a. Any overpayment must be reimbursed to the University by the student as soon as possible after termination. Failure to repay the amount owed may result in legal action against the student for recovery.
   b. If a student resigns from an assistantship or is terminated for reasons other than the completion of the appointment or expiration of the funding contract, the department chair or graduate program director should notify the appropriate academic dean or administrator as soon as possible and nominate a replacement if necessary.
   c. A student who believes that he or she may have been unjustly terminated may appeal the decision. First, the student should meet with the supervisor, graduate program director, and department chair in an effort to resolve the situation. If this effort fails, the student may make an appeal in writing to the dean or administrator of the appropriate academic college. If the matter is not resolved, it will be referred to The Graduate School and then be automatically referred to the Graduate Appeals Committee for review. The decision of the Appeals Committee is final.

**L. Grievance Procedure**

Should a graduate assistant believe that his/her assigned duties and/or the workload required to fulfill these duties do not conform to university graduate catalog policies, he/she should first attempt to reconcile the grievance with his/her academic/nonacademic immediate supervisor. If the grievance is not resolved, the graduate assistant will ask his/her graduate program director (GPD) to mediate the grievance between him/her and the immediate supervisor. If the GPD is the student’s immediate supervisor, the GPD chair/dean’s designee will attempt to mediate. If the chair is the student’s supervisor, the GPD shall refer the case directly to the dean or the dean’s designee. If this course of action does not resolve the grievance, the GPD/chair/dean’s designee will seek mediation with the supervisor of the student’s immediate supervisor. If a resolution cannot be achieved, the chair/dean’s designee will appoint an ad hoc committee comprised of two senior faculty members from the student’s department and one senior faculty member from another department. If the student’s assistantship is a non-academic unit, the third member will be a senior level administrator from the nonacademic unit. Should the committee not resolve the grievance, it will be referred to the dean of the student’s college for a final decision. For matters involving sexual harassment and/or discrimination, please see the “Student Complaint Procedure” or the “Discrimination Policy” in this catalog.

**M. Recognition of Outstanding Performance**

Each academic year, two graduate teaching assistants will be recognized for their outstanding performance as a classroom or laboratory instructor. Recipients of the Outstanding Teaching Assistant Awards will receive a $1,000 financial award to be used to support their educational expenses. A request for nominations and criteria is distributed by The Graduate School.

**Graduate Fellowships**

Fellowships are awards granted for scholastic achievement and promise. Their objective is to enable full-time students to pursue graduate studies and research leading to advanced degrees without requiring them to render any service. Part-time and/or nondegree students are not eligible. Fellows are responsible for payment of their tuition, in- or out-of-state, as applicable.

University fellows are chosen by their graduate programs and are supervised by their colleges. Applicants should indicate their intent to apply for a fellowship when applying for admission. Letters of recommendation, current transcripts, and any additional evidence of scholastic achievement that would assist in an evaluation of the student should be on file in the Admissions Office.

**Tuition Grants**

Tuition grants may be offered to full-time regular or provisional degree-seeking graduate students. Part-time tuition grants may also be available for Virginia residents. Applicants should indicate their desire to apply for tuition grants when applying for admission. Students holding tuition grants who withdraw from courses will be held personally liable for repayment of funds utilized. Students receiving tuition grants must be registered for tuition credits each semester and six in the summer.

**Tuition Waivers**

Graduate students who are awarded a fellowship or who are employed as graduate assistants may receive partial to full tuition assistance. The decision as to whether a student receives partial or full tuition is made by the students’ academic program.

**Minimum Stipend Levels**

In compliance with federal guidelines a graduate student must receive a minimum of $3,200 in assistantship or fellowship support for the fall and spring semesters and a minimum of $2,500 during the summer.

Supplements to the minimum stipend amount can be made based upon the availability of funds and upon approval of the appropriate dean and the funding agency. The stipend is considered to be taxable income since it is payment for services.

**Return of Tuition Assistance**

A student who completes less than half of the assistantship or fellowship appointment will be required to return his/her full tuition assistance award to the university.
Graduate Policies & Procedures

Attendance Policy
Regular classroom attendance is expected of all students and individual faculty may require class attendance. Course grades reflect not only performance on written assignments and exams, but also participation during class periods. As discussions cannot be reproduced, many times absences cannot truly be made up. Excessive absences therefore have a negative effect on the student’s learning and performance. Students are responsible for all class work, and a student who misses a class is expected to have the initiative necessary to cover properly the material missed. Students must meet all course deadlines and be present for all quizzes, tests, and examinations.

Syllabus information will include a statement of the attendance policy for each course and the effect of nonattendance on grades. Reasonable provisions should be made by the instructor for documented representation at University-sponsored athletic or academic functions, mandatory military training and documented illness. The granting of provisions for other documented absences is left to the discretion of the faculty member.

Due to the nature of asynchronous courses, students are expected to participate in class, but in formats that may not require attendance at regular intervals.

Extended illness. The student should notify the Office of Student Engagement and Enrollment Services when the student is going to be absent from classes for more than one week because of an illness. Student Engagement and Enrollment Services will notify the student’s course instructors of the absence on his or her behalf.

Class Attendance by Guests
Statement: The propriety for non-student presence in the classroom will vary dependent upon the nature of curricular offerings, dangers inherent to certain classrooms and labs, the optimum classroom environment for each class, and the preferences of each instructor. Guidelines specifying whether non-student guests will be permitted in the classroom, which are consistent with departmental policy, will be established for each class by the instructor and included in the syllabus for the course. These guidelines will apply to each site at which the class is offered.

Continuous Enrollment Policy
Master’s and Education Specialist Students. Students who have completed all course work but are working during a given semester to complete other outstanding degree requirements (e.g. comprehensive examination, thesis, removal of an I or II grade) or wish to use University facilities and/or consult with faculty must be registered for at least one credit during that semester. In addition, graduate students must be registered for at least one credit hour in the semester in which they graduate. The program designated 998 course or GRAD 998 may be used to fulfill this requirement.

Registration for the required program designated 998 course or GRAD 998 is subject to the normal fees and regulations of the University.

Doctoral Students After Advancement to Candidacy. After successful advancement to candidacy, all doctoral students are required to be registered for at least one graduate credit hour each term (fall, spring, and summer) until the degree is completed, including the semester in which they graduate. GRAD 999 or the program designated 999 course may be used to fulfill this requirement. Failure to comply with this requirement will result in charges to the student’s account for one graduate credit hour plus required fees for each semester after advancement to candidacy. Students are not eligible for graduation until all charges are paid.

Master’s Degree Seeking Students with Assistantship Appointments in Their Final Semester. Master’s students holding graduate teaching, research, or administrative assistantships who are in their final semester and who are within six hours of completing their degree requirements, may register for six or fewer graduate credit hours needed for the completion of their degree. Those who are completing a Master’s Thesis or Master’s Project but have not yet defended it, may register for one hour of graduate credit in their final semester. Master’s students are eligible for the reduced enrollment requirement for no more than one semester.

Additional Graduate Degrees Policy
Graduate students may pursue two graduate degrees concurrently at Old Dominion University, provided that they have been admitted to both degree programs. Minimum credit requirements must be met for each graduate degree that is awarded. In certain cases, students may request that graduate-level coursework used to fulfill requirements for the one graduate degree be applied to the other. Prior approval of the graduate program directors and appropriate college deans is required.

Policy on Nondegree Credits to Complete a Degree
No more than 12 credit hours of graduate-level course work taken at Old Dominion University as a nondegree student may be applied toward a graduate degree or certificate. These 12 credit hours may include only coursework for which grades of B or higher are earned. These credit hours are in addition to the 12 credit hours that can be transferred from other institutions and through experiential learning.

Graduate Writing Proficiency
Each graduate department or program will develop specific policies and procedures for evaluating and, if necessary, upgrading student writing.

Graduate Pass/Fail
Master’s-level students may include pass/fail-graded experiences to fulfill a portion of their program requirements provided that they meet a University requirement of 24 credit hours of course work, of which at least 18 hours must be letter-graded course work, and any additional departmental or school requirements. The college, school and/or department administering the program shall determine which student course work shall be considered for pass/fail credit.

Doctoral students must take dissertation credit as pass/fail and may select from among the designated pass/fail-graded experiences a portion of their program requirements, provided that they take a minimum of 24 credit hours of letter-graded course work, of which at least 18 hours must be letter-graded course work, beyond the master’s degree, or equivalent, and meet any additional departmental or school requirements.

Deans may, at their discretion, designate courses as pass/fail, letter graded or both.

A student electing the pass/fail option for a particular course cannot change his or her registration and elect to take the course for grade point credit after the end of the “add” period. Similarly, courses cannot be elected as pass/fail after the end of the “add” period.

Readmission to the Institution Following Separation or Dismissal
Master’s students readmitted to the University following six or more continuous years of separation or dismissal and education specialist or doctoral students readmitted to the University following eight or more years of separation and dismissal may apply to have all previous course grades and credits removed from the calculation of the GPA.

Students who wish to apply must complete and submit the appropriate form to the graduate program director. The form must be signed and approved by the graduate program director, the department chair, and the college dean before it is submitted to the Office of the University Registrar.

If approved, all previous graduate courses and grades will remain on the transcript but will not be used in calculating the GPA for the new graduate degree program.

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Change of Program

A graduate student who wishes to change from his or her current program to a new program must make the request in writing to the Office of Graduate Admissions. The student’s graduate record will be examined to determine which additional supporting credentials must be submitted (e.g., test scores, letters of recommendation) prior to consideration for admission to the new program. If the new program requires additional supporting credentials, the student must submit these before consideration can be given to the change. If it is determined that no additional supporting credentials are necessary, the student’s record will be submitted to the graduate program director of the new program, with a request for consideration of admission. The student will be notified in writing of the graduate program director’s decision. If not admitted to the new program, the student will remain in the current program.

Graduate credits earned toward a degree or certificate from the current program may or may not be accepted by the director of the new graduate program. All grades earned in the original program will remain on the student’s transcript but only grades of B or higher, if accepted, may be used to compute the GPA in the new program. In such cases, the director of the new graduate program will request that the Office of the University Registrar adjust the student’s record.

Conversion from Doctoral to Master’s Program

A student in a doctoral program may be converted to an appropriate master’s program in special situations. The doctoral student making satisfactory progress but wishing to leave the University may apply in writing to the new master’s program director, with copies to the current program director and the applicant’s committee. The new program director, in consultation with the current program director, will review the request following program policy and procedures.

In the case where a doctoral student fails to pass or complete a particular degree requirement, the student’s committee may recommend the student to a master’s degree program. The student will follow the procedure outlined in the preceding paragraph, except that this approach requires supporting documentation from the current committee.

Once the student is accepted, the new program director will send a memorandum and a Notice of Change of Status Form, to the Office of the Registrar. The memo should clearly note which of the Old Dominion University credits and approved transfer credits may be applied to the master’s degree, and which, if any, should be reserved for future doctoral work.

Normal Course Load

Every graduate program of study requires prior approval of the graduate program director or the approved faculty advisor.

The minimum load for full-time graduate students who are not appointed as Graduate Assistants is nine (9) graduate credit hours per fall and spring semesters. No more than 12 credit hours may be carried, except in unusual circumstances and with the permission of the graduate program director. In summer semesters, six (6) credit hours constitute a full load.

Graduate students who are not appointed as Graduate Assistants and who are registered for fewer than nine (9) credit hours during the fall or spring semesters or fewer than six (6) credit hours in the summer semester are classified as part-time graduate students. During the fall or spring semesters, six (6) credit hours is considered three-fourths time. Four (4) credit hours is half-time, and three (3) credit hours is quarter-time. During the summer semester, four (4) credit hours is considered three-fourths time, three (3) credit hours is half-time, and one (1) hour is quarter-time. These requirements do not apply to doctoral student who have advanced to candidacy or to master’s students who have completed all required coursework.

Doctoral students who have successfully advanced to candidacy must register for at least one (1) credit hour (899 or 999) every semester until graduation. Master's students who have completed all course requirements are not required to be registered continuously; however, they must register for at least one (1) credit hour (998) during the semester of their graduation.

International students must comply with any regulations or conditions associated with their visa status, in addition to the requirements of this enrollment policy. Those international students taking fewer than nine (9) hours in either the fall or spring semesters must file a Reduced Course Load Request Form (RCL) with the Office of Visa and Immigration Service Advising (VISA). F-1 and J-1 visa holders have no summer enrollment requirement per federal immigration regulations; however, if the summer semester is the first semester of a new academic program, six (6) credits are required to maintain the visa status.

Students appointed as Graduate Assistants have different minimum enrollment requirements depending on their source of financial support and/or residency status. Please refer to the subheading on Enrollment Requirements under the heading of Graduate Assistantships in the section of the Graduate Catalog titled Financial Awards.

Course-Load Distribution

In graduate study, at least three-fifths of the coursework for a master’s degree must be completed at the 600 level or above, and at least three-fifths of the coursework for an education specialist degree or a doctoral degree must be completed at the 800 level. Some programs have instituted more stringent course-load distribution requirements at the master’s, education specialist, and/or doctoral levels. Exceptions to the course-load distribution requirements at any level must be approved in writing by the graduate program director, the dean or his or her designee, and the provost or his or her designee.

Submission of Written Work To More Than One Class

In general, it is not acceptable for a piece of work such as a term paper to be submitted to more than one class for credit. In cases where submission of the same paper is appropriate, prior approval must always be obtained.

An example of a situation in which the same paper might appropriately be submitted would be one in which a student was enrolled in two classes, in both of which a given research topic was not only of interest to the student but was completely appropriate to both classes. In such circumstances, the student would approach the instructors of the two classes and obtain approval to submit the same term paper to both classes, based on prior agreement concerning the depth of the study, amount of material covered, and the length of the paper to be submitted (which should be longer than a paper submitted to one class).

Re-Validation of Out-of-Date Graduate Credit

Academic credit granted outside the eight-year time limit established for graduate degrees or certificates must be re-validated by an examination before the work can be applied toward the requirements of a degree program.

To be re-validated, the work must have been completed at Old Dominion University or be acceptable as transfer credit in lieu of an Old Dominion University course.

The following procedure shall be used to re-validate out-of-date work:

1. The student must receive the permission of his or her graduate program director and the chair of the department/school or dean of the college in which the course is offered to re-validate the course credit. For courses older than ten years, the additional permission of the dean of his or her designee is required. In the event that the dean or his or her designee represents the second level of approval, the additional permission of the provost or his or her designee is required. The form for re-validation of out-of-date credit shall be used to record all transactions and must be submitted to the Office of the University Registrar upon completion of re-validation of work.

2. The graduate program director, department/school chair or dean shall make appropriate referrals to faculty member(s) (an individual or
a graduate program at either the master’s or doctoral levels. Before the examination, the faculty member(s) shall inform the student of the area of knowledge or course content on which he or she is to be examined.

3. After the examination has been completed, the re-validation form shall be filled out, signed by the examining faculty member(s), and forwarded to the dean of the academic college or his or her designee for approval or, in the event that the dean or his or her designee represents the second level of approval, the provost or his or her designee for approval.

4. Copies of the completed form shall be sent to the student, the graduate program director, and the university registrar.

5. Re-validation for any given course can be sought only once.

Final Examinations

The University firmly believes that a comprehensive evaluation of a student’s achievement in a course is a vital part of the educational process. Final examinations for campus-based and higher education center courses, if given, are to be given at the time provided on the Registrar’s Office website at www.odu.edu/registrar. Upon request of the instructor, exceptions to this regulation may be made only by the dean. Final examinations are normally scheduled in the classroom where the course has met throughout the semester.

In the event that a final examination is changed to other than that of the scheduled time, provisions will be made by the instructor for any student who cannot comply with the schedule change.

Any student who has three examinations scheduled in one calendar day and is unable to resolve the problem informally with the instructor or instructors may petition the dean for relief.

All examinations are to be retained for one year by the faculty members. Students have the privilege of requesting conferences with the instructors in regard to their final grades.

All distance learning final exams shall be available for students to complete in a minimum 24-hour window as defined by the professor, including one business day, during the final examination period as defined for that course. Students may secure proctoring at a distance learning location or higher education center, at a distance learning partner site testing center, or with a third party proctor. Students who do not secure proctoring with an ODU staff member must have all proctors approved in advance by the Office of Distance Learning at 1-800-968-2638. For more information about proctoring and distance learning examinations, visit http://dl.odu.edu/how-it-works/exams-proctors.

Continuance

The requirements and regulations set forth in the Graduate Catalog are to be construed as the minimal requirements established by the University for a student’s continuance in his or her graduate program. A student is also obligated to meet all additional requirements as delineated in the handbook of his or her graduate program.

Probation occurs when a student’s grade point average (GPA) falls below 3.00. Suspension occurs when a student is unable to raise his or her GPA above 3.00 within the next 12 credit hours taken and when he or she is prevented from registering for additional courses. Reinstatement occurs only if the student is permitted to return to the graduate program after submitting an approved plan of study. Separation occurs when a student withdraws voluntarily from a graduate program. Deactivation occurs when a student fails to register for three or more consecutive semesters without permission or an approved leave of absence. Dismissal may occur for a variety of academic reasons or for infractions committed against the Code of Student Conduct.

Probation, Suspension, and Reinstatement

Degree-Seeking Students

A degree-seeking student is defined as one who is formally admitted into a graduate program at either the master’s or doctoral levels. The end of each semester – fall, spring, and summer – the record of a degree-seeking student who does not maintain a 3.00 cumulative grade point average (GPA) is reviewed. A student who does not have a cumulative GPA of at least 3.00 will be placed on probation.

Probation and Suspension Policy for Degree-Seeking Students

A degree-seeking student on probation will have 12 credit hours to raise his or her cumulative GPA to 3.00. If he or she fails to achieve a cumulative GPA of 3.00 after completing the next 12 credit hours, he or she will be placed on indefinite suspension and prevented from enrolling in graduate courses. This does not affect the student’s status with regard to undergraduate courses. A student who believes the probation or suspension was due to an error in a grade assigned should contact his or her instructor.

Reinstatement Policy for Degree-Seeking Students

A degree-seeking student who has been suspended from a graduate program may be reinstated under the following conditions:

1. The student is responsible for initiating each of the following aspects of the request for reinstatement to the University:
   a. Developing a plan of study in consultation with and approved by the appropriate Graduate Program Director (GPD) of the program that the student is seeking to either continue enrollment or to be newly admitted. The plan of study must specify the initial 12 credit hours to be taken and the steps necessary to complete the degree requirements within the six-year (master’s) and the eight-year (doctoral) time period as required by University policy. This plan should recognize that all prior courses in which grades of B- or less were earned must be repeated or replaced with an approved substitution. If reinstated, the student’s GPA will revert to 0.00 and courses with a grade of B or above will be treated as internal transfer credit and therefore will have no bearing on the GPA. Upon reinstatement, the student must achieve a cumulative GPA of at least 3.00 in the next 12 credit hours of graduate credit attempted.
   b. Providing to the GPD a written explanation and documentation of the factors and circumstances that contributed to the failure to achieve the academic standards as well as evidence that these issues have been resolved. Students who wish to maintain confidentiality regarding special medical or other personal issues, must obtain a letter from the division of student engagement and enrollment services certifying their validity and contribution to the suspension and that these issues have been or will be satisfactorily resolved prior to the reinstatement.

2. The GPD is responsible for each of the following steps of the request for reinstatement:
   a. Reviewing the student’s letter and any written documentation the student provides, assisting in the development of the proposed plan of study, and assessing the student’s potential for successful completion of the program.
   b. Assessing the potential impact of reinstatement on departmental resources.
   c. Submitting a recommendation on the student’s request to the department chair. Note: (The GPD and the chair must agree for the student to be reinstated at the department level.)

3. If reinstatement is approved, the student will be informed in writing by the Graduate Program Director and the steps outlined in 1. a. and 1. b. of this policy shall be followed. A copy of the letter and the approved plan of study shall be forwarded to the The Graduate School. The Graduate School will work with the Office of the University Registrar to ensure the academic record is updated so the student may resume his or her study.

4. Upon reinstatement:
   a. All courses with grades of B- (2.70) or below will be dropped from consideration in the calculation of the grade point average for continuance or graduation. These grades will remain on the student’s transcript, but the courses will not be counted toward the degree.
   b. Courses with grades of B or above may be counted toward the degree but they will not be used in the calculation of the GPA.
c. Reinstated students must achieve a cumulative GPA of at least 3.00 upon completion of the next 12 hours of credit attempted. Subsequent performance will be monitored by the GPD.

5. If the student’s request for reinstatement is denied, the student must be informed in writing by the graduate program director. A copy of the letter shall be forwarded to the Graduate School along with original materials submitted by the student. The student has the right to appeal the decision to the Graduate Appeals Committee. The student must resubmit the written letter and documentation as outlined in 1.a and 1.b to The Graduate School, which will forward the materials to the Graduate Appeals Committee.

6. The Graduate Appeals Committee will request a written evaluation from the GPD. The GPD’s evaluation must address the reasonableness of i) the proposed plan of study; ii) the potential for successful completion of the program, and, iii) the potential impact of reinstatement on departmental resources.

7. The Graduate Appeals Committee will render its decision and inform The Graduate School. The Graduate School will send a letter to the student, with a copy to the GPD, informing him or her of the Graduate Appeals Committee’s decision. If the Graduate Appeals Committee supports the GPD’s original decision, the student shall remain separated from the program. If the Graduate Appeals Committee approves reinstatement, the steps outlined in 1.a of this policy shall be followed. The decision of the Graduate Appeals Committee is final.

8. A student may be reinstated only one time.

Non-Degree-Seeking Students

A non-degree-seeking student may fall into one of two categories: one who is pursuing a specific certificate or licensure program or one who is unaffiliated with a specific program.

Probation and Suspension Policy for Certificate or Licensure Students

A student who has been permitted to pursue a certificate or licensure program must achieve a cumulative GPA of 3.00 after six or more credit hours of graduate coursework. If he or she fails to do so, he or she will be placed on probation and must raise his or her cumulative GPA to 3.00 within the next six credit hours. A student who fails to achieve a cumulative GPA of 3.00 after completing the additional six credit hours will be indefinitely suspended and prevented from enrolling in graduate courses. This does not affect the student’s status with regard to undergraduate courses.

Reinstatement Policy for Certificate or Licensure Students

A suspended certificate or licensure graduate student seeking reinstatement should follow the procedures outlined earlier in this policy under the Reinstatement Policy for Degree-Seeking Students.

Probation and Suspension Policy for Unaffiliated Students

An unaffiliated student must achieve a GPA of at least 3.00 after six credit hours. If he or she who fails to achieve a 3.00 after completing an additional six credit hours, he or she will be indefinitely suspended and prevented from enrolling in graduate courses. This does not affect the student’s status with regard to undergraduate courses.

Reinstatement Policy for Unaffiliated Students

Unaffiliated students who have been suspended from graduate study must formally apply and be admitted into a degree program, a certificate or a licensure program before being allowed to take additional graduate courses.

Separation and Deactivation from a Graduate Program

A student may separate voluntarily from a graduate program at any time by notifying the graduate program director in writing.

If a student fails to register for three or more consecutive semesters, without prior approval from the graduate program director, his or her graduate status will be deactivated. To reactivate his or her graduate status, a student must submit a request in writing to the graduate program director and the Office of Graduate Admissions.

Dismissal from a Graduate Program

A degree-seeking student’s dismissal from a graduate program may occur for one or more of the following reasons:

1. Failure to maintain good academic standing based on minimum University grade point average (GPA) requirements following reinstatement (see Policy on Probation, Suspension and Reinstatement in the Graduate Catalog above);

2. Failure to maintain good academic standing based on specific program requirements (see specific program handbook);

3. Plagiarism, falsification of data, and/or other instances of academic dishonesty (see the Code of Student Conduct and/or the Policy for Responding to Allegations of Misconduct in Scientific Research and Scholarly Activity);

4. Inability to meet specific technical requirements (see specific program handbook);

5. Failure to pass a required examination or other program benchmark as determined by the appropriate review committee (see specific program handbook); and/or

6. Failure to maintain satisfactory progress on a thesis or dissertation as determined by the designated thesis or dissertation committee (see specific program handbook); and/or

7. Any situation that may involve criminal activity, that may pose a threat to the health or safety of the University community, that may infringe upon the rights or property of others in the University community, and/or that may breach the peace of the University community (see the Code of Student Conduct).

A student must be informed of his or her dismissal from a graduate program in writing by the graduate program director (GPD). A copy of the dismissal letter shall be sent to the dean or his or her designee, the Office of the University Registrar, The Graduate School, and, if relevant, the Office of Visa and Immigration Service Advising, along with the Notice of Change of Status Form. Except in cases involving probation and suspension, the Code of Student Conduct, and/or the Policy for Responding to Allegations of Scientific Misconduct in Scientific Research and Scholarly Activity, a student may appeal his or her dismissal from a graduate program in writing to the dean or his or her designee. If dissatisfied with the decision of the dean or his or her designee, a student may appeal his or her dismissal from a graduate program in writing with the Graduate Appeals Committee by submitting a Student Appeal Request Form through The Graduate School.

The Graduate Appeals Committee will render its decision and inform The Graduate School. The Graduate School will send a letter to the student, with a copy to the GPD, informing him or her of the Graduate Appeals Committee’s decision. If the Graduate Appeals Committee supports the GPD’s original decision, the student shall remain separated from the program. If the Graduate Appeals Committee approves reinstatement, the steps outlined in 1.a. of this policy shall be followed. The decision of the Graduate Appeals Committee is final.

A student’s dismissal shall ordinarily remain in effect for eight years before he or she may seek readmission to the same graduate program.
Graduate Degree University Requirements

Completion of Requirements

Graduate students who complete their graduate degree or certificate within eight years following admission to Old Dominion University will follow the requirements in the catalog in effect at the time of their first enrollment. For military service exception, see the policy on Sudden Withdrawal and Prolonged Absence Due to Military Mobilization under Requirements for Graduate Degrees and Certificates. If a catalog other than the catalog of the year of initial enrollment is to be used, written permission of the graduate program director and dean or designee must be obtained. Graduate students should consult their advisors to determine if any out-of-date credits may be re-validated by examination.

In all cases, students must have been duly admitted to the University and an academic program of study and meet all of the requirements for graduation in one catalog. Students may not create their own degrees or certificates by selecting partial requirements from more than one catalog.

Prior Learning Assessment Credit Options at the Graduate Level

Old Dominion University offers a program for assessing college-level knowledge gained through work and life experience and self-study. Students should meet with their advisors or distance learning representative to determine how prior learning assessment credit affects their degree planning. A student may earn a maximum of six semester hours at the graduate level through the following mechanisms:

1. **Knowledge-based examinations.** Upon approval of the student’s graduate program director and the appropriate chair and/or dean of the college involved, a student may take a knowledge-based examination, and with a satisfactory score, receive academic credit for the course(s).

2. **External examinations.** Upon approval of the student’s graduate program director and the appropriate chair and/or dean of the college involved, a student may submit satisfactory scores of professional examinations that are evaluated and recommended for graduate-level credit by the American Council on Education, and receive academic credit for the relevant course(s).

3. **Credit for training.** Upon approval of the student’s graduate program director and the appropriate chair and/or dean of the college involved, a student may submit documentation of completion of professional and/or military training that is evaluated and recommended for graduate-level credit by the American Council on Education, and receive academic credit for the relevant course(s).

4. **Portfolio development.** Upon approval of the student’s graduate program director and the appropriate chair and/or dean of the college involved, a student may develop a portfolio for a graduate-level course(s) offered by Old Dominion University to earn academic credit. Portfolios are submitted to the Office of Prior Learning Assessment and assessed for credit by the appropriate department and/or college involved.

The following regulations for prior learning assessment credit apply:

1. Prior learning assessment credit be granted upon the written recommendation of the student’s graduate program director and the chair of the department/school (or designated faculty assessor) having jurisdiction over the courses involved.

2. Applicability of prior learning assessment credit toward a specific degree program is subject to departmental/school approval.

3. A student may not receive credit for the same course in which any grade has been previously awarded, including W (withdrawal), F (fail), or O (audit).

4. No letter grades be entered on the student’s transcript for prior learning assessment credit, but that this credit be treated in the same way as transfer credit with “Pass” (P) and not be counted in the student’s grade point average.

5. A student request prior learning assessment credit as early as possible upon admission to degree status. A student must meet with the degree program advisor and the director at the beginning of his or her academic career at Old Dominion University to determine how the prior learning assessment program may be applicable to the degree.

6. Satisfactory scores for knowledge-based examinations and professional examinations are determined by the appropriate department/school and/or dean of the college involved.

7. Necessary documentation for academic credit for professional training is determined by the appropriate department/school and/or dean of the college involved.

8. A maximum of six semester hours of graduate credit may be earned through prior learning assessment mechanisms. The six hours is included in the maximum number of graduate credits that may be transferred into a graduate program at Old Dominion University. Prior learning assessment credit does not count toward the University’s residency requirement. The student must meet the minimum residency requirements of Old Dominion University and program requirements of the degree. The student must be aware of individual degree program requirements.

9. A student in a certificate or endorsement area may earn a maximum of six credit hours through prior learning assessment credit to apply to a certificate, endorsement or teacher licensure program. Prior learning assessment hours gained in these programs would be applicable to approved degree programs at Old Dominion University. In an approved graduate degree program at Old Dominion University, a graduate student who has earned six credit hours in a certificate or endorsement program that is applicable to the degree program has met the maximum number of prior learning assessment credit hours. No additional prior learning assessment credit may be applied to that graduate degree program.

10. Prior Learning Assessment credit earned at another institution will be re-evaluated by Old Dominion University faculty to determine whether credit may be awarded at Old Dominion University.

Procedures for Prior Learning Assessment

Students wishing to receive academic credit for departmental examinations, training or portfolio development through Prior Learning Assessment should do the following:

1. Contact the Prior Learning Assessment representative in the College of Continuing Education and Professional Development to discuss possible challenges. The Prior Learning Assessment representative and student will discuss guidelines on requesting approval to challenge a course(s) through the available Prior Learning Assessment options.

2. Submit an extended resume and other documentation demonstrating learning outcomes based upon prior learning to the representative in the College of Continuing Education and Professional Development.

3. The Prior Learning Assessment representative will submit the documentation to the department chair, or a designated faculty assessor, who will examine the request and determine eligibility to challenge the course(s). The department’s decision will be forwarded to the Prior Learning Assessment representative who will then notify the student.

4. Once determination is made that the student is eligible to challenge the course(s) through Prior Learning Assessment, the student will complete and return to the Prior Learning Assessment office the appropriate intake request form. At this time, the student’s account will be billed, and the appropriate Prior Learning Assessment fee should be paid. Specific instructions for completing the process will be available from the Prior Learning Assessment Office.

If the conclusion for the portfolio assessment process results in a negative decision of the award of credit, a student may appeal the decision to the college having the responsibility for the course(s) for which credit is sought. The basis for a portfolio assessment appeal is the student’s charge that the...
Students must initiate appeals in writing within three weeks of receiving the completed portfolio evaluation form. The appeal must be written to the Prior Learning Assessment representative in the College of Continuing Education and Professional Development.

The Prior Learning Assessment representative will forward the appeal letter to the appropriate department chair. The chair will review the student’s appeal. The chair will get input from the student and from the faculty assessor and may form an independent committee to review the appeal. The chair makes the decision on the validity of the appeal. If the chair concludes there is no cause for complaint, the student has the right to appeal to the dean of the college.

If the faculty assessor is the chair, the student may go directly to the dean. The dean will follow the procedures as outlined above. The decision of the dean of the college is final.

**External Examinations.** External examinations, including CLEP and DANTES, are administered through the University Testing Center. Students wishing to receive academic credit for external examinations should contact the Testing Center at 757 683-3697. Additional information is available from the website at [https://www.odu.edu/academics/academic-records/score-analysis/clep-dantes](https://www.odu.edu/academics/academic-records/score-analysis/clep-dantes).

**Prior Learning Assessment Fees**

Students participating in the Prior Learning Assessment program are responsible for assessment fees as follows:

1. **External Examination**
   - Students are responsible for testing fees for external examinations such as CLEP and DANTES, and should check with the University Testing Center at Old Dominion University for fee information. There is no additional Prior Learning Assessment fee for granting of academic credit for external examinations.

2. **Departmental Examination**
   - The Prior Learning Assessment fee is equal to 30% of the current approved in-state on-campus rate for undergraduate and graduate courses.

3. **Training Evaluation**
   - The assessment fee for training not previously evaluated by Old Dominion University is equal to 20% of the current approved in-state on-campus rate for undergraduate and graduate courses. For information about training programs that have been evaluated by Old Dominion University (and therefore incur no additional fee), see the Prior Learning Assessment web site at [https://www.odu.edu/academics/academic-records/evaluation-of-credit/prior-learning](https://www.odu.edu/academics/academic-records/evaluation-of-credit/prior-learning).

4. **Portfolio**
   - Portfolio assessment fee equal to 50% of the current approved in-state on-campus rate for undergraduate and graduate courses.

Fees are based on the credit hours attempted and are not refundable if the student does not receive credit as a result of the evaluation. There is no appeal of the fee charge. The fees must be paid at the time the student is approved to submit a portfolio, departmental examination or training documentation for evaluation.

For more information call (757) 683-6554, visit the web site at [https://www.odu.edu/academics/academic-records/evaluation-of-credit/prior-learning](https://www.odu.edu/academics/academic-records/evaluation-of-credit/prior-learning), email priorlearning@odu.edu.

* All fees are tentative and subject to final approval by the Board of Visitors and/or the president. Current Prior Learning Assessment fees are available on the website at [http://www.odu.edu/](http://www.odu.edu/).

**Graduate Credits by Transfer**

A maximum of 12 semester hours of graduate credit may be applied into a graduate degree program from graduate credits earned as a nondegree graduate student at Old Dominion University. An additional combined maximum of 12 credits may be transferred into a graduate degree program from graduate credits earned through prior learning assessment credit options and graduate credits earned at another accredited institution. Exceptions are allowed in the case of an approved interinstitutional program.

Transfer credit will be given only for those courses that are certified as being applicable toward a comparable degree or certificate at the institution that offered the courses, and that were completed with a grade of B or better. Specifically, in-service courses that are established especially for groups of teachers and are not intended by the home institution to be part of a degree program will not be acceptable for transfer at Old Dominion University. Exceptions to this regulation may be made only with the approval of the graduate program director and, the dean of the college. In case of doubt, it is the responsibility of the student to show that the course in question would be acceptable toward a comparable degree at the home institution.

No credit toward a graduate degree may be obtained by examination (except through the prior learning assessment options noted above) or correspondence study.

A student who wishes to transfer credit earned prior to admission to a degree program at Old Dominion University must submit a special request for evaluation of transfer credits through the graduate program director to the Registrar’s Office. Following admission to the degree program, the student should obtain written permission from the graduate program director before registering for a course at another institution with the intention of transferring the credit for that course toward a graduate degree at Old Dominion University.

In no case is a transfer of credit final without the signed approval of the program director and the academic dean on the Evaluation of Transfer Credits Form.

**Evaluation of Transfer Credits**

In the case of a student who has changed programs of study at Old Dominion University, the graduate program director of the new program may or may not accept any previously transferred course work or work completed in the former programs.

Credits accepted for transfer from another institution will satisfy partial hour requirements, but grades earned in such courses are not calculated in the student’s overall grade point average.

No credits will be accepted toward the degree or certificate if more than eight years old unless properly validated by examination.

**Institutional Credit Requirements for Graduate Degrees**

A majority of the total credits for completion of the master’s and doctoral degree must be courses offered by ODU. Some colleges, schools and departments may have additional requirements that must be fulfilled. Students interested in the opportunity to apply transfer or experimental learning should refer to the policy on Experiential Learning Credit Options and the policy on the Evaluation of Transfer Credit in the University Graduate Catalog.

**Graduate Assessment Requirement**

Old Dominion University has developed an institution-wide plan to assess the quality of its graduate academic degree programs. In addition, students are asked to assess their experiences with support services, University administration, and other aspects of their University experience. Students will complete the assessment at the end of their graduate degree program.

Prior to the completion of degree requirements, all graduate students must complete their assessment. Students will receive advanced notice of their eligibility to complete the measures, which may be accessed through the University’s site at [www.odu.edu](http://www.odu.edu). Failure to complete the assessments normally precludes the student’s right to receive his or her graduate degree.

Assessment results are used to improve student learning and the educational experience at Old Dominion University, and they do not become part of students’ records. Confidentiality is assured, as only aggregate data are reported and used in analyses.
Responsible Conduct of Research Policy

1. All graduate students who were admitted or readmitted to a degree or graduate licensure program as of fall 2010 must complete the Collaborative Institutional Training Initiative (CITI) basic course. The basic course includes the following modules: Misconduct (falsification, fabrication, and plagiarism); Data acquisition, management, sharing and ownership; Mentor/trainee relationships; Publication practice and responsible authorship; Peer review; Conflicts of interest; and Collaborative research. Completion of the RCR modules will be tracked through the CITI website and is a graduation requirement. The RCR modules must be completed prior to completion of 12 semester hours. Students who fail to complete this requirement will have a registration hold placed on their records. As appropriate to their general field of study, students may complete the Biomedical Social and Behavior Research, Physical Science, or Humanities RCR track offered by CITI to fulfill this requirement.

2. All investigators conducting human subjects research protocols (both Exempt and Non-Exempt) as well as all graduate students enrolled in Thesis and Dissertation projects involving human subjects are required to complete the CITI (Collaborative Institutional Training Initiative) Program for Human Subjects Research.

3. All investigators conducting animal subjects research protocols as well as all graduate students enrolled in Thesis and Dissertation projects involving animal subjects are required to complete the LATA (Laboratory Animal Training Association) training program.

Graduate Certificate Programs

Graduate certificate programs are available to both non-degree and degree seeking graduate students. These certificates are ideal for students who want to explore areas of professional interest or meet accreditation requirements. They also provide the opportunity for students to further their knowledge and become more competent in their profession. The University's minimum requirement for admission into a graduate certificate program is completion of a bachelor's degree. Some colleges, schools, or departments have additional requirements, such as a degree in a particular area or specific coursework. Students seeking a graduate certificate accepts responsibility for adhering to the minimum requirements as well as those applied by the department where the certificate is managed.

Graduate certificate programs generally include a minimum of nine credit hours and a maximum of 21 credit hours. An overall grade point average (GPA) of 3.0 or above in all courses specified as a requirement for the certificate is required for the award of a graduate certificate.

Certificates of Advanced Graduate Studies (CAGS) are for students seeking a formal award certifying completion of study beyond the master's degree in an academic or occupational field of study. These programs are intended for professional licensure or professional development and may be completed prior to or concurrently with doctoral studies. These programs generally require a minimum of 24 credit hours. Students must have a 3.0 overall GPA in the required courses to be awarded a certificate of advanced graduate study.

Master’s Degrees

This section specifies the minimum requirements for a master’s degree from Old Dominion University. Some colleges, schools and departments have requirements in addition to the requirements described below. In seeking a master’s degree, each master’s student accepts responsibility for the following University requirements as well as any imposed by the major department.

The master’s degree is awarded in recognition of the candidate’s command of a comprehensive body of knowledge and ability to perform productively in the field of study. All master’s degrees require a minimum of 30 semester hours of graduate credit. No more than 12 credit hours taken at other institutions may be counted toward a master’s degree at Old Dominion University.

Thesis and Non-Thesis Option

Candidates for the master’s degree at Old Dominion may have the choice of two options: the thesis option or the non-thesis option. The choice will depend upon the availability of the two options within the selected discipline, the professional interests of the candidate, and the advice and approval of the appropriate graduate program director.

Thesis Option

A minimum of 30 semester credits is required, including 24 semester credits in approved course work and six semester credits in research. The candidate is required to prepare and present a thesis or equivalent creative work. A final oral examination covering the research is required. A comprehensive written and/or oral examination covering the program of study may be required.

Non-Thesis Option

A minimum of 30 semester credits of approved course work is required, including one or more courses at the conclusion of study that deal directly with special topics and/or training related to current problems or research in the discipline. A comprehensive written and/or oral examination, or an approved equivalent, on the program of study is required.

Time Limits

All requirements for a master’s degree must be completed within an eight-year period. Exceptions to these time limits must be approved by the graduate program director and the college dean. Academic credits older than eight years at the time of graduation must be re-validated by an examination before the work can be applied to a master’s degree. See the “Policy on Re-validation of Out-of-Date Graduate Credit.” Students whose graduate study is interrupted by military service will be granted an extension of time for the period of their military service, not to exceed five years.

Student Advising

The Master’s Degree

The graduate program director in consultation with the student, will assign a graduate advisor who must be certified for graduate instruction. An annual evaluation may include student’s performance in courses, assistantships (teaching, research), the development and re-evaluation of his/her plan of study, guidance in selecting projects and mentors, preparation and scheduling of qualifying/comprehensive or equivalent exams, time management, and obtaining employment or further education. The advisor’s annual evaluation and recommendation will be shared with the student and the graduate program director.

Program of Study

Prior to completion of 12 semester hours, the degree candidate is required to prepare a program of study with the guidance of the advisor. The purpose of the program of study is to ensure that the student organizes a coherent, individualized plan for the course work and research activities. The program of study is to be consistent with the requirements for the degree as described in the catalog and must be approved by the graduate program director. The successful completion of the program of study, along with the collateral reading, research, practica, etc., will enable the student to demonstrate the high level of professional competence required of all graduate students in their respective fields.

Master’s Examination

A comprehensive written examination and/or oral examination, or its equivalent, is required under the non-thesis option and, depending on the program, may be required under the thesis option. The examination tests the candidate’s competence in the fields covered by the program of study. The nature of the master’s examination will depend on the degree sought and the requirements of the major department and examining committee. A program may propose, through the appropriate college graduate committee and academic dean, replacing the master’s examination with an equivalent requirement. Such equivalent requirements shall be approved by the dean of
The Graduate School. For further information, the student should consult the section on requirements under each degree program.

The examining committee is appointed by the graduate program director with appropriate notification to the student. The examining committee is composed of a minimum of three members who may or may not be those who serve as advisors or members of the thesis committee. Members are expected to be certified for graduate instruction in the major department/school and college. This examination may not be scheduled until all major requirements have been satisfied.

The results of the examination must be received in the Office of the University Registrar at least two weeks prior to the end of the semester. In order to pass the final examination or approved equivalent, a master’s degree candidate must have a favorable vote from a majority of the examining committee. A student who has failed the examination may repeat it once. Students who fail the comprehensive examination twice cannot subsequently elect a thesis option. At the discretion of the graduate program director, a student who passes the examination but does not graduate within twelve months may be required to repeat the examination.

Thesis Committee
The graduate program director, in consultation with the student, appoints a thesis committee of at least three full-time Old Dominion University faculty who are graduate certified at the appropriate level and who have the academic backgrounds and research interests necessary to counsel, direct, and evaluate the student’s proposed research and progress toward completion of the program of study and the thesis.

The committee chair must be full-time Old Dominion University faculty, be certified for graduate instruction at the appropriate level, and be an authority in the field of specialization of the proposed thesis. Faculty who hold adjunct appointments in connection with their research positions at affiliated institutions that are specifically designated by memorandum of understanding, such as the Jefferson Laboratory, may serve as committee chair.

The committee should have at least three Old Dominion University faculty who are certified for graduate instruction at the appropriate level. Committee membership may be extended to a non-University person with special knowledge of the thesis subject area. Voting privileges can be provided such specialists upon the recommendation of the chair and approval of the graduate program director and the college dean or his or her designee. No more than one-third of the committee’s membership can be individuals external to the University. Adjunct and/or emeriti Old Dominion University faculty who are certified for graduate instruction at the appropriate level may be appointed as voting members of the committee upon the recommendation of the chair of the thesis committee and approval of the graduate program director and the college dean or his or her designee. External, adjunct, and/or emeriti faculty may serve in the role of committee co-chair with the approval of the graduate program director and the dean or his or her designee. The thesis and the oral defense of the thesis must have the majority approval of the thesis committee.

Thesis
The candidate for the master’s degree whose program of study includes a thesis is required to prepare and present a thesis (or equivalent in creative work) acceptable to the thesis director and committee, the graduate program director, and the appropriate academic dean. The thesis must represent in content and methods the skills, disciplines and knowledge required for graduate study, including competence in written language. The character of the final work must testify to the distinction of the student and standards of the University. The thesis or equivalent creative work must be worthy as a culminating experience for graduate study. Candidates will be required to defend the thesis in an oral examination. The Thesis Acceptance Form must be submitted to the Office of the University Registrar upon completion of Part A of this form. The Thesis Delivery Form must accompany this form.

The candidate should consult the Guide for Preparation of Theses and Dissertations available from the Graduate School web site or from the Dean’s office of the appropriate college.

Change From Thesis to Non-Thesis Option
A student who wishes to change from the thesis option to the nonthesis option for the master’s degree must obtain the permission of the thesis advisory committee and the graduate program director. The permission must be forwarded to the Office of the University Registrar prior to the last semester for the intended graduation using the Change of Status Form. The candidate must meet all requirements of the nonthesis option. A maximum of three credits earned in thesis research can be counted toward the degree requirements for the nonthesis option. The thesis advisory committee must indicate that the thesis research work was productive in and of itself and warrants credit as a special problem or special topics course.

Departmental Requirements
Individual colleges and/or programs may establish requirements above and beyond those set by the University as minimum. Students are obligated to follow the requirements of the appropriate graduate program section of the catalog in effect at the time of their first enrollment for this degree.

Education Specialist Degrees
The Education Specialist degree (Ed.S.) normally is granted at the end of the sixth collegiate year of study and as such falls between the master’s degree and the doctorate in time; however, it is not necessarily viewed as intermediate between the two degrees. The education specialist degrees provide advanced professional preparation for various positions in education.

For admission to an education specialist program, the University requires a master’s degree from an accredited institution and a minimum grade point average of 3.00. Some programs have additional requirements such as a minimum Graduate Record Examination (GRE) aptitude score, grade point average, and graduate courses in specific areas.

The education specialist degree requires a minimum of 30 semester hours of graduate credit beyond a master’s degree. A program may range from 30 to 39 hours, depending on the background and needs of the student. All requirements for the degree must be completed within a six-year period. Students must pass a written comprehensive examination and satisfy research requirements. Specific course requirements are found in the appropriate section of this catalog.

Doctoral Degrees
The doctorate is the highest degree awarded at Old Dominion University, and it represents the summit of academic achievement. The University offers four doctoral degrees:

1. Doctor of Engineering (D.Eng.)
2. Doctor of Nurse Practice (D.N.P.)
3. Doctor of Physical Therapy (D.P.T.), and the
4. Doctor of Philosophy (Ph.D.)

Doctoral degrees require at least 78 hours of study beyond the bachelor’s degree or 48 hours beyond the master’s degree, unless a professional accreditation specifies otherwise.

Doctor of Engineering
The purpose of the Doctor of Engineering program is to provide the Commonwealth and the nation with exceptionally educated engineering practitioners. These individuals will have developed high-level capabilities to provide innovative solutions in specialized engineering endeavors. The graduates of the program will meet the highest standards for advanced level engineering and leadership positions in industry and government.

The curriculum consists of a minimum of 48 credit hours of graduate work beyond the master’s degree, including 18 credit hours of common courses, 18 credit hours of graduate coursework in the student’s area of specialization, and 12 credit hours of applied doctoral project.

Doctor of Nurse Practice
This program is designed to develop the roles and practice skills of advanced practice nurses including nurse practitioners, nurse midwives, clinical nurse specialists, nurse anesthetists, and nurse executives. Nurses enrolled in
this program will be prepared to serve as leaders, researchers, clinicians, and executives capable of transforming lives and the healthcare of the communities they serve. Specific emphasis is on addressing the needs of underserved and vulnerable populations.

**Doctor of Physical Therapy**

The professional doctorate degree in physical therapy (D.P.T.) provides individuals with the knowledge, skills, and clinical internship experiences required to sit for licensure in any jurisdiction in the United States. This curriculum is comprised of a series of required didactic and clinical education courses prescribed in a specific sequence that offers students the knowledge, professional skills and competencies necessary for entry into the practice of physical therapy. In the place of a dissertation, each student is required to develop a selected case study based upon the observations of a patient examined and treated during one of the clinical internships, a research proposal, and a research project with platform and poster presentations. In addition to satisfactorily completing the didactic and clinical education curriculum, students must pass both written and oral comprehensive examinations prior to graduation.

The curriculum consists of 117 credit hours over a three-year, nine-semester period of time including summers. There are five full-time clinical internships in the three years of study totaling 40 weeks.

**Doctor of Philosophy**

Programs leading to the Ph.D. are designed to help superior students develop the capability to become creative leaders in their chosen fields. The degree is awarded upon mastery of the subject area, the development of appropriate research skills, and a concentration of knowledge in the field of specialization.

It is important to recognize that the attainment of this degree is not a matter of accumulating course credits and satisfying residency and language or research skill requirements, even though minimum requirements for these categories are set forth by the University. The final basis for granting the degree shall be the candidate’s knowledge of the field of study and his or her demonstrated ability to do independent, original, scholarly research.

Each graduate program is responsible for setting out the requirements and procedures appropriate to its area of study. The requirements and regulations set forth below are to be construed as the minimal requirements established by the University. Students also are obligated to meet all additional requirements established by the appropriate graduate program.

**Prerequisites for Admission**

The applicant must complete the appropriate application for admission, submit official transcripts of all college- or university-level work, and supply letters of recommendation and official results of test scores as specified by the individual program. Baccalaureate and post baccalaureate work must reflect superior performance.

**Minimum Requirements**

Minimum degree requirements for the Doctor of Philosophy which must be considered in preparing the preliminary plan of study are:

1. Satisfactory completion of at least 48 semester hours of post-master’s course work, including the dissertation or equivalent level of performance course work;
2. Demonstrated competency in research skills as required by the specific graduate program;
3. The passing of written and oral candidacy examinations at the end of the program of course work;
4. The completion of a dissertation representing independent, original research worthy of publication in a refereed scholarly journal; and
5. The successful oral defense of the dissertation before an appropriately selected committee of faculty knowledgeable in the field of the dissertation research.

**Time Limits**

All requirements for a graduate degree or graduate certificate must be completed within an eight-year period. Exceptions to these time limits must be approved by the graduate program director and the college dean or designee. Academic credits older than eight years at the time of graduation must be re-validated by an examination before the work can be applied to a graduate degree. See the “Policy on Re-validation of Out-of-Date Graduate Credit.” Students whose graduate study is interrupted by military service will be granted an extension of time for the period of their military service, not to exceed five years.

**Student Advising**

**The Doctoral Degree**

Before completion of nine semester hours, the graduate program director, in consultation with the student, will assign a program advisor or advisory committee. The advisor or advisory committee members must be certified for graduate instruction and will meet with the student at the end of each semester to evaluate student’s academic progress. Among the advisor’s/ advisory committee’s responsibilities are a review of student’s performance in courses, assistantships (teaching, research), the development and re-evaluation of his/her plan of study, guidance in selecting projects and mentors, preparation and scheduling of qualifying/comprehensive or equivalent exams, time management, and obtaining employment or further education. These annual evaluations are signed by the advisor/advisory committee and the student. The evaluation is filed in the student’s record and a copy given to the graduate program director.

**Plan of Study**

Before completion of nine semester hours, the student shall prepare a plan of study with the aid and approval of the advisor or advisory committee. The plan of study also should be approved by the graduate program director to ensure that it meets established requirements. Failure to present the plan on time may prolong the period of study for the degree. Before drawing up and approving the plan the graduate program director should verify that there is on file a set of transcripts of all undergraduate and graduate work the student has taken. When appropriate, a diagnostic examination also may be used in developing a plan of study.

The successful completion of all work indicated on the approved plan of study is a fundamental prerequisite to the granting of the degree.

**Research Skills**

Program skill requirements reflect the University’s expectations of one or more significant skills distinct from the dissertation but fundamental to doctoral and postdoctoral research. Specific skill requirements vary with programs. Traditionally, a reading knowledge of one or more foreign languages has been required; more recently a demonstrated proficiency in computer science or quantitative methodology has been introduced.

Under University policy, each academic program leading to the Doctor of Philosophy establishes its own requirements for research skills. Responsibility for the level of competency, the nature of validating the competencies, and the standards utilized in the evaluation rests with the department/school that offers the program. Descriptions of individual programs should be consulted for appropriate regulations and procedures. Information about schedules of examination, standards, and general procedures is available from all departments/schools and graduate program directors.

The research skills requirement must be met before taking the candidacy examination. For specific information, the student should consult the appropriate program, school or college.

**Candidacy Examination**

The written and oral examinations qualifying a student for candidacy for the degree of Doctor of Philosophy are comprehensive in nature. The graduate program director is responsible for coordinating the administration of the written and oral candidacy examinations and will appoint a committee to administer the exams. The examination committee will be made up of at least three faculty members, all of whom must be graduate certified. Before
taking the qualifying examinations, the student must meet the appropriate departmental, school and college requirements and have the recommendation of the advisor or advisory committee. The examinations are taken near the end of the student’s coursework. The candidacy examinations are usually taken during the semester in which the last formal graduate courses listed in the study plan are taken.

When the student and the advisor or advisory committee have determined that the examinations should be taken, the student should obtain a Request for Permission to Take the Ph.D. Candidacy Examination no later than one month before the date of the first examination. The student should secure the signature of the advisor or advisory committee and submit the form to the graduate program director, who will verify that the student meets the prerequisites for the candidacy examinations. The graduate program director should be consulted on the schedule of the examinations. Once permission has been granted, postponement of the examinations must have the approval of the graduate program director.

After successful completion of the written examination, an oral examination, which must be taken prior to the end of the next semester, is given addressing topics discussed in the written examination and possible additional materials. The oral examination is a serious and integral part of the qualifying procedure.

A student must pass both the written and oral candidacy examinations. The written examination must be passed before the oral examination may be taken. For either the written or oral examination, more than one negative vote from the examining committee will result in a failure. A failed written examination must be retaken successfully within one year. A student who passes the written examination on the first attempt need not repeat the written exam in the event of failing the oral exam. A failed oral exam, which also may be attempted a second time, must be retaken prior to the end of the next semester.

Neither the written nor the oral examination can be passed conditionally. A pass cannot be made contingent upon doing extra courses, additional projects, etc.

The examination committee will report, in writing, to the graduate program director and the dean the results of the examinations.

Students must be registered in any semester in which they are scheduled to appear for the examination.

Dissertation Committee

After the candidacy examinations have been passed, the dissertation committee is formed to supervise the dissertation research. Membership of the dissertation committee may overlap with the advisory committee if one has already been established (see section under Student Advising). Faculty who agree to serve on a dissertation committee understand that they are committed to serve until the dissertation is completed. The committee must have approval of the graduate program director and the college dean using the Appointment of Doctoral Dissertation Committee form. Replacement of the dissertation committee chair or any other substantial change in the composition of the dissertation committee initiated by the student requires that the reconstituted dissertation committee re-evaluate and re-approve the dissertation prospectus.

The committee chair must be full-time Old Dominion University faculty, be certified for graduate instruction at the appropriate level, and be an authority in the field of specialization of the proposed dissertation. Faculty who hold adjunct appointments in connection with their research positions at affiliated institutions that are specifically designated by memoranda of understanding, such as the Jefferson Laboratory, may serve as committee chair.

The committee should have at least three Old Dominion University faculty who are certified for graduate instruction at the appropriate level; one faculty member must be from outside the major department/school. Committee membership may be extended to a non-University person with special knowledge of the dissertation subject area. Voting privileges can be provided such specialists upon the recommendation of the chair and approval of the graduate program director and the college dean or his or her designee. No more than one-third of the committee’s membership can be individuals external to the University.

Adjunct and/or emeriti Old Dominion University faculty who are certified for graduate instruction at the appropriate level may be appointed as voting members of the committee upon the recommendation of the chair of the dissertation committee and approval of the graduate program director and the college dean or his or her designee. External, adjunct, and/or emeriti faculty may serve in the role of committee co-chair with the approval of the graduate program director and the dean or his or her designee.

The dissertation and the final oral defense of the dissertation must have the majority approval of the dissertation committee.

Change in Dissertation Committee

Changes must be made in advance of the oral dissertation defense. Changes made in the dissertation committee are made only with the approval of the graduate program director and the college dean.

Advancement to Candidacy

Advancement to candidacy is a formal step that occurs after the student:

- Passes the Ph.D. written and oral candidacy examinations,
- Submits a topic that is approved by the dissertation committee chair, and
- Completes formal course work.

Once these requirements have been met, the graduate program director must file the “Advancement to Candidacy” form with the Office of the University Registrar. Please check with the appropriate graduate program director for further information.

Dissertation Preparation

General regulations and procedures governing the submission of a doctoral dissertation are given in the Guide for Preparation of Theses and Dissertations. Full information, including detailed procedures and qualifications for undertaking a doctoral dissertation, is available in the student’s major/school and should be obtained by the student and the dissertation advisor at the beginning of the planning for research and writing of a dissertation.

After approval of the dissertation proposal, the chair of the dissertation committee shall recommend the student’s admission to candidacy to the graduate program director and the dean.

Oral Dissertation Defense

The format of a defense is determined by the dissertation committee with the approval of the graduate program director. The defense is chaired by the chair of the dissertation committee. The chair will act as moderator, ruling on questions of procedure and protocol that may arise during the defense. The chair of the defense represents the college dean, to whom he or she makes a complete and prompt report on the defense. The chair should also promptly notify the graduate program director of the results of the defense.

The oral dissertation defense is scheduled for the time and place approved in the request for the dissertation defense. A two-week lead time is required for scheduling. This information is published in the appropriate University news media. The oral dissertation defense is open to the University community; all interested members are encouraged to attend the examination.

The aim of the defense is to explore with the candidate the methodological and substantive contributions of the already approved dissertation. Majority approval by the examiners constitutes successful completion of the defense of the dissertation. In case of failure, the dissertation committee may recommend that the candidate be dropped or be allowed re-examination no earlier than three months after the first examination.

Satisfactory performance on this examination and adherence to the regulations outlined above complete the requirements for the degree. The Dissertation Acceptance and Processing Form must be submitted to the Office of the Registrar with the completed dissertation upon completion of requirements for the degree.

Dissertation Load Registration

All doctoral students who have advanced to candidacy are required to be continuously registered for an appropriate number of dissertation
units during each semester and summer session. (See “Graduate Student Registration Requirement.”)

**Leave of Absence**

A candidate who finds it necessary to be excused from registration for a semester must report formally, before the beginning of the semester, to the dissertation committee and the graduate program director and request by petition a leave of absence using the Leave of Absence from Doctoral Program form. A leave of absence may not exceed one year and may not be repeated. During a leave of absence, the candidate will not be entitled to assistance from the dissertation committee or to the use of University facilities. The granting of leave of absence does not change the candidate’s responsibility for meeting the time schedule for the completion of degree requirements.

**Thesis and Dissertation Procedures**

Graduate students who plan to write theses or dissertations should obtain a copy of the Guide for Preparation of Theses and Dissertations from The Graduate School's web site (http://www.odu.edu/graduateschool) for use in conjunction with any style manual preferred or required by their respective departments/schools or colleges. Minimum University requirements for the preparation of theses and dissertations are contained in the guide; departments/schools and/or colleges may set additional requirements.

Information regarding policies regulating research involving human subjects, animals, radiation, potential biohazards (e.g., recombinant DNA), lasers, controlled substances, or hazardous materials and policies regarding intellectual property can be found on the Office of Research web site at https://www.odu.edu/researchoffice.

All research involving human subjects, animal care and use, radiation, potential biohazards, lasers, controlled substances, or hazardous materials requires the approval signature of the appropriate review committee chair or designee, or safety officer, prior to the initiation of any research activities.

Students should be aware that in most cases, the University owns intellectual property created with University resources and can claim an interest in the intellectual property. Intellectual property must be disclosed to the Office of Research using an invention disclosure form. In order to fulfill its contractual obligations, and to adhere to the Policy on Patents and Copyrights, it may be occasionally necessary for the University to temporarily delay publication of a thesis or dissertation that contains potentially patentable information in order to ensure the availability of worldwide patent protection. Such situations would arise when a faculty member directing the research, under his/her duty as a University employee, discloses potentially patentable subject matter to the Office of Research. A student’s degree requirements can still be fulfilled even though publication of the thesis or dissertation is delayed.

Presentation of a thesis or dissertation in partial fulfillment of degree requirements necessitates submission of the finished original work to the dean of the college for final approval, following oral defense and signature approval by the thesis/dissertation committee and graduate program director. Approval of the dean of the college should be obtained prior to reproduction of the original work, in the event corrections need to be made.

The University has adopted an Electronic Thesis and Dissertation (ETD) submission process which has replaced mandatory productions of bound copies. Instructions for submitting the thesis/dissertation to ProQuest, after the dean of the college has given final approval, can be found on The Graduate School's web site (http://www.odu.edu/graduateschool) or within the Guide for Preparation of Theses and Dissertations. If desired but not required, students can obtain hard copies via ProQuest or another vendor. The Registrar should also receive the Master's or Doctoral-relevant Result of Examination and document Acceptance and Processing forms. The ETD process and submission of forms to the Registrar should occur no later than the last day of classes of the semester in which the degree will be taken. The date on the title page of the thesis/dissertation should be within the same semester that the student intends to graduate.

Certificate of Recognition or Achievement for Terminally Ill and Deceased Students

When a student has completed all degree requirements but dies before graduation, the university awards the degree posthumously.

**Certificate of Recognition**

In those instances when a student who is close to completing a degree is terminally ill or dies before completing the degree, the university may award a Certificate of Recognition. The following criteria must be met for receiving the Certificate of Recognition. Any exceptions must be approved by the president.

**Graduate Students**

1. The student must be degree seeking.
2. The student must have completed at least 75% of the requirements for the degree (for the master’s student this will be a minimum of 24 credits; for the doctoral student this will be a minimum of 36 credits).
3. The student must be in good academic (3.00 GPA) and disciplinary standing.
4. The student must be enrolled at ODU at the time of death or diagnosis of terminal illness.
5. The dean of the appropriate college recommends the award of the certificate.

**Certificate of Achievement**

In those instances when a student is terminally ill or dies before completing the degree but does not qualify for a Certificate of Recognition, the university may award a Certificate of Achievement. The following criteria must be met for receiving the Certificate of Achievement. Any exceptions must be approved by the president.

**Graduate Students**

1. The student must be in good academic (3.00) and disciplinary standing.
2. The student must have completed the equivalent of two semesters of full-time study (18 credits) at Old Dominion University.
3. The student must have died or been diagnosed with a terminal illness within 12 months of the last registration.
4. The certificate may be recommended by a faculty member or at the request of others, but the next of kin must approve.
5. The president or delegate will communicate with the next of kin.
6. The certificate will be presented only to the next of kin or their delegate.
Career Development Services

Career Development Services (CDS) offers services to assist all ODU undergraduate and graduate students as well as alumni in learning career decision making, internal assessment and external exploration, reflection, and career readiness skills. Teaching career readiness skills and an educational developmental philosophy are keys to students' success as well as internships, networking, active career research, timely intentional involvement in each stage of career development, and meaningful student employment and internship engagement. A range of comprehensive services includes individual career counseling, career fairs, student employment, on-campus interviews, career classes, internship support, assisting in maximizing career outcomes, workshops, outreach, in-class presentations, web content, and more. CDS has received national recognition for select programs, and staff members provide national and regional leadership in the field. CDS has a main center as well as college-based services.

The Student Employment Program is designed to assist students in locating on- or off-campus, part-time, or seasonal, or Federal Work Study (FWS) positions for those who qualify. Traditional on-campus employment programs for students with Federal Work Study (FWS) include the Student Temporary Assist Team (STAT), Community Service Internship Program (CSI), and the America Reads (AR) program. Students without FWS may qualify for hourly student employment positions. Freshmen may qualify for the Learn and Earn Advantage Program (LEAP). Career Development Services lists jobs of all types, including permanent full-time positions, through ODU Careers4Monarchs. This powerful interactive web-based system is available free to students and alumni of Old Dominion University. The ODU Careers4Monarchs database contains employer information, career information, a career event calendar and interview schedules, as well as the means to electronically apply for positions posted. Careers4Monarchs is the primary tool used by Career Development Services to communicate with students about various career opportunities and events to help students succeed at Old Dominion University and into their careers.

Individual career consultations and electronic assessment tools, as well as seminars on career exploration, are available to assist in major and career path selection. Each college has an experienced professional CDS staff member assigned to offer career development services to students at all levels. CDS maintains full-service college-based services in the Colleges of Arts and Letters, Business, Education, Engineering and Technology, and Sciences, which house the CDS Liaison to that college. CDS services are also available to students at the Virginia Beach, Tri-Cities and Peninsula Higher Education Centers.

Cooperative education and internship experiences are available at the junior, senior and graduate levels. These programs allow students to gain valuable experience related to their major while testing out possible career choices. All students are encouraged to participate in one or more practical experiences.

Professional seminars in resume writing, job search strategies, interview skills, salary negotiation and other career-related topics are offered throughout the year and are also available in video streamed and online versions. These are complemented by classroom and group presentations and other special career events, including employer information sessions, as well as employer and alumni career information panels and etiquette dinners.

General career fairs are held twice a year and are supplemented by specialized fairs for specific populations, including a teacher fair, a graduate recruitment fair, co-op/intern fair and a summer job fair. Graduating students can also take advantage of the On-campus Recruiting Program, which provides the opportunity to interview, on campus, with employers for entry-level positions.

Many of the programs and services available on campus are also offered online and via video streaming through the CDS website, ODU Careers4Monarchs, and the Career Commons. CDS has developed this exciting opportunity as part of the anytime, anyplace virtual career center model for students and alumni who prefer or require assistance from a career professional through electronic means. The Career Commons allows CDS staff to provide quality career assistance from a distance, replicating face-to-face services through interactive media and multiple electronic means of communication. The National Association of Colleges and Employers (NACE) recognized CDS for this initiative with the Chevron Corporation Award.

More information is available by calling the CDS Career Coaches at 757-683-4388 during normal office hours or virtually via the internet at http://www.odu.edu/cds. Staff members are also available in offices in the colleges or the main CDS office in Webb Center North, Suite 2202.

Student Health Services

Old Dominion University Student Health Services is accredited by the Accreditation Association for Ambulatory Health Care, Inc. The Health Center is located at 1007 South Webb Center (757) 683-3132, Facsimile (757) 683-5930. Health Promotion services are located at 1525 North Webb Center (757) 683-5927.

Student Health Services provides primary outpatient care and health promotion for Old Dominion University students. These services include medical care for acute illness and minor injury, routine health care, preventive health care, and family planning. Student Health Services also provide referrals to health care providers in the local community for services beyond the scope of the campus health center. Laboratory testing sent off campus and x-rays or other diagnostic tests are done at the student’s expense. Full-time Norfolk campus students should complete the immunization requirements before coming to school. Any immunizations administered at Student Health Services are done at the student’s expense.

Health History/Immunization Requirements

All entering full-time Norfolk campus students (undergraduate, graduate, transfer, and English Language Center students) are required to complete the Tuberculosis (TB) Risk Assessment on the health history form submitted to Student Health Services. Each student determined to be part of an at risk population for TB must present the results of a TB skin test (Mantoux PPD) or TB blood test to Student Health Services within two months prior to matriculation at Old Dominion University. Any student with symptoms of active TB will be required to be tested immediately. Students are expected to be in compliance with the University Policy for TB screening.

All entering full-time Norfolk campus students are required to have all their immunizations up to date. This includes the Meningitis and Hepatitis B vaccines or signed waiver on Part C of their health history form if the student declines these vaccines. Students who do not submit the required health history/immunization documentation will not be allowed to register for the second semester. A complete list of immunization requirements and health history/immunization forms are on the Student Health Services website at http://www.odu.edu/studenthealth.

Health Promotion

Health promotion provides Old Dominion University students with information, education and programs to address their health concerns and needs. Health promotion focuses on the whole person and seeks to engage students in educational, experiential, and service learning opportunities to illustrate the importance of a healthy lifestyle. Health promotion is also responsible for campus-wide programs. Topics include: alcohol, drugs, sexual health, nutrition, stress and many other factors that affect student success. Students may volunteer as members of the Student Health Advisory Committee (SHAC). Call (757) 683-5927 to speak with a health educator.

Student Health Insurance

All full-time and part-time students are encouraged to make provision for payment of charges for health services not provided by Student Health Services. The University recommends that all students carry adequate personal health insurance. International students are required to have health insurance. See the Student Health Services website for information regarding health insurance at http://www.odu.edu/studenthealth.
Graduate Student Health Insurance

Health insurance is available to all graduate students through UnitedHealthCare StudentResources. Open enrollment for the fall semester begins in July. Open enrollment for the spring semester begins in December. Graduate assistants and graduate fellows making $5,000 or more semester are eligible for subsidized coverage. For more information, go to http://www.odu.edu/graduateschool/graduate-student-health-insurance or email gradhealth@odu.edu.

Housing

Graduate students are encouraged to seek off-campus housing through the Housing & Residence Life Office. Off-Campus Housing Services provides guidance and support to students who desire off-campus housing accommodations. Students are provided resources and educational materials to help them in their search for affordable and convenient housing. Students are also provided access to the listings directory where local landlords and property managers post vacancies specifically intended for ODU students.

For further information about living off-campus please visit www.odu.edu/offcampushousing. For answers to specific questions or for one-on-one assistance, contact: Off-Campus Housing Services, 4603 Elkhorn Avenue, Suite 1208, Norfolk, VA 23529 or email: OffCampusHousingServices@odu.edu (OffCampusHousing@odu.edu).

International Programs

Steve Bell, Interim Executive Director

The Office of International Programs (OIP) coordinates activities that focus on Old Dominion University’s strategic commitment to campus-wide internationalization. These activities fall into three general categories, all of which are designed to expand student understanding of our interdependent world: encouraging the incorporation of international issues and perspectives into undergraduate and graduate education; facilitating international mobility of students and faculty; and sharing international interests and expertise with the broader Hampton Roads community that Old Dominion University seeks to serve. For more detailed information, visit the OIP website at www.odu.edu/oip.

OIP facilitates the development of the University’s cooperative agreements and exchange programs with other institutions of higher learning around the world in order to encourage mobility of students and faculty as well as collaborative research. OIP staff provide advising support for international fellowships, such as the Fulbright, Boren Awards, and the Gilman International Scholarship Program.

OIP sponsors and coordinates international programs that serve and involve the citizens of the region and the state. These may include appearances by foreign diplomats, scholars and artists, workshops for teachers and other professionals, and support for internationally-focused community organizations.

OIP includes the Office of Study Abroad and the Office of Visa and Immigration Service Advising (VISA).

The English Language Center, which provides effective, quality instruction of English for non-native speakers, is located in the College of Continuing Education and Professional Development. Please refer to the College of Continuing Education and Professional Development (http://www.odu.edu/cepd) for additional information.

Office of Study Abroad (OSA)

Increasing global awareness happens in both the classroom and elsewhere on Old Dominion’s multicultural campus, but there is no substitute for traveling abroad to acquire a personal perspective on our increasingly interdependent world. Old Dominion students participate in a wide array of study abroad experiences as an integral part of their college education. Faculty-led programs of study in the summer and over spring break are available in different subject areas (from Service Learning in South Africa, to Theatre in London, to Business Studies in Korea and China). Semester and academic year study abroad programs and reciprocal student exchange programs offer long-term opportunities in virtually all areas of the world. Old Dominion is a member of study abroad consortia that sponsor high quality programs around the globe, providing opportunities for exchange with over 100 universities overseas. Regardless of one’s field of study, almost all Old Dominion students can study abroad. Practically all forms of student financial aid may be applied to an academic program abroad, and travel grants are available for many programs. Dean’s Education Abroad Awards are ODU scholarships that provide special support for selected majors. Internships, volunteer placements and short-term work opportunities overseas are additional options.

The Office of Study Abroad administers overseas academic programs and authorizes transfer credit from approved programs of study. OSA houses resources on study abroad opportunities and general reference materials on international travel, scholarships, internships and work abroad opportunities. A Study Abroad Fair is held every semester, and pre-departure orientation programs and “re-entry” sessions when students return from abroad are also organized by the staff. Please visit the OSA’s website at www.odu.edu/studyabroad.

Visa & Immigration Service Advising (VISA)

The Old Dominion University community includes more than 760 international students and 100 visiting scholars from 115 foreign countries. Serving the immigration advising and personal needs of these individuals is the main mission of Visa & Immigration Service Advising (VISA). The office provides administrative support and documentation services along with resource and regulatory advising that assist international students and scholars in successfully achieving their academic and research goals. VISA also works closely with academic departments and administrative offices and helps to educate them on regulatory requirements. Additionally, VISA offers to all university staff the Global Certificate Program, a series of workshops that help in building awareness of the international community’s needs, as well as to develop and strengthen skills in intercultural communication.

VISA administers the International Student Leadership Award, which provides tuition support for undergraduate international students who demonstrate leadership and community involvement. Visit the VISA website at https://www.odu.edu/visa.

Office of Intercultural Relations (OIR)

The Intercultural Center

The Intercultural Center, located at 2114 Webb Center, serves as a cultural hub for students and faculty. With its fully mediated and functional design, faculty can conduct classes, visitors can relax in plush seating while reading books from the Center’s library or watching programs and DVDs on one of the 46” plasma televisions. Students are welcome to visit or have a group study session. The Intercultural Center is not only a study or work space, it is also an area where students can relax and connect with friends and the University community.

The Diversity Institute

The Diversity Institute (DI) enhances awareness, commitment, knowledge, and skills that are needed to develop leaders as change agents in a culturally diverse world. Semester-long sessions include modules and cultural learning labs that train participants on how to operate in a diverse multicultural and global setting. In addition to developing communication skills needed in a pluralistic society and expanding one’s world view, DI is an excellent opportunity. For more information, visit the Diversity Institute site at http://www.odu.edu/life/gettinginvolved/leadership/diversity-institute.

International Initiatives Unit

As a citizen of a global community, it is imperative that individuals have the knowledge, awareness, and skills to navigate diverse settings and successfully interact with others. Therefore, OIR is committed to the academic, social and cultural support of the international student population, as well as providing opportunities for domestic students to enhance their own cultural competency. The International Initiatives Unit promotes campus internationalization and global learning through cultural events and
educational programs as well as training, workshops and presentations on topics related to global, intercultural and international education.

Through international student initiatives, OIR collaborates with the student community and offices/departments across campus to host program initiatives to welcome, orient, and enhance a sense of belonging, engagement, and success of international students. Examples of the international student initiatives include the International Student Advisory Board, Arrival Assistance, International Student Welcome Reception, International Celebration, and many other opportunities. Through global learning and engagement programs, OIR provides an array of initiatives to enrich and enhance global competency for ODU community members such as International Education Week, global mentorship programs through the Global Monarch Club, Global Café, Asian Student Color & Water Festival, and various cultural celebrations throughout the academic year. These programs, workshops, activities, and events are designed so that participants will be informed, educated, and prepared for successful integration into today’s interconnected global society. For more information, visit the International Initiatives website at http://odu.edu/oir/international-initiatives.html.html.

Intercultural Initiatives Unit
The vast diversity within our country weaves a rich fabric of unique traditions, beliefs, and values. The intercultural initiatives unit provides a platform for exploration and education of our unique cultures and celebration of an inclusive community. Whether it is programs within Hispanic Heritage Month, Black History Month, Native American Month, Asian American Seasons, Interfaith Dialogues, and LGBTQ Heritage, each is a cultural expression that educates the campus and Hampton Roads about the diversity within our multicultural communities. Other initiatives include Unity Fest and Symposia for Black and Hispanic students; Sankofa and Adelante dinners that bring together students, faculty, administrators, and alumni; interfaith forums and current issues forums; and affinity advisory student groups, which provide Monarchs with opportunities to engage across cultures. Our programs, activities, and educational initiatives are designed to raise the awareness of the complexities within American cultural frameworks and how one can negotiate positive engagement across and within cultures. For more information, visit the Intercultural Initiatives website at http://ww2.odu.edu/oir/intercultural-initiatives%20.html.html.

Social Justice & Equity Unit
The Social Justice & Equity unit consists of the Own Your Narrative, Language of Inclusion Series, and other transformational initiatives. The Office of Intercultural Relations presents innovative film forums, workshop series, lecture series, and informal discussions that promote faculty and student engagement and co-curricular opportunities for the exploration of social justice paradigms and intercultural systems. The Office of Intercultural Relations is located at 1114 Webb University Center. Please visit the website at http://www.odu.edu/oir; OIR is on Twitter, Facebook, Instagram, OrgSync, and Tumblr.

Graduate Student Organization (GSO) and Graduate Student Advisory Board (GSAB)
The Graduate Student Organization (GSO) and Graduate Student Advisory Board (GSAB) are officially recognized groups of graduate students nominated and selected from each academic college. The goal of both is to be an outlet for the graduate student voice, to act as a liaison group between graduate students and the University, and to bring forward concerns or issues that are specific to the graduate student community. Foremost among their many goals is to form an overall meeting arena for graduate students across multiple disciplines to work together. The GSO is a recognized student organization for activity funding with elected officers. The GSAB is a group directly advising the Dean of the Graduate School. Currently, the GSAB is on hiatus as it is being re-envisioned and restructured with input from the GSAB and graduate student feedback at-large.

Current projects of the GSAB include developing more effective procedures for acquiring and disseminating resource support (e.g., summer research and creativity funding; conference travel), building professional development programs and opportunities, and expanding graduate students’ quality of life. For more information, contact the Graduate School at graduateschool@odu.edu.

Recreation and Wellness
The Recreation and Wellness Department vision is “Through quality innovative programs and services, we provide the foundation for lifelong exploration and development of the mind, body, and spirit.” The department offers programming in the following areas:

- Intramural Sports
- Informal Recreation
- Sport Clubs
- Fitness & Wellness
- Outdoor Adventure
- Aquatics
- Summer Camps
- Student Development

The Student Recreation Center is a state-of-the-art facility that features nearly 15,000 square feet of fitness equipment, a rock climbing wall, a multi-activity center gym, racquetball courts, a cycling studio, an outdoor adventure rental center, a swimming pool and much more. The Student Recreation Center is located at 4700 Powhatan Avenue. In addition, the Fitness Center at University Village provides participants with another state-of-the-art workout facility. Participants must be able to validate their identity with the biometric hand system or a valid University ID card when attempting to enter or participate in programs and activities sponsored by the department. For daily updates of programs and services, hours and special events, visit the webpage at http://www.odu.edu/recwell or contact the office at 757-683-3384.

Women’s Center
The Women’s Center offers programs and services designed to promote gender equity and address the special challenges and opportunities female students encounter in the pursuit of higher education. Recognizing the critical role that both women and men play in promoting an environment free of gender bias, Women's Center programs are designed to educate and inspire students to achieve their personal, academic and professional potential.

The Sexual Assault Free Environment (S.A.F.E.) Program provides crisis intervention, education, advocacy and ODU policy/procedure information related to issues of sexual assault, stalking, sexual harassment, and relationship violence. W.I.L.D., Women’s Institute for Leadership Development, provides an opportunity for female students to identify and develop their leadership skills through seven modules. Additional programs are offered throughout the year that address a variety of topics related to women’s academic and personal success including programs in celebration of Women’s History Month in March. Referrals to University and community resources are also available. Students are encouraged to get involved with the Women’s Center as a volunteer, intern, or M-POWER Peer Educator. Men are encouraged to get involved with the M-Power Peer Educator Program and the Men of Quality group.

Programs and services of the Center are open to women and men. For more information, please call 757-683-4109 or visit http://www.odu.edu/life/support/womenscenter.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities. Sexual harassment and sexual violence have been recognized as a form of discrimination in violation of Title IX. For information, counseling or to file a complaint of discrimination or harassment on the basis of sex, individuals may contact the Title IX Coordinator, who is also the Assistant Vice President for Institutional Equity and Diversity, located at 1301 Spong Hall; the Assistant Vice President can be reached at (757) 683-3141 or rdfuman@odu.edu.
**Educational Accessibility**

The Office of Educational Accessibility is committed to creating access to higher education for students with disabilities. The University meets the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990 and its Amendments of 2008 by providing accommodations and services, which are based upon documentation submitted by the student. Reasonable accommodations are made for students with learning, medical, psychological, visual, hearing, physical, temporary mobility, and other impairments on an individual basis. Accommodations and other supportive services available in the Office of Educational Accessibility make a positive difference in the educational experience of students with disabilities and contribute significantly to their academic success.

In order to obtain assistance, all students must provide appropriate documentation and register with the Office of Educational Accessibility. Guidelines for documentation and procedures for registration may be found at http://www.odu.edu/educationalaccessibility. More specific information can be obtained by calling (757) 683-4655. Student interactions with the Office of Educational Accessibility remain confidential. New students needing interpreters are expected to contact the Office of Educational Accessibility at least 45 days before registration to make arrangements. Currently enrolled students need to make arrangements for accommodations as soon as they have pre-registered for a semester.

The Office of Educational Accessibility is located at 1021 Student Success Center.

The Section 504 Coordinator, who is also Assistant Vice President for Institutional Equity and Diversity, is located at 1301 Spong Hall and can be reached at (757) 683-3141.

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**Division of Student Engagement & Enrollment Services**

The Division of Student Engagement & Enrollment Services is responsible for the development, implementation, communication, and maintenance of an institutional focus on student success, which includes enrollment management. In partnership with the Provost and other University leaders, this area is responsible for the coordination of student success programs across the University and for student retention. The division provides creative leadership and strategic direction for a diverse array of student engagement services and programs including: Admissions (Undergraduate, Graduate, International), Institutional Research, Assessment/Planning and Budget Management, Campus Ministries, Career Development Services, Center for Major Exploration & Mane Connect Success Coaching, Counseling Services, Divisional IT Support, Financial Aid, Housing and Residence Life, Intercultural Relations, Recreation and Wellness, Leadership and Student Involvement, Student Conduct and Academic Integrity, Student Health Center, Student Outreach & Support, Student Transition and Family Programs, Transfer Evaluation Services, Women’s Center, and Strategic Communication.

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**Student Outreach and Support (SOS)**

Student Outreach and Support (SOS) provides services to students who experience administrative, academic, or personal roadblocks. These services include extended absence notification, emergency grants, and administrative withdrawals from the University. SOS is available to help students achieve their personal and academic goals.

ODU Cares is an extension of Student Outreach and Support. The Care Team was developed to provide a University-wide system of care and support for students who experience an unexpected crisis. The Care Team's role is to determine effective strategies for addressing concerns and connecting students with the appropriate resources. Student Outreach and Support is located in Suite 2008, second floor South Wing of Webb Center, and can be reached at (757) 683-3442. For more information please visit the SOS website at: https://www.odu.edu/life/support/student-outreach.

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**Office of Leadership and Student Involvement**

Involvement in campus life contributes to students’ overall development. By discovering and participating in co-curricular activities, students can develop their interpersonal and leadership skills and increase their career-related learning. The Office of Leadership and Student Involvement (LSI) provides experiences, services and opportunities that promote the advancement of social and intellectual development. By encouraging student involvement, LSI promotes life-long learning, responsible citizenship and a commitment to the Monarch and surrounding communities. For more information, visit the website at http://www.odu.edu/studentinvolvement or call (757) 683-3446.

The office oversees the following:

**Leadership Development**

To maximize and realize the potential of individual students and student organizations, the Office of Leadership and Student Involvement assists in the planning and implementation of leadership conferences, seminars, courses, and retreats throughout the academic year. These programs, available to any student, special interest group or student organization, focus on the identified purpose or needs of each group. Individual students interested in developing their leadership skills are also urged to participate. Events include the Leadership Lecture Series, Freshman Summer Institute, and Monarch Leaders Retreat.

**Center for Service and Civic Engagement**

The Center provides students with the opportunity to enhance their educational experience beyond the boundaries of the classroom by engaging in meaningful service to the campus and local and global communities. Events include Relay for Life, Public Service Week, and Monarch Service Days.

**Service-Learning**

Service-learning provides students with integrative learning opportunities that connect the themes and theories of their coursework to tangible community-based work that enriches communities by addressing key community issues and needs in collaboration with diverse community partners. LSI provides resources and support for faculty interested in service-learning. In addition, there is a service-learning Living Learning Community available for students in Housing and Residence Life.

**Student Organizations**

There are over 350 student organizations that promote student interests in a broad range of fields. Organizations are student-run and a complete list of organizations can be found at http://odu.orgsync.com/SearchOrgs. To support these organizations, LSI coordinates the recognition and annual registration process for new and existing organizations, provides officer training, group development, leadership education, budget utilization, and guidance in the organization of major concerts, programs, and other activities that groups sponsor.

**U-Center**

To facilitate collaboration between student organizations and members within student groups, the U-Center includes computers, work spaces, storage, a conference room and lounge area. Students can meet in the U-Center located at 1045 Webb Center.

**Fraternity and Sorority Life**

LSI advises 20 international/national fraternities and 11 international/national sororities at Old Dominion University. The purpose of these organizations includes the maintenance of high standards of fraternal life and inter-Greek relations and cooperation with the University in achieving high social standards and sound scholarship. Service to the University and the community, encouragement for leadership and brother/sisterhood are also at the forefront of Greek activity. The groups are coordinated through the National Pan-Hellenic Council (NPHC), Interfraternity Council (IFC), and Panhellenic Council (PHC), along with Leadership and Student Involvement. Any student interested in Fraternity and Sorority Life at Old	
Dominion University should visit http://www.odu.edu/life/gettinginvolved/greek.

**Fraternities at the University**
- Alpha Phi Alpha
- Alpha Kappa Lambda
- Iota Phi Theta
- Kappa Alpha Order
- Kappa Alpha Psi
- Kappa Delta Rho
- Kappa Sigma
- Lambda Upsilon Lambda
- Omega Psi Phi
- Phi Beta Sigma
- Phi Gamma Delta
- Phi Kappa Tau
- Phi Mu Alpha
- Pi Kappa Alpha
- Pi Kappa Phi
- Sigma Nu
- Sigma Phi Epsilon
- Sigma Pi
- Tau Kappa Epsilon
- Theta Chi

**Sororities at the University**
- Alpha Phi
- Alpha Kappa Alpha
- Alpha Xi Delta
- Delta Zeta
- Kappa Delta
- Omega Phi Beta
- Pi Beta Phi
- Sigma Lambda Upsilon
- Sigma Sigma Sigma
- Zeta PhiBeta
- Zeta Tau Alpha

**Event Management**
Through Event Management, LSI coordinates all space allocations in Webb Center for meetings and events.

**Implementation of Major Programs and Events**
LSI helps to plan and implement activities and events to enrich the lives of students. These include Involvement Fair, Homecoming, Student Engagement and Enrollment Services Leaders Award Ceremony, Week of Welcome, and Programs All Weekend (PAW).
Graduate Degree and Post-Baccalaureate Certificate Programs

Old Dominion University's graduate degrees and certificates are listed below. In addition, many graduate degrees offer concentrations that allow students to focus on a specific area of study. For more information regarding concentrations, see the corresponding college sections of the Graduate Catalog.

### College of Arts & Letters

<table>
<thead>
<tr>
<th>Degree</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy (Ph.D.)</td>
<td>Criminology &amp; Criminal Justice, English, International Studies</td>
</tr>
<tr>
<td>Master of Fine Arts (M.F.A.)</td>
<td>Creative Writing</td>
</tr>
</tbody>
</table>

### Darden College of Education

<table>
<thead>
<tr>
<th>Degree</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy (Ph.D.)</td>
<td>Community College Leadership, Education</td>
</tr>
<tr>
<td>Educational Specialist (Ed.S.)</td>
<td>Counseling, Educational Leadership</td>
</tr>
<tr>
<td>Master of Science in Education (M.S.Ed.)</td>
<td>Education, Speech-Language Pathology, Counseling, Educational Leadership, Physical Education, Early Childhood Education, Reading</td>
</tr>
<tr>
<td>Master of Science (M.S.)</td>
<td>Exercise Science, Occupational and Technical Studies, Park, Recreation, and Tourism Studies, Speech-Language Pathology, Sport Management</td>
</tr>
<tr>
<td>Graduate Certificate Programs</td>
<td>Adapted Physical Education, Advanced Counseling, Practice, Applied Behavior Analysis, Autism, Community College Leadership, Human Performance Technology, Literacy Coaching, Military Children &amp; Families, Modeling &amp; Simulation - Education &amp; Training, Online Teaching for K-12 Teachers, Secondary Education Professional Studies</td>
</tr>
</tbody>
</table>

### Batten College of Engineering & Technology

<table>
<thead>
<tr>
<th>Degree</th>
<th>Majors</th>
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</thead>
<tbody>
<tr>
<td>Doctor of Philosophy (Ph.D.)</td>
<td>Engineering</td>
</tr>
<tr>
<td>Doctor of Engineering (D.Eng)</td>
<td>Engineering</td>
</tr>
<tr>
<td>Master of Engineering (M.E.)</td>
<td>Engineering</td>
</tr>
<tr>
<td>Master of Science (M.S.)</td>
<td>Engineering</td>
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</table>

### Strome College of Business

<table>
<thead>
<tr>
<th>Degree</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy (Ph.D.)</td>
<td>Business Administration, Public Administration &amp; Policy</td>
</tr>
<tr>
<td>Master of Arts (M.A.)</td>
<td>Economics</td>
</tr>
<tr>
<td>Master of Business Administration (M.B.A.)</td>
<td>Accounting, Maritime Trade &amp; Supply Chain Management</td>
</tr>
<tr>
<td>Master of Science (M.S.)</td>
<td>Accounting, Maritime Trade &amp; Supply Chain Management</td>
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</tbody>
</table>
College of Health Sciences

<table>
<thead>
<tr>
<th>Degree</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy (Ph.D.)</td>
<td>Health Services Research, Kinesiology &amp; Rehabilitation</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (D.N.P.)</td>
<td></td>
</tr>
<tr>
<td>Doctor of Physical Therapy (D.P.T.)</td>
<td></td>
</tr>
<tr>
<td>Master of Science (M.S.)</td>
<td>Community Health, Dental Hygiene</td>
</tr>
<tr>
<td>Master of Science in Athletic Training (M.S.A.T.)</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Nursing (M.S.N.)</td>
<td></td>
</tr>
<tr>
<td>Master of Public Health (M.P.H.)</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate Programs</td>
<td>Global Health, Healthcare Executive, Modeling &amp; Simulation - Health Sciences, Molecular Diagnostics, Neonatal Physician Assistant, Nurse Educator, Nurse Executive, Occupational Safety</td>
</tr>
</tbody>
</table>

College of Sciences

<table>
<thead>
<tr>
<th>Degree</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy (Ph.D.)</td>
<td>Chemistry, Clinical Psychology, Computer Science, Computational and Applied Mathematics, Ecological Sciences, Oceanography, Physics, Psychology</td>
</tr>
<tr>
<td>Master of Science (M.S.)</td>
<td>Biology, Chemistry, Computational and Applied Mathematics, Computer Science, Computer Science (Joint Program with Strome College of Business), Ocean and Earth Sciences, Physics, Psychology</td>
</tr>
</tbody>
</table>

College of Continuing Education & Professional Development

<table>
<thead>
<tr>
<th>Degree</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate Programs</td>
<td>Homeland Security, Project Management in Engineering &amp; Technology, Public Sector Leadership</td>
</tr>
</tbody>
</table>

The Graduate School

<table>
<thead>
<tr>
<th>Degree</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy (Ph.D.)</td>
<td>Biomedical Sciences</td>
</tr>
<tr>
<td>Master of Science (M.S.)</td>
<td>Cyber Security</td>
</tr>
<tr>
<td>Graduate Certificate Programs</td>
<td>Conservation Leadership</td>
</tr>
</tbody>
</table>

Graduate Credit for Old Dominion University Undergraduates

Undergraduate Students Enrolled in Linked Undergraduate to Graduate Degree Programs

Old Dominion University hosts a number of linked undergraduate to graduate programs, including bachelor’s to master’s programs and bachelor’s to doctoral programs, that permit undergraduate students to begin graduate study as early as the junior year. For linked bachelor’s to master’s programs, students must earn a minimum of 150 credit hours (120 for the undergraduate degree, 30 for the graduate degree). For linked bachelor’s to doctoral programs, students must earn a minimum of 198 credit hours (120 for the undergraduate degree, 78 for the graduate degree).

Undergraduate students enrolled in linked graduate degree programs at Old Dominion University may take up to 21 hours of graduate credit that can be applied toward their undergraduate degrees. Of these 21 hours of graduate credit, up to 12 can be applied toward both the undergraduate and graduate degrees. This option is available only to those students who have satisfied all admission and continuation requirements of the specific linked programs. All graduate hours applied to the undergraduate degree will be counted in the undergraduate grade point average, will appear on the undergraduate transcript, and will be used to determine graduation with honors. Undergraduate students accepted into linked graduate degree programs will be formally admitted to the graduate program following receipt of the bachelor's degree.

Approved linked bachelor’s to master’s degree programs are as follows:

College of Arts and Letters

- Bachelor of Arts or Bachelor of Science (various majors) to Master of Business Administration
- Bachelor of Arts or Bachelor of Science (various majors) to Master of Public Administration
- Bachelor of Arts in Art History to Master of Arts in Humanities
- Bachelor of Arts or Bachelor of Science in Communication to Master of Arts in Humanities
- Bachelor of Arts or Bachelor of Science in Communication to Master of Arts in Humanities
- Bachelor of Arts or Bachelor of Science in Communication to Master of Arts in Lifespan and Digital Communication
- Bachelor of Arts in English to Master of Arts in English
- Bachelor of Arts in English to Master of Arts in Applied Linguistics
- Bachelor of Arts in History to Master of Arts in History
- Bachelor of Arts or Bachelor of Science in Geography to Master of Arts in Humanities
- Bachelor of Arts or Bachelor of Science in Interdisciplinary Studies (Individualized Integrative Studies) to Master of Arts in Humanities
- Bachelor of Science in Interdisciplinary Studies (Teacher Preparation) to Master of Science in Education
- Bachelor of Arts in International Studies to Master of Arts in International Studies
- Bachelor of Arts in Philosophy to Master of Arts in Humanities
- Bachelor of Arts in Studio Art to Master of Arts in Humanities
- Bachelor of Arts in Women’s Studies to Master of Arts in Humanities
- Bachelor of Fine Arts (Art) to Master of Arts in Humanities

Strome College of Business

- Bachelor of Arts in Economics to Master of Business Administration
- Bachelor of Arts in Economics to Master of Public Administration
- Bachelor of Arts or Bachelor of Science (various majors in other colleges) to Master of Business Administration
- Bachelor of Arts or Bachelor of Science (various majors in other colleges) to Master of Public Administration
- Bachelor of Science in Business Administration to Master of Business Administration
• Bachelor of Science in Business Administration to Master of Public Administration
• Bachelor of Science in Business Administration to Master of Science in Accounting

Darden College of Education and Professional Studies
• Bachelor of Science (various majors) to Master of Business Administration
• Bachelor of Science (various majors) to Master of Public Administration
• Bachelor of Science in Interdisciplinary Studies (Teacher Preparation)* to Master of Science in Education

*Undergraduate program in the College of Arts and Letters

Batten College of Engineering and Technology
• Bachelor's in Engineering or Engineering Technology to Master of Engineering, Master of Science, or Master of Engineering Management

College of Health Sciences
• Bachelor of Science in Dental Hygiene to Master of Science in Dental Hygiene
• Bachelor of Science in Environmental Health to Master of Science in Community Health

College of Sciences
• Bachelor of Science (various majors) to Master of Business Administration
• Bachelor of Science (various majors) to Master of Public Administration
• Bachelor of Science (various majors) to Medical Doctor (in cooperation with the Eastern Virginia Medical School)
• Bachelor of Science in Biochemistry to Master of Science in Chemistry
• Bachelor of Science in Chemistry to Master of Science in Chemistry
• Bachelor of Science in Computer Science to Master of Science in Computer Science
• Bachelor of Science in Mathematics to Master of Science in Computational and Applied Mathematics

Approved linked bachelor's to doctoral degree programs are as follows:

College of Engineering and Technology
• Bachelor's in Engineering or Engineering Technology to Ph.D. in Engineering

Undergraduate Students with Senior Standing but not Enrolled in Programs with a Linked Graduate Degree Option

An Old Dominion University undergraduate degree-seeking student with senior standing and a 3.30 or better grade point average in the major field of study may be allowed to take up to 12 hours of graduate course work for graduate credit, upon approval of the instructor of the graduate course, the chair and graduate program director of the department offering the graduate course, and the chair or chief departmental advisor of the student’s undergraduate major department. Up to six hours of graduate credit taken prior to completing the undergraduate degree may be applied toward the undergraduate degree. The graduate credit may be used as a substitution for required undergraduate courses only with the approval of the department chair or chief departmental advisor of the student’s undergraduate program. All graduate hours applied to the undergraduate degree will be counted in the undergraduate grade point average, will appear on the undergraduate transcript, and will be used to determine graduation with honors. The combined undergraduate and graduate hours taken during any semester must not exceed 18. The proper request form, Request of Old Dominion University Undergraduate to Take Graduate Courses, is available in the Office of the University Registrar. This option is available only to degree-seeking undergraduate students at Old Dominion University.
College of Arts & Letters

Web Site: http://www.odu.edu/al
9000 Batten Arts & Letters Building
(757) 683-3925
(757) 683-5746

Kent L. Sandstrom, Dean
Janet Katz, Associate Dean
Dale E. Miller, Associate Dean for Research and Graduate Studies

Ph.D.
Criminology & Criminal Justice
International Studies

M.F.A.
Creative Writing

M.A.
Applied Linguistics
Applied Sociology
English
History
Humanities
International Studies
Lifespan and Digital Communication

M.M.E.
Music Education

Mission
The College of Arts and Letters is committed to the ideals of the liberal arts. Its curriculum introduces students to the full range of human experiences through the study of cultural heritage, forms of artistic and literary expressions, patterns of social and political behavior, and methods of critical inquiry. The mission of the College of Arts and Letters is to prepare students for rigorous, intellectual and creative inquiry leading to their full development as human beings and to their responsible engagement with society. We accomplish this mission by:

1. Endowing all students with the essential skills of critical reading and thinking, effective oral and written communication, and proficient use of technology
2. Providing foundational knowledge in the arts, humanities and social sciences for all undergraduates
3. Offering excellent disciplinary and interdisciplinary programs of study and training that introduce students to accumulated knowledge, scholarly debate, and innovations in the field
4. Fostering global awareness and sensitivity to the breadth and diversity of the human condition, which includes acquiring an understanding of the roles of gender, race, ethnicity, and culture
5. Providing an environment for the free exchange of ideas among faculty and students, and by vigorously defending academic and intellectual freedom
6. Promoting research projects, collaborative learning experiences, and challenging internships that connect our students to the community and prepare them for the world of work
7. Supporting a broad array of cultural experiences that enrich the lives of students, faculty, the University, and the community

Overview
Graduate programs in the College of Arts and Letters foster the scholarship and creativity of individual students through close personal contact between faculty and students. Arts and Letters faculty members dedicate themselves to excellence in teaching; take pride in their achievements in research; and commit to enhancing in every way possible the exciting and stimulating environment that is Old Dominion University. The College of Arts and Letters has graduate programs in Applied Linguistics, Applied Sociology, Creative Writing, Criminology and Criminal Justice, English, History, Humanities, International Studies, Lifespan and Digital Communication, and Music Education. The College offers M.A. degrees in Applied Linguistics, Applied Sociology, English, History, Humanities, Lifespan and Digital Communication, International Studies, and Music Education; the M.F.A. degree in Creative Writing; and Ph.D. degrees in Criminology and Criminal Justice, English, and International Studies.

Department of Communication & Theatre Arts

Dale E. Miller, Associate Dean for Research and Graduate Studies
Janet Katz, Associate Dean
Kent L. Sandstrom, Dean

Master of Arts – Lifespan and Digital Communication

Thomas J. Socha, Graduate Program Director

The Master of Arts in Lifespan and Digital Communication focuses on the study of human communication and digital media as they develop across the lifespan and is based on the assumption that relational communication, information gathering, conflict management, entertainment consumption, and social media use differs among, within, and between people at various stages of life (childhood, adolescence, young adulthood, middle age, and elder adulthood). Understanding and analyzing the inseparable relationship between lifespan communication and digital media is a key to success in most 21st century jobs, particularly in the interrelated employment areas of applied research and policy, community networking and outreach, creative industries, education and training, and health and wellness.

Admission Information
In addition to meeting all general University requirements, an applicant must have an undergraduate average of at least 3.25 in Communication or a related field and a 3.0 overall; two letters of recommendation from faculty members, or those who can evaluate the applicant’s academic potential; GRE scores typically at or above 1000 as a composite of verbal and quantitative scores; and a 500-word essay that outlines the applicant’s professional and personal goals in pursuing this degree, while explaining the relationship of these aforementioned goals to the Lifespan and Digital Communication degree program.

Degree Requirements
The Master of Arts degree in Lifespan and Digital Communication requires 36 credit hours for either the non-thesis or thesis option. No more than 12 credit hours may be taken at the 500 level. Both non-thesis and thesis option students take five required core courses (15 hours) as well either a thesis preparation course (3 hours) or a capstone course (3 hours) for a total of 18 hours of required classes that include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 601</td>
<td>Lifespan Communication Research and Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM 602</td>
<td>Digital Communication Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>COMM 603</td>
<td>Social Change and Communication Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMM 604</td>
<td>Lifespan Communication Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>COMM 605</td>
<td>Critical Methods and Digital Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 36

In addition, students pursuing the non-thesis option take 18 credit hours of COMM electives and a required 3-credit hour capstone seminar COMM 685. Students pursuing the thesis option take an additional 9 credit hours of COMM electives, COMM 689 (3 hours) in the first semester they register for thesis hours as well as COMM 698 & COMM 699: Thesis (six hours) in lieu of COMM 685. This thesis is based on original scholarly research and must address a specific and viable topic salient to the student’s core and elective coursework in Lifespan and Digital Communication.

The thesis option is recommended for those students who have maintained a high GPA, have the support of a faculty advisor from the Communication
and Theatre Arts department, and who are considering further studies at the doctoral level. The thesis committee, consisting of a chair and two other faculty members certified for graduate instruction, direct and evaluate the student’s work. Approval of the thesis proposal by the student’s committee and GPD is required before the completion of 27 hours of coursework. Upon completion of the thesis, the committee will conduct a two-hour examination and defense of the thesis.

Department of English
5000 Batten Arts and Letters
757-683-3991
Sheri Reynolds, Chair

Graduate Programs in English
There are four graduate programs in the English department:

1. Master of Arts in English;
2. Master of Arts in Applied Linguistics;
3. Master of Fine Arts in Creative Writing, and
4. Ph.D. in English.

Each program has its own guidelines and admissions policy.

Master of Arts - English
Drew Lopenzina, Graduate Program Director

The Master of Arts program in English develops professional competency in literary and textual analysis and in writing. The program offers concentrations in literature, the teaching of English, rhetoric and composition, and professional writing. The program prepares students for further graduate study in English; for professional writing and editing; for teaching in secondary schools and colleges; for further study in such fields as anthropology, law, philosophy; for careers in government and industry; and for other professions requiring analytical, literary, linguistic, digital media, or writing skills.

Admission Information
The student must initially meet all general University admission requirements. Scores from the Graduate Record Examination general test are required. For regular admission, students must generally have at least 24 undergraduate hours in English, or a closely related field, with a grade point average of 3.0 or better. However, students applying to the professional writing concentration (see professional writing concentration) may have little or no undergraduate course work relating to English, provided that they have an average of 3.0 or better in their undergraduate major. Students applying to all concentrations must also, in addition to other admissions materials, provide a writing sample, preferably of previous professional or academic work, that demonstrates their preparation for graduate-level writing. All students in the English graduate program must demonstrate a high level of skill in written expression.

International students must submit scores from the TOEFL examination, a sample of scholarly writing, and three recommendations, at least one of which evaluates ability in English. For regular admission, students must score 230 on the computer-based TOEFL (the equivalent of 570 in the older, paper-based scale) or 80 on the TOEFL iBT. Students may be admitted provisionally with a TOEFL score of 213 (550 in the paper-based scale), but must attain the scores required for regular admission after 12 hours of graduate work.

Degree Requirements
The Master of Arts degree in English requires 30 credit hours and the passing of a comprehensive oral examination. No more than 12 credit hours on the 500 level may be counted toward a degree. An identifiable unifying principle is required for each student’s program.

Master of Arts Thesis Option
The opportunity to undertake a long research project or other appropriate project is available to students in the Master of Arts in English. Writing a thesis may be of particular benefit to those who contemplate further graduate work or who have a strong desire to pursue a single topic in great depth. Under the guidance of an advisor (a member of the graduate faculty), the student may earn six hours of credit for a completed, approved thesis.

Master of Arts Oral Comprehensive Examination
During the first three weeks of the semester in which they intend to graduate, students must contact the graduate program director in English to schedule their comprehensive examination. The oral comprehensive examination covers each student’s particular program of study. Based on the courses taken by the student, the examination tests the student’s mastery of materials and concepts, interpretive skills, and ability to make critical distinctions and connections. The examination of a thesis student will also cover the thesis and its related areas. Students who fail the oral comprehensive examination may retake the test only once in a different semester. Students who fail a second time will no longer be eligible to receive the Master of Arts in English from Old Dominion University.

Literature Concentration
This concentration, which offers a comprehensive grounding in literary and cultural studies and critical theory, prepares students for careers in community college and four year university teaching, public media, and a variety of jobs in the public sphere. It also prepares students for advanced literary and cultural studies at the Ph.D. level. For students in other programs this concentration offers as well a Certificate in Literature, which helps to qualify them for secondary school teaching.

Edward Jacobs, Coordinator

This concentration requires:

ENGL 600 Introduction to Research and Criticism 3

Controlled Electives (18 hours)

British Literature before 1800:

One course from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 507</td>
<td>Chaucer's Canterbury Tales</td>
</tr>
<tr>
<td>ENGL 516</td>
<td>English Renaissance Drama</td>
</tr>
<tr>
<td>ENGL 521</td>
<td>British Literature 1660-1800</td>
</tr>
<tr>
<td>ENGL 532</td>
<td>Origins and Early Development of the British Novel to 1800</td>
</tr>
<tr>
<td>ENGL 615</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>ENGL 632</td>
<td>18th Century British Literature</td>
</tr>
<tr>
<td>ENGL 595</td>
<td>Topics in English (when topic is appropriate as approved by the Literature Coordinator)</td>
</tr>
<tr>
<td>ENGL 596</td>
<td>Topics in English (when topic is approved by the Literature Coordinator)</td>
</tr>
<tr>
<td>ENGL 695</td>
<td>Topics (when topic is appropriate as approved by the Literature Coordinator)</td>
</tr>
<tr>
<td>ENGL 790</td>
<td>Seminar in Textual Studies (Seminar in Textual Studies [when topic is appropriate as approved by the Literature Coordinator])</td>
</tr>
<tr>
<td>ENGL 791</td>
<td>Seminar in Literary Studies (Seminar in Literary Studies [when topic is appropriate as approved by the Literature Coordinator])</td>
</tr>
<tr>
<td>ENGL 795</td>
<td>Topics (when topic is appropriate as approved by the Literature Coordinator)</td>
</tr>
</tbody>
</table>

British Literature after 1800:

One course from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 523</td>
<td>The Romantic Movement in Britain</td>
</tr>
<tr>
<td>ENGL 533</td>
<td>Victorian Literature</td>
</tr>
<tr>
<td>ENGL 538</td>
<td>The Twentieth-Century British Novel</td>
</tr>
<tr>
<td>ENGL 559</td>
<td>New Literatures in English</td>
</tr>
<tr>
<td>ENGL 641</td>
<td>19th Century British Literature</td>
</tr>
<tr>
<td>ENGL 642</td>
<td>Nineteenth-Century British Novel</td>
</tr>
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Old Dominion University
### American Literature before 1870:

One course from:  
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 546</td>
<td>American Literature to 1810</td>
</tr>
<tr>
<td>ENGL 547</td>
<td>American Literature 1810-1870</td>
</tr>
<tr>
<td>ENGL 548</td>
<td>The American Novel to 1920</td>
</tr>
<tr>
<td>ENGL 549</td>
<td>The American Novel 1920 to Present</td>
</tr>
<tr>
<td>ENGL 565</td>
<td>African-American Literature</td>
</tr>
<tr>
<td>ENGL 566</td>
<td>Asian American Literature</td>
</tr>
<tr>
<td>ENGL 568</td>
<td>American Literature 1870-1946</td>
</tr>
<tr>
<td>ENGL 569</td>
<td>American Literature 1945-Present</td>
</tr>
<tr>
<td>ENGL 595</td>
<td>Topics in English (when topic is appropriate as approved by the Literature Coordinator)</td>
</tr>
<tr>
<td>ENGL 596</td>
<td>Topics in English (when topic is appropriate as approved by the Literature Coordinator)</td>
</tr>
<tr>
<td>ENGL 695</td>
<td>Topics (when topic is appropriate as approved by the Literature Coordinator)</td>
</tr>
<tr>
<td>ENGL 790</td>
<td>Seminar in Textual Studies (Seminar in Textual Studies [when topic is appropriate as approved by the Literature Coordinator])</td>
</tr>
<tr>
<td>ENGL 791</td>
<td>Seminar in Literary Studies (Seminar in Literary Studies [when topic is appropriate as approved by the Literature Coordinator])</td>
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### American Literature after 1870:

One course from:  
<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ENGL 541</td>
<td>American Travel Literature</td>
</tr>
<tr>
<td>ENGL 546</td>
<td>Studies in American Drama</td>
</tr>
<tr>
<td>ENGL 547</td>
<td>The American Novel to 1920</td>
</tr>
<tr>
<td>ENGL 548</td>
<td>The American Novel 1920 to Present</td>
</tr>
<tr>
<td>ENGL 565</td>
<td>African-American Literature</td>
</tr>
<tr>
<td>ENGL 566</td>
<td>Asian American Literature</td>
</tr>
<tr>
<td>ENGL 658</td>
<td>American Literature 1870-1946</td>
</tr>
<tr>
<td>ENGL 659</td>
<td>American Literature 1945-Present</td>
</tr>
<tr>
<td>ENGL 595</td>
<td>Topics in English (when topic is appropriate as approved by the Literature Coordinator)</td>
</tr>
<tr>
<td>ENGL 596</td>
<td>Topics in English (when topic is appropriate as approved by the Literature Coordinator)</td>
</tr>
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<td>Seminar in Textual Studies (when topic is appropriate as approved by the Literature Coordinator)</td>
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<td>ENGL 791</td>
<td>Seminar in Literary Studies (Seminar in Literary Studies [when topic is appropriate as approved by the Literature Coordinator])</td>
</tr>
</tbody>
</table>

### Methodology:

One course from:  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 725</td>
<td>Scholarly Editing and Textual Scholarship</td>
</tr>
<tr>
<td>ENGL 730</td>
<td>The Digital Humanities</td>
</tr>
<tr>
<td>ENGL 735</td>
<td>Postcolonial Literature and Theory</td>
</tr>
<tr>
<td>ENGL 755</td>
<td>Critical Race Theory</td>
</tr>
<tr>
<td>ENGL 764</td>
<td>Theories of Literature</td>
</tr>
<tr>
<td>ENGL 790</td>
<td>Seminar in Textual Studies (when topic is appropriate as approved by the Literature Coordinator)</td>
</tr>
<tr>
<td>ENGL 791</td>
<td>Seminar in Literary Studies (Seminar in Literary Studies [when topic is appropriate as approved by the Literature Coordinator])</td>
</tr>
<tr>
<td>ENGL 795</td>
<td>Topics (when topic is appropriate as approved by the Literature Coordinator)</td>
</tr>
</tbody>
</table>

### Seminar:

One course from:  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 790</td>
<td>Seminar in Textual Studies</td>
</tr>
<tr>
<td>ENGL 791</td>
<td>Seminar in Literary Studies (Seminar in Literary Studies)</td>
</tr>
</tbody>
</table>

### Free Electives:  

Note: Six hours must be from Literature courses

### Total needed to graduate:  

Note: Of the total 30 hours needed to graduate no more than 12 hours can be at the 500 level

For any further questions regarding course offerings contact the Literature Advisor or the Graduate Program Director for the M.A. in English.

### Professional Writing Concentration

Julia Romberger, Coordinator

Designed to prepare students to expand and theorize their practices of workplace writing and to prepare students for doctoral work in the field. This concentration requires:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 539</td>
<td>Writing in Digital Spaces</td>
</tr>
<tr>
<td>ENGL 685</td>
<td>Writing Research</td>
</tr>
<tr>
<td>ENGL 706</td>
<td>Visual Rhetoric and Document Design</td>
</tr>
<tr>
<td>ENGL 715</td>
<td>Professional Rhetoric and Theory Building</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>ENGL 686</td>
<td>Introduction to Rhetoric and Writing Studies</td>
</tr>
<tr>
<td>ENGL 760</td>
<td>Classical Rhetoric and Theory Building</td>
</tr>
<tr>
<td>ENGL 765</td>
<td>Modern Rhetoric and Theory Building</td>
</tr>
</tbody>
</table>

Select one of the following:  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 540</td>
<td>General Linguistics</td>
</tr>
<tr>
<td>ENGL 550</td>
<td>American English</td>
</tr>
<tr>
<td>ENGL 577</td>
<td>Language, Gender and Power</td>
</tr>
<tr>
<td>ENGL 595</td>
<td>Topics in English</td>
</tr>
</tbody>
</table>

Select one of the following:  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 664</td>
<td>Teaching College Composition</td>
</tr>
<tr>
<td>ENGL 665</td>
<td>Teaching Writing with Technology</td>
</tr>
<tr>
<td>ENGL 680</td>
<td>Second Language Writing Pedagogy</td>
</tr>
<tr>
<td>ENGL 720</td>
<td>Pedagogy and Instructional Design</td>
</tr>
</tbody>
</table>

Select one of the following:  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 527</td>
<td>Writing in the Disciplines</td>
</tr>
<tr>
<td>ENGL 535</td>
<td>Management Writing</td>
</tr>
<tr>
<td>ENGL 573</td>
<td>Writing with Video</td>
</tr>
<tr>
<td>ENGL 581</td>
<td>Advanced Public Relations</td>
</tr>
<tr>
<td>ENGL 595</td>
<td>Topics in English</td>
</tr>
</tbody>
</table>

ENGL 662  Cybercultures and Digital Writing
ENGL 664 Teaching College Composition
ENGL 665 Teaching Writing with Technology
ENGL 668 Graduate Internship and Project in Professional Writing
ENGL 673 Discourse Analysis
ENGL 680 Second Language Writing Pedagogy
ENGL 686 Introduction to Rhetoric and Writing Studies
ENGL 695 Topics
ENGL 701 Texts and Technologies
ENGL 716 International Professional Writing
ENGL 720 Pedagogy and Instructional Design
ENGL 760 Classical Rhetoric and Theory Building
ENGL 765 Modern Rhetoric and Theory Building
ENGL 766 New Media Theory and Practice I
ENGL 771 New Media Theory and Practice II

Six hours of electives 6
Total Hours 30

Portfolio Project
As one of their oral exam options (the exam alone and thesis plus exam being the other two), students may choose to develop a portfolio as the capstone project for the MA in English professional writing concentration. Students choosing the portfolio will propose the scope of their individual projects to the graduate program director and the committee chair. Portfolios are a collection of individual texts with a meta-narrative that explains the connection between these texts and the portfolio’s intellectual underpinnings. The entire portfolio should range between 10,000 and 15,000 words. Portfolios can be, but are not limited to, a collection of extensively revised course work, a collection of teaching materials, or a collection of new media texts. Portfolios can be submitted in a notebook or electronically. To help prepare the portfolio, students will be encouraged to take an independent study for up to 3 credits as one of their electives; the student’s committee chair should direct this independent study.

Rhetoric and Composition Concentration
Kevin Moberly, Coordinator

Designed to prepare students to teach and administer writing in language arts, community college, or university contexts, and to prepare students for doctoral work in composition and/or rhetoric.

ENGL 539 Writing in Digital Spaces 3
ENGL 664 Teaching College Composition 3
ENGL 685 Writing Research 3
Select one of the following: 3
ENGL 686 Introduction to Rhetoric and Writing Studies
ENGL 760 Classical Rhetoric and Theory Building
ENGL 765 Modern Rhetoric and Theory Building
Select one of the following: 3
ENGL 540 General Linguistics
ENGL 550 American English
ENGL 577 Language, Gender and Power
ENGL 595 Topics in English
Select one of the following: 3
ENGL 721 Compositions as Applied Rhetoric
ENGL 760 Classical Rhetoric and Theory Building
ENGL 765 Modern Rhetoric and Theory Building
Select two of the following: 6
ENGL 527 Writing in the Disciplines
ENGL 586 Media Law and Ethics
ENGL 595 Topics in English
ENGL 662 Cybercultures and Digital Writing
ENGL 665 Teaching Writing with Technology

ENGL 673 Discourse Analysis
ENGL 680 Second Language Writing Pedagogy
ENGL 687 Colloquium for Teachers of English
ENGL 695 Topics
ENGL 701 Texts and Technologies
ENGL 706 Visual Rhetoric and Document Design
ENGL 720 Pedagogy and Instructional Design
ENGL 721 Compositions as Applied Rhetoric
ENGL 760 Classical Rhetoric and Theory Building
ENGL 763 Seminar in Discourse Analysis
ENGL 765 Modern Rhetoric and Theory Building
ENGL 766 New Media Theory and Practice I
ENGL 771 New Media Theory and Practice II
ENGL 795 Topics

Six hours of electives 6
Total Hours 30

Portfolio Project
As one of their oral exam options (the exam alone and thesis plus exam being the other two), students may choose to develop a portfolio as the capstone project for the MA in English rhetoric and composition concentration. Students choosing the portfolio will propose the scope of their individual projects to the graduate program director and the committee chair. Portfolios are a collection of individual texts with a meta-narrative that explains the connection between these texts and the portfolio’s intellectual underpinnings. The entire portfolio should range between 10,000 and 15,000 words. Portfolios can be, but are not limited to, a collection of extensively revised course work, a collection of teaching materials, or a collection of new media texts. Portfolios can be submitted in a notebook or electronically. To help prepare the portfolio, students will be encouraged to take an independent study for up to 3 credits as one of their electives; the student’s committee chair should direct this independent study.

Teaching of English Concentration
Michelle Fowler-Amato, Coordinator

This concentration requires:

ENGL 600 Introduction to Research and Criticism 3
British Literature before 1800* 3
British Literature after 1800* 3
American Literature* 3

Pedagogy
ENGL 555 The Teaching of Composition, Grades 6-12 3
or ENGL 664 Teaching College Composition
ENGL 687 Colloquium for Teachers of English 3

Rhetoric
ENGL 760 Classical Rhetoric and Theory Building 3
or ENGL 765 Modern Rhetoric and Theory Building

Linguistics 3
Electives 6
*For a complete listing of courses to satisfy this specific concentration, see the complete course listing for the MA in Literature.

Total Hours 30

Graduate Certificate in Literature
Easily completed in one calendar year, this certificate gives students who already hold at least a master’s degree in a different field the 18 hours of graduate study in literature that are the minimum requirement for teaching that subject at the post-secondary level in Virginia. Requirements are:

British Literature before 1800 3
British Literature after 1800 3

Old Dominion University 72
**Graduate Certificate in Professional Writing**

Easily completed in one calendar year, this certificate is designed for professionals who want to supplement their undergraduate degrees and sharpen their writing and communication skills. To apply for the certificate contact the coordinator of Professional Writing.

Select four of the following:

- ENGL 527 Writing in the Disciplines
- ENGL 535 Management Writing
- ENGL 539 Writing in Digital Spaces
- ENGL 573 Writing with Video
- ENGL 581 Advanced Public Relations
- ENGL 583 Reporting and News Writing II
- ENGL 584 Feature Story Writing
- ENGL 585 Editorial and Persuasive Writing
- ENGL 586 Media Law and Ethics
- ENGL 664 Teaching College Composition
- ENGL 665 Teaching Writing with Technology
- ENGL 668 Graduate Internship and Project in Professional Writing
- ENGL 685 Writing Research
- ENGL 686 Introduction to Rhetoric and Writing Studies
- ENGL 687 Colloquium for Teachers of English
- ENGL 695 Topics
- ENGL 715 Professional Writing Theories and Practices
- ENGL 716 International Professional Writing
- ENGL 760 Classical Rhetoric and Theory Building
- ENGL 765 Modern Rhetoric and Theory Building
- ENGL 766 New Media Theory and Practice I
- ENGL 771 New Media Theory and Practice II

**Total Hours**

12

**Graduate Certificate in the Teaching of Writing**

Easily completed in one calendar year, this certificate gives students who already hold at least a master’s degree in a different field the 18 hours of graduate study in the teaching of writing that are the minimum requirement for teaching that subject at the post-secondary level in Virginia. Requirements are:

**Pedagogy**

- ENGL 664 Teaching College Composition

**Rhetoric**

- ENGL 686 Introduction to Rhetoric and Writing Studies
- ENGL 760 Classical Rhetoric and Theory Building
- ENGL 765 Modern Rhetoric and Theory Building

**Technology**

- ENGL 539 Writing in Digital Spaces
- ENGL 665 Teaching Writing with Technology

**Language**

- ENGL 540 General Linguistics (Language)
- ENGL 542 English Grammar

**Total Hours**

12

**Graduate Certificate in Professional Writing**

Easily completed in one calendar year, this certificate is designed for professionals who want to supplement their undergraduate degrees and sharpen their writing and communication skills. To apply for the certificate contact the coordinator of Professional Writing.

Select four of the following:

- ENGL 527 Writing in the Disciplines
- ENGL 535 Management Writing
- ENGL 539 Writing in Digital Spaces
- ENGL 573 Writing with Video
- ENGL 581 Advanced Public Relations
- ENGL 583 Reporting and News Writing II
- ENGL 584 Feature Story Writing
- ENGL 585 Editorial and Persuasive Writing
- ENGL 586 Media Law and Ethics
- ENGL 664 Teaching College Composition
- ENGL 665 Teaching Writing with Technology
- ENGL 668 Graduate Internship and Project in Professional Writing
- ENGL 685 Writing Research
- ENGL 686 Introduction to Rhetoric and Writing Studies
- ENGL 687 Colloquium for Teachers of English
- ENGL 695 Topics
- ENGL 715 Professional Writing Theories and Practices
- ENGL 716 International Professional Writing
- ENGL 760 Classical Rhetoric and Theory Building
- ENGL 765 Modern Rhetoric and Theory Building
- ENGL 766 New Media Theory and Practice I
- ENGL 771 New Media Theory and Practice II

**Total Hours**

12

**Graduate Certificate in the Teaching of Writing**

Easily completed in one calendar year, this certificate gives students who already hold at least a master’s degree in a different field the 18 hours of graduate study in the teaching of writing that are the minimum requirement for teaching that subject at the post-secondary level in Virginia. Requirements are:

**Pedagogy**

- ENGL 664 Teaching College Composition

**Rhetoric**

- ENGL 686 Introduction to Rhetoric and Writing Studies
- ENGL 760 Classical Rhetoric and Theory Building
- ENGL 765 Modern Rhetoric and Theory Building

**Technology**

- ENGL 539 Writing in Digital Spaces
- ENGL 665 Teaching Writing with Technology

**Language**

- ENGL 540 General Linguistics (Language)
- ENGL 542 English Grammar

**Total Hours**

12

**Master of Arts - Applied Linguistics**

Alla Zareva, Graduate Program Director

The Master of Arts in Applied Linguistics prepares students to pursue advanced graduate study or to teach in colleges, adult education programs, businesses, private schools, or institutions in the U.S. or abroad. The program’s two concentrations are Teaching English to Speakers of Other Languages (TESOL) and Sociolinguistics. Students in the program may also earn a certificate in TESOL and/or use appropriate courses in the program as requirements toward obtaining the Commonwealth of Virginia Endorsement for English as a Second Language.

**Admission Information**

In addition to general University admission requirements, applicants must have a grade point average of 3.0 or better, and must have taken at least 9 hours of upper-level English, linguistics, or foreign language courses. The Graduate Record Examination (GRE), General Test, is optional. Applicants must also submit a sample of scholarly writing, statement of purpose, and two letters of recommendation. International students must submit scores from the TOEFL IBT, (88 for regular admission and 80 for provisional admission), from the TOEFL PBT (570 for regular admission and 550 for provisional admission), or from IELTS Academic Module (6.5 or higher), sample of scholarly writing, statement of purpose, and three letters of recommendation, one of which evaluates proficiency in English. After 12 hours of graduate work, international students must meet the TOEFL requirement for regular admission if admitted provisionally. Applications submitted after the deadlines may be considered for review but admission is not guaranteed.

**Degree Requirements**

The M.A. in Applied Linguistics requires 33 credit hours, and the passing of an oral comprehensive examination, and the completion of a language requirement (12 credits or the equivalent in a single foreign language; international students may meet the requirement based on English proficiency as measured by the TOEFL). No more than 12 hours may be taken on the 500 level. Courses taken PASS/FAIL are not included in the 33 credit hours.

**Continuance**

Students must:

1. meet all university and program requirements;
2. maintain a 3.0 grade point average or better;
3. retake any core course in which grades below B- are earned.

**Exit**

In order to graduate from the program, students must

1. complete the required course of study for a total of at least 33 credit hours of course work. Credit hours with grades below B- and courses taken PASS/FAIL are not included in the 33 credit hour total;
2. complete the language requirement by having 12 credits or the equivalent in a single foreign language; this can be at the undergraduate level; international students may meet the requirement based on English proficiency as measured by the TOEFL;
3. submit a program portfolio;
4. pass an oral comprehensive examination;
5. fulfill all university exit requirements.
**Curriculum - TESOL Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENGL 540</td>
<td>General Linguistics</td>
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</tr>
<tr>
<td>ENGL 670</td>
<td>Methods and Materials in TESOL</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 671</td>
<td>Phonology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 672</td>
<td>Syntax</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 675</td>
<td>Practicum in TESOL</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 679</td>
<td>First and Second Language Acquisition</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three of the following:

- ENGL 542 English Grammar
- ENGL 543 Southern and African American English
- ENGL 544 History of the English Language
- ENGL 550 American English
- ENGL 577 Language, Gender and Power
- ENGL 673 Discourse Analysis
- ENGL 674 Internship in Applied Linguistics
- ENGL 676 Semantics
- ENGL 677 Language and Communication Across Cultures
- ENGL 678 Sociolinguistics
- ENGL 695 Topics
- ENGL 705 Discourse and Rhetoric Across Cultures
- ENGL 770 Research Methods in Applied Linguistics
- ENGL 763 Seminar in Discourse Analysis
- ENGL 778 Seminar in Sociolinguistics

Electives * | 6

Total Hours | 33

* Or a thesis approved by the graduate program director. In some cases, a 700-level course may be substituted for the corresponding 600-level course.

**Sociolinguistics Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 540</td>
<td>General Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 550</td>
<td>American English</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 671</td>
<td>Phonology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 672</td>
<td>Syntax</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 673</td>
<td>Discourse Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 678</td>
<td>Sociolinguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three of the following:

- ENGL 544 History of the English Language
- ENGL 542 English Grammar
- ENGL 543 Southern and African American English
- ENGL 577 Language, Gender and Power
- ENGL 670 Methods and Materials in TESOL
- ENGL 674 Internship in Applied Linguistics
- ENGL 675 Practicum in TESOL
- ENGL 676 Semantics
- ENGL 677 Language and Communication Across Cultures
- ENGL 679 First and Second Language Acquisition
- ENGL 695 Topics
- ENGL 705 Discourse and Rhetoric Across Cultures
- ENGL 770 Research Methods in Applied Linguistics
- ENGL 763 Seminar in Discourse Analysis
- ENGL 778 Seminar in Sociolinguistics

Electives * | 6

Total Hours | 33

* Or a thesis approved by the graduate program director. In some cases, a 700-level course may be substituted for the corresponding 600-level course.

**Master of Arts - Applied Linguistics, Thesis Option**

Writing a thesis may benefit those who contemplate further graduate work, as well as those who have a desire to pursue a single topic in depth. Under the guidance of a member of the graduate faculty, a student may earn six hours of credit for a completed approved thesis. Students who write a thesis will defend the thesis early in their final semester and complete their oral exam in a separate examination.

**Master of Arts - Applied Linguistics, Oral Comprehensive Examination**

At the end of the program, all students must complete an oral comprehensive examination that covers each student’s program of study and, where applicable, the thesis. Students who fail the oral comprehensive examination may take the test one more time in a different semester. Students who fail a second time will no longer be eligible to receive the Master of Arts degree in applied linguistics from Old Dominion University. One week before the oral examination, students must submit a portfolio that will include all course syllabi, major assigned papers and a reflection about the entire M.A. experience.

**Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)**

This certificate may be of interest to students who want to teach English abroad or in the private sector. It includes five courses (some of which have ENGL 540 as a prerequisite):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ENGL 670</td>
<td>Methods and Materials in TESOL</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 671</td>
<td>Phonology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 672</td>
<td>Syntax</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 675</td>
<td>Practicum in TESOL</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 677</td>
<td>Language and Communication Across Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours | 15

The certificate may be taken independently of the degree, but students must be either admitted to the graduate program or as non-degree graduate certificate seeking students. A maximum of 6 semester hours of graduate credit may be transferred into the TESOL certificate program. This certificate does not provide a Commonwealth of Virginia endorsement in ESL.

**Master of Fine Arts - Creative Writing**

John McManus, Graduate Program Director

Website: [https://www.odu.edu/englishdept/mfa-creative-writing](https://www.odu.edu/englishdept/mfa-creative-writing)

The Master of Fine Arts in creative writing is widely regarded as a terminal degree. It is designed to prepare students for careers as published writers in fiction, poetry, or creative nonfiction. A secondary goal is to emphasize not only preparation for college-level teaching (the practical vocational goal of most M.F.A. programs in creative writing), but also includes preparation of graduates for careers in literary editing and publishing, or as free-lance writers (magazines, newspapers, reviews, and features).

**Admission**

Applicants must have completed a bachelor’s degree from an accredited institution with at least a 3.0 G.P.A. Candidates must also submit writing samples in their genre (candidates should note genre on title page of submission), three letters of recommendation, academic transcripts, and a personal statement.

**Requirements**

Students in the M.F.A. program must complete 54 total credit hours (39 hours of required courses and 15 hours of approved electives). In addition,
students must also maintain a 3.00 GPA overall, satisfy a mid-program review at the end of the third semester in the program, and complete all work within three years (full-time students) or six years (part-time students). Students choose courses based upon their genre of study, and should consult the graduate program director or their advisor when selecting a schedule.

Students must take at least 12 credit hours of ENGL 650 (CREATIVE WRITING WORKSHOP), most of these in the genre area of concentration, to count toward core requirements for the degree.

<table>
<thead>
<tr>
<th>Literature (select four of the following): **</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 507 Chaucer’s Canterbury Tales</td>
<td></td>
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<tr>
<td>ENGL 516 English Renaissance Drama</td>
<td></td>
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<tr>
<td>ENGL 521 British Literature 1660-1800</td>
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<tr>
<td>ENGL 523 The Romantic Movement in Britain</td>
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<tr>
<td>ENGL 533 Victorian Literature</td>
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<tr>
<td>ENGL 538 The Twentieth-Century British Novel</td>
<td></td>
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<tr>
<td>ENGL 546 Studies in American Drama</td>
<td></td>
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<tr>
<td>ENGL 547 The American Novel to 1920</td>
<td></td>
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<tr>
<td>ENGL 548 The American Novel 1920 to Present</td>
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<tr>
<td>ENGL 559 New Literatures in English</td>
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<tr>
<td>ENGL 561 Poetry of the Early Twentieth Century</td>
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<tr>
<td>ENGL 565 African-American Literature</td>
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<tr>
<td>ENGL 566 Asian American Literature</td>
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<tr>
<td>ENGL 592 Modern World Drama</td>
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<td>ENGL 593 Contemporary World Literature</td>
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<td>ENGL 595 Topics in English</td>
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<td>ENGL 615 Shakespeare</td>
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<td>ENGL 632 18th Century British Literature</td>
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<td>ENGL 641 19th Century British Literature</td>
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<tr>
<td>ENGL 645 20th Century British Literature</td>
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<tr>
<td>ENGL 655 Topics in World Literature</td>
<td></td>
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<tr>
<td>ENGL 656 American Literature to 1810</td>
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<tr>
<td>ENGL 657 American Literature 1810-1870</td>
<td></td>
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<tr>
<td>ENGL 658 American Literature 1870-1946</td>
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<tr>
<td>ENGL 659 American Literature 1945-Present</td>
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<tr>
<td>ENGL 681 Contemporary Classics: The Thesis Reading List</td>
<td></td>
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<tr>
<td>ENGL 695 Topics (The following course is specifically recommended for MFA Creative Writing students: 695 Topics: Literature for Writers.)</td>
<td></td>
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<tr>
<td>ENGL 791 Seminar in Literary Studies</td>
<td></td>
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<tr>
<td>ENGL 694 Thesis Colloquium ***</td>
<td>3</td>
</tr>
<tr>
<td>Students must complete 3-9 Thesis Hours to complete curricular requirements in the program</td>
<td>9</td>
</tr>
<tr>
<td>ENGL 698 Thesis Research</td>
<td></td>
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<tr>
<td>ENGL 699 Thesis</td>
<td></td>
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<tr>
<td>Electives *</td>
<td>15</td>
</tr>
<tr>
<td>ENGL 683 Literary Editing and Publishing</td>
<td></td>
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</tbody>
</table>

Total Hours 54

** No more than 12 hours of courses at the 500 level may be counted toward the degree.
*** Should be taken in the last semester of the second year, or the first semester of the third year.
+ Additional Creative Writing Workshops, additional American, British, or World Literature Courses, or courses in other fields (approved in advance by GPD) that may count toward Electives.

MFA Creative Writing students may also elect to take ENGL 596 Topics: Writing Tutorial (1 credit), which offers the opportunity to work in tutorials with the program’s Visiting Writer in Residence. Three (3) of these 1-credit ENGL 596 Writing Tutorial courses are equivalent to one Elective (3 credits) in the MFA Creative Writing curriculum.

Students in their first year of the program, especially those with GTAs/GAAs/RAAs, are strongly encouraged to take as one of their Electives, ENGL 664 The Teaching of College Composition; this course is typically a requirement for any teaching assistantship assignments in the classroom.

Master of Fine Arts in Creative Writing Thesis
All candidates for the M.F.A. in creative writing must complete a thesis manuscript of publishable quality in their chosen genre (poetry, fiction, or creative nonfiction). Each student will select an advisor from the graduate faculty and work with that advisor and a committee of readers to prepare the manuscript. At the completion of the thesis, students will schedule an oral defense with the advisor and the committee, at which point the thesis will be adjudged as to its readiness for final acceptance, printing, and binding.

Doctor of Philosophy - English
Delores Phillips, Graduate Program Director
The Ph.D. in English is an innovative program that integrates writing, rhetoric, discourse, technology, literary, and textual studies. Offering opportunities for creative reinterpretation of these fields within the discipline of English, the program emphasizes research that examines texts in a variety of overlapping and sometimes competing language-based worlds. Our focus is on how the creation and reception of texts and media are affected by form, purpose, technology of composition, audience, cultural location, social practices, and communities of discourse. Students may pursue full- or part-time study through a combination of on-campus and distance learning courses. There are four concentrations: 1) Writing, Rhetoric, and Discourse Studies; 2) Literary and Cultural Studies; 3) Technology and Media Studies; and 4) Student-created concentration (must be approved by the graduate program director). This program prepares students for academic careers, as well as other careers in which reading and writing figure prominently; the program also helps students professionalize within their current careers.

Admission Information
Applications are accepted for entrance in fall semester only and must be submitted no later than February 1. Late applicants not applying for financial assistance may be considered until March 15, but only if openings remain after the first round of decisions. Applications submitted after March 15 will not be considered. Applicants residing in other countries should mail materials well in advance of those dates. All required forms and documents should be sent directly to the Office of Graduate Admissions. Applications packets are available online at the Office of Graduate Admissions website. The following should be submitted along with the appropriate applications forms: 1) a 1500-word statement of the applicant’s academic and professional goals and discussion of how the Ph.D. in English will contribute to the achievement of those goals; 2) three letters of reference from sources capable of commenting on the applicant’s readiness for advanced graduate study in English; 3) a 15-20 double-spaced-page writing sample on a topic related to the applicant’s projected plan of study; 4) a resume or curriculum vitae; 5) GRE general exam scores (taken within the last five years). The GRE score is not optional nor can another test substitute for it.
Admission standards include the following, which are required, unless otherwise stated: 1) A completed master’s degree (or its equivalent) in English or in an appropriate field (such as rhetoric, composition, English education, communications, journalism, linguistics, science, or technology) from a regionally accredited institution of higher education; 2) A minimum grade point average (GPA) of 3.5 (on a 4.0 scale) overall for the master’s degree; 3) A score in the 70th percentile or higher on the verbal and writing sections of the GRE General Exam (recommended); 4) For students whose first language is not English, a current score for the Test of English as a Foreign Language (TOEFL) of at least 600 on the paper version, 250 on the computer-based version, or 80 on the iBT version. Students without at least some significant background in an English-related field are encouraged to take master’s level coursework in English before applying.

**Degree Requirements**

The Doctor of Philosophy degree in English requires 48 credit hours (39 credit hours of course work and 9 credit hours of dissertation), completion of a research competency, and the passing of a candidacy examination and an oral defense of the dissertation. An identifiable unifying principle is required for each student’s program.

**Curriculum**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 810</td>
<td>Major Debates in English Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 840</td>
<td>Empirical Research Methods and Project Design</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 892</td>
<td>Dissertation Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Emphasis 1</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Emphasis 2</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>ENGL 899</td>
<td>Dissertation</td>
<td>9</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

* Students are allowed to take only one ENGL 897 per emphasis with a total of two different sections of English 897 for the entire course of study.

**Concentrations**

(18 credit hours)

Students will choose two nine-hour concentrations from those described below. NOTES:

1. Some courses appear in multiple concentrations, but the same course cannot be counted toward the required nine hours in multiple concentrations. (No “double-dipping” is allowed.)
2. A concentration is defined by a minimum of three courses, but students are free to select additional courses from their concentration areas as electives (see below, ELECTIVES).
3. Students who choose the “Student-Designed Concentration” as one of their two concentrations MUST follow the process for defining it specified in the description below in order for courses they take to constitute a concentration.
4. Students may count only one “Student-Designed Concentration” toward the requirement to complete two concentrations. That is, all students must select at least one of the pre-defined disciplinary concentrations, but all students may also design their own concentrations according to the process stipulated below.

**A. Literary and Cultural Studies Concentration**

The Literary and Cultural Studies concentration will teach students to apply a range of methodologies to the study of literature and other textually informed cultural practices. By the conclusion of their studies in this concentration, students will be proficient in interpreting texts and cultural practices by critically employing methodologies that include:

- Theories of Form, such as the technical protocols of scholarly editing and the physical description of manuscript and printed texts.
- Critical Theories such as New Historicism, Feminism, Queer Theory, and Poststructuralism.
- Cultural Theories such as Critical Race Theory, Mass/Popular Culture Theory, and Postcolonial Studies.

**Select Three of the Following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 801</td>
<td>Texts and Technologies</td>
</tr>
<tr>
<td>ENGL 805</td>
<td>Discourse and Rhetoric Across Cultures</td>
</tr>
<tr>
<td>ENGL 825</td>
<td>Scholarly Editing and Textual Scholarship</td>
</tr>
<tr>
<td>ENGL 830</td>
<td>The Digital Humanities</td>
</tr>
<tr>
<td>ENGL 835</td>
<td>Postcolonial Literature and Theory</td>
</tr>
<tr>
<td>ENGL 855</td>
<td>Critical Race Theory</td>
</tr>
<tr>
<td>ENGL 864</td>
<td>Theories of Literature</td>
</tr>
<tr>
<td>ENGL 890</td>
<td>Seminar in Textual Studies</td>
</tr>
<tr>
<td>ENGL 891</td>
<td>Seminar in Literary Studies</td>
</tr>
<tr>
<td>ENGL 895</td>
<td>Topics (when appropriate for emphasis)</td>
</tr>
</tbody>
</table>

**Total Hours**

9

**B. Rhetoric, Writing, and Discourse Studies Concentration**

This concentration prepares students for placement and advancement in careers centered on the history and theory of rhetoric, composition, writing program administration, workplace studies, and/or rhetorical and linguistic approaches to discourse and culture. It emphasizes how communications are composed, constructed, and produced as well as how they affect (inter) personal, social, cultural, and political situations. Possible areas of inquiry include:

- Institutional assessment procedures for writing and critical thinking.
- Writing practices and language use in a variety of educational, public, professional, and workplace settings.
- The influence of institutional, cultural, and disciplinary assumptions about language and language users upon rhetorical and linguistic choices.
- The rhetorical constraints and strategies of underrepresented groups.
- The historical development of rhetoric and composition and professional writing in terms of theory, practice, and instruction.

**Select Three of the Following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 805</td>
<td>Discourse and Rhetoric Across Cultures</td>
</tr>
<tr>
<td>ENGL 806</td>
<td>Visual Rhetoric and Document Design</td>
</tr>
<tr>
<td>ENGL 815</td>
<td>Professional Writing Theories and Practices</td>
</tr>
<tr>
<td>ENGL 816</td>
<td>International Professional Writing</td>
</tr>
<tr>
<td>ENGL 820</td>
<td>Pedagogy and Instructional Design</td>
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<tr>
<td>ENGL 821</td>
<td>Compositions as Applied Rhetoric</td>
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<tr>
<td>ENGL 824</td>
<td>Online Writing Instruction</td>
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<tr>
<td>ENGL 860</td>
<td>Classical Rhetoric and Theory Building</td>
</tr>
<tr>
<td>ENGL 863</td>
<td>Seminar in Discourse Analysis</td>
</tr>
<tr>
<td>ENGL 865</td>
<td>Modern Rhetoric and Theory Building</td>
</tr>
<tr>
<td>ENGL 875</td>
<td>Seminar in English Studies - Pedagogy and Curriculum Design</td>
</tr>
<tr>
<td>ENGL 878</td>
<td>Seminar in Sociolinguistics</td>
</tr>
<tr>
<td>ENGL 883</td>
<td>Seminar in Professional Writing</td>
</tr>
<tr>
<td>ENGL 893</td>
<td>Seminar in Rhetoric</td>
</tr>
<tr>
<td>ENGL 895</td>
<td>Topics (when appropriate for emphasis)</td>
</tr>
</tbody>
</table>

**Total Hours**

9

**C. Technology and Media Studies Concentration**

The study of technology as a political, cultural, economic, systematic, and aesthetic force is a crucial area of analysis in contemporary scholarship. This concentration prepares students for interdisciplinary work with a focus...
on domains of technological complexity with foundations in the materiality of rhetorical work. A major tenet of this concentration is that in addition to studying issues of technology, society, communication, and media design, we also develop practical solutions for the situations we confront. This concentration prepares students for both academic and industry positions where they can use their skills as researchers and strategists. Possible areas of research and application include:

- Ethical, social, and political dimensions of information, technology, and networked communication
- Copyright and intellectual property, including the legal implications of technological regulation and change
- Privacy issues in information technologies and media
- Implications of digital methods in the humanities
- Design and development of digital humanities tools
- Technologically mediated communication such as experience design, usability studies, and information architecture
- Visual and participatory cultures

Select Three of the Following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 801</td>
<td>Texts and Technologies</td>
</tr>
<tr>
<td>ENGL 806</td>
<td>Visual Rhetoric and Document Design</td>
</tr>
<tr>
<td>ENGL 824</td>
<td>Online Writing Instruction</td>
</tr>
<tr>
<td>ENGL 830</td>
<td>The Digital Humanities</td>
</tr>
<tr>
<td>ENGL 866</td>
<td>New Media Theory and Practice I</td>
</tr>
<tr>
<td>ENGL 871</td>
<td>New Media Theory and Practice II</td>
</tr>
<tr>
<td>ENGL 894</td>
<td>Seminar in New Media</td>
</tr>
<tr>
<td>ENGL 895</td>
<td>Topics (when appropriate to emphasis)</td>
</tr>
</tbody>
</table>

Total Hours 9

D. Student Designed Concentration

A student-designed concentration is a coherent cluster of at least three courses that are not included in the other concentration chosen by the student. The courses selected must define a cross-curricular focus that is clearly different from the foci of the pre-defined disciplinary concentrations listed above and may include classes from other units in the College or across the University. Students should construct concentrations under the guidance of an advisor, with advice from other mentors as needed. Students must submit a proposal for the concentration that includes a title, a description of the focus, and a tentative or exemplary selection of at least three courses. Both the advisor and the GPD must approve the proposal and place a signed approval letter in the student’s advising file. Because course offerings may change, a final description of the concentration (including a title, a description of the focus, and a justification of how courses taken support the focus) must be approved by the student’s advisor (in a signed letter) and submitted with the letter to the GPD before the student enrolls in ENGL 892 Dissertation Seminar.

Electives

(12 credit hours)

The remaining four courses are electives, which may include additional courses in the student’s chosen concentrations, course in other concentrations, or other 800-level courses from other programs. Students are encouraged to select electives that contribute to defining a coherent area of specialization or subfield. Note: Students and advisors should select a pedagogy course when students’ previous work experience or course work does not prepare them for instructional activities related to their field.

Dissertation Seminar

(3 credit hours)

Taken in the semester of the student’s candidacy examination, this course supports students in preparing their dissertation prospectus. It sets up writing groups for cohorts of students entering the dissertation stage of their graduate studies.

Dissertation Credits

(minimum of 9 credit hours)

A dissertation is required of all Ph.D. students. A dissertation prospectus will be submitted after the student’s successful completion of the candidacy exam. If the student’s proposed dissertation committee approves the prospectus, the student will proceed to research and write the dissertation. An oral defense of the dissertation will be scheduled after a draft of the completed dissertation is approved by the student’s dissertation committee.

Research Competency

Because the Ph.D. is a research degree, all students are expected to present evidence of mastery of a basic research competency over and above the usual course work. Students select one of the following three options to meet this requirement:

Foreign Language

To enter candidacy for the doctoral degree, students may present evidence of mastery of a foreign language equivalent to second-year undergraduate facility. This can be done by transcript, by demonstration of native language proficiency (for those who speak English as a second language), by taking coursework at Old Dominion or elsewhere equivalent to second-year language facility (at Old Dominion University, through language courses numbered 202), by passing a standardized test at the appropriate level, or by passing an examination administered by the Department of Foreign Languages geared to second-year language mastery. A grade of B or above in both semesters of second-year instruction will demonstrate competency in that language. Evidence of completion of the foreign language requirement should be presented to the GPD as soon as possible in the student’s career and certainly before enrolling in the Dissertation Seminar.

New Media Application

Students may choose the option of presenting evidence of mastery of computer and new media applications beyond the usual knowledge of word processing, spread sheets, projection applications (e.g., PowerPoint), portable document format (pdf), and similar, common applications and software. This would include programming languages such as

- InterDev
- PERL
- JavaScript
- C#
- PHP
- CSS/XML
- Ruby

In lieu of standardized examinations to test such knowledge, students choosing this option must submit a multimodal, new-media project in which demonstration of one of the allowed programming languages is paramount. The project should include:

- a project proposal for approval,
- a project log,
- 3 versions (revisions) of a portfolio of self-produced material,
- a statement of which applications or programs one is presenting and level of expertise,
- and, if needed, a demonstration of facility before members of the Ph.D. Advisory Council, which shall have final say on whether the option has been satisfied.

Projects should be multimodal and interactive. As with seeking credit in a foreign language, students should submit evidence of completion of the requirement to the GPD as soon as possible in their careers and certainly before enrolling in the Dissertation Seminar.

Statistics
Students whose research requires advanced knowledge of quantitative research design and statistics may show mastery of statistical methods through the following:

- Successful completion of one graduate-level course in statistics with a grade of B or higher (courses completed as part of the student’s master’s degree may count for this requirement). Courses offered at ODU that may fulfill this requirement include:
  - STAT 613
  - FOUN 722
  - OR
  - Successful completion of two undergraduate-level courses in quantitative research design and statistics with a grade of B or higher in both courses.
  - AND
  - Providing evidence to the GPD that they designed and completed a project using statistical methods (e.g., a course project, conference paper, or journal article).

**Candidacy Exams**

After students have completed all course requirements and research requirements, they must pass a written examination related to their chosen field. Exams are designed in consultation with an examination committee approved by the graduate program director of English, and they are directed toward the critical or scholarly project the student plans to pursue in the dissertation. Students who fail the written exam will not be allowed to submit their dissertation proposal or to begin work on their dissertation. The written exam may be retaken only once and no earlier than the semester following the student’s initial attempt.

**Grade Requirements**

All Ph.D. students will be graded on the traditional A, B, C, F scale (with pluses and minuses) in all courses. Pass/Fail evaluations will be used only in the case of registration for internships or for thesis or dissertation research, or when specifically approved by the director. Graduate students whose grade point averages fall below 3.00 (B) will be placed on a probationary status. After two consecutive semesters below this average or the accumulation of two grades of “C” or below, the graduate program director and the Ph.D. advisory committee may dismiss the student from the doctoral program.

**Time Limit and Continuance**

Students will be required to complete and successfully defend a dissertation prospectus two years after the student passes the Dissertation Seminar, English 892. Students who take/pass the candidacy exam the spring after English 892 will have two years from the last day of the exam. Students, however, can appeal for an extension by completing the department form. For this form to be approved, students will need to submit 1) a letter to the English PhD Advisory Council that explains the reasons for needing an extension, the length of the extension, and what the student will do during this time to complete and successfully defend the prospectus and 2) a letter from the dissertation director supporting or dismissing the appeal. The English PhD Advisory Council will consider the student’s appeal and make a decision. If the English PhD Advisory Council does not accept the appeal, the student may be dismissed from the program; this decision is final. If the appeal is approved, the student will need to re-validate courses that had been taken eight years prior; this should be reflected in the student’s proposed plan. If the student does not complete the work according to the approved plan, the student may be dismissed from the program.

**Transfer Credit**

Twelve graduate hours not used to fulfill the requirements of a degree at other institutions or at Old Dominion University may be applied toward the fulfillment of degree requirements. Transfer credit is accepted as degree credit at the discretion of the graduate program director.

**Financial Aid**

Full-time students are eligible to apply for university fellowships and teaching and research assistantships, which are awarded on a competitive basis.

**Additional Information**

Additional information is available on the English Department website.

**Department of History**

**Web Site:** http://www.odu.edu/historydept

8000 Batten Arts and Letters Building
757-683-3949
Austin Jersild, Chair

**Master of Arts - History**

Maura Hametz, Graduate Program Director

The Department of History offers courses of study leading to the Master of Arts with a major in history.

**Admissions**

Applicants must meet all University requirements and regulations for admission. Applications must include a short essay of 500 words or less addressing academic interests and goals and two letters of recommendation attesting to academic achievement and potential. The Graduate Record Examination (GRE) General Test is required for all applicants.

An undergraduate major or minor in history is desirable but is not required for admission. Generally, 24 semester credit hours in history and closely related cognates are required for regular admission. Applicants with 18 semester credit hours may be considered for admission on a provisional basis. These credit hours should include survey and upper-level courses. The graduate program director may prescribe certain undergraduate courses to be completed before recommending admission to the program. Under certain circumstances, students can be admitted to graduate courses while simultaneously completing an undergraduate prerequisite.

The requirement for admission to full standing (regular status) is 24 semester credit hours with a grade point average (GPA) of at least 3.00 in history and a general GPA of 3.00. Provisional admission requires a minimum of 18 credits (as described above) with a GPA of 3.00 in history and a GPA of 2.70. Students with averages below these minimums can attempt to improve their standing in undergraduate courses approved by the graduate program director. However, they cannot be admitted to graduate courses until they have achieved acceptable averages in history. Applicants who are denied admission to the M.A. program in history are not permitted to enroll in history graduate courses as non-degree students.

Prospective applicants with questions about their admission credentials and preparedness should contact the graduate program director in the Department of History. Those certain of their qualifications should apply through the Office of Admissions.

Admissions forms should reach Old Dominion University well in advance of the intended term of entry, but no later than November 1 for

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spring admission and April 1 for summer or fall. All required forms and documents must be sent directly to the Admissions Office, which creates a central file for each applicant. Those seeking a graduate assistantship should file the Application for Institutional Graduate Financial Assistance (available from the Office of Graduate Admissions) and send a letter of application for fellowship consideration to the graduate program director.

Graduate Financial Aid

Old Dominion University offers financial assistance to qualified graduate students. Types of aid include research and teaching assistantships, fellowships, grants, scholarships, and part-time employment. Nearly all forms of aid require that the student be engaged in full-time graduate study or nine semester credit hours.

Fellowships, assistantships, tuition grants, and small research grants may be available. Departmental funds may affect fellowship and assistantship amounts. The establishment of student need and academic promise also affect some grant amounts. The application deadline is February 15. International students must pass the SPEAK test (or an equivalent) of spoken English to become eligible for teaching assistantships.

Degree Requirements

Two courses of study are available. One is a 30-credit program capped by written comprehensive examinations in two general fields and an oral examination. The other is a 30-credit program, comprising 24 hours of course work, a thesis for which students earn six credits (HIST 698-HIST 699) on a pass/fail basis, and an oral examination. Either alternative leads to an M.A. in history.

All candidates for the M.A. in history must meet the general graduate degree requirements established for the University. In addition, all students must complete HIST 600 during their first year in the program. No more than nine of the required 30 hours may be earned in 500-level courses. Students are permitted a maximum of six credits in other departments offering graduate courses if the work is germane to their historical studies; prior approval of the graduate program director is required. Students who have received two grades of C+ or below will be indefinitely suspended from the program. Those students whose grade point average falls below 3.00 will be subject to the University’s probation/suspension policy.

Curriculum

Examination Option

Students pursuing the examination option must take course work as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 600</td>
<td>Historical Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American History</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Non-American History</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Other Electives</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>HIST 675</td>
<td>M.A. Exam Preparation and Research</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
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<td>30</td>
</tr>
</tbody>
</table>

* Elective courses can be at the 500, 600, or 700 level.

Students choose two fields of concentration for the Examination Option, which will conform to the expertise of two of the three committee members who constitute the student’s exam committee. The fields can be tailored to the following geographic areas: North America, Europe, Russia, Latin America, Asia, or Africa.

Students pursuing the examination option must complete HIST 675 during their last year in the program. Written comprehensive field examinations may be taken in conjunction with HIST 675. The two field exams are taken during a department designated time each Fall and Spring semester. Within a two-week period following the successful completion of written exams, the student will take a two-hour oral examination. Exams are individualized by the student’s examining committee but competence in the entire field is essential. Examinations are completed no later than 30 days before the end of a semester, and thus are normally scheduled in March and November. A field exam is judged in its entirety and is rated Pass or Fail by the examining committee; the same is true of the oral examination. Students who fail an exam can be re-examined in the next scheduled round of exams. Only one re-examination is permitted.

Thesis Option

Students pursuing the thesis option must take course work as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 600</td>
<td>Historical Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American History</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Non-American History</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Other Electives</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>HIST 698</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>HIST 699</td>
<td>Thesis</td>
<td>3-9</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>30-36</td>
</tr>
</tbody>
</table>

* Elective courses can be at the 500, 600, or 700 level.

The thesis option will be recommended for those students who have maintained a high GPA and have the support of a faculty director. A review of the thesis prospectus is required before the completion of 18 hours of course work. The master’s thesis is written under the direction of a thesis advisor selected by the candidate in consultation with the graduate program director. The thesis is reviewed and the candidate examined by a faculty committee chaired by the thesis advisor. The thesis defense—normally a two-hour oral examination—focuses on the thesis, the historical context, and related aspects of the student’s concentration. Final approval of the thesis is the responsibility of the thesis advisor, the graduate program director, and ultimately of the dean of the College of Arts and Letters, who certify the candidate for graduation.

Graduate Certificate in Maritime History

The Department of History offers a Graduate Certificate in Maritime History. The certificate program is open to current MA candidates or students already possessing an MA in History. Current MA candidates should apply to the graduate program director for permission to pursue the course of study for the certificate. Students already possessing an MA in History should contact the graduate program director in the Department of History to be advised on admissions and applications procedures.

The Graduate Certificate in Maritime History offers perspectives of the history of maritime developments throughout the centuries. Topics covered include oceanic and naval history, history of the use of marine resources, maritime environmental history, and other topics like the history of maritime trade and technology and the trans-Atlantic slave trade. The Graduate Certificate in Maritime History is designed for those who want to supplement their studies with a maritime focus. It offers students an introduction to maritime history and its global dynamic.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 647</td>
<td>Studies in Maritime History *</td>
<td>3</td>
</tr>
<tr>
<td>HIST 696</td>
<td>Tutorial in Maritime History **</td>
<td>3</td>
</tr>
<tr>
<td>Electives ***</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

* Ideally taken in the first semester of enrollment.

** Ideally taken as the final course to complete the certificate.

*** Elective courses can be at the 600-level with a focus on maritime history as approved by the graduate program director.

For current MA candidates, the certificate will be awarded at the time of graduation on certification of the completion of requirements by the graduate program director in accordance with the policies of the University Registrar. For those already holding the MA in History, who are completing the certificate beyond the degree, the certificate will be awarded on completion of the 12 hours of required coursework as certified by the graduate program director in accordance with the policies and procedures of the University Registrar.

Registrar.
Students pursuing the Graduate Certificate are subject to all GPA and other requirements and policies of the department, college and university applicable to students pursuing a degree in the MA in History program.

**Institute of Humanities**

Avi Santo, Graduate Program Director
3041 Batten Arts and Letters
757-683-3821
www.ai.odu.edu/hum/

**Master of Arts - Humanities**

The Institute for the Humanities at Old Dominion University offers a Master of Arts in Humanities in the College of Arts and Letters. The program, which promotes interdisciplinary studies with an emphasis on critical theory and cultural studies, allows students to pursue individualized programs of study that incorporate classes from across departments within the college. There are seven concentration areas that students can choose from: Cultural and Human Geography, Cultural Studies and Critical Theory, Gender and Sexuality Studies, Interdisciplinary Studies, Media and Popular Culture Studies, Philosophy and Religious Studies, and Visual Studies. Students in the program are also encouraged to develop their curricular and extra-curricular activities around one of two thematic anchors: the digital humanities and/or humanities in the Hampton Roads. Each student works closely with the program director to create an appropriate program of study.

**Admission**

The Humanities master's program is open to all qualified holders of a B.A. or B.S. and is designed for full-time or part time students, students who have recently completed their bachelor’s degree, as well as nontraditional or adult students. Although admission is selective, the Humanities program recognizes that each individual has unique qualifications that should be taken into consideration.

In addition to meeting general University requirements, an applicant must:

- Possess an overall undergraduate grade point average of 3.25
- Have earned at least 24 credit hours in liberal arts disciplines
- Submit an academic writing sample reflecting their ability to do research and use language effectively.
- Submit two recommendation letters
- An essay of 500 words must be submitted with the application material.
  The essay should:
  a. Propose a general program of study
  b. Discuss personal, intellectual, and professional goals
  c. Explain the relationship of those goals to the intended program of study

All application inquiries should be made to the Office of Admissions.

**Requirements**

Once students gain admission to the program, they may pursue the 36-hour thesis option or the non-thesis option. All students must take HUM 601, HUM 602, HUM 603, HUM 604, and HUM 692. Thesis students enroll in HUM 698 or HUM 699; non-Thesis students enroll in HUM 693. Students may only take 12 hours at the 500 level. Students are required to complete their graduate work within a 6-year period.

**Curriculum**

All students must take the following five required courses. These courses provide an introduction to humanities research, critical theory (HUM 601 and methods (HUM 602), ongoing debates about the future of the humanities in a digital era (HUM 604), introduce students to interdisciplinary research and teaching (HUM 603), and serve as a foundation for each student’s individualized program of study. HUM 692 prepares students for their final project.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 601</td>
<td>Introduction to the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>HUM 602</td>
<td>Theory and Methods in Humanities</td>
<td>3</td>
</tr>
<tr>
<td>HUM 603</td>
<td>Preparing Humanities Teachers &amp; Scholars Pro-seminar</td>
<td>3</td>
</tr>
<tr>
<td>HUM 604</td>
<td>Debates in the Digital Humanities</td>
<td>3</td>
</tr>
<tr>
<td>HUM 692</td>
<td>Humanities Thesis and Non-Thesis Preparation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 15

**Thesis Option**

Students pursuing the thesis option must take HUM 698-HUM 699 (thesis, six hours). The thesis is to be based on original scholarly research and should reflect the interdisciplinary nature of the humanities degree. Each student will choose a faculty advisor who will chair a thesis committee appointed by the director of the Humanities Institute. The thesis committee will direct and evaluate the student’s work and consists of faculty members from at least two different Arts and Letters disciplines. Upon completion of the thesis, the committee will conduct an oral examination and student defense of the thesis. A formal written statement explaining and justifying the project must be submitted by the student before the oral examination.

**Non-Thesis Option**

Students selecting the non-thesis option must enroll in HUM 693. Students have the option of creating a theoretically informed final project instead of a traditional thesis. Individual projects must be approved by the program director, but can include creative works, art installations, film and video, interactive and born-digital works, as well as other forms of community engagement.

**M.A. Concentrations**

The Master of Arts in Humanities is interdisciplinary in focus. Choosing from more than 70 graduate-level courses offered through various departments of the College of Arts and Letters each semester, students may design a program in order to meet their own intellectual and professional objectives, or they may select a pre-approved concentration with a more structured program of study. Students will work closely with the program director to design a coherent program of study that encourages critical thinking, individual vision and dynamic scholarship. Together, the student and program director design a curriculum that is comprised of courses from across the disciplines and fields in the College of Arts and Letters. These include art history, linguistics, literature, foreign languages and cultures, history, international studies, music, philosophy, political studies, geography, sociology, anthropology, communication, film studies, and women’s/gender studies. Alternately, students may choose to concentrate in a particular area of study focused on: Cultural and Human Geography, Cultural Studies and Critical Theory, Gender and Sexuality Studies, Interdisciplinary Studies, Media and Popular Culture Studies, Philosophy and Religious Studies, and Visual Studies. By taking 18 graduate credits in on concentration area, including a Proseminar class, students can qualify for a teaching certificate in that concentration.

**Visual Studies Concentration**

The Master of Arts in Humanities – Visual Studies Concentration emphasizes interdisciplinary studies, and allows students to pursue individualized programs of study. In addition to the core courses in the Humanities and one core course in Art (Visual Arts Across Media and Time), a curriculum comprised of studies in Art Education, Art History, Studio Art can be combined with courses in other disciplines housed in the College of Arts and Letters. These include Communication, English, Philosophy, History, Foreign Languages, Music and Performing Arts, Women’s Studies, Sociology, Geography, Political Science, and International Studies. The degree requires 36-hours in Thesis and Non-Thesis (Project) options. Those who intend to pursue teaching positions at the Community College or 4-year College/University level must complete at least 18 hours in the intended discipline.

Old Dominion University 80
Admission Requirements

Studio Art
For those intending to pursue studies in studio art, the submission of a portfolio of five examples of the applicant’s work in the area of intended concentration (Fine Arts, Prints, Graphic Design) is required.

Art History
For those intending to pursue studies in art history, the submission of a writing sample is required. The writing sample should demonstrate your ability to research and write a scholarly paper on a topic in Art History. The paper should be no more than ten pages in length and must be fully referenced according to a professional, scholarly style manual.

Graduate Certificate in Health & the Humanities
The graduate certificate in Health & the Humanities helps students cultivate inter-professional tools that are essential to engaging diverse populations about health and wellness. These tools include interpersonal and mediated health communication strategies, bioethics and decision-making, social and cultural considerations when working with patients, addressing the impact of environmental and socio-economic factors on health and wellness, and integrating arts-based wellness programs into treatment strategies. Students earning the 13-credit certificate will obtain skills that equip them to engage diverse constituencies through multiple modalities about health and wellness concerns. Coursework is primarily project-based allowing students to apply course content while actively working with existing health and wellness organizations. The certificate culminates in a capstone project wherein students will develop a proposal for a health/wellness-based program and present their proposal to stakeholders in Hampton Roads for critique, feedback and possible implementation. The certificate is open to any graduate student enrolled in any graduate program at ODU. Non-degree seeking individuals can also earn it as a standalone certificate.

Graduate Certificate in Social Justice & Entrepreneurship
The graduate certificate in Social Justice & Entrepreneurship focuses on helping students cultivate tools that are essential to launching and sustaining successful for-profit, non-profit, and community-based arts programs and initiatives that place art at the forefront of social innovation. These tools include creating sustainable business plans, grant writing, fundraising, social media marketing, cultivating and engaging stakeholders, arts administration, and social entrepreneurial and design thinking skills. These skills are paired with critical tools drawn from studying the history, political, economic and cultural value of arts-based innovations. The certificate is intended for individuals interested in studio and/or the performing arts, including painting, sculpture, metalwork, graphic design, cartooning, illustration, letterpress, music, dance, theatre, film and video. Students earning the 13-credit certificate will obtain skills that equip them to start and/or sustain their own arts-based enterprises. Coursework is primarily project-based allowing students to apply course content while actively working with existing arts organizations and on art-based campaigns and initiatives. The certificate culminates in a capstone project wherein students will develop a proposal for an arts-based program and present their proposal to stakeholders in Hampton Roads for critique, feedback and possible implementation. The certificate is open to any graduate student enrolled in any graduate program at ODU. Non-degree seeking individuals can also earn it as a standalone certificate.

Graduate Certificate in Women’s Studies
A Women’s Studies Certificate is available to graduate students through the Institute of Humanities (in association with the women’s studies program) upon completion of the following 15-hour program of course work:

Courses approved for the women’s studies curriculum and drawn from various disciplines (such as English, history, political science and geography, foreign languages, art history, women’s studies, etc.). No more than six of these credits may be taken in any one field. At least one of the courses chosen must be on the 600 level.

Courses chosen must be on the 600 level. Students may only choose six credits in any one field. At least one of the courses chosen must be on the 600 level.

Graduate Certificate in Art History
Admission Requirements

For those intending to pursue studies in art history, the submission of a writing sample is required. The writing sample should demonstrate your ability to research and write a scholarly paper on a topic in Art History. The paper should be no more than ten pages in length and must be fully referenced according to a professional, scholarly style manual.

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 510</td>
<td>Social Justice Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PADM 713</td>
<td>Fundraising for Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>COMM 591</td>
<td>Communication and Activism</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 576</td>
<td>Social Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>HUM 590</td>
<td>Capstone Project</td>
<td>1</td>
</tr>
<tr>
<td>Total Hours</td>
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</table>

Graduate Certificate in Art History
Admission Requirements

For those intending to pursue studies in art history, the submission of a writing sample is required. The writing sample should demonstrate your ability to research and write a scholarly paper on a topic in Art History. The paper should be no more than ten pages in length and must be fully referenced according to a professional, scholarly style manual.

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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 511</td>
<td>Health and Humanities Pro-seminar</td>
<td>3</td>
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<tr>
<td>HUM 590</td>
<td>Capstone Project</td>
<td>1</td>
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<tr>
<td>COMM 589</td>
<td>Health and Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

Graduate Certificate in Studio Art
Admission Requirements

For those intending to pursue studies in studio art, the submission of a portfolio of five examples of the applicant’s work in the area of intended concentration (Fine Arts, Prints, Graphic Design) is required.

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTS 572</td>
<td>Art Therapy</td>
<td>3</td>
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<tr>
<td>ARTH 550</td>
<td>Public Art</td>
<td>3</td>
</tr>
<tr>
<td>THEA 561</td>
<td>Arts Administration</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 577</td>
<td>Design Thinking</td>
<td>3</td>
</tr>
<tr>
<td>HUM 590</td>
<td>Capstone Project</td>
<td>1</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

Graduate Certificate in Arts & Entrepreneurship
Admission Requirements

For those intending to pursue studies in arts & entrepreneurship, the submission of a writing sample is required. The writing sample should demonstrate your ability to research and write a scholarly paper on a topic in Arts & Entrepreneurship. The paper should be no more than ten pages in length and must be fully referenced according to a professional, scholarly style manual.

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>GEOG 560</td>
<td>Medical Geography</td>
<td>3</td>
</tr>
<tr>
<td>HUM 511</td>
<td>Health and Humanities Pro-seminar</td>
<td>3</td>
</tr>
<tr>
<td>COMM 589</td>
<td>Health and Interpersonal Communication</td>
<td>3</td>
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<tr>
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<td>1</td>
</tr>
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<td>Total Hours</td>
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</table>

Graduate Certificate in Social Justice & Entrepreneurship
The graduate certificate in Social Justice & Entrepreneurship focuses on helping students cultivate tools that are essential to launching and sustaining successful for-profit, non-profit, and community-based arts programs and initiatives. These tools include creating sustainable business plans, grant writing, fundraising, social media marketing, cultivating and engaging stakeholders, arts administration, and social entrepreneurial and design thinking skills. These skills are paired with critical tools drawn from studying the history, political, economic and cultural value of arts-based innovations. The certificate is intended for individuals interested in studio and/or the performing arts, including painting, sculpture, metalwork, graphic design, cartooning, illustration, letterpress, music, dance, theatre, film and video. Students earning the 13-credit certificate will obtain skills that equip them to start and/or sustain their own arts-based enterprises. Coursework is primarily project-based allowing students to apply course content while actively working with existing arts organizations and on art-based campaigns and initiatives. The certificate culminates in a capstone project wherein students will develop a proposal for an arts-based program and present their proposal to stakeholders in Hampton Roads for critique, feedback and possible implementation. The certificate is open to any graduate student enrolled in any graduate program at ODU. Non-degree seeking individuals can also earn it as a standalone certificate.

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<td></td>
<td>13</td>
</tr>
</tbody>
</table>

Graduate Certificate in Women’s Studies
A Women’s Studies Certificate is available to graduate students through the Institute of Humanities (in association with the women’s studies program) upon completion of the following 15-hour program of course work:

Courses approved for the women’s studies curriculum and drawn from various disciplines (such as English, history, political science and geography, foreign languages, art history, women’s studies, etc.). No more than six of these credits may be taken in any one field. At least one of the courses chosen must be on the 600 level.

Only students who hold a B.A. or B.S. degree with an overall GPA of 2.80 may apply for the graduate women’s studies certificate. Students must maintain a 3.00 grade point average in the 15 graduate credits needed for the certificate. The women’s studies certificate may be undertaken independently or in combination with a graduate degree in humanities (or in combination with another graduate degree). Students wishing to pursue the certificate through the Institute of Humanities must gain admission to the humanities graduate program before the completion of nine graduate hours and must satisfy all of the admission requirements for the program including the GRE.
The director of the women’s studies program or a designee will serve as advisor for students who gain admission to the humanities program only for the purpose of pursuing the graduate women’s studies certificate. Students pursuing the certificate in combination with a graduate degree in the humanities will have their progress monitored by both a women’s studies advisor and the director of the Institute of Humanities.

Focalization Areas

The Institute is currently developing strength areas in the digital humanities and humanities in the Hampton Roads, around which we hope to generate grant funded collaborations and graduate student resources. These areas are also intended to serve as thematic anchors that students carry with them across their individualized and interdisciplinary course of study, proving grounded opportunities for students to develop coherent programs of study within the Institute’s flexible curriculum. These areas of focalization also provide opportunity for students taking varied courses to form community.

International Studies

7045 Batten Arts and Letters
757-683-5700

Regina Karp, Graduate Program Director

Old Dominion University offers M.A. and Ph.D. degrees in international studies through the Graduate Program in International Studies (GPIS).

GPIS is an interdisciplinary unit, offering advanced research and graduate training in global problems and transnational issues. Fields of concentration include: U.S. foreign policy and international relations, conflict and cooperation, international political economy and development, interdependence and transnationalism, and comparative and regional studies, modeling and simulation, and cultural studies.

Master of Arts - International Studies

Admission Requirements

1. All candidates for admission into the M.A. must submit Graduate Record Examination (GRE) scores;
2. Official transcripts of all undergraduate or prior graduate course work submitted directly by all universities attended;
3. Two letters of recommendation addressing the candidate’s capacity to undertake graduate work in international/global issues;
4. An essay of not more than 500 words describing interest in and capacity for advanced training in global/transnational issues; and
5. One example of writing or research (a paper submitted to a seminar, a publication or report, or another comparable example).

Any prior graduate course work taken at Old Dominion University (e.g., in nondegree status) or at another institution can be counted toward the M.A. degree only in accordance with the provisions governing transfer of credit and the director’s approval.

Admission Standards

1. All applicants to the M.A. program must hold a baccalaureate degree or equivalent.
2. Candidates for the M.A. must attain a 3.00 cumulative GPA in all undergraduate courses. A GRE score of 146 Quantitative, and 156 Verbal is normally expected. (1100 Old Score). 
3. Individuals whose native language is not English must submit a score of 230 on the computer-based TOEFL (the equivalent of 570 in the older, paper-based score scale) or 80 on the TOEFL iBT.

Application Deadline, M.A.

Applications for fall semester admission to the M.A. program and for financial assistance must be submitted to the Office of Graduate Admissions no later than February 15. Applications for spring semester admission to the M.A. program (only) are accepted on a limited basis and must be submitted to the Office of Graduate Admissions by October 15. Applicants interested in beginning as ‘non-degree seeking’ students must first obtain approval from the Director.

Degree Requirements

Credits for the M.A.

The M.A. requires 33 credits, of which at least 27 must be at the 600 level or above. The required course work for all M.A. students includes the basic methodology course (IS 600), but does not include any courses needed for demonstrating foreign language competency. M.A. candidates writing theses will incorporate into their 33-credit program six credits of directed research on the thesis. Students pursuing a non-thesis track will take a four and 1/2 hour comprehensive examination after the completion of their course work.

Curriculum

All GPIS Students, both M.A. and Ph.D., will NOT be allowed to take more than 9 credit hours per semester. All M.A. and Ph.D. students must take IS 600, Research Methods; IS 655, International History OR IS 606, American Foreign Policy and World Order; ECON 650, International Economics; and IS 601, International Relations Theory. Each required course must be completed with a grade of B (3.00) or above. M.A. students must fulfill the requirements of nine credit hours in one field of concentration.

Required Courses, M.A. in International Studies Course List

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 600</td>
<td>Research Methods in International Studies</td>
<td>3</td>
</tr>
<tr>
<td>IS 601</td>
<td>Seminar in International Relations Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 650</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IS 606</td>
<td>American Foreign Policy and World Order</td>
<td>3</td>
</tr>
<tr>
<td>IS 655</td>
<td>International History</td>
<td>9</td>
</tr>
<tr>
<td>Field of concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives*</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>IS 698</td>
<td>Directed Research</td>
<td></td>
</tr>
<tr>
<td>OR IS 699</td>
<td>Thesis</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 33

* If thesis option, 6 of these credits will be directed research.
Up to six credits of elective coursework may be taken at the 500 level.

Fields, Area/Region, Methodology, Language and Foreign Experience Requirements

Fields of concentration include U.S. foreign policy, conflict and cooperation, international political economy and development, interdependence and transnationalism, comparative and regional studies, modeling and simulation, and cultural studies.

Methodology Requirements

The M.A. requires one methodology course (IS 600). M.A. students are encouraged to take further methods courses as electives.

Language Requirements

M.A. students must demonstrate reading competence in one foreign language other than English. International students who have English as a second language fulfill this requirement.

Foreign language competence can be demonstrated in one of two ways:

1. Students may complete a third year of language instruction at Old Dominion University (students may choose to enter the third year through a University placement test) or other institutions. A grade of B or above in both semesters of third-year instruction will demonstrate competency in that language.
2. Students may take a language test. Exams are administered (for a fee) by the Department of Foreign Languages and Literatures. GPIS requirements concern reading comprehension competence. For more information about which skills will be tested and what standards
of competency are required, contact GPIS. If a student wishes to demonstrate competency in an uncommonly taught language, GPIS will endeavor, so far as practicable, to arrange an examination by Old Dominion University faculty and/or consultants. For more information about this method for demonstrating language competency, contact GPIS.

**Comprehensive Examinations**

In consultation with their advisors, M.A. students will select either a thesis or non-thesis option. Students selecting the non-thesis track must pass a written comprehensive examination. Thesis students must pass an oral defense of their thesis.

The M.A. comprehensive examination may not be scheduled before students have completed all core and methodology requirements, nor may the M.A. comprehensive examination be scheduled prior to the last semester in which regular course work is taken. M.A. examinations are scheduled twice a year. If M.A. students fail the written comprehensive on the first attempt, they may retake the entire written comprehensive exam only once, no earlier than one semester later.

**Theses**

M.A. students choosing the thesis option will submit a thesis prospectus to the chair of their thesis committee for approval after the completion of 18 credits or at the beginning of the third semester in the program. The thesis should be submitted to the thesis committee for its approval at least two weeks before a defense is scheduled. The committee will schedule the student’s oral defense of the thesis when the thesis appears to meet GPIS standards for master’s theses. The oral defense will concern questions of substance and methodology.

**Grade Requirements**

All M.A. students will be graded on the traditional A, B, C, F scale (with pluses and minuses) in all courses. Pass/Fail evaluations will be utilized only in the case of registration for internships or for thesis or dissertation research, or when specifically approved by the director.

Graduate students for whom grade point averages fall below 3.00 (B) will be placed on a probationary status. After two consecutive semesters below this average or the accumulation of two grades of “C” or below, the director will take under consideration, in consultation with faculty, termination of the student’s program.

**Time Limit and Residency Requirements**

The master’s degree can be completed in four full-time semesters, although many M.A. candidates continue the degree over a longer period on a part-time basis. The M.A. must be completed within a six-year period.

**Additional Information**

Please see the GPIS Handbook and website at http://www.odu.edu/gpis. For other issues concerning GPIS, please contact:

Graduate Program in International Studies (GPIS)
7045 Batten Arts and Letters Building
Old Dominion University
Norfolk, VA 23529-0086, USA
Telephone: 757-683-5700
Fax: 757-683-5701
E-mail: isgp@odu.edu

**Doctor of Philosophy - International Studies**

**Admission Requirements**

All candidates for admission into the Ph.D. must submit:

1. Graduate Record Examination (GRE) scores;
2. Official transcripts of all undergraduate or prior graduate course work submitted directly by all universities attended;
3. Three letters of recommendation (at least two of which should be from prior professors) addressing the candidate’s capacity to undertake graduate work in international/global issues;
4. An essay of not more than 500 words describing interest in and capacity for advanced training in global/transnational issues; and
5. One example of writing or research (a paper submitted to a seminar, a publication or report, or other comparable example).

Any prior graduate course work taken at Old Dominion University (e.g., in nondegree status) or at another institution can be counted toward the Ph.D. degree only in accordance with the provisions governing transfer of credit and the director’s approval.

**Admission Standards**

1. Applicants to the Ph.D. program must hold a master’s degree in a related field of study.
2. Ph.D. candidates are generally expected to attain a GRE score of 148 Quantitative and 160 Verbal (1200 Old Score) and have at least a 3.00 cumulative GPA in undergraduate and graduate courses, with a somewhat higher GPA for courses related to international, global or transnational issues.
3. Individuals whose native language is not English must submit a score of 230 on the computer-based TOEFL (the equivalent of 570 in the older, paper-based score scale) or 80 on the TOEFL iBT.
4. The Admissions Committee strongly recommends prior international experience (residence, study or work) and foreign language training for all Ph.D. applicants. Evidence of substantial international and foreign language background is highly desirable for applicants.

**Application Deadline, Ph.D.**

Applications for fall semester admission to the Ph.D. program and for financial assistance must be submitted to the Office of Graduate Admissions no later than January 15. Applicants interested in beginning as 'non-degree seeking' students must first obtain approval from the Director.

**Degree Requirements**

The Ph.D. requires 78 credits, which must include 48 hours at the post-master’s level (i.e., courses at the 800 level). These 48 hours include a minimum of 12 and a maximum of 18 dissertation credits. The 78 credits do not include any courses needed for demonstrating foreign language competency. Each student’s program of study is supervised by a faculty committee.

Upon completion of coursework, Ph.D. students must pass a written and an oral comprehensive examination, submit a dissertation prospectus, write a dissertation, and undergo an oral defense of the dissertation.

**Curriculum**

**Required Courses, Ph.D. in International Studies**

**All Ph.D. students must take:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 600</td>
<td>Research Methods in International Studies</td>
<td>3</td>
</tr>
<tr>
<td>IS 606</td>
<td>American Foreign Policy and World Order</td>
<td>3</td>
</tr>
<tr>
<td>or IS 655</td>
<td>International History</td>
<td></td>
</tr>
<tr>
<td>ECON 650</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>IS 601</td>
<td>Seminar in International Relations Theory</td>
<td>3</td>
</tr>
<tr>
<td>IS 620</td>
<td>Advanced Statistical Techniques for International Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 15

Each required course must be completed with a grade of B (3.00) or above. Ph.D. students must take 15 credit hours in one field of concentration and nine credit hours from another field, totaling 24 credit hours. They must also take 6 hours of elective coursework. Twelve to 18 credit hours of dissertation preparation credits must be taken to complete the credit hour requirement of 48 hours at the post-masters level.

**Fields, Area/Region, Methodology, Language and Foreign Experience Requirements**

Fields of concentration include U.S. foreign policy, conflict and cooperation, international political economy and development, interdependence...
and transnationalism, comparative and regional studies, modeling and simulation, and cultural studies.

Methodology Requirements
All Ph.D. students must complete a sequence of two basic methods courses beginning with IS 600. Students holding an M.A. from another institution who are entering the Ph.D. program may present transcripts showing a B (3.00) or above, plus syllabi and other documentation, from a similar introductory methods course to be exempted from IS 600.

Language Requirements
Ph.D. students must demonstrate reading competence in one foreign language other than English. International students who have English as a second language fulfill this requirement.

Foreign language competence can be demonstrated in one of two ways:
1. Students may complete a third year of language instruction at Old Dominion University (students may choose to enter the third year through a University placement test) or other institutions. A grade of B or above in both semesters of third-year instruction will demonstrate competency in that language.
2. Students may take a language test. Exams are administered (for a fee) by the Department of Foreign Languages and Literatures. GPIS requirements concern reading comprehension competence. For more information about which skills will be tested and what standards of competency are required, contact GPIS. If a student wishes to demonstrate competency in an uncommonly taught language, GPIS will endeavor, so far as practicable, to arrange an examination by Old Dominion University faculty and/or consultants. For more information about this method for demonstrating language competency, contact GPIS.

Comprehensive Examinations
All Ph.D. students must pass a written comprehensive examination. Students who pass the written comprehensive examination must then pass an oral comprehensive examination.

The Ph.D. comprehensive examination may not be scheduled before students have completed all core and methodology requirements, nor may the Ph.D. comprehensive examination be scheduled prior to the last semester in which regular course work is taken. Ph.D. students are also required to fulfill the foreign language requirement before taking the comprehensive examination. Ph.D. examinations are scheduled twice a year. Ph.D. students failing the written comprehensive on the first attempt may retake the written comprehensive exam only once, no earlier than the following semester.

Dissertations
A dissertation is required of all Ph.D. students. A dissertation prospectus will be prepared after the successful completion of the comprehensive examination. If the student’s graduate committee approves the prospectus, the student will proceed to research and write the dissertation. An oral defense of the dissertation will be scheduled after a draft is approved by the committee.

Grade Requirements
All Ph.D. students will be graded on the traditional A, B, C, F scale (with pluses and minuses) in all courses. Pass/Fail evaluations will be utilized only in the case of registration for internships or for thesis or dissertation research, or when specifically approved by the director.

Graduate students for whom grade point averages fall below 3.00 (B) will be placed on a probationary status. After two consecutive semesters below this average or the accumulation of two grades of “C” or below, the director will take under consideration, in consultation with faculty, termination of the student’s program.

Time Limit and Residency Requirements
The doctoral program must be completed within eight years of entry into Ph.D. course work.

Transfer Credit
Twelve graduate credits earned at other institutions or at Old Dominion University may be applied toward the fulfillment of degree requirements. Transfer credit, including nondegree credit earned at Old Dominion, is accepted as degree credit at the discretion of the director.

Financial Aid
Full-time students are eligible to apply for University fellowships, teaching and research assistantships, and tuition grants which are awarded on a competitive basis.

Nondegree Students
Nondegree students must obtain the approval of the director before enrolling in graduate international studies classes.

Graduate Certificates
Graduate Certificate in Women’s Studies
Students seeking to combine international studies and women’s studies may complete the 15-credit program leading to a graduate certificate in Women’s Studies, which is offered in cooperation with the Institute of Humanities and the Women’s Studies Program. Students should contact the director of women’s studies at (757) 683-3823 for information.

Graduate Certificate in Modeling & Simulation in International Studies
The Graduate Program in International Studies (GPIS) offers a certificate in modeling and simulation.

Program Requirements
Twelve credit hours are required to complete the certificate.

<table>
<thead>
<tr>
<th>Introductory Course(s):</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIM 601</td>
<td>Introduction to Modeling and Simulation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Courses (select from the following)</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMA 712/812</td>
<td>Multi-Criteria Decision Analysis and Decision Support Systems</td>
</tr>
<tr>
<td>ENMA 724/824</td>
<td>Risk Analysis</td>
</tr>
<tr>
<td>IS 762/862</td>
<td>Game Theory</td>
</tr>
<tr>
<td>IDT 755/855</td>
<td>Theory and Design of Instructional Simulation</td>
</tr>
<tr>
<td>IDT 756/856</td>
<td>Instructional Gaming: Theories and Practice</td>
</tr>
<tr>
<td>IS 765/865</td>
<td>Agent-Based Modeling and Simulation for International Studies</td>
</tr>
<tr>
<td>IS 762/862</td>
<td>Game Theory</td>
</tr>
<tr>
<td>MSIM 772/872</td>
<td>Modeling Global Events</td>
</tr>
</tbody>
</table>

Total Hours 12

*Other courses may be included from across the University's modeling and simulation programs with approval of the track coordinator.

Graduate Certificate in International Development
Careers in International Development involve working for a variety of organizations, both locally in the United States and abroad, mandated to support development efforts in lesser developed nations on topical issues such as humanitarian assistance and disaster relief, public health, poverty alleviation, debt relief, good governance, and economic development.

Prospective employers include government agencies such as the U.S. Agency for International Development (USAID); international and nongovernmental organizations such as the United Nations Development Program, United Nations Population Division, World Bank, Asian Development Bank, Inter-American Development Bank, Oxfam International and local affiliates, International Committee of the Red Cross, Physicians for Peace, and World Vision. The categories of employment...
often include skills such as program management, procurement, logistics, and monitoring and evaluation.

**Admission**

To be admitted to this program, potential students may apply online through the Office of Admissions as a non-degree, certificate/life learner student. All applicants must meet the requirements for graduate admission. Graduate degree-seeking students interested in pursuing this certificate in conjunction with a degree should consult with their graduate program director or advisor for assistance.

**Continuance**

Students must maintain a cumulative GPA of 3.0 to be in good academic standing. Students unable to maintain good academic standing will be placed on probation and may be suspended.

**Program Requirements**

Twelve credit hours are required to complete this certificate.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 713</td>
<td>Global Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>PPCM 727</td>
<td>Public Procurement and Project Management</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>IS 741</td>
<td>Globalization and Social Change in the World System</td>
<td></td>
</tr>
<tr>
<td>ECON 754</td>
<td>Economic Development</td>
<td></td>
</tr>
<tr>
<td>HLSC 776</td>
<td>Global Health</td>
<td></td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HLSC 702</td>
<td>Health Management</td>
<td></td>
</tr>
<tr>
<td>PORT/MSCM 641</td>
<td>Supply Chain Management and Logistics</td>
<td></td>
</tr>
<tr>
<td>PORT/MSCM 615</td>
<td>Maritime Security and Risk Analysis</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Additional Information**

Please see the GPIS Handbook and website at http://www.odu.edu/gpis. For other issues concerning GPIS, please contact:

Graduate Program in International Studies (GPIS)
7045 Batten Arts and Letters Building
Old Dominion University
Norfolk, VA 23529-0086, USA
Telephone: 757-683-5700
Fax: 757-683-5701
E-mail: isgpis@odu.edu

**Department of Music**

2123 Diehn Fine and Performing Arts Center
757-683-4061

Nancy K. Klein, Chair

**Master of Music Education, M.M.E.**

Douglas T. Owens, Graduate Program Director

The College of Arts and Letter offers the Master of Music Education degree with concentrations in applied performance/conducting, research, and pedagogy. The graduate degree is designed to develop advanced knowledge of broad-based principles and practices in music and music education for application in the public or private school, private studio, or higher education setting. A minimum of 34 semester hours of coursework is required to complete the degree, with the hours distributed according to the area of concentration. The degree does not provide Virginia state licensure for teaching.

**Admission**

In order to be admitted into the graduate program, each candidate must have earned a bachelor’s degree in applied music, music education, music history, or music theory and have earned an overall GPA of 3.0 with a 3.0 in the major field of study. All candidates are required to take the GRE or the MAT. Candidates seeking the concentration in applied studies are required to audition before the graduate faculty. See the Department of Music Graduate Admissions page for complete information: http://www.odu.edu/musicdept/admission/graduate.

**Degree Requirements**

The three areas of concentration for the Master of Music Education degree are:

1. Applied Concentration, requiring 34 hours of course work and full master’s recital in either performance, composition, or conducting
2. Research Concentration, requiring 34 hours of course work and a thesis or problems paper
3. Pedagogy Concentration, requiring 34 semester hours of coursework

Required credits for each concentration will include core coursework as well as coursework in the Subject Specialty and Cognate areas.

Before the completion of 12 credits, each candidate must declare a concentration of study. Those accepted into the applied option must pass an applied jury or performance presented before the graduate faculty for continuance review during each semester of study. Students in all areas of concentration must pass the graduate music theory placement test prior to or during their studies, and must pass the written comprehensive examination near the completion of their studies.

**The following courses are required for each concentration:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 603</td>
<td>Principles of Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 604</td>
<td>Foundations of Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 600</td>
<td>Introduction to Graduate Research (Taught concurrently with MUSC 630)</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 630</td>
<td>Research in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

**Additional course requirements are specific to the concentration:**

**Applied Concentration**

**Additional required courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSA 651</td>
<td>Advanced Applied Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSA 652</td>
<td>Advanced Applied Music</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following specific to area of focus:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MUSC 605</td>
<td>Literature of the Wind Ensemble</td>
<td></td>
</tr>
<tr>
<td>MUSC 606</td>
<td>Choral Music Literature</td>
<td></td>
</tr>
<tr>
<td>MUSC 609</td>
<td>Literature of the Orchestra</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MUSC 560</td>
<td>History of Jazz</td>
<td></td>
</tr>
<tr>
<td>MUSC 566</td>
<td>Modern Music</td>
<td></td>
</tr>
<tr>
<td>MUSC 591</td>
<td>Music in the Baroque Era</td>
<td></td>
</tr>
<tr>
<td>MUSC 592</td>
<td>Music in the Classical Era</td>
<td></td>
</tr>
<tr>
<td>MUSC 594</td>
<td>Music in the Romantic Era</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Research Concentration**

**Additional required courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 698</td>
<td>Thesis Research</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 699</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Pedagogy Concentration**

**Additional required courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 692</td>
<td>Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MUSC 560</td>
<td>History of Jazz</td>
<td></td>
</tr>
<tr>
<td>MUSC 566</td>
<td>Modern Music</td>
<td></td>
</tr>
</tbody>
</table>
Certificate in Geographic Information Science

Hua Liu, Graduate Certificate Program Director

The graduate certificate in geographic information science provides knowledge and tools for students and professionals pursuing careers in geographic information systems (GIS) and related spatial technologies. The certificate is an affidavit of academic proficiency in GIS and related areas such as remote sensing, global positioning systems, cartography, and spatial data analysis. This certificate is designed for graduate students and professionals employed in geographic information science fields. The certificate is available to postgraduate professionals who meet the requirements. Students with comparable professional experience may be able to show competence in selected courses through examination. For information regarding the undergraduate certificate in Geographic Information Science, please consult the undergraduate catalog.

Admission Requirements

Submission of:

- Graduate Record Examination (GRE) scores; no minimum score required—results represent one factor considered for admission;
- Official transcripts of all undergraduate and prior graduate coursework;
- Two letters of recommendation addressing the candidate's capacity to undertake graduate work in geographic information science;
- An essay of not more than 500 words describing interest in and capacity for advanced training in geographic information science; and
- One example of writing or research (a paper submitted to a seminar, a publication or report, or another comparable example).

Curriculum Requirements

Students must take 18 credit hours in the areas listed below and complete them with a cumulative GPA of 3.00 or higher and no grade below a C (2.00) for undergraduate students or B (3.00) for graduate students.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 502</td>
<td>Geographic Information Systems</td>
</tr>
<tr>
<td>GEOG 504</td>
<td>Digital Techniques for Remote Sensing</td>
</tr>
<tr>
<td>GEOG 508</td>
<td>Cartography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 519</td>
<td>Spatial Analysis of Coastal Environments</td>
</tr>
<tr>
<td>GEOG 525</td>
<td>Internet Geographic Information Systems</td>
</tr>
<tr>
<td>GEOG 532</td>
<td>Advanced GIS</td>
</tr>
<tr>
<td>GEOG 590</td>
<td>Applied Cartography/GIS</td>
</tr>
<tr>
<td>GEOG 595</td>
<td>Topics in Geography</td>
</tr>
<tr>
<td>or GEOG 596</td>
<td>Topics in Geography</td>
</tr>
<tr>
<td>GEOG 697</td>
<td>Independent Research in Geography</td>
</tr>
</tbody>
</table>

Total Hours: 18

* Advanced approval required to count toward the certificate.

Department of Sociology and Criminal Justice

6000 Batten Arts and Letters Building
757-683-3809

Mona J.E. Danner, Chair

Master of Arts - Applied Sociology

Ingrid Whitaker, Graduate Program Director

http://www.odu.edu/sociology/academics/graduate/masters

The Master of Arts degree in Applied Sociology emphasizes research skills necessary in many professions. The M.A. degree may serve as
professional training for students seeking employment in federal, state and local government agencies or in private-sector organizations. In addition, the M.A. program provides excellent training in the fundamentals of sociology for students who wish to pursue a Ph.D. in the social sciences.

The program provides students with training in theory and methods, as well as opportunities to participate in three areas of concentration:

1. General Sociology
2. Criminal Justice
3. Women’s Studies

Admission

Students must hold a bachelor’s degree with at least a 3.00 average on a 4.00 scale and have completed at least 12 hours of undergraduate work in sociology or criminal justice, including courses in theory, research methods, and statistics. The Graduate Record Examination is required for all applicants.

Those who fail to meet one or more of the above requirements may be admitted as provisional students by the graduate program committee.

Deadlines

This program admits students in the fall semester only. February 15 is the deadline for students applying for funding (Graduate Assistantship). Students who do not wish to apply for funding must apply by March 1. All students must submit original application materials directly to Old Dominion University’s Graduate Admissions Office.

Requirements

All students must complete 30 hours of course work including five required core courses (15 credit hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 610</td>
<td>Applied Social Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOC 620</td>
<td>Proseminar in Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOC 630</td>
<td>Applied Social Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 640</td>
<td>Sociological Application of Computer and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOC 650</td>
<td>Research Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 15

Each student must also complete a thesis (six credit hours), which will be supervised by a faculty committee from the department.

Any student earning less than a B in a required core course will be required to repeat that course. If the student earns less than a B in the second attempt, that student will be dismissed from the program.

Sociology Concentration

In addition to the core course requirements listed above, students choosing the sociology concentration must complete 15 credit hours of electives chosen from graduate sociology courses offered by the Department of Sociology and Criminal Justice, Old Dominion University. Selection of elective courses will be based upon individual advising.

Criminal Justice Concentration

In addition to the core course requirements listed above, students choosing the criminal justice concentration must complete CRJS 625 and 12 credit hours of electives chosen from graduate criminal justice courses offered by the Department of Sociology and Criminal Justice, Old Dominion University. Selection of elective courses will be based upon individual advising.

Women’s Studies Concentration

In addition to the requirements listed above, students choosing the women’s studies concentration must complete WMST 560 and WMST 570 and nine credit hours of electives chosen from selected graduate women’s studies courses and/or courses cross-listed with women’s studies. No more than six hours of these electives can be taken in any one discipline (sociology and criminal justice are considered two separate disciplines). Selection of elective courses will be based upon individual advising. Students will be awarded the Certificate in Women’s Studies upon completion of the Master of Arts degree.

Curriculum

Required Core Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 610</td>
<td>Applied Social Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOC 620</td>
<td>Proseminar in Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOC 630</td>
<td>Applied Social Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 640</td>
<td>Sociological Application of Computer and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOC 650</td>
<td>Research Seminar</td>
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</table>

Total Hours 15

* Prerequisite: SOC 610
** Prerequisites: SOC 610, SOC 620, SOC 630, SOC 640.

Criminal Justice Concentration:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CRJS 625</td>
<td>The Administration of Criminal Justice</td>
<td>3</td>
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<tr>
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Total Hours 15

Women’s Studies Concentration:

<table>
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<tr>
<td>WMST 560</td>
<td>Feminist Theory</td>
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<tr>
<td>WMST 570</td>
<td>Feminist Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours 15

Electives Courses:

A variety of graduate elective courses in sociology and criminal justice are offered every semester. All courses are 3 credit hours. Recent elective courses include the following:

- Social Inequalities
- Globalization, Justice and Human Rights
- Violence Against Women
- Criminological Theory and Public Policy
- Cultural Adaptations
- Drugs and Society
- Diversity and the Criminal Justice System
- American Jury
- Community Justice
- Crime in the Workplace
- Life Course Perspective on Crime and Deviance
- Criminal Justice and the Law

Doctor of Philosophy – Criminology & Criminal Justice

Scott Maggard, Graduate Program Director

http://www.odu.edu/sociology/academics/graduate/doctoral

The Ph.D. in Criminology and Criminal Justice is a sociological criminology program that highlights social inequality and public policy in the study of crime and justice issues. The program produces scholars with strong backgrounds in the substantive areas of criminology, criminal justice, theory, inequality, and policy as well as in research methods and statistics. Designed primarily for students who are interested in pursuing careers in higher education, the course offerings also provide students the education and skills needed to be employed as researchers in public and private agencies. Graduates are prepared as scholars able to conduct research, teach college and university courses in their areas of specialization, and to provide service to the discipline and community.
Regular Admission Requirements

1. A completed master’s degree (or its equivalent) in criminology, criminal justice, or in an appropriate field (e.g., administration of justice, sociology, or political science) from a regionally accredited institution of higher education – a thesis is generally expected;
2. A minimum grade point average (GPA) of 3.25 (on a 4.0 scale) overall for the master’s degree;
3. The Graduate Record Examination (GRE) is required of all applicants;
4. Successful completion of prior coursework in research methods and statistics at least equivalent to that required by the ODU B.A. in sociology/criminal justice and M.A. degree in applied sociology (research methods, statistics, computer and data analysis);
5. Three letters of reference from sources capable of commenting on the applicant’s readiness for advanced graduate study in criminology & criminal justice;
6. A writing sample of at least 20 double-spaced pages on a topic related to the applicant’s expertise or area of interest;
7. A typed statement of approximately 1,000 words summarizing the individual’s motivation for applying to the program as well as the professional contributions s/he intends to make assuming successful completion of the degree;
8. If the applicant’s native language is not English, a current score for the Test of English as a Foreign Language (TOEFL) of at least 540 and/or an interview in which the applicant’s comprehension and fluency in English can be assessed.

Provisional Admission

Provisional admission may be granted on rare occasions when an applicant’s credentials suggest aptitude for doctoral study but do not meet the criteria outlined above. Admission under this standard requires a variable amount of preliminary coursework in addition to that which is normally required for the degree. The amount and content of additional coursework required for conditional admissions is determined by the Ph.D. Committee on a case-by-case basis.

Students who have an appropriate undergraduate degree and a law degree (J.D.) but lack graduate work in the social sciences will normally be required to complete 18 hours of graduate work as follows: 12 hours in theory, research methods, social statistics, computer statistical applications, and 6 hours of substantive courses.

International Students

Graduate international students on non-immigrant visas whose native language is not English or who have not lived in the U.S. ten years must provide evidence of English language proficiency through one of the following:

1. Submission of a minimum required TOEFL score or successful completion of Old Dominion University’s Graduate Bridge Program,
2. Possession of an American Bachelor’s or Master’s degree equivalent from an accredited institution located in a country where English is the native language,
3. GRE verbal score of 480.

Non-degree seeking students must secure permission from the GPD prior to registering for doctoral classes in the program.

Application Deadlines

January 15 – Students applying for funding (Graduate Assistantship) and fall admission; there is no spring admission. All students must submit all original application materials directly to Old Dominion University’s Graduate Admissions Office. Students requesting funding (Graduate Assistantship) must submit the Application for Graduate Financial Assistance to the Program Director.

Degree Requirements

The Ph.D. in Criminology & Criminal Justice requires a minimum of 48 credit hours at the post-master’s level (i.e., courses at the 700 to 800 level) as detailed below. Students must maintain a cumulative GPA of at least 3.25. In addition, each of the core courses must be completed with a grade of B or better. The core courses may be taken a maximum of two times. Students who receive two grades of B- or below in any course, or whose grade point average falls below a 3.25 will be dismissed from the program.

Coursework

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Dissertation Credits</th>
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</thead>
<tbody>
<tr>
<td>CRIM 800 Proseminar in Criminology and Criminal Justice</td>
<td>CRIM 899 Dissertation</td>
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<td>CRIM 801 Criminology and Public Policy</td>
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<td>CRIM 802 Advanced Criminological Theory</td>
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<tr>
<td>CRIM 803 Inequality, Crime and Justice</td>
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<td>CRIM 890 Professional Development and Dissertation Seminar</td>
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Research Skills

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<tbody>
<tr>
<td>CRIM 805 Multivariate Statistics in Criminological Research</td>
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<tr>
<td>CRIM 810 Qualitative Methods in Criminology and Criminal Justice</td>
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</tr>
<tr>
<td>CRIM 815 Advanced Quantitative Techniques in Criminology &amp; Criminal Justice</td>
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</tr>
<tr>
<td>CRIM 820 Advanced Research Methods in Criminology &amp; Criminal Justice</td>
<td></td>
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</table>

Electives

Elective Hours 12

Total Hours 48

Comprehensive Examinations

The comprehensive exam assesses a student’s expertise of the literature in criminology and criminal justice (in terms of both breadth and depth) in theory, research methods and statistics, inequality and policy as applied to questions of criminological interest; and her/his ability to think broadly and critically and to present her/himself as a sophisticated intellectual thinker. Preparation for the comprehensive exam gives students the opportunity to organize their knowledge of the field as gained from coursework, their own independent readings, teachings, and research.

The written comprehensive exam is taken by students following completion of all coursework except the dissertation seminar; students may petition the Ph.D. Committee to take the exam prior to the completion of all coursework. The written exam will be in a take-home format distributed during August. Details about the structure of the exam will be announced to students by the end of the spring semester before the exam. Student names will be removed from the exams for grading. No more than three faculty members will grade each section of the exam as “pass” or “fail” and more than one negative vote from the exam committee will result in a failure of the section. Students may pass or fail the exam in whole or in part. Students need to retake only those sections that are failed. Students who fail any section of the exam may register for fall classes but must retake the failed section in accordance with the directions stipulated by the comprehensive exam committee, generally in late November/early December of that same year. Students who do not successfully pass the written comprehensive exam following the retake will be dismissed from the program; they may complete the classes they are enrolled in that semester for credit if they wish. Students may not defend a dissertation proposal until they have passed the written comprehensive exam.

Admission to Candidacy

A student is admitted to candidacy for the degree once the following criteria are satisfied:

- S/he has completed all Ph.D. coursework (excepting dissertation hours) with a GPA of at least 3.25;
• S/he has successfully passed the comprehensive examinations;
• s/he has successfully defended a dissertation prospectus.

The Dissertation

The dissertation is a scholarly work investigating a problem of significance and should constitute a meaningful contribution to the body of existing knowledge regarding matters of criminology and criminal justice policy or practice. It is the culmination of a program of advanced study leading to a doctoral degree and, as such, is expected to demonstrate a high level of scholarly competence. It must show that the candidate is capable of conceptualizing and conducting sophisticated original research, as well as analysis and reporting on an approved topic related to crime and justice by use of accepted scientific methods. Complete information about the dissertation is found on the program’s website.

Department of Women's Studies

3041 Batten Arts and Letters Building
(757) 683-3823
Jennifer Fish, Chair

Graduate Certificate in Women's Studies

Women’s Studies is a multi- and interdisciplinary field of study that examines gender in historical and contemporary contexts with an emphasis on women's lives and perspectives. The department values the complex intersections of gender, race, class, sexuality, ability, nation, and other identities. We are committed to a social justice-based approach, and seek to bridge academic and community work.

Students who want to pursue only the Graduate Certificate in Women's Studies, must hold either a B.A. or B.S. degree with an overall GPA of 2.80 OR a graduate degree.

Those admitted to a graduate program have the option of earning a Graduate Certificate in Women's Studies in conjunction with a graduate degree from another department or college. Students must satisfy all admission requirements for their chosen graduate program before enrolling in the courses required for the Graduate Certificate in Women's Studies. Please consult the Director of the Women's Studies Graduate Certificate and the relevant sections of the Catalog for additional information.

Students pursuing the Certificate in combination with another graduate degree will be advised by both a Women’s Studies faculty member and an advisor from their graduate program.

The Certificate will be awarded upon completion of the following program of courses.

Certificate Requirements

Students must maintain a 3.00 GPA in the 15 credit hours required for the Certificate.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 560</td>
<td>Feminist Theory</td>
<td>3</td>
</tr>
<tr>
<td>WMST 570</td>
<td>Feminist Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Courses **

* Additional courses must be approved for the Women's Studies curriculum. In addition to Women's Studies (WMST-listed) courses, students may draw from various disciplines (e.g., Art History, English, History, Humanities, International Studies, Philosophy, Political Science & Geography, Sociology & Criminal Justice). At least one of the courses must be at or above the 600 level. With the exception of Women's Studies courses, students may not take more than six credit hours in any single field.

Students planning to teach Women's Studies courses at the post-secondary level in Virginia must complete an additional three credit hours, for a total of 18 credit hours, in order to meet accreditation requirements.
Strome College of Business

www.odu.edu/business

2004 Constant Hall
Old Dominion University
Norfolk, VA 23529

(757) 683-3520

Jeff Tanner, Dean
Kiran Karande, Associate Dean
Constance L. Merriman, Associate Dean for Undergraduate Programs

Ph.D.
- Business Administration
- Public Administration and Policy

Master’s:
- Accounting (M.S.)
- Business Administration (M.B.A.)
- Computer Science (M.S.)
- Economics (M.A.)
- Maritime Trade and Supply Chain Management (M.S.)
- Public Administration (M.P.A.)

Certificates:
- Business Analytics and Big Data
- Maritime, Ports and Logistics Management (Also available online)
- Modeling and Simulation - Business and Public Administration
- Public Administration and Policy
- Public Procurement and Contract Management (Also available online)

Overview
Old Dominion University’s Strome College of Business has as its principal objective the preparation of liberally educated specialists who will enter the challenging world of business or public administration. All programs in the college are designed to promote the following: professional competence; facility in the communication arts; analytical skills; leadership abilities; an understanding of social, political, and economic forces; and, a strong sense of business ethics and public purpose. This foundation enables graduates of these programs to advance in a broad range of careers in the public and private sectors.

The Strome College of Business is one of approximately 469 schools in the world to have achieved accreditation for business programs on the graduate and undergraduate levels by the Association to Advance Collegiate Schools of Business - International (AACSB). The Master of Science in accounting program has received its own accreditation through the same agency. In addition, the Master of Public Administration program is one of approximately 164 graduate programs certified as meeting the standards of the National Association of Schools of Public Affairs and Administration (NASPAA).

The college offers master’s degrees in accounting, business administration, economics, and public administration. Also, the college offers a joint master’s degree in computer information science with the Computer Science Department. The college also offers a Ph.D. program in business administration and a Ph.D. program in public administration and urban policy.

Also housed within the college is the Department of Military Science and Leadership. The mission of this department is to provide professional instruction and leadership development for selected students who desire to serve in the active or reserve components of the U.S. Army. Additional information about this program may be obtained through the Military Science and Leadership Department.

Graduate courses are taught during the day and in the evening facilitating flexible combinations of formal learning and full- or part-time employment. Students come from a variety of backgrounds with undergraduate degrees from many different colleges and universities.

All graduate students are advised to check specific program requirements before enrolling in 400/500 level courses. Nondegree graduate students must satisfy the admission index for graduate study or receive special permission from the graduate program director in the Strome College of Business in order to enroll for graduate credit.

Vision Statement
The vision of the Strome College of Business is to be recognized as an innovative leader in business and public administration education and to become a valued center of excellence in the mid-Atlantic coast region.

Mission Statement
The mission of the Strome College of Business is to engage participants in scholarly exploration and active learning, solving business and community challenges in a global arena to accelerate success.

Doctor of Philosophy in Business Administration (Ph.D.)
John Ford, Graduate Program Director

The Doctor of Philosophy degree in business administration (Ph.D.) is a scholarly, research-based program with a professional orientation. The objective of the program is to prepare individuals of superior promise and potential for careers in higher education as faculty members engaged in teaching and research and for high level administrative and research careers in the private and public sectors. Persons completing the degree program must have demonstrated an in-depth knowledge of international business, research methods, and high potential for making significant contributions to their field of specialization in business.

The Ph.D. degree requires competence in basic disciplines of international business, research tools, and in one of the following concentrations: finance, information technology, marketing, or strategic management.

Requirements for Admission
Work for the doctoral degree is usually preceded by the successful completion of the a Master’s degree in a business related field (i.e., MBA) from a recognized AACSB-accredited college or university. The applicant must submit an application, official transcripts of all college or university-level work, provide scores on the Graduate Management Admission Test taken within the last five years, and provide three letters of recommendation, two from academic references, which attest to the individual’s academic potential and ability for achievement. The applicant must also submit a personal statement of goals, approximately two to three pages, on how the completion of the doctoral program will assist in achieving personal and professional career goals.

The completed application materials will be reviewed by the graduate program director and faculty in the major area of study. They will evaluate the individual’s abilities and motivation to succeed in the doctoral program. A personal interview may be required before the admission decision can be reached. A recommendation is made by the faculty and a final decision on admission is made by the graduate program director.

Requirements of the Ph.D. Degree
The following are the minimum requirements for the Ph.D. degree and must be considered in preparing the student’s plan of study:

1. Satisfactory completion of at least 57 semester hours of course work including the dissertation for finance curriculum and at least 58 semester hours of course work including the dissertation for information technology, marketing or strategic management curriculums. (At least
48 hours of post-master’s course work (including dissertation) is a University requirement;  
2. Demonstrated competency in the following areas: international business, research methods and techniques, and the chosen functional field of business. Passage of a comprehensive examination covering international coursework is required;  
3. Acceptable performance on a written and oral candidacy examination in the major field of study. A student may retake the candidacy examinations only one time;  
4. Completion of a dissertation representing the candidate’s ability to conduct scholarly, original research. The quality of this research should be such that it would be worthy of publication in a refereed, scholarly journal; and,  
5. Successful oral defense of the dissertation.  

Retention Standards  
To remain in good standing after admission to the program, students must maintain a minimum, cumulative grade point average of 3.20 in all course work attempted at the University. Students who fall below this minimum standard will have one semester to remedy this deficiency. Further, students may earn no more than three credit hours with the grade of C. Any student receiving a grade lower than C– in course work will be removed from the program.  

Time Limitation and Residency  
The Ph.D. program assumes that a well qualified and highly motivated student can complete all degree requirements in four years of full-time work. If a student is unable to pursue the degree on a full-time basis, or if the major field is different from previous academic training, more time to complete the degree is usually required. The maximum time allowed to complete all degree requirements is eight calendar years from the date of initial enrollment in the program. Each student is required to complete at least four regular semesters in full-time residency. These need not be consecutive. Full-time residency is defined as a minimum of nine credit hours per semester.  

Transfer Credit  
A maximum of 12 semester-hour credits (or equivalent) may be transferred from another university (including six hours earned through experiential learning credit options) and applied toward the Ph.D. course requirements. Transfer credit is approved at the discretion of the program director in consultation with the faculty in the student’s major field of study.  

Waivers Using Previous Graduate Work  
A maximum of nine semester hours of master’s-level graduate work earned at the University may be applied toward completion of the requirements for the doctoral degree, provided that a minimum of 30 discrete hours is counted toward the master’s degree and a minimum of 48 discrete hours is counted toward the doctoral degree. The previous course work must have been of B letter-grade quality or better, and must have been completed within the five years immediately preceding entry into the doctoral program.  

Candidacy Examination  
The examination qualifying the doctoral student for candidacy for the Ph.D. in business administration is comprehensive in nature and designed to test the student’s knowledge of subject matter in the major field, international business, and the ability to engage in independent research. These examinations are given in two parts:  
1. international business and  
2. field of study.  
The International Business Exam is a written exam scheduled for the third week of May and may be taken by a student in good standing after the student has completed BUSN 800, FIN 862, MGMT 821, and MKTG 826 . The candidacy examination in the field of study is scheduled at the beginning of fall semester classes. Students in good standing may take the Field of Study Examination after completing all courses in their field which are to be taken during the first two years of the program. See Curriculum. The written portion is administered first. After successful completion of the written examination, the student sits for an oral examination, which includes topics discussed in the written examination and any additional materials that the advisory committee feels are appropriate. The student will be expected to perform well on both the written and oral components of the examination. Rather than being merely pro forma, the oral examination is a serious and integral part of the qualifying procedure for candidacy. A student must pass both the written and oral sections. The candidacy examinations are prepared and evaluated by the examination committees composed of the graduate faculty who are primarily responsible for teaching doctoral courses in international business and the field of study. The results of all examinations are reported to the student and program director.  

Dissertation  
The dissertation represents the final stage in obtaining the doctoral degree and provides evidence of the student’s ability to conduct independent scholarly research. To effectively initiate, conduct, and conclude the dissertation phase of the program, the candidate must:  
1. form a dissertation committee;  
2. develop and defend a dissertation proposal;  
3. complete the dissertation research and report the results in writing; and  
4. orally defend the dissertation.  

Dissertation Committee  
The dissertation committee is formed by the student with the approval of the program director. The committee’s purpose is to supervise the selection of the dissertation topic, constructively critique the research methodology, and serve as a guidance body until its completion. The committee should have at least three members, one of whom is from outside the department of the major field of study. The chair of the committee will be from the candidate’s major field and be an authority in the field of specialization chosen for the dissertation research. The proposal, dissertation, and the final oral defense of the dissertation must have the majority approval of the members of the dissertation committee and subsequent approval by the program director and dean of the college.  

Dissertation Proposal Defense  
A candidate will select a topic for dissertation research under the guidance of his/her committee. The candidate will defend a proposal for the dissertation demonstrating the originality of the research, requisite literature review, and the methodology that will be used in conducting the research. The committee will judge the merits of the proposal, making any suggestions and/or additions as deemed necessary, and approve the proposal in writing, providing copies to the program director.  

Dissertation Research and Preparation  
Progress on the dissertation should be reported on a periodic basis to the chair of the dissertation committee and the appropriate members. In most instances, research results, drafts of the manuscript, and guidance will be forthcoming between the committee and the candidate during the research phase. While preparing the dissertation, candidates must be continuously enrolled for a minimum of one credit hour per semester. The total number of credit hours for the dissertation shall be no less than 18 and no more than 24 credit hours. Advice or assistance from committee members should not be expected unless the candidate is officially enrolled. General regulations and procedures governing the submission of the doctoral dissertation are provided in the University Guide for Preparation of Theses and Dissertations available from the Office of the University Registrar.  

Oral Dissertation Defense  
The objective of the oral defense of the dissertation is to explore with the candidate the methodological and substantive contributions of the dissertation. Through this process, the examiners and the candidate reach a common understanding of the research area and can mutually agree upon its merits for publication. Majority approval by the examiners constitutes successful completion of the defense of the dissertation. The Doctor of
Philosophy in business administration will be awarded upon successful completion of this examination and all other program requirements within the eight-year time limit.

### Finance Concentration

**First Year**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
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<tr>
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<td>FIN 864*</td>
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**Second Year**

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**Third Year**

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Total credit hours: 57

*Advanced doctoral level statistical/research methods course (3 hours) can substitute for FIN 864.

### Information Technology/Supply Chain Management Concentration

**First Year**

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**Second Year**

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**Third Year**

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Total credit hours: 58

*Information Technology, Finance, Management, and Marketing track students take this course.

### Marketing Concentration

**First Year**

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<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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<td>MKTG 801</td>
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**Second Year**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
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</tr>
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<tr>
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<td>MKTG 827</td>
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**Third Year**

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<td>MKTG 895*</td>
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<td>MKTG 899</td>
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Total credit hours: 58

*Advanced doctoral level statistical/research methods course (3 hours) can substitute for MKTG 895 in the Strategic Management Concentration.

### Strategic Management Concentration

**First Year**

<table>
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<tr>
<th>First Term</th>
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<td>BNAL 711</td>
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<td>MGMT 835</td>
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<td>BUSN 800*</td>
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<td>MGMT 896</td>
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**Second Year**

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**Third Year**

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</tbody>
</table>

Total credit hours: 58

*Information Technology, Finance, Management, and Marketing track students take this course.
Field Comprehensive Examination to be taken in August after the completion of coursework in the second year of the program.

Master of Business Administration

David Cook, Graduate Program Director
Shanna Wood, Associate Director

The Master of Business Administration (MBA) program at Old Dominion University is designed to present broad but thorough insights into the issues relevant for effective business management. The curriculum incorporates contemporary business topics yet stresses the core competencies every business professional must possess. Throughout the program, students develop the skills needed to be successful participants in a rapidly evolving, and increasingly global, business environment.

The Old Dominion University MBA is structured to provide students flexibility in both delivery mode and time to completion. The MBA program requires the completion of a minimum of 40 credit hours for students already possessing an undergraduate business degree and a minimum of 45 credit hours (including the MBA pre-core) for those who possess a non-business undergraduate degree. An array of flexible program completion schedules is available to meet the needs of students and their program completion goals. The program may be completed as a full- or part-time student in as few as 21 months. To enhance their MBA degree, students may elect to pursue a dual credential such as a graduate certificate or a complementing graduate degree.

Students have the option to complete their degree face-to-face at the main campus in Norfolk, online, or as a blend of the two. The program is accredited by AACSB – International.

Pre-Core (Required for Non-Business Majors)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MBA 600</td>
<td>Introduction to Statistics</td>
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<tr>
<td>MBA 601</td>
<td>Introduction to Managerial Economics</td>
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<tr>
<td>MBA 602</td>
<td>Introduction to Finance</td>
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<td>MBA 603</td>
<td>Introduction to Accounting</td>
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<td>MBA 604</td>
<td>Introduction to Information Management</td>
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Core (Required of all students)

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<td>Leadership Dynamics</td>
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<td>BNAL 606</td>
<td>Statistics for Managers</td>
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<td>ECON 607</td>
<td>Managerial Economics</td>
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<tr>
<td>MKTG 608</td>
<td>Fundamentals of Contemporary Marketing</td>
<td>2</td>
</tr>
<tr>
<td>ACCT 609</td>
<td>Managerial Accounting</td>
<td>2</td>
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<tr>
<td>BNAL 610</td>
<td>Fundamentals of Business Analytics</td>
<td>2</td>
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<tr>
<td>ACCT 611</td>
<td>Financial Accounting</td>
<td>2</td>
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<tr>
<td>MGMT 612</td>
<td>Managing in Contemporary Organizations</td>
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<td>FIN 613</td>
<td>Financial Management</td>
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<td>IT 614</td>
<td>Information and Knowledge Management</td>
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<tr>
<td>OPMT 615</td>
<td>Operations &amp; Supply Chain Management</td>
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<tr>
<td>FIN 616</td>
<td>Investments and Portfolio Management</td>
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<td>MKTG 617</td>
<td>Marketing Strategy</td>
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<td>ECON 618</td>
<td>Global Macroeconomics</td>
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<td>FIN 619</td>
<td>Business Law and Ethics</td>
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Capstone (Required of all students)

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<th>Credit Hours</th>
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<tr>
<td>INBU 620</td>
<td>International Business Issues</td>
<td>2</td>
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<tr>
<td>MGMT 621</td>
<td>Strategic Management</td>
<td>4</td>
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Electives (Required of all students)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

Total Credit hours required (Business Majors/Non-Business Majors) 40/45

Each core course is offered once per academic year in a specific semester both online and on-campus to maximize opportunity for degree completion. * Subject to sufficient demand.

MBA Pre-Core Requirement for Non-Business Majors

The Old Dominion MBA program is designed with both business and non-business undergraduates in mind. Students who do not possess a business undergraduate degree are required to successfully complete the MBA pre-core prior to beginning the MBA core curriculum. This set of five, one credit hour courses is designed to prepare the non-business degree student for the rigors of the MBA core. Students who already possess an undergraduate business degree are not required to complete the MBA pre-core. No other pre-requisites are required for non-business majors. Pre-core waivers are available. Please contact the MBA Program Office for more information.

Sequence of Course Offerings

While there are limited pre-requisites in the MBA program, students are encouraged to follow one of the plans outlined on the program website for the most effective learning plan that meets an individual’s schedule requirements. These plans are designed to both accommodate typical student program time-to-completion needs and ensure a successful path through the coursework to program completion. Each core course is offered once per academic year in a specific semester (and session within the semester), both online and on-campus to maximize opportunity for degree completion. If one of the plans outlined on the website does not meet a student’s professional needs, the student should contact the MBA Program Office for an individualized plan.

MBA Electives

Each student must complete a minimum of 4 credit hours of electives. Students may select from the wide range of electives offered in each of the functional areas in the Strome College of Business as well as from a variety of MBA topic courses. This provides students with the flexibility to choose electives to achieve their desired educational experience. Alternatively, students may choose to enhance their learning experience by adding a graduate certificate from those offered at Old Dominion University. Graduate certificates are generally 12 credit hours in length but range from 9 to 21 credit hours depending upon the certificate’s learning objectives.

Elective courses may be used from any graduate program at the University; however, the material must be business related and the courses pre-approved by the program office. Please note that a maximum of 6 credit hours of work at the 500-level can be applied toward the MBA program of study.

Graduate Writing Proficiency

Students in the MBA program are required to meet the Old Dominion University writing requirement. This can be achieved in one of two ways: (1) earn a raw score of 4.5 or above on the Analytical Writing portion of the GMAT/GRE or (2) successfully complete MBA 621: Effective Business Writing.

Prior Learning, Internship and Independent Study

Students may apply a maximum of 6 credit hours earned through any combination of prior learning, internship, or independent study (only 3 credit hours are allowed from any category) as elective credits. Prior learning offers students the opportunity to translate their professional work knowledge into academic credit. 1-3 credits allowed. Internship opportunities offer on-the-job experiences to well-qualified students and are limited to those who have already made significant progress toward the completion of their MBA degree. 1-3 credits allowed. Independent study courses afford students the opportunity to work with a graduate-certified SCB faculty member on a topic of mutual interest, and must be arranged in advance. Faculty are not obligated to accept a student’s petition for independent study. Independent study is reserved for students whose academic accomplishment is meritorious and whose potential for successful independent study is deemed sufficiently high. 1-3 credits allowed.

Transfer Credit

A maximum of 12 credit hours may be transferred from another AACSB-I program and/or prior learning coursework (including 6 credit hours earned...
The MBA Program requires an evaluation of GMAT/GRE scores and GPA to qualify for enrollment in Core Courses as a non-degree seeker. Unofficial copies of both GMAT/GRE scores and all transcripts can be used for this purpose. Details are outlined on the MBA website.

**Early Entry MBA Program**

An Early Entry / Linked MBA program is available for exceptional undergraduate students currently pursuing a degree at Old Dominion University. Students may begin taking courses toward the MBA degree while still completing their undergraduate degrees. Students may utilize course waiver policies, but will need to substitute appropriate coursework to meet the minimum 120 undergraduate and 30 graduate credits required for graduation. For specific information, please refer to the undergraduate catalog and/or contact the MBA Program Office.

**Department of Economics**

2044 Constant Hall  
(757) 683-3567  
Christopher B. Colburn, Chair

**Master of Arts—Economics**

Christopher B. Colburn, Graduate Program Director

Economics is “the social science concerned with how individuals, institutions, and society make optimal choices under conditions of scarcity.” This is a broad field, covering everything from unemployment and inflation to stock market crashes and depressions, from perfect competition among firms to oligopoly and monopoly. Microeconomics studies firms, consumers, goods markets, resource markets, labor markets, and the price system. It gives recommendations about how to deal with pollution and auctions of the electromagnetic spectrum. Macroeconomics studies unemployment, inflation, money supplies, interest rates, exchange rates, national debt, and economic growth. Economics is concerned with the problems of incentives, wealth, poverty, and income distribution. Subfields include microeconomics, macroeconomics, econometrics, labor economics, public economics, regional economics, environmental economics, development economics, economic history, health economics, sports economics, financial economics, the economics of education, the economics of crime, comparative economics, international economics, transportation economics, urban economics, industrial organization, and money and banking.

Economics is very important for the formulation of public policy, business strategies, and financial strategies. Economics is very quantitative. In the Master of Arts in Economics program, students will develop strong mathematical and statistical skills, as well as learn about how the economy works. Economists do economic analysis, make economic and econometric models of the economy, formulate economic policy, make business strategies, forecast economic variables, and do benefit-cost analysis.

Economics provides a good background for jobs in business, banking, finance, marketing, law, government, politics, military, diplomacy, and journalism. Our graduates typically find economics positions in banks and firms, go to work in government, teach economics at community colleges, or enter MBA or Ph.D. programs in Economics and Finance.

The Old Dominion University Department of Economics is especially strong in regional economics, international economics, and econometrics. The department is the home of the Hampton Roads Regional Economic Forecasting Project and the State of the Region Report. Our MA students are often involved in those projects.

If taken full time, the MA in Economics program can be easily completed within 21 months. At a faster pace, the program can be completed in as little as 16 months. Alternatively, the program can be completed attending part-time, but more time will be required.

If one was not an undergraduate economics major, certain prerequisites must be completed before starting the advanced courses. One must have had courses in calculus, statistics, intermediate microeconomics, and...
intermediate macroeconomics. These courses may be completed here at Old Dominion prior to taking the MA program core courses.

The Master’s degree (MA) program in Economics is more intensive than the Bachelor’s degree (BA/BS) in Economics. The MA courses study economics at a deeper level than in the undergraduate courses, and are more mathematical. Graduate students must maintain a grade point average of 3.0 or better. All students in the program are trained in economic theory and research methods, and take several courses emphasizing business or government policy analysis in various specialty areas. An independent research project is required, permitting students an opportunity to apply theory and empirical research techniques to real-world problems.

The Department of Economics encourages interdisciplinary training. The Master’s program can be adapted for students desiring a diverse background by combining economics with graduate courses in sociology, political science, computer science, statistics, mathematics, finance, management, marketing research, or public administration.

Admission

In addition to the University’s graduate admission requirements, applicants seeking regular admission must have at least a 3.0 grade point average in their major. Applicants are required to take either the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT), and they must submit at least one letter of recommendation. If the undergraduate grade point average falls below that required for regular status, applicants may qualify for provisional admission.

Requirements

Undergraduate prerequisites include principles of economics, calculus (three credit hours), statistics (six credit hours), intermediate microeconomics, and intermediate macroeconomics with grades of at least B-. Students who do not yet meet the undergraduate prerequisites can complete those courses at Old Dominion University before taking the advanced courses.

Thirty semester credit hours (ten courses) of approved graduate work are required for the award of the Master of Arts degree in economics. A maximum of six credit hours of 500-level courses approved for graduate credit may be applied toward the degree. The remaining courses must be taken from 600- and/or 700-level courses. Up to six credit hours (two courses) of electives (approved by the graduate program director) may be taken from courses outside the Department of Economics. Required core economics courses for the graduate program are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 625</td>
<td>Mathematical Economics</td>
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<td>ECON 701</td>
<td>Advanced Economic Analysis: Microeconomics</td>
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<td>ECON 703</td>
<td>Advanced Economic Analysis: Macroeconomics</td>
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<tr>
<td>ECON 706</td>
<td>Econometrics I</td>
<td>3</td>
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</table>

Total Hours 12

All master’s candidates must pass written comprehensive examinations in Microeconomics, Macroeconomics, Econometrics I, and one elective course area selected by the student.

Writing skills commensurate with the level of this degree are also a requirement for graduation from this program.

Near the completion of formal course work, candidates conduct independent research projects with the non-thesis or thesis option. Students who choose the non-thesis option register for ECON 697 and ECON 698 in the last semesters of course work. Non-thesis students conduct independent research projects under the guidance of a department faculty member. Students must first register for ECON 697, a reading course under the supervision of a faculty member, for three credits, and then register for ECON 698, the research project writing course, also under the supervision of a faculty member, for three credits.

Students who choose the thesis option should register for ECON 699 in the final semester. Six hours of credit are given for this course. The thesis is guided and approved by the committee of at least three members of the department. Detailed instructions, requirements, and deadlines are contained in the guide for Preparation of Theses and Dissertations, available from The Graduate School’s website, http://www.odu.edu/graduateschool.

Required Courses – Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ECON 625</td>
<td>Mathematical Economics</td>
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<tr>
<td>ECON 701/801</td>
<td>Advanced Economic Analysis: Microeconomics</td>
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<tr>
<td>ECON 703/803</td>
<td>Advanced Economic Analysis: Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 706/806</td>
<td>Econometrics I</td>
<td>3</td>
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<tr>
<td>ECON 697</td>
<td>Readings in Economics</td>
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<tr>
<td>ECON 698</td>
<td>Economic Methodology and Research</td>
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Four Elective Courses (to be selected) 3

Total Hours 30

* These are generally 600- or 700-level courses from within the economics discipline. However, two of the courses may be approved 500-level courses, and two of the courses may be outside of the Department of Economics.

Department of Information Technology and Decision Sciences

2074 Constant Hall
(757) 683-3567
Ling Li, Chair

Master of Science - Maritime Trade and Supply Chain Management

Wayne Talley, Graduate Program Director
Ling Li, Co-Graduate Program Director

The Master of Maritime Trade and Supply Chain Management is a graduate program that provides managers and supply chain professionals the opportunity to expand their knowledge, update their skill sets, and enhance their work with supply chain partners, transportation carriers, shippers, sourcing agents, warehouse managers, as well as third parties and governments directly or indirectly involved in the movement of cargo and material flow. The 30-credit hour program requires critical thinking and investigation in maritime and supply chain industries, including analyses of worldwide port networks and supply chains that contribute to enhanced productivity.

Admission Requirements

Prospective students may apply for admission to the program for the fall, spring, and summer semesters. We welcome applicants who have earned bachelor’s degrees from accredited institutions. Admission to the program is competitive and is granted only to those who show high ability and likely success in graduate study. Successful applicants will stand well above the average in most of the criteria used to measure graduate student promise.

To be considered for admission, students must submit the following:

- A bachelor’s degree from a regionally-accredited university in the U.S. or an equivalent foreign institution;
- Official copies of transcripts of all colleges and universities attended;
- Two letters of recommendation from individuals familiar with the applicant’s professional and/or academic background;
- A current resume;
- A statement of professional goals;
- Completion of GRE or GMAT; a waiver may be available for those who already have a graduate degree; and,
Students may be considered for conditional admission. Contact the Graduate Program Director for more information.

Application Deadlines
Fall Semester
Domestic Students - June 1st
International Students - April 15th

Spring Semester
Domestic Students - November 1st
International Students - October 1st

Program of Study
The program has been designed to address the advanced educational needs of students and employers in the area of maritime trade and supply chain studies. This proposed program consists of 30 credit hours: five core courses (15 credit hours), four electives (12 credit hours), and one capstone course (3 credit hours).

The five core courses focus on the analysis of international shipping, port planning and competition, and maritime-related organizations. They also cover ports and ocean container shipping, port operator costing and pricing, port carriers and shippers, supply chain management, and forward and reverse logistics. Finally, the curriculum includes global sourcing, and procurement practices, buyer-supplier relationships, cost/price considerations for the purchase of goods and services, international trade theory and commercial policy.

The four electives provide students with opportunities to learn about advanced information technology tools that are important components of global supply chain, as well as financial and analytical skills. Other options in this category include admiralty law, supply chain and maritime security, and risk management.

The capstone course addresses strategic management of maritime trade and supply chain management. The course brings together students in their final semester of study to synthesize knowledge from their previous coursework in order to better understand the relationships among the various areas of maritime trade and supply chain management and impacts on the maritime industry.

The list of courses—all existing—include the following:

Core Courses
PORT 611 International Maritime Transport 3
PORT 614 Port Planning and Economics 3
PORT 616 Reverse Logistics and Sustainable Operations 3
MSCM 641 Supply Chain Management and Logistics 3
ECON 650 International Economics 3

Approved Electives
Electives must be approved in advance by the Graduate Program Director
Select four courses from the following list:
BNAL 721 Simulation Modeling for Business Systems
ECON 502 Transportation Economics
IT 650 Database Management Systems
IT 660 Enterprise Information Systems
MSCM 530 Strategic Sourcing and Purchasing Management
MSCM 568 Distribution Center and Material Handling Management
PORT 612 Port Operations and Management
PORT 613 International Maritime and Admiralty Law
PORT 615 Maritime Security and Risk Analysis

Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>PORT 610</td>
<td>International Shipping and Supply Chain Management</td>
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</tr>
<tr>
<td>PORT 617</td>
<td>Transportation Intermediaries</td>
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<tr>
<td>PORT 619</td>
<td>Marine Insurance</td>
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<tr>
<td>PORT 668</td>
<td>Directed Research/Port Internship</td>
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<tr>
<td>PORT 695</td>
<td>Selected Topics in Maritime and Port Management</td>
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<tr>
<td>PORT 697</td>
<td>Independent Study</td>
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</table>

Total Hours 30

Continuance
To remain in good standing after admission to the program, students must maintain a minimum, cumulative grade point average of 3.0 in all graduate course work attempted at the University. Students who fall below this minimum standard will have 12 credit hours to remedy this deficiency.

Additionally, students may earn no more than 2 courses with the grade of C or lower. Further, any student receiving a failing grade (F) in a course will be dismissed from the program.

Financial Assistance
Financial aid is available to graduate students at Old Dominion University. Financial aid may be available in the form of University fellowships, tuition grants, and research assistantships. The MPA program offers graduate research assistantships each semester. In addition to the financial aid offered by the University, graduate students may be eligible for aid and student loans administered by other agencies. For information about part-time employment, scholarships, and student loans, contact the Office of Student Financial Aid.

For information and forms concerning application, contact:
Admissions Office
Old Dominion University
Norfolk, VA 23529
Phone: (757) 683-3685

For information concerning financial aid, contact:
Office of Student Financial Aid
Old Dominion University
Norfolk, VA 23529
Phone: (757) 683-3683

Maritime, Ports, and Logistics Management Certificate
Ling Li, Certificate Coordinator

This certificate program is designed to help working maritime and port professionals develop and sharpen their maritime and port management skills. The program consists of four graduate courses that expose students to international shipping, port management, maritime law, port operations and planning and port economics.

Admission Requirements
Admission to the certificate program will require a bachelor’s degree (or equivalent).

Program Requirements
The certificate is awarded based upon the student’s successful completion of 12 credit hours of graduate level courses in Ports and Maritime Management:

For On-Campus Students
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>PORT 611</td>
<td>International Maritime Transport</td>
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<tr>
<td>PORT 612</td>
<td>Port Operations and Management</td>
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</tr>
<tr>
<td>PORT 613</td>
<td>International Maritime and Admiralty Law</td>
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<tr>
<td>PORT 614</td>
<td>Port Planning and Economics</td>
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For Distance Learning Students
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>International Maritime Transport</td>
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<tr>
<td>PORT 612</td>
<td>Port Operations and Management</td>
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<tr>
<td>PORT 613</td>
<td>International Maritime and Admiralty Law</td>
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<tr>
<td>PORT 614</td>
<td>Port Planning and Economics</td>
<td></td>
</tr>
</tbody>
</table>

Old Dominion University
Old Dominion University
Old Dominion University
Old Dominion University
Program Requirements:
The Certificate requires four (4) three-hour courses for a total of twelve (12) credits. A basic simulation core of three credits is required, plus six credits of discipline-specific work, and three credit hours of elective. A 3.00 GPA for the four-course sequence is required for successful completion.

Strome College of Business M&S Certificate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIM 601</td>
<td>Introduction to Modeling and Simulation</td>
<td>3</td>
</tr>
<tr>
<td>BNAL 721/821</td>
<td>Simulation Modeling for Business Systems</td>
<td>3</td>
</tr>
<tr>
<td>BNAL 722/822</td>
<td>Agent-Based Simulation and Modeling</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:*</td>
<td>Management Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Advanced Statistical Models in Business Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematical Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Econometrics I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Econometrics II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Econometrics III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Intelligence</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 15

* Other classes may count as an M&S elective with permission of the certificate administrator.

Graduate Certificate in Business Analytics and Big Data

The graduate certificate in Business Analytics and Big Data is designed to give students a background in some of the basic statistical and modeling/optimization tools used in business analytics. In addition, the certificate provides a working knowledge of data bases and an introduction to the analysis of "big data." This certificate program is designed for students to satisfy their elective requirements as part of the MBA program or it can be taken as a stand alone certificate program.

Admission Requirements
An appropriate undergraduate degree is required to be admitted to the Business Analytics and Big Data Certificate program.

Program Requirements
The award of this certificate is based upon the student’s successful completion of 15 credit hours as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 600</td>
<td>Introduction to Statistics</td>
<td>1</td>
</tr>
<tr>
<td>BNAL 606</td>
<td>Statistics for Managers</td>
<td>2</td>
</tr>
<tr>
<td>BNAL 711</td>
<td>Multivariate Statistical Methods for Business</td>
<td>3</td>
</tr>
<tr>
<td>BNAL 515</td>
<td>Advanced Business Analytics/Big Data Applications</td>
<td>3</td>
</tr>
<tr>
<td>IT 650</td>
<td>Database Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>BNAL 507</td>
<td>Management Science</td>
<td>3</td>
</tr>
<tr>
<td>or BNAL 621</td>
<td>Simulation Modeling for Business Systems</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 15

School of Accountancy

2157 Constant Hall
(757) 683-3529

Royce Burnett, Chair

Master of Science - Accounting

Yin Xu, Graduate Program Director

Accounting services are becoming both broader and more specialized. The major changes that have occurred in the accounting profession dictate expanded and updated educational programs. The minimum education necessary for the professional accountant cannot be achieved in four years of undergraduate study. For instance, the Virginia Board of Accountancy requires Certified Public Accountant (CPA) exam candidates to have 150 semester hours of education for licensure. Therefore, the ideal model for a professional accounting education embodies a Master of Science in Accounting program that augments a broad undergraduate education. The program is designed to accommodate both full-time and part-time students with courses offered in the evenings.

Admission Requirements
Prospective students may apply for admission to the program for the fall, spring, and summer semesters. The School of Accountancy welcomes applicants who have earned bachelor’s degrees from accredited institutions. Admission to the program is competitive and is granted only to those who
show high ability and likely success in graduate business study. Successful applicants will stand well above the average in most of the criteria used to measure graduate student promise.

Criteria used for admission include the candidate’s score on the Graduate Management Admission Test (GMAT); undergraduate grade point averages in upper division accounting courses, business courses, and overall, and the trend in grades during undergraduate work; one letter of reference; a brief resume; and a goals statement, with previous work experience. Students must earn a grade of B- or better in ACCT 301, Intermediate Accounting I; ACCT 302, Intermediate Accounting II; ACCT 311, Managerial Accounting; and ACCT 421, Taxation.

To be considered for admission, the following must be submitted to the Office of Graduate Admissions:

1. application forms (may be done on-line) for graduate study in business,
2. official transcripts of all previous college work,
3. one letter of recommendation,
4. a brief resume,
5. an one-page essay setting forth the applicant’s work experience, and goals and objectives for the program, and
6. scores on the Graduate Management Admission Test (GMAT).

Applicants whose native language is not English are also required to submit an acceptable score on the Test of English as a Foreign Language (TOEFL) Exam.

The following courses are pre-requisites to the MSA program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting</td>
<td>9</td>
</tr>
<tr>
<td>ACCT 201 Principles of Financial Accounting</td>
<td>*</td>
</tr>
<tr>
<td>ACCT 301 Intermediate Accounting I</td>
<td>*</td>
</tr>
<tr>
<td>ACCT 302 Intermediate Accounting II</td>
<td>*</td>
</tr>
<tr>
<td>Management Accounting</td>
<td>6</td>
</tr>
<tr>
<td>ACCT 202 Principles of Managerial Accounting</td>
<td>*</td>
</tr>
<tr>
<td>ACCT 311 Managerial Accounting (Three Hours of Taxation)</td>
<td>*</td>
</tr>
<tr>
<td>Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 421 Taxation</td>
<td>*</td>
</tr>
<tr>
<td>Economics, Statistics/Business Analytics, Marketing, Information Technology, Finance, and Commercial Law</td>
<td>18</td>
</tr>
<tr>
<td>Total Hours</td>
<td>36</td>
</tr>
</tbody>
</table>

* Or equivalent from an accredited institution.

Application deadlines are July 1 for fall admission, November 1 for spring admission, and April 1 for summer admission. International student deadlines are April 15 (fall semester), October 1 (spring semester), and February 15 (summer semester).

Applicants who have not obtained an acceptable GMAT score, or an acceptable TOEFL score for those applicants whose native language is not English, will not be permitted to enroll in graduate accounting courses.

Students who are denied acceptance to the MSA program may appeal the decision, in writing, to the Master of Science in Accounting Admissions Review Committee.

Linked B.S.B.A./M.S. Program

Undergraduate students pursuing a B.S.B.A. in accounting at Old Dominion University may complete up to 12 hours toward a Master of Science in Accounting (M.S.) degree by taking ACCT 505, Accounting and Auditing in the Public/Nonprofit Sector; ACCT 511, Financial Auditing; ACCT 522, Tax Research; and ACCT 550, International and Advanced Accounting, while enrolled as an undergraduate B.S.B.A. student. Students in the linked B.S.B.A./M.S. program must earn a minimum of 150 credit hours (120 for the undergraduate degree and 30 for the graduate degree).

A student may apply to the linked B.S.B.A./M.S. program, through the regular M.S. admissions process in this Catalog after completing ACCT 301, Intermediate Accounting I and 6 hours from ACCT 302, Intermediate Accounting II, ACCT 311, Managerial Accounting or ACCT 421, Taxation, with a B- or better. Students must have an overall grade point average of 3.00 in all course work taken at Old Dominion University to be admitted to the linked program. Students must apply for admission to the M.S. program to be accepted in the linked program. Students should note that being in the undergraduate Accounting Major Professional concentration (AP) does not guarantee acceptance to the M.S. program.

Once admitted to the linked program, a student will take the 500-level accounting electives, and these courses will be applied to both the B.S.B.A. and the M.S. course requirements. By completing these 12 hours, students will only have 18 hours to complete in the M.S. program during an additional year of study after graduating from the undergraduate program as long as the student earns 120 hours for the undergraduate degree and 30 hours for the graduate degree for a total of 150 credit hours.

GMAT Waiver

Applicants who possess a 3.2 grade point average in ACCT 301, Intermediate Accounting I; ACCT 302, Intermediate Accounting II; ACCT 311, Managerial Accounting; and ACCT 421, Taxation, or equivalent from an AACSB Accredited Accounting program, with a grade of B- or better in the first attempt may apply for a GMAT waiver. Individuals who have passed all the United States Uniform CPA exam may apply for a GMAT waiver. All other applicants must take the GMAT and earn an acceptable score.

Degree Requirements

A minimum of 30 semester hours of graduate courses are required to complete the Master of Science in Accounting. Students must maintain a cumulative grade point average of at least 3.00 in all graduate work taken. Additionally, students must sit for at least one part of one of the following professional exams during the final two semesters of their graduate course work:

• Certified Public Accountant (CPA) exam,
• Certified Management Accountant (CMA) exam, or
• Certified Internal Auditor (CIA) exam.

Students who already hold one or more of these professional designations must sit for at least one part of one of the other professional exams during the final two semesters of the graduate work.

The Program of Study

The program of study is designed for the student interested in a professional career in accounting either as an assurance services provider (auditor) or management accountant in public accounting or in industry and government. The curriculum, especially the required courses, are designed to improve the student’s chances of passing the Certified Public Accountant (CPA) exam. However, there is enough flexibility in the choice of electives to tailor programs of study to successfully complete other certification exams such as:

• Certified Internal Auditor (CIA),
• Certified Management Accounting (CMA),
• Certified Information Systems Auditor (CISA),
• and the Certified Fraud Examiner (CFE) exams.

Additionally, a student completing the four auditing courses meets the requirements of the Institute of Internal Auditors Endorsed Internal Auditing Program.

Required Courses—Accounting Credits

<table>
<thead>
<tr>
<th>Graduate Accounting Courses</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 511 Financial Auditing</td>
<td></td>
</tr>
<tr>
<td>ACCT 522 Tax Research</td>
<td></td>
</tr>
<tr>
<td>ACCT 550 International and Advanced Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 630 Financial Statement Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Old Dominion University 98
Students may take graduate-level courses outside of the Department of Public Management. With the approval of the MPA Program Director, students may also choose to take their elective courses in the general area of public service and to provide students who have considerable experience in the public sector - an opportunity to enhance their professional knowledge, skills, and abilities, enabling them to advance their careers.

Curriculum

The MPA curriculum consists of 39 credit hours (13 courses). Courses are required in two categories:

1. Core Concentration (seven required courses)
2. Electives (six courses)

Core Curriculum

The following courses are required of all public administration students.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 651</td>
<td>Administrative Theory I: The Context of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 652</td>
<td>Administrative Theory II: The Process of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 671</td>
<td>Public Budgeting and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM 701</td>
<td>Public Policy and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PADM 723</td>
<td>Ethics in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 753</td>
<td>Research Methods in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 746</td>
<td>Capstone Seminar in Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 21

Electives

Students may also choose to take their elective courses in the general area of public management. With the approval of the MPA Program Director, students may take graduate-level courses outside of the Department.

MPA Elective courses include the following:

Select 6 of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 634</td>
<td>Regional Planning</td>
<td>3</td>
</tr>
<tr>
<td>PADM 653</td>
<td>Wicked Problems in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM/PPCM 672</td>
<td>Public Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM 695</td>
<td>Advanced Topics*</td>
<td>3</td>
</tr>
<tr>
<td>PADM/PPCM 704</td>
<td>Methods of Public Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PADM 708</td>
<td>Urban and Regional Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>PADM 711</td>
<td>Tools of Government</td>
<td>3</td>
</tr>
<tr>
<td>PADM 712</td>
<td>Emergency Management and Policy</td>
<td>3</td>
</tr>
<tr>
<td>PADM 713</td>
<td>Fundraising for Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PADM/PPCM 714</td>
<td>Public-Private Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>PADM 715</td>
<td>Management of Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PADM 716</td>
<td>Introduction to Nonprofit Sector</td>
<td>3</td>
</tr>
<tr>
<td>PADM 717</td>
<td>Nonprofit Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM 718</td>
<td>Public Sector Contract Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM/PPCM 719</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PADM 720</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 721</td>
<td>Transportation Policy</td>
<td>3</td>
</tr>
<tr>
<td>PADM 724</td>
<td>Administration of Human Services</td>
<td>3</td>
</tr>
<tr>
<td>PADM 725</td>
<td>Government, Society, and Business</td>
<td>3</td>
</tr>
<tr>
<td>PADM 726</td>
<td>Introduction to Public Procurement</td>
<td>3</td>
</tr>
<tr>
<td>PADM 727</td>
<td>Public Procurement and Project Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM 728</td>
<td>Public Sector Contract Planning and Formation</td>
<td>3</td>
</tr>
<tr>
<td>PADM 730</td>
<td>Theoretical Conflict Resolution and Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>PADM 731</td>
<td>Public Sector Procurement and Project Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM 733</td>
<td>Legal and Ethical Foundations of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM/PPCM 734</td>
<td>Negotiation and Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>PADM 738</td>
<td>Conflict Mediation and Arbitration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 739</td>
<td>Cultural Competency</td>
<td>3</td>
</tr>
<tr>
<td>PADM 740</td>
<td>Community Participation and Civic Engagement</td>
<td>3</td>
</tr>
<tr>
<td>PADM 745</td>
<td>Managing Development and Change in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PADM 750</td>
<td>Performance Measurement and Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM 752</td>
<td>Introduction to Statistics for Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 760</td>
<td>Collaboration in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 780</td>
<td>Local Government Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM/PPCM 781</td>
<td>Intergovernmental Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM 785</td>
<td>Social Marketing in the Public Sector</td>
<td>3</td>
</tr>
<tr>
<td>PPCM/PADM 718</td>
<td>Public Sector Contract Administration</td>
<td>3</td>
</tr>
<tr>
<td>PPCM/PADM 726</td>
<td>Introduction to Public Procurement</td>
<td>3</td>
</tr>
<tr>
<td>PPCM/PADM 728</td>
<td>Public Sector Contract Planning and Formation</td>
<td>3</td>
</tr>
<tr>
<td>PPCM/PADM 731</td>
<td>Public Sector Procurement Law and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 18

* From time to time courses under the heading of PADM 695 “Advanced Topics” will be offered that students may choose to take as electives. Students may take more than one PADM 695, as long as the course is different.

Recommended Core Course Sequence

Students are required to enroll in Administrative Theory I: The Context of Public Administration (PADM 651) and Administrative Theory II: The Process of Public Administration (PADM 652) as early as possible in their program of study. The remaining core courses are not required to be taken in a specific order however, the Capstone Seminar (PADM 746) must be taken after the other core courses have been completed (or in the same semester as the last of the core courses are being completed). Students should note that core courses are rarely offered during the summer term and should plan accordingly.
**Concentration in Multi-Sector Public Service**

The Multi-Sector Public Service concentration will consist of one (1) required concentration course PADM 725 (Government, Society, and Business) and three (3) electives.

Students will analyze, synthesize, think critically, solve problems, and make decisions from a multi-sectoral perspective. They will examine the impact of different social, economic, and political forces/phemonena on multi-sectoral management/policy issues. Students will understand how the changing public service landscape affects policy decision making, management, and governance.

The acceptable electives for the concentration are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 708</td>
<td>Urban and Regional Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>PADM 714</td>
<td>Public-Private Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>PADM 716</td>
<td>Introduction to Nonprofit Sector</td>
<td>3</td>
</tr>
<tr>
<td>PADM 721</td>
<td>Transportation Policy</td>
<td>3</td>
</tr>
<tr>
<td>PADM 734</td>
<td>Negotiation and Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>PADM 740</td>
<td>Community Participation and Civic Engagement</td>
<td>3</td>
</tr>
<tr>
<td>PADM 760</td>
<td>Collaboration in Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Internship/Field Experience**

Practical professional experience in a public or nonprofit agency setting is an important component of the MPA curriculum. A formal internship is required for students who lack significant experience in a public or nonprofit agency. Internships give students the opportunity to gain professional level experience and provide government or nonprofit agencies with the services of graduate students with high potential for future achievement. MPA students have the opportunity to earn three semester credits for internships and apply these credits as one of their electives. PADM 668 Internship/Field Experience is a 300-hour public service experience in an approved agency. Please contact Dr. Chapman with specific questions you may have regarding internships, dchapman@odu.edu.

**The Application Package**

The Old Dominion University Graduate Application can be downloaded from the website, https://www.odu.edu/admission/graduate, or a Graduate Application Package may be requested by calling (757) 683-3685. This package includes all forms necessary to apply to the Master of Public Administration program. To be considered for admission, applicants must submit the following:

1. An official transcript of previous college degree program(s);
2. A written statement describing how one’s experience in work and in other settings and the choice of graduate study in public administration will lead to achieving career goals;
3. Scores on the aptitude section of the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT), taken within the past six years. The requirement for the GRE or GMAT may be waived for applicants with at least three years supervisory, managerial or professional level experience in a local, regional, state, federal, military or nonprofit agency. Additionally, the requirement for the GRE or GMAT may be waived for a student with a 3.5 or above undergraduate GPA (unrounded across all courses). Applicants who wish to be exempted from the GRE or GMAT requirement should complete the “Request for GRE/GMAT Waiver” form and submit it with their application package for review by the admissions committee. The decision to waive the GRE or GMAT is the sole responsibility of the admissions committee and its decision is final;
4. Two letters of recommendation (forms provided) from academic sources or employment supervisors; and
5. Applicants whose native language is not English are required to submit an acceptable score on the Test of English as a Foreign Language (TOEFL).

**Financial Assistance**

Financial aid is available to graduate students at Old Dominion University. Financial aid may be available in the form of University fellowships, tuition grants, and research assistantships. The MPA program offers graduate research assistantships each semester. In addition to the financial aid offered by the University, graduate students may be eligible for aid and student loans administered by other agencies. For information about part-time employment, scholarships, and student loans, contact the Office of Student Financial Aid.

For information and forms concerning application, contact:
Admissions Office
Old Dominion University
Norfolk, VA 23529
Phone: (757) 683-3685

For information concerning financial aid, contact:
Office of Student Financial Aid
Old Dominion University
Norfolk, VA 23529
Phone: (757) 683-3683

For information about on-campus housing, contact:
The Director of Housing Operations
Old Dominion University
Norfolk, VA 23529
Phone: (757) 683-4283

Visit the Old Dominion University MPA web site at http://www.odu.edu/mpa

**Doctor of Philosophy - Public Administration & Policy**

Meagan Jordan, Graduate Program Director
Meg Jones, Graduate Program Manager
http://odu.edu/business/departments/sps/academics/paup

The mission of the Ph.D. in Public Administration & Policy program is to develop expert leaders and scholars in public and non-profit administration and policy who are capable of creating and disseminating knowledge that advances public service in a multi-sector environment with 37 hours of doctoral level course work and 12 hours of dissertation credit.

**Curriculum**

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 800</td>
<td>Colloquium - Public Administration and Policy</td>
<td>1</td>
</tr>
<tr>
<td>PADM 801</td>
<td>Policy Theory</td>
<td>3</td>
</tr>
<tr>
<td>PADM 802</td>
<td>Public Administration I</td>
<td>3</td>
</tr>
<tr>
<td>PADM 803</td>
<td>Public Administration II</td>
<td>3</td>
</tr>
<tr>
<td>PADM 804</td>
<td>Multi-Sector Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 805</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PADM 806</td>
<td>Multivariate Analysis in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Electives**

Choose 1 course from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 805</td>
<td>Multivariate Statistics in Criminological Research</td>
</tr>
<tr>
<td>CRIM 810</td>
<td>Qualitative Methods in Criminology and Criminal Justice</td>
</tr>
<tr>
<td>CRIM 815</td>
<td>Advanced Quantitative Techniques in Criminology &amp; Criminal Justice</td>
</tr>
</tbody>
</table>

Old Dominion University
Prospective students will submit the following for consideration:

- In March. Students begin classes in the fall.
- Applications for admission to the program will be considered once per year.

Admission

An online graduate application.

Transcripts from a regionally-accredited institution or a comparable foreign institution showing completion of a master's degree by the time of enrollment with a minimum GPA of 3.25 on a 4.0 scale.

Aptitude scores on the GRE, or in cases of substitution, the GMAT or LSAT, taken within five years prior to applying for admission. Scores from the Miller Analogies Test (MAT) are not accepted or considered for admission.

A 3-6 page essay that addresses academic and professional goals.

For students whose native language is not English, a minimum score of 550 on paper based TOEFL, 79 on internet based TOEFL, or 6.5 on the IELTS.

Prerequisites

Depending on a student's prior academic preparation and work experience, additional prerequisite courses may be required by the GPD. Such courses must be completed with a grade of B or better, and will not be included in the 49 semester credit hours required to complete the doctoral program. The prerequisites are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 820</td>
<td>Advanced Research Methods in Criminology &amp; Criminal Justice</td>
</tr>
<tr>
<td>BNAL 712</td>
<td>Advanced Statistical Models in Business Research</td>
</tr>
<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</td>
</tr>
<tr>
<td>FOUN 815</td>
<td>Advanced Qualitative Research</td>
</tr>
<tr>
<td>FOUN 823</td>
<td>Analysis of Variance Applied to Educational Research</td>
</tr>
<tr>
<td>FOUN 826</td>
<td>Applied Structural Equation Modeling in Educational Research</td>
</tr>
<tr>
<td>FOUN 840</td>
<td>Educational Measurement and Assessment</td>
</tr>
<tr>
<td>GEOG 502</td>
<td>Geographic Information Systems</td>
</tr>
<tr>
<td>HLSC 810</td>
<td>Research Design and Application</td>
</tr>
<tr>
<td>HLSC 811</td>
<td>Quantitative Research Methods in Health Care</td>
</tr>
<tr>
<td>HLSC 812</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>HLSC 813</td>
<td>Measurement of Health Phenomena</td>
</tr>
<tr>
<td>MKTG 813</td>
<td>Fundamentals of Survey Research</td>
</tr>
</tbody>
</table>

Electives

Choose 3 courses from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 808</td>
<td>Urban and Regional Economic Development</td>
</tr>
<tr>
<td>PADM 810</td>
<td>Policy and Program Evaluation</td>
</tr>
<tr>
<td>PADM 814</td>
<td>Public-Private Partnerships</td>
</tr>
<tr>
<td>PADM 815</td>
<td>Management of Nonprofit Organizations</td>
</tr>
<tr>
<td>PADM 816</td>
<td>Introduction to Nonprofit Sector</td>
</tr>
<tr>
<td>PADM 820</td>
<td>Public Personnel Administration</td>
</tr>
<tr>
<td>PADM 823</td>
<td>Ethics in Public Administration</td>
</tr>
<tr>
<td>PADM 825</td>
<td>Government, Society and Business</td>
</tr>
<tr>
<td>PADM 830</td>
<td>Theories of Conflict Resolution and Problem Solving</td>
</tr>
<tr>
<td>PADM 850</td>
<td>Performance Measurement and Management</td>
</tr>
<tr>
<td>PADM 860</td>
<td>Collaboration in Public Administration</td>
</tr>
<tr>
<td>PADM 872</td>
<td>Public Financial Management</td>
</tr>
<tr>
<td>PADM 881</td>
<td>Intergovernmental Relations</td>
</tr>
<tr>
<td>PADM 895</td>
<td>Advanced Topics</td>
</tr>
</tbody>
</table>

Dissertation

Successful oral defense of the dissertation.

Completion of a dissertation representing the candidate's ability to conduct scholarly, original research; and


Retention Standards

The University has established 3.00 as the minimum Grade Point Average (GPA) for continuance in a graduate program and graduation. Probation by the University occurs when a student’s GPA falls below 3.00. Suspension occurs when the student is unable to raise the GPA above 3.00 within the next 12 credit hours taken. In order to remain in good standing in the Ph.D. program, students must maintain a GPA of at least 3.00. If a student earns a grade of C+ or lower in a course, that course will not count toward the student’s degree, and must be repeated and a grade of at least B- recorded for that course. Students may earn no more than one grade lower than B- in course work attempted while enrolled in the Ph.D. program. If a student earns a second grade lower than B-, the student will be indefinitely suspended from the Ph.D. program. Likewise, any student who earns a grade of F in any course work attempted while enrolled in the Ph.D. program will be indefinitely suspended from the program.

If a full-time funded student falls below a GPA of 3.20 (but above 3.00), he or she will be placed on probation by the academic program for a period of one semester. If, at the end of the probationary semester, the student’s GPA remains below 3.20, the student’s funding will be terminated. If a student’s GPA falls below a 3.00, the student’s funding will be terminated.

Earning a Ph.D. is more than an exercise in receiving acceptable course grades. Graduates of ODU’s Ph.D. program in Public Administration and Policy are expected to embody values such as honesty, integrity, and fairness, and are expected to conduct themselves in a manner consistent with the expectations of the academy. Likewise, students are expected to exhibit growth in their intellectual capabilities and the integration of the scholarly tenets of their chosen discipline. These expectations are ultimately critical to a successful dissertation experience, as well as the ability to maintain the quality and reputation of the Ph.D. program, the School of Public Service (SPS), and the university. Students who fail to meet these expectations may, in accordance with the Student Performance Review Policy, be dismissed from the Ph.D. program, regardless of the student’s current grade point average. Students have the right to appeal the decision of the faculty to the Dean of the Strome College of Business.

Student Performance Review

Each Ph.D. student undergoes a performance review by his/her Advisor and/or GPD at the end of each academic year. In addition to certifying that the student is making satisfactory progress toward the degree (i.e., in compliance with the continuance and retention policies), the evaluation will include an examination of the following factors:

- Professional integrity, professionalism, and ethical behavior, as reflected in the ASPA Code of Ethics, Student Code of Conduct.
- Socialization Activities
- Collegiality and personal behavior
The exam consists of two portions, written and oral. The exam committee coursework. exercise of completing the proposed comprehensive exam process provides field to the distinctive research interests of the student. Furthermore, the entire comprehensive exam process requires the application of concepts, member graduate certified at Level I.

During the exam process, the chair of the committee must be SPS faculty be certified for graduate instruction. The student works with the committee School of Public Service faculty members. Exam committee members must be certified as eligible to serve on graduate committees. All dissertation are intended to better support Ph.D. students' transition from coursework by focusing on written and oral exams in the form of an dissertation by the end of the semester in documentation of these events with the GPD by the end of the semester in defenses, local ASPA chapter events, conference research presentation, socialization activities include attendance at prospectus and dissertation events required for the Certificates. Additional activities that count as completion of one of the Certificates or attending the professional development are intended to better support Ph.D. students' transition from coursework to dissertation by focusing on written and oral exams in the form of an empirical research paper proposal that is specific to an individual student's planned dissertation topic, as opposed to more general concepts. It will be a committee-led exam with the student identifying an exam committee comprising of at least three University faculty of which at least 2 must be School of Public Service faculty members. Exam committee members must be certified for graduate instruction. The student works with the committee during the exam process. The chair of the committee must be SPS faculty member graduate certified at Level I.

The entire comprehensive exam process requires the application of concepts, literature, and methodology of the public administration and public policy field to the distinctive research interests of the student. Furthermore, the exercise of completing the proposed comprehensive exam process provides a more valid testing of the student's ability to use the knowledge gained from coursework. The exam consists of two portions, written and oral. The exam committee will evaluate both portions of the comprehensive exam. Students should select and meet with their exam committee prior to the completion of their 37th credit hour of coursework.

In the interim, Graduate Assistants must register for dissertation research credit during the Fall and Spring semesters, which would count towards the three years of funding. All students must be registered during the semester(s) in which they are scheduled to take the comprehensive exams.

Written Comprehensive Examinations

Students will write an empirical research paper with the following content: (1) introduction, (2) literature review, (3) theory/conceptual framework, (4) research design, data collection/availability, proposed analysis, limitations, and (5) contributions. The student and her/his exam committee will determine when to commence the comprehensive exam research paper.

Students have a maximum of 3 semesters (excluding summer) to submit the written exam following completion of coursework. The 3 semester timeframe begins at the conclusion of the term where the student registered for his/her 37th credit hour. Students may submit as many drafts to the committee as deemed appropriate by the committee but can only submit one official written exam to the Test Administrator (by the end of the 3rd semester, excluding summer, following coursework completion). Due to the allowance for draft submissions, no retake of the written exam is permitted. The Test Administrator will test for plagiarism, and any student whose exam fails the plagiarism test will result in dismissal from the Ph.D. program. Failure to meet the deadline will result in exam failure and dismissal from the Ph.D. program.

Oral Comprehensive Examination

The oral exam is completed with a presentation and oral defense of the written exam to the exam committee. Students must complete the oral examination prior to the end of the semester after the written exam is completed (excluding summer). A student who completes the oral exam and fails must retest prior to the end of the next semester. Failure to meet the deadline will result in exam failure and dismissal from the Ph.D. program.

Dissertation Committee

After the candidacy examination process has been completed, the collective responsibility of the faculty in guiding the student is transferred to the candidate’s dissertation committee. Refinement and final approval of the topic and the dissertation prospectus is the first responsibility of the dissertation committee. This committee is formed to supervise the dissertation research and is announced in writing to the Graduate Program Director and the Dean with the Ph.D. Dissertation Committee. Any changes to an approved committee must be initiated on a Request for Change in Ph.D. Dissertation Committee.

The dissertation committee may not be formed until all course work is completed and the qualifying and candidacy examinations have been successfully completed. The dissertation committee shall have at least three members, at least two of whom must serve on the faculty of the School of Public Service. A third member of the dissertation committee must be drawn from eligible faculty outside of the student’s department (or in exceptional circumstances, outside the university), and must meet the requirements to be certified as eligible to serve on graduate committees. All dissertation committee members must be certified for graduate instruction. Membership may be extended to a non-university person with special knowledge of the dissertation subject area. Adjunct professors who are certified for graduate instruction also may be appointed as voting members of the committee.

Dissertation

The format of the dissertation prospectus is up to the student and the dissertation committee. Consistent with University policy, students are ABD (All But Dissertation) once they have an approved topic. The candidate will select a topic for dissertation research under the guidance of his/her dissertation committee. The dissertation prospectus, a plan detailing the need for the study and methods and procedures to be employed in implementing it, should be prepared according to university guidelines and as discussed in the dissertation seminar class. In many cases, this may involve preparation of the first three chapters of the dissertation, but the specific style and content of the prospectus is left to the student’s dissertation committee.
The dissertation prospectus should show that the student has technical mastery of the subject area and is capable of doing independent, mature and scholarly work that will be in some respect a significant contribution to knowledge and practice and will modify or enlarge what has been previously known.

The candidate will present and defend the prospectus for the dissertation, demonstrating the originality of the research, its contribution to the literature of the discipline, requisite literature review, and the methodology that will be used in conducting the research. The committee will judge the merits of the proposal, making necessary suggestions and/or additions, and approve the proposal in writing, providing copies to the Graduate Program Director.

The candidate’s program of study culminates in a dissertation representing a major research project that focuses on an issue directly related to public administration and/or public policy and offers new or unique insight; thus the work must make a clear contribution to knowledge in the discipline. Whether the dissertation is applied or theoretical in orientation, it must address some aspect of the field of public administration or public policy and must both document and respond to a managerial or policy problem in the field. While the dissertation is guided by the candidate’s dissertation committee, the purpose of the dissertation process to allow the candidate to demonstrate the knowledge, skills, creativity, and ability to conceive and define a problem or research question, ground the work in the appropriate existing literature in the discipline, choose and apply appropriate methods to collect and analyze empirical data to address the research question, and place the findings in the broader context of the state of knowledge within the discipline.

The defense is chaired by the dissertation committee chair who, acting as moderator, rules on questions of procedure and protocol that may arise during the defense. The aim of the defense is to explore, with the candidate, research methodologies employed in conducting the study, findings and conclusions revealed by the study and contributions the study is expected to offer. In this way, the candidate and examiners reach a more extensive insight into the candidate’s research area. During the oral defense, all members of the dissertation committee must render a judgment on the candidate’s performance. In the case of extenuating circumstances, absent members of the committee may participate via teleconference.

Any final revisions must be made after the defense before the final copy of the dissertation is submitted to the dissertation committee, the GPD and the Dean for signature on the title page of the dissertation. In the event that the candidate fails to pass the dissertation defense, the dissertation committee may recommend that the candidate be allowed one additional chance at re-examination, or dismissed from the program.

Continued progress of dissertation will be based on dissertation chair’s approval of student’s written summary of progress in the term.

Time Limits for Degree Completion
All requirements for a doctoral degree must be completed within eight calendar years from the date of beginning the initial course of study following admission to the doctoral program. This time limit may be extended under exceptional circumstances, but will require validation of any course credit more than eight years old at the time of graduation.

Certificate in Public Administration and Policy
Meg Jones, Graduate Program Manager

The School of Public Service in the Strome College of Business at Old Dominion University offers a Graduate Certificate in Public Administration and Policy. The objective of the program is to help working professionals upgrade their skills in the areas of policy analysis and public management, by developing analytical and management knowledge and capabilities.

Courses are available in a live or online setting, depending on semester and demand.

Curriculum
The curriculum consists of the courses listed below. Students are required to take four courses, totaling 12 credit hours, to complete the certificate program. There are three required courses and a choice of an elective.*

Required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 651</td>
<td>Administrative Theory I: The Context of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 701</td>
<td>Public Policy and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PADM 723</td>
<td>Ethics in Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective (choose 1)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 652</td>
<td>Administrative Theory II: The Process of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 671</td>
<td>Public Budgeting and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM 672</td>
<td>Public Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM 708</td>
<td>Urban and Regional Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>PADM 714</td>
<td>Public-Private Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>PADM 719</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PADM 724</td>
<td>Administration of Human Services</td>
<td>3</td>
</tr>
<tr>
<td>PADM 760</td>
<td>Collaboration in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 734</td>
<td>Negotiation and Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>PADM 781</td>
<td>Intergovernmental Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 3

* Any alteration(s) in required or elective course selection require(s) prior faculty advisor approval.

Graduate Certificate in Public Procurement and Contract Management
Josh Steinfeld, Program Director

http://www.odu.edu/business/departments/sps/academics/procurement

This certificate program is designed for students to satisfy their elective requirements or it can be taken as a stand alone certificate program. This certificate program is designed for Public Administration graduate students, however, business administration students, engineering students, and students from other disciplines would also be eligible to participate in the program. The program consists of four required courses and one elective (15 credits total).

Admission Requirements

Admission to the certificate program will require a bachelor’s degree (or equivalent).

Program Requirements

The award of this certificate is based upon the student’s successful completion of 15 credit hours of graduate level courses in Public Administration:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPCM/PADM 718</td>
<td>Public Sector Contract Administration</td>
<td>3</td>
</tr>
<tr>
<td>PPCM/PADM 726</td>
<td>Introduction to Public Procurement</td>
<td>3</td>
</tr>
<tr>
<td>PPCM/PADM 728</td>
<td>Public Sector Contract Planning and Formation</td>
<td>3</td>
</tr>
<tr>
<td>PPCM/PADM 731</td>
<td>Public Sector Procurement Law and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM/PPCM 672</td>
<td>Public Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM/PPCM 704</td>
<td>Methods of Public Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PADM/PPCM 714</td>
<td>Public-Private Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>PADM/PPCM 719</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PADM/PPCM 727</td>
<td>Public Procurement and Project Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM/PPCM 734</td>
<td>Negotiation and Dispute Resolution</td>
<td>3</td>
</tr>
</tbody>
</table>
Business and Public Administration

Affiliates

The college has several external units which enhance and support the academic programs. These units, listed below, offer opportunities for faculty members and students to interact with representatives of business, industry and government in Eastern Virginia.

Center for Asian Business

The Center for Asian Business has been established to enhance the college’s capacity to teach and conduct research on the subjects related to Asian business practices. The center collects and disseminates information on Asian businesses, supports course offerings on Asian management, and publishes research monographs and articles on the subject. Also, the center provides managerial training and consulting services for Asian companies and executives.

The Center for Economic Education

The center is an integral part of the national effort dedicated to improving economic literacy and promoting a greater understanding of the free enterprise system. A nonpartisan, nonprofit organization, the center is an affiliate of the Virginia Council on Economic Education and the National Council on Economic Education. The center works cooperatively with school systems promoting increased effectiveness of economics instruction in grades K-12 through workshops, credit classes, and consultations.

Executive Development Center

The center’s mission is to provide businesses, organizations, and individuals with high quality professional development and continuing education programs in virtually all areas of business, management, and executive education. The center offers public programs for individuals seeking professional certificate programs, preparation for certification exams, career advancement, and career change. In addition, the center develops and delivers custom training programs and consulting services to meet specific organizational and employee development needs of businesses and organizations regionally, nationally and internationally.

Center for Economic Analysis and Policy

The primary objectives of the center are to conduct research and develop a knowledge base on regional issues in the Eastern Virginia area. In addition, it provides a forum for regional collaboration involving educational, business, and government organizations.

Insurance and Financial Services Center

The Insurance and Financial Services Center supports undergraduate and graduate curricula in the disciplines of professional financial planning and risk and insurance. In addition, it provides for active involvement with the Eastern Virginia financial services community as a placement, research, consultative, and resource agency. The center further supports educational programs and seminars for the profession including a professional development program for practitioners that leads to the designation of Professional Financial Planner (PFP).

E.V. Williams Center for Real Estate and Economic Development

The mission of the center is to provide information and resources for the Hampton Roads real estate and economic development communities in their quest to improve the regional economy through job creation and investment. The center fosters relationships with the development community by hosting topical seminars on key development issues affecting the region and works closely with all related professional service organizations. The center maintains a comprehensive collection of information including detailed demographic and real estate data and employs the latest in geographic information and mapping software. The center publishes annual real estate market reviews on the office, industrial, retail, single family and multi-family real estate markets, and sponsors the Hampton Roads Real Estate Market Review and Forecast.
Darden College of Education and Professional Studies

Web Site: http://www.odu.edu/education

3200 Education Building
757-683-3938 (office)
757-683-5083 (fax)

Jane S. Bray, Dean
Gail K. Dickinson, Associate Dean, Graduate Programs and Research
Tammi Dice, Associate Dean, Undergraduate Programs and Assessment

The Darden College of Education and Professional Studies offers the Master of Science (M.S.), Master of Science in Education (M.S.Ed.), Educational Specialist (Ed.S.), and the Doctor of Philosophy (Ph.D.) degrees in the following broad concentrations and areas. More complete information is found on the following department web pages:

- Counseling Ph.D. Concentration, Ed.S., M.S.Ed.
- Special Education Ph.D. Concentration, M.S.Ed.
- Autism (Certificate)
- Applied Behavior Analysis (Certificate)
- Speech-Language Pathology, M.S.
- Educational Leadership Ph.D. Concentration, Ed.S., M.S.Ed.
- Community College Leadership, Ph.D.
- Community College Leadership (Certificate)
- Higher Education Ph.D. Concentration, Ed.S., M.S.Ed.
- Exercise Science, M.S.
- Physical Education, M.S.Ed.
- Adapted Physical Education Concentration
- Curriculum and Instruction Concentration
- Coaching Education Concentration
- Initial Virginia Licensure in Health & Physical Education Concentration
- Exercise Science and Wellness Concentration
- Sport Management, M.S.
- Park, Recreation, and Tourism Studies, M.S.
- Adapted Physical Education (Certificate)
- Human Movement Science, Ph.D. Concentration
- Sport and Recreation Management Emphasis
- Applied Kinesiology Emphasis
- Health and Sport Pedagogy Emphasis
- Instructional Design and Technology, Ph.D. Concentration; M.S.Ed.
- Elementary Education, Instructional Design and Technology Emphasis; M.S.Ed.
- Secondary Education, Instructional Design and Technology Emphasis, Graduate Certificate in Human Performance Technology, and Graduate Certificate in Education and Training in Modeling & Simulation
- Occupational and Technical Studies, Ph.D. Concentration; Ed.S.; Occupational and Technical Studies M.S., Business and Industry Training Concentration,
- Early Childhood Education, M.S.Ed.
- Curriculum and Instruction, Ph.D. Concentration
- Curriculum and Instruction, Ph.D. Concentration, Literacy Leadership Emphasis
- Curriculum and Instruction, Ph.D. Concentration, Early Childhood Education Emphasis
- Reading, M.S.Ed.
- Elementary Education, M.S.Ed. (Pre-K-6, Middle/School (6-8) IDS 5th Year, M.S.Ed.)
- Secondary Education (6-12 Initial licensure; English, mathematics, Earth science, chemistry, biology, physics, history/social studies)
- Library Science, M.S.Ed.
- Teachers of English to Speakers of Other Languages (TESOL), M.S.Ed

Overview

The Darden College of Education and Professional Studies is comprised of the following departments:

- Communication Disorders and Special Education;
- Counseling and Human Services;
- Educational Foundations and Leadership;
- Human Movement Sciences;
- Science, Technology, Engineering, and Mathematics (STEM) Education and Professional Studies; and
- Teaching & Learning.

Mission

The Darden College of Education and Professional Studies is committed to excellence in teaching, scholarly activities, and service. The college strives to meet the needs of the community while maintaining national and international prominence and is dedicated to preparing distinguished professionals who are leaders in their field. The college fulfills its mission through its undergraduate and graduate programs in the fields of education, counseling and human services, exercise science, athletic training, sport management, recreation, training, fashion, communication sciences and disorders, and instructional and industrial technology, as well as its continuing education activities.

Graduate Certificate in Military Children and Families

Gail K. Dickinson – Program Director

The Military Child and Families Certificate is an interdisciplinary program that will provide educators with specialized expertise in meeting the academic, social, and emotional needs of military connected P-12 students. Teachers, counselors, and school leaders in this program will take 12 credit hours of course and field work that will actively engage them in: (a) building the foundational research-based knowledge and skills that are requisite for identifying, understanding, and meeting the needs of military children and families; (b) collecting and analyzing school-wide, classroom, and individual assessment data to identify and prioritize the specific support needs of their military connected students and families; and (c) applying their foundational and assessment knowledge and skills to design and implement research-based, flexible, adaptable, and assessable programs that meet the identified needs in order to help ease transition, facilitate adjustment, and approve academic and social development outcomes for these students.

Requirements:

The students who pursue this certificate must complete 12 graduate credit hours. This includes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 689</td>
<td>Understanding Military Connected Children and Families</td>
<td>4</td>
</tr>
<tr>
<td>ELS 623</td>
<td>Design of Service Delivery Plans to Meet the Needs of Military Connected Children and Families</td>
<td>4</td>
</tr>
<tr>
<td>FOUN 662</td>
<td>Assessment and Evaluation for Schools Serving Military Connected Children and Families</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Hours 12

* Includes a service learning component that accounts for approximately 25% of students' time and effort in the certificate program.
The Department of Communication Disorders and Special Education is housed in the Lions Child Study Center (4501 Hampton Blvd.), a building that opened in 1997 and was made possible through the generosity of civic clubs, alumni, patrons and students. The clinical programs, housed in the center, give students valuable practical experience, deliver needed professional and educational services to members of the Hampton Roads community, and provide a laboratory setting for innovative faculty and student research. The department’s strategic objective is to prepare future clinicians, educators, leaders, researchers, and policy makers to be a resource for state and national initiatives, and to serve as an exemplary center for professional research and practice. The faculty is dedicated to preparing professionals to serve as recognized leaders in education and clinical settings and agencies. A Ph.D. program in Education is offered with a Special Education Concentration, and master’s degree programs are offered in Special Education and Speech-Language Pathology. Post-baccalaureate endorsement programs are also offered in Special Education. 

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students should obtain current program information from their advisors and the Darden College of Education and Professional Studies website at http://www.odu.edu/education.

The professional education programs in special education have several field experiences required to complete the program. Old Dominion University requires a clearance background check for candidates in professional education programs. The clearance must be completed prior to the field experience. The process to complete the ODU clearance background check is located at: https://www.odu.edu/success/academic/teacher-education/placement/background-checks. The process takes at least eight weeks. The ODU clearance background check includes the FBI fingerprint SP-24 form, the child protective service/social service check, and the sexual offender registry check. If students have any questions, they can check with Teacher Education Services at (757) 683-3348.

Individual programs are described on the following pages in this order:

**Special Education**
- Master of Science in Education, Special Education, Research Concentration
- Master of Science in Education, Special Education, General Curriculum K-12 Concentration
- Master of Science in Education, Special Education, Adapted Curriculum K-12 Concentration
- Master of Science in Education, Special Education, Early Childhood Special Education Concentration
- Post-Baccalaureate Endorsement Program with Special Education: General Curriculum K-12
- Post-Baccalaureate Endorsement Program with Special Education: Adapted Curriculum K-12
- Post-Baccalaureate Endorsement Program with Early Childhood Special Education
- Post-Baccalaureate Endorsement Program with Visual Impairments K-12
- Autism Certificate Program
- Applied Behavior Analysis Certificate Program
- Doctor of Philosophy in Education, Special Education Concentration

**Speech-Language Pathology**
- Master of Science in Speech-Language Pathology

**Master of Science in Education, Special Education**

Jonna Bobzien, Graduate Program Director
Child Study Center, (757) 683-3307

Within the Master of Science in Education, Special Education, there are several concentrations: one for licensed teachers who seek an advanced degree with a research component and three others for those who seek initial licensure in special education and a master’s degree. The special education graduate program is committed to a philosophy of serving as a catalyst to promote awareness, understanding, and acceptance of individuals with disabilities. The course work focuses on the improvement of the quality and scope of educational and related services available to individuals with disabilities from infancy to adulthood.

Note to students in Washington State from the Student Achievement Council (SAC) concerning the Master of Science in Education-Special Education: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Virginia and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/archive/outofstate for more information. Teachers are advised to contact their individual school districts as to whether or not this program may qualify for teacher advancement.

**Research Concentration**

The Research Concentration is designed to provide licensed special educators with an advanced professional degree and competencies beyond endorsement. This master’s degree will include a focus on scholarly research, advanced instructional strategies, and the foundations of special education leadership. It features the following:

- Interactive instructional technology
- Professional development using Council for Exceptional Children Advanced Program and National Board for Professional Teaching (NBPTS) standards
- Synchronous and asynchronous components
- Experiences congruent with National Board Professional Teaching Standards (NBPTS) certification requirements

The Research Concentration utilizes a field-based model for practica experiences. As such, student classrooms will be used for all practica experiences in the program. The Research Concentration will also provide the prerequisite course work for the Ph.D., Education - Special Education Concentration, thereby facilitating entry into the doctoral program for master educators seeking terminal degrees.

**Admissions**

Admission to the graduate program in special education is granted by the department’s graduate program director in conjunction with special education faculty. The following requirements are necessary for admission to the program.

Applicants must:
1. hold a baccalaureate degree from a regionally accredited institution or an equivalent degree from a foreign institution;
2. hold a current and valid teaching license with endorsement(s) in special education;
3. be currently teaching preK-12 students with disabilities;
4. have a minimum of two years teaching experience teaching preK-12 students with disabilities;
5. have an undergraduate grade point average of 3.0 or better;
6. take and receive satisfactory scores on either the Graduate Record Examination (GRE) (i.e., a score of 291 combined on Verbal and Quantitative with a minimum Verbal Reasoning score of 150 for regular admission and 4.5 on the Analytical Writing section) or Miller Analogies Test (MAT) (i.e., a score of 403 for regular admission);
7. provide three letters of recommendation, including at least two professional recommendations; and
8. submit a brief essay that highlights the student’s research/professional development interests. Discussion of research/professional development interest areas should include empirical support for proposed lines of inquiry.

*Note: Admission and prerequisite requirements: admission to the graduate program in special education is granted by the department's graduate program director in conjunction with special education faculty. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director.

**Additional requirements:**

- **Technology:** Participation in this online program requires reliable access to and facility with updated technology. Applicants must have consistent access to high speed Internet and computer equipment capable of high levels of connectivity such as two-way video/audio conferencing. Admitted students must plan to buy the headphones, microphones (or headset) and webcam for synchronous communication during and outside class. While wireless connections generally work, we recommend the use of a computer connected via cable to the modem/router. Dial up access is not sufficient.

- **Basic Skills and Dispositions:** Additional required competencies: Students admitted to the special education program are expected to be able to complete the essential abilities outlined in the CDSE Technical Standards document (pdf) and to exhibit the dispositions noted in the ODU Teacher Dispositions statement (pdf). For more information or to request copies of these documents, please contact the graduate program director at (757) 683-4383.

- **Additional Software:** All individuals seeking admission into any Teacher Education Program at Old Dominion University, upon enrolling/registering for their first education class, are required to purchase LiveText, a web-based portfolio assessment system approved by the ODU Teacher Education Council. LiveText must be purchased either from the ODU bookstore or http://www.livetext.com/. More information on LiveText: https://www.odu.edu/success/academic/teacher-education/resources/livetext  Additional software may be necessary.

- **Classroom Requirements:** Students will be expected to complete practica, including the filming of classroom practices, in their classrooms. As such, applicants must be currently assigned to teach students with disabilities and must be able to gain permission to record their students (for educational purposes only).

- **Class Attendance:** The program of study consists of asynchronous and synchronous instruction. Students admitted to the program are expected to attend all synchronous class sessions using communication software (e.g., Adobe Connect or WebEx).

**Continuance**

Students must:

1. complete the CITI Responsible Conduct of Research training modules. See https://www.odu.edu/impact/responsible-conduct-of-training;
2. maintain a grade point average of 3.00 overall and achieve a grade of B- or better in all practicum courses;
3. participate in a continuance review; and,
4. successfully complete all competencies relative to their program of study.

**Exit**

Students must:

1. have a grade point average of 3.00 overall; achieve a grade of B- or better in all course work and a grade of B or better in all field experience practicum coursework;
2. satisfactorily complete all program requirements including the written comprehensive exam;
3. complete a Graduate Student Assessment (http://www.odu.edu/academics/graduation-commencement/exit); and
4. submit a professional research project according to program guidelines prior to the awarding of the master of science degree in education-special education major.

**Curriculum**

**Foundation and Perspectives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CDSE 695</td>
<td>Topics in Education</td>
<td>1-3</td>
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<tr>
<td>SPED 701/801</td>
<td>Historical and Contemporary Research in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 720/820</td>
<td>Curriculum and Instruction: Research Into Practice</td>
<td>3</td>
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**Advanced Intervention Strategies**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>SPED 621</td>
<td>Effective Interventions for Children and Youth with Challenging Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SPED 702/802</td>
<td>Cognitive Processes and Learning Strategies for Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 705</td>
<td>Advanced Student and Program Evaluation in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 707/807</td>
<td>Advanced Instructional Procedures in Special Education</td>
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**Research**

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<th>Title</th>
<th>Hours</th>
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<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CDSE 636</td>
<td>Problems in Education</td>
<td>3</td>
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</tbody>
</table>

**Total Hours** 37-39

**Master of Science in Education, Special Education - General Curriculum**

**K-12, Adapted Curriculum K-12, or Early Childhood Special Education Concentrations**

The master’s degree program with special education licensure prepares teachers and agency personnel to design and implement programs for individuals with disabilities in a variety of settings. This master’s degree program with licensure endorsement can be completed in approximately two years during which the enrolled students will specify a concentration in General Curriculum K-12, Adapted Curriculum, K-12, or Early Childhood Special Education. Due to changing University requirements, national accreditation standards, and state licensure regulations, the programs in teacher education are under constant revision. Students are encouraged to obtain current program information from the Special Education Program website at: http://www.odu.edu/cdse/academics/sped/grad.

The graduate licensure programs in special education, in addition to meeting the Master of Science in Education degree requirements, satisfy Virginia Board of Education teacher endorsement competencies. Graduates are prepared to work effectively with children, adolescents, and adults who require special educational services. Classroom instruction is supplemented by field experiences with children, adolescents, and adults in a variety of settings. Teacher interns have been placed in children’s hospitals, special education classes in public and private facilities, regional education programs, residential psychiatric hospitals, mental health centers, and community agencies.

Graduates in special education serve as key members of child study teams and are prepared to address educational, emotional, and physical disabilities.
They also find employment as educational therapists, psycho-educational diagnosticians, and special education teachers and staff members in public and private schools.

**Admission**

Admission to the graduate program in special education is granted by the department’s graduate program director in conjunction with special education faculty. The following requirements are necessary for admission to the licensure program. Individuals who have a non-teaching B.S. or B.A. and wish to earn an M.S. Ed. and qualify for a teaching license in special education must meet the liberal arts and sciences content requirements by successfully passing the Praxis Subject Assessments Elementary Education: Multiple Subjects exam (5001; effective 7/01/15).

**Regular Admittance Requirements**

1. a baccalaureate degree in the liberal arts and sciences from an accredited institution. For candidates with other degrees from accredited institutions, successful completion of the Praxis Subject Assessments Elementary Education Multiple Subjects (5001; effective 7/01/15) prior to exit from the program may be substituted to meet the liberal arts and sciences requirements. The Virginia Board of Education determines passing Praxis Subject Assessments scores;

2. an undergraduate grade point average of 2.80 or better in an academic content area;

3. a Graduate Record Examination (GRE) score of at least 291 (Verbal and Quantitative sections with a minimum Verbal score of 150 or better) and a 4.5 on the Analytical Writing section; Revised Graduate Record Examination (see graduate program director) OR a Miller Analogies Test (MAT) minimum score of 403; and

4. a 400-500 word goal statement indicating why the student wishes to enroll in the special education program; and

5. successful completion of the Praxis Core Academic Skills for Educator Tests or equivalent according to the scores established by the Virginia Department of Education.

**Provisional Admittance Requirements**

Provisional admittance may be offered to students with marginal GRE or MAT scores or grades. In this case, the committee takes into consideration other factors. Individuals who do not meet the Praxis Core Academic Skills for Educator Tests or SAT requirements or with low test scores or a low undergraduate GPA will not be admitted to the graduate program. Provisional admittance requires:

1. a baccalaureate degree in the liberal arts and sciences from a regionally accredited institution or equivalent foreign institution. For candidates with other degrees from accredited institutions, successful completion of the Praxis Subject Assessments Elementary Education: Multiple Subjects exam (5001; effective 7/01/15) prior to exit from the program may be substituted to meet the liberal arts and sciences requirements. The Virginia Board of Education determines passing Praxis II scores;

2. an undergraduate grade point average of 2.80 or better in an academic content area;

3. a Graduate Record Examination score of at least 286 (Verbal and Quantitative sections with minimum Verbal score of 146 or better), Revised Graduate Record Examination (see graduate program director) and 4.0 on the Analytical Writing section OR a Miller Analogies Test (MAT) minimum score of 396; and

4. a 400-500 word goal statement indicating why the student wishes to enroll in the special education program; and

5. successful completion of the Praxis Core Academic Skills for Educator Tests or equivalent according to the scores established by the Virginia Department of Education.

**Fast Track Teacher Preparation Admission Policy**

Please refer to the appropriate section in the undergraduate catalog.

**Continuance**

Students must:

1. complete the Pre-Task Rating Form at time of admission;

2. complete the CITI Responsible Conduct of Research training modules. See https://www.odu.edu/education/resources/conduct-of-research-instructions;

3. maintain a grade point average of 3.00;

4. achieve a grade of B- or better in all course work and a grade of B or better in all field experience practicum coursework;

5. successfully complete all competencies relative to their area(s) of emphasis; and

6. must successfully pass the Virginia Board of Education Professional Assessments required for licensure prior to the start of the teacher candidate internship. The following assessments must be completed with a passing score: Virginia Communication and Literacy Assessment (VCLA) with a passing composite score of 470; Praxis Subject Assessments Elementary Education Multiple Subjects (5001; effective 7/01/15) exam with passing scores in Reading and Language Arts of 157, Mathematics score of 157, Social Studies score of 155, and Science score of 159; and Virginia Reading Assessment (VRA) with a passing score of 235 or Reading for Virginia Educators (RVE) (5306) with a passing score of 157.

**Exit**

Students must:

1. maintain a grade point average of 3.00 and a grade of B- or better in all course work;

2. provide passing scores on the Praxis Subject Assessments: Elementary Education Multiple Subjects, the written comprehensive examination (with no more than one successful re-examination) and the internship/ student teaching experience;

3. complete a Graduate Student Assessment;

4. complete the Post Task Rating Form; and

5. submit a professional portfolio according to program guidelines before the awarding of the master’s degree. Candidates seeking initial special education licensure will be required to successfully complete the Virginia Reading Assessment (VRA) or Reading for Virginia Educators (RVE) assessment and the Virginia Communication and Literacy Assessment (VCLA) (see Continuance section for passing scores).

6. Candidates seeking initial special education licensure will be required to successfully complete the child abuse recognition and intervention training, technology standards for instructional personnel (TSIP), and certification/training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators.

**Comprehensive Examination**

All students seeking a master’s degree in special education are required to complete successfully a written comprehensive examination. On this examination, students will be required to answer questions in general special education and questions from their areas of specialization. Specialization questions will be congruent with the student’s academic and professional preparation. If not passed during the first administration, the exam may be repeated only one time. Failure to successfully pass the comprehensive examination will result in not completing the requirements for the Master of Science in Education.

**Program Requirements**

For all students who have the prerequisite undergraduate course work in special education, the master’s degree requires a minimum of 30 semester hours of graduate study in special education to complete licensure. Students are expected to demonstrate dedication to special education clients and to programming in classroom and clinical settings before graduation is certified.
Special Education, K-12 Licensure – General Curriculum K-12

This program is designed to prepare professionals who are able to design and to implement appropriate educational programs for students who manifest mild disabilities. The program combines course work, supervised practica and internship to facilitate the integration of theory and practice in the development of evidence-based interventions applicable for individuals with special needs from preschool through adult in both public and private facilities. Program competencies prepare students to work in school-based programs, clinics, hospitals, and agency settings. Program practica and internship allow students opportunities to apply management, instructional and problem-solving skills in one-to-one and group settings.

Note to students in Washington State from the Student Achievement Council (SAC) concerning the Master of Science in Education (Special Education - General Curriculum K-12): Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Virginia and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/archive/ your application for educator certification in Washington will be processed.

Teachers are advised to contact their individual school districts as to whether or not this program may qualify for an out-of-state application. Teachers are advised to contact their individual school districts as to whether or not this program may qualify for teacher advancement.

Curriculum

Prerequisite Courses (or Undergraduate Minor or IDS in special education)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
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<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 402/502</td>
<td>Instructional Design I: Learner Characteristics and Assessment</td>
<td>3</td>
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<tr>
<td>SPED 411/511</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
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<tr>
<td>SPED 415/515</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 440</td>
<td>Assistive Technology for Diverse Students</td>
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Graduate Course Work

Select two of the following: 6

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SPED 618</td>
<td>Characteristics and Advanced Procedures: Emotional and Behavioral Disorders</td>
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<tr>
<td>SPED 623</td>
<td>Characteristics and Advanced Procedures: Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>SPED 625</td>
<td>Characteristics of Students with Autism Spectrum Disorders</td>
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<tr>
<td>SPED 626</td>
<td>Characteristics and Advanced Procedures: Learning Disabilities</td>
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</tr>
<tr>
<td>SPED 627</td>
<td>Instructional Strategies for Students with Autism Spectrum Disorders</td>
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<td>Both of the following  6</td>
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<tr>
<td>SPED 610</td>
<td>Characteristics of Students Accessing the General Curriculum</td>
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<tr>
<td>SPED 611</td>
<td>Instructional Strategies for Students accessing the General Education Curriculum</td>
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Select one of the following: 3

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<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
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Required

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<th>Course Code</th>
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<tr>
<td>SPED 621</td>
<td>Effective Interventions for Children and Youth with Challenging Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SPED 720</td>
<td>Curriculum and Instruction: Research Into Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
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</table>

Total Hours: 54

* Requires a practicum of 45 hours and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent exemption. (See Practicum Experiences Policy)

Special Education, K-12 Licensure - Early Childhood Special Education and Special Education - Adapted Curriculum K - 12

The early childhood special education program is designed to prepare students to teach children from birth to age six who manifest disabilities or who are at risk of later school failure. Students endorsed in the area of early childhood special education will be eligible to teach in infant and preschool programs in both public and private settings. The adapted curriculum program is designed to prepare teachers to instruct individuals traditionally labeled with multiple, moderate, severe, or profound disabilities who may have disabling conditions such as cerebral palsy, autism, or a sensory impairment. Students following the early childhood special education endorsement will take the prerequisite, core, and early childhood special education course blocks and teacher candidate internship. Students wishing to be endorsed in special education: adapted curriculum will take the prerequisite, core, and adapted curriculum course blocks and teacher candidate internship.

Curriculum

Prerequisite Courses (or Undergraduate Minor or IDS in special education)

<table>
<thead>
<tr>
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Required Graduate Courses

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<tr>
<td>SPED 504</td>
<td>Characteristics and Medical Aspects of Disabling Conditions</td>
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<tr>
<td>SPED 541</td>
<td>Teaching Students with Severe Physical and Sensorimotor Disabilities</td>
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<tr>
<td>TLED 568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
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<tr>
<td>SPED 569</td>
<td>Communication/Language Development/Intervention for Students with Significant Disabilities</td>
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Early Childhood Special Education OR

<table>
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<tr>
<td>SPED 560</td>
<td>Teaching Preschoolers With Diverse Needs</td>
<td>3</td>
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<tr>
<td>SPED 561</td>
<td>Developmental/Ecological Assessment Strategies</td>
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</tbody>
</table>
Regular admittance requires:

- Admission of students with disabilities.
- with special needs and may also serve as key members of child study teams;
- education teachers within the continuum of services provided for children
- Education endorsement requirements. Graduates find employment as special
- The Post-Baccalaureate Endorsement Program meets Virginia Department of
- admission requirements or hold provisional licensure in special education
- baccalaureate endorsement option is available for those students who wish
- into degree and/ or teacher preparation programs in the Darden College
- and Commonwealth licensure regulations, the programs in the Darden
- Post-Baccalaureate Endorsement Program

<table>
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<tr>
<td>SPED 567</td>
<td>Collaboration, Transitions and Infant-Family</td>
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<td>Intervention</td>
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<td>SPED 621</td>
<td>Effective Interventions for Children and Youth</td>
<td>3</td>
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<tr>
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<td>SPED 623</td>
<td>Characteristics and Advanced Procedures:</td>
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<td>Intellectual Disabilities *</td>
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<td>Characteristics of Students with Autism</td>
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<td>Teacher Candidate Internship for Special</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Endorsement **</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 63

* Requires a 45-hour practicum and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy).

** SPED 483/SPED 583 prerequisite.

*** SPED 621 and SPED 528 are required. Choose either SPED 623 or SPED 625 for a total of nine hours.

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students are encouraged to obtain current program information from their advisors and the Darden College of Education and Professional Studies website at http://www.odu.edu/education.

Post-Baccalaureate Endorsement Program

Jonna Bobzien, Graduate Program Director
Child Study Center
(757) 683-3307

Many students who already possess an undergraduate degree enter Old Dominion University for the sole purpose of meeting Virginia’s teaching licensure standards. When these students apply for admission into an approved teacher education program, they are considered to be post baccalaureate endorsement only candidates and must meet the college’s policy for admitting students into an approved teacher education program. Admission to Old Dominion University does not guarantee admission into degree and/ or teacher preparation programs in the Darden College of Education and Professional Studies. The special education post baccalaureate endorsement option is available for those students who wish to pursue licensure in special education and do not meet the master’s degree admission requirements or hold provisional licensure in special education and wish to complete licensure requirements.

The Post-Baccalaureate Endorsement Program meets Virginia Department of Education endorsement requirements. Graduates find employment as special education teachers within the continuum of services provided for children with special needs and may also serve as key members of child study teams; they are prepared to address the educational, emotional, and physical needs of students with disabilities.

Admission

Regular admittance requires:

1. completion of an undergraduate degree in the arts and sciences (or equivalent); a major in interdisciplinary studies or passing scores on Praxis Subject Assessments (5001) Elementary Education Multiple Subjects;

2. admission to Old Dominion University as a non-degree seeking graduate student;

3. cumulative GPA of 2.80 for all college credit courses taken in the baccalaureate degree program from an accredited college/university;

4. passing Praxis Core Academic Skills for Educator Tests or equivalent assessments scores;

5. an interview and recommendation for admittance from a department representative, Teacher Education Services advisor, or distance learning representative; and

6. submission of an application for admittance into the Darden College of Education and Professional Studies Teacher Post-Baccalaureate Endorsement Program.

Provisional admittance requires:

1. completion of an undergraduate degree in the arts and sciences (or equivalent); a major in interdisciplinary studies or passing scores on Praxis Subject Assessments (5001) Elementary Education Multiple Subjects;

2. admission to Old Dominion University as a non-degree seeking graduate student;

3. cumulative GPA of 2.50-2.74 for all college credit courses taken in the baccalaureate degree program from an accredited college/university;

4. passing Praxis Core Academic Skills for Educator Tests or equivalent assessment scores;

5. an interview and recommendation for admittance from a department representative, Teacher Education Services advisor, or distance learning representative; and

6. submission of an application for admittance into the Darden College of Education and Professional Studies Teacher Post-Baccalaureate Endorsement Program.

Continuance Requirements

1. completion of the Pre-Task Rating Form upon acceptance;

2. complete the CITI Responsible Conduct of Research training modules. See https://www.odu.edu/education/resources/conduct-of-research-instructions;

3. successful completion of all courses required for licensure in an endorsement area(s);

4. maintenance of a GPA of 3.0 with a B- or better in all course work, and B or better in all practicum coursework; and

5. computer literacy (or completion of SPED 440 or demonstrated evidence of proficiency in the Virginia Department of Education Technology Standards For Instructional Personnel [TSIP]).

Exit Requirements

1. completion of the Post Task Rating form;

2. passing scores on the Reading for Virginia Educators (RVE) or Virginia Reading Assessment (VRA) and Virginia Communication and Literacy Assessment (VCLA) prior to teacher candidate internship (student teaching);

3. completion of all requirements for the program including passing scores on the Praxis Subjects Assessments Elementary Education Multiple Subjects exam (5001);

4. completion of SPED 583 prior to teacher candidate internship (student teaching); and

5. passing scores on the Special Education Exit Exam.

6. Candidates seeking initial special education licensure will be required to successfully complete the child abuse recognition and intervention training, technology standards for instructional personnel (TSIP),
and certification/training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators.

Curriculum

Special Education Endorsement Only—
General Curriculum, K - 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 402/502</td>
<td>Instructional Design I: Learner Characteristics and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 411/511</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 415/515</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning*</td>
<td>3</td>
</tr>
<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 583</td>
<td>Field Experience Seminar in Special Education</td>
<td>1</td>
</tr>
<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours: 46

* Requires a practicum of 45 hours and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy).

Early Childhood Special Education Endorsement Only

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 415/515</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 469/569</td>
<td>Communication/Language Development/Intervention for Students with Significant Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 440</td>
<td>Assistive Technology for Diverse Students</td>
<td>3</td>
</tr>
</tbody>
</table>

Special Education—Adapted Curriculum, K - 12 Endorsement Only

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 415/515</td>
<td>Instructional Design II: Curricular Procedures and Individualized Education Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 469/569</td>
<td>Communication/Language Development/Intervention for Students with Significant Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 528</td>
<td>Instructional Strategies for Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 541</td>
<td>Teaching Strategies for Students with Severe Physical and Sensorimotor Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 561</td>
<td>Developmental/Ecological Assessment Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SPED 567</td>
<td>Collaboration, Transitions and Infant-Family Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SPED 568</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours: 43

* Requires a practicum of 45 hours and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy).

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program.
Special Education – Visual Impairments, PreK-12 Endorsement only

**Endorsement Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 400/500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 411/511</td>
<td>Classroom and Behavioral Management Techniques for Students with Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 417/517</td>
<td>Collaboration and Transitions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 432/532</td>
<td>Characteristics of Students with Visual Impairments</td>
<td>2</td>
</tr>
<tr>
<td>SPED 433/533</td>
<td>Braille Code</td>
<td>3</td>
</tr>
<tr>
<td>SPED 434/534</td>
<td>Medical and Educational Implications of Visual Impairments *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 435/535</td>
<td>Orientation and Mobility *</td>
<td>2</td>
</tr>
<tr>
<td>SPED 436/536</td>
<td>Curriculum and Assessment of Students with Visual Impairments *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 437/537</td>
<td>Assistive Technology for People with Sensory Impairments</td>
<td>3</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 638</td>
<td>Teaching Methods for Students with Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 639</td>
<td>Braille Reading and Writing *</td>
<td>3</td>
</tr>
<tr>
<td><strong>Internship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 583</td>
<td>Field Experience Seminar in Special Education</td>
<td>1</td>
</tr>
<tr>
<td>SPED 586</td>
<td>Teacher Candidate Internship for Special Endorsement</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>44</td>
</tr>
</tbody>
</table>

* Requires a 45-hour practicum and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education assessment for admission to an approved teacher education program (see Practicum Experience Policy).

**Autism Certificate Program**

Old Dominion University is pleased to offer a 12 credit hour certificate program designed to prepare teachers and related service providers to effectively work and provide support for students with autism spectrum disorder (ASD). This coursework can be completed separately from, or integrated into, the Master’s Degree in Special Education.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 625</td>
<td>Characteristics of Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 627</td>
<td>Instructional Strategies for Students with Autism Spectrum Disorders *</td>
<td>3</td>
</tr>
<tr>
<td>SPED 569</td>
<td>Communication/Language Development/Intervention for Students with Significant Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 621</td>
<td>Effective Interventions for Children and Youth with Challenging Behavior *</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

* Requires practicum of 45 hours and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy).

**Applied Behavior Analysis Certificate Program**

Old Dominion University is pleased to offer a Behavior Analyst Certification Board-approved 18-credit sequence of courses leading to a certificate in applied behavior analysis. The program’s primary goal is to provide teachers and related service providers with instruction in applied behavior analysis that will broaden the range of empirically-supported instructional methodologies used to meet the academic, social, and behavioral needs of a diverse student population. The program’s secondary goal is to provide teachers and related service providers with the educational and internship requirements needed to sit for the national Board Certified Behavior Analyst (BCBA) examination. The program is offered in two formats:

1. **ODU Applied Behavior Analysis Program.** This program will be offered to qualified students admitted to the program. Course work will be delivered in a combined traditional face-to-face and online format offered by ODU. An applicant must (a) have a master’s degree from an accredited university or the equivalent from a foreign institution in one of the following areas: education, psychology or behavior analysis OR (b) be accepted into and currently pursuing a master’s degree offered by an accredited university in one of the following areas: education, psychology or behavior analysis.

2. **Virginia Applied Behavior Analysis (VA-ABA) Consortium.** The VA-ABA Consortium is comprised of four universities: George Mason University, Lynchburg College, Old Dominion University, and Virginia Commonwealth University. This program will be offered in a cohort model with a group of qualified students admitted once per year. An applicant must (a) have a master’s degree from an accredited university or the equivalent from a foreign institution in one of the following areas: education, psychology or behavior analysis OR (b) be accepted into and currently pursuing a master’s degree offered by an accredited university in one of the following areas: education, psychology or behavior analysis.

Successful completion of the ODU ABA certificate program, in addition to a supervised internship that meets the Behavior Analyst Certification Board (BACB) guidelines, will allow the participant to apply for the national BCBA® examination. A student who successfully completes the 18-credit course sequence and does not complete the internship requirement may earn the ODU ABA Certificate, but is not eligible to sit for the national BCBA® examination. Courses required to complete the ODU Applied Behavior Analysis Certificate Program include the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 640</td>
<td>Applied Behavior Analysis: Principles, Procedures, and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>SPED 641</td>
<td>Applied Behavior Analysis: Empirical Bases</td>
<td>3</td>
</tr>
<tr>
<td>SPED 642</td>
<td>Ethics and Professional Conduct for Behavior Analysts</td>
<td>3</td>
</tr>
<tr>
<td>SPED 643</td>
<td>Applied Behavior Analysis: Assessments and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SPED 644</td>
<td>Applied Behavior Analysis: Applications</td>
<td>3</td>
</tr>
<tr>
<td>SPED 645</td>
<td>Applied Behavior Analysis: Verbal Behavior</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>
The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum: Supporting Students with Severe Disabilities and Autism (ACSD)

The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum: Supporting Students with Severe Disabilities and Autism (ACSD Consortium) is comprised of six state-approved teacher preparation programs in special education: adapted curriculum K-12. Participating universities are George Mason University; Norfolk State University; Radford University; James Madison University; Virginia Commonwealth University and Old Dominion University. The consortium’s primary goal is to prepare teachers across the commonwealth to be highly skilled and effective in teaching learners with severe and multiple disabilities. The program is designed to accelerate the training for teachers with newly-issued provisional licenses and to increase the number of fully endorsed teachers by providing training to full-time pre-service personnel. ACSD Consortium courses will be delivered via distance formats using videoconferencing and web modalities. Faculty experts in severe disabilities from the six universities will teach the required classes. Applicants must have bachelor’s degrees from regionally accredited universities and passing Praxis Core Academic Skills for Educators Test scores.

SPED 313 Fundamentals of Human Growth and Development: Birth through Adolescence 3
SPED 500 Foundations of Special Education: Legal Aspects and Characteristics 3
SPED 670 Transition and Community-Based Instruction 3
SPED 671 Positive Behavior Supports 3
SPED 672 Curriculum and Assessment in Severe Disabilities 3
SPED 673 Communication and Severe Disabilities 3
SPED 674 Medical and Developmental Risk Factors for Children with Disabilities 3
SPED 675 Foundations of Language and Literacy for Diverse Learners 3
SPED 676 Curriculum and Methods-Severe Disabilities 3
SPED 677 Consultation and Collaboration 3
SPED 678 Interdisciplinary Approaches for Children with Sensory/Motor Disabilities 3
SPED 583 Field Experience Seminar in Special Education 1
SPED 586 Teacher Candidate Internship for Special Endorsement 9

Doctor of Philosophy, Education – Special Education Concentration

Jonna Bobzien, Graduate Program Director

The Doctor of Philosophy is the degree most often desired for those who wish to become faculty in colleges and universities and those who aspire to senior administrative roles in institutions and agencies. The Ph.D. in education with a concentration in special education is intended to prepare individuals for administrative and faculty positions and to provide students with the skills to carry out scholarly research, lead organizations, and create new research.

The Ph.D. in education with a concentration in special education is designed to address the acute shortage of doctoral level special education personnel in the Commonwealth and across the nation. Program graduates will be prepared as content experts in pre-referral intervention and early intervention to assume positions of leadership as special education faculty at the university and college level. Additionally, graduates of the special education program will have the professional research skills to work with school systems to address the diverse learning needs and behavior challenges associated with the education of students with special needs and those students at risk. Program graduates will attain a degree of proficiency in research and writing that will prepare them to make contributions to the professional literatures of special education and related disciplines.

The curriculum described below contains elements that will provide research expertise, administrative skills and experience, and the ability to serve the nation’s colleges, universities, and agencies providing special education services.

Admission

The criteria for admission into the Ph.D. in education with a concentration in special education includes:

1. A completed master’s degree in special education or an equivalent degree, in an appropriate discipline from a regionally accredited university. A minimum grade point (GPA) of 3.60 (on a 4.0 scale) overall for the master’s degree and in the major area of study in the master’s degree will be expected. In extraordinary circumstances, an individual may be accepted into the Ph.D. in special education program on a provisional status without having received a master’s degree. This individual first must complete the master’s degree in the selected concentration area and meet all other admission criteria prior to beginning Ph.D. coursework;
2. An acceptable overall total score on the Graduate Record Examination (GRE) (minimum 150 on the verbal portion) and no less than a 4.5 on the writing sample. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) that meets the University’s current standard;
3. Submission of a professional vitae (3 years minimum teaching experience preferred);
4. A 500-800 word statement of academic and professional goals. This statement must address how the applicant would work within the research agenda of the concentration to achieve his/her goals;
5. Three letters of reference from sources capable of commenting on the applicant’s readiness for the advanced graduate study. At least two of these letters must be from an academic source;
6. Prior course work in statistics and in theories of learning. If this requirement is not met, a student may be admitted and additional course work will be added to the candidate’s program of study; and
7. An on-campus interview with concentration area faculty.

Applications for admission will be reviewed by the admissions committee from the special education concentration. Admission to the special education program is competitive with the number of applications expected to exceed the number of available openings. Admission criteria will be weighted with competitive applicants invited to participate in an on campus interview. Most full time students will begin their course of study each fall semester as a cohort following a summer orientation.

Continuance

Students must:
1. maintain a grade point average of 3.00 overall;
2. complete the CITI Responsible Conduct of Research training modules. See https://www.odu.edu/education/resources/conduct-of-research-instructions;
3. complete an annual continuance review; and
4. successfully complete all competencies relative to their program of study.

Exit

In order to complete the program, students must fully complete the curriculum below and all requirements noted elsewhere in the University catalog for graduate students and within the Ph.D. in Education Handbook. It is the responsibility of the student to obtain these materials and comply with all requirements.
Program Requirements

The Ph.D. in education with a concentration in special education is comprised of courses totaling a minimum of 60 academic credit hours beyond the master’s degree. The curriculum includes a content concentration totaling 24 credit hours, an introductory core of nine hours, a research component including 15 credit hours, and the dissertation, which will include a minimum of 12 hours. The dissertation will often include more than 12 credit hours depending on the length of time necessary for completion. Students entering the program may also need to complete one introductory statistics course if they have not had such a course or cannot demonstrate competency at a satisfactory level. Students who enter the PhD program with a master’s degree in an academic field that is unrelated to special education and/or who have not completed courses to develop competency in specified areas may need to complete additional prerequisite course work.

Under normal circumstances, admissions will be offered once a year in order to build efficient cohort groups for this type of advanced study. In order to enhance the experience of the students and to increase the efficiency by which courses are offered, a cohort of 10 students will be admitted each year. This limited number of students is necessary to ensure that there is an adequate number of full-time faculty to serve the students through advising and other duties, particularly when the cohorts reach the dissertation stage of the program.

Applicants must submit completed applications and all related material no later than February 1 of each year, and students will be admitted for study beginning in June or July of the same year.

Curriculum

<table>
<thead>
<tr>
<th>Prerequisite Course work</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 722 Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPED 701/801 Historical and Contemporary Research in Special Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Introductory Core</strong></td>
<td></td>
</tr>
<tr>
<td>SPED 821 Critical Issues I: Readings in Special Education and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>SPED 822 Critical Issues II: Research and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>SPED 893 Professional Seminar: Teaching, Research, and Service</td>
<td>3</td>
</tr>
<tr>
<td><strong>Research Core</strong></td>
<td></td>
</tr>
<tr>
<td>FOUN 822 Applied Linear Models in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 812 Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 813 Program Evaluation in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 814 Qualitative Research Design in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 816 Single Subject Research Designs</td>
<td>3</td>
</tr>
<tr>
<td><strong>Special Education Concentration</strong></td>
<td></td>
</tr>
<tr>
<td>SPED 702/802 Cognitive Processes and Learning Strategies for Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 707/807 Advanced Instructional Procedures in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 720/820 Curriculum and Instruction: Research Into Practice</td>
<td>3</td>
</tr>
<tr>
<td>CDSE 795/895 Topics in Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 868 Internship: Special Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td>SPED 899 Dissertation</td>
<td>12</td>
</tr>
<tr>
<td>Total Hours</td>
<td>63</td>
</tr>
</tbody>
</table>

* With approval of the graduate program director, elective courses may be substituted for those within the special education core. This allows students to take up to 6 hours as electives. Such substitutions must be approved in writing. Electives may be taken in other areas in the College of Education (e.g., educational leadership, higher education, early childhood education, instructional design and technology) or in other colleges with the approval of the appropriate graduate program director or department.

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students are encouraged to obtain current program information from their advisors and the Darden College of Education and Professional Studies website at http://www.odu.edu/education.

Practicum Experiences Policy

A candidate may participate in a course with a practicum experience through one of two tracks:

1. A candidate may be eligible to participate in the early practicum experience course if the candidate has been admitted into an approved teacher education program. This requires that candidates pass the Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education Assessment for admission to an approved teacher education program (see Practicum Experiences Policy). In addition, candidates must meet the GPA for their individual programs, professional education courses, and minimum grade requirements, along with any other course prerequisites.

2. A provisionally licensed teacher may participate in an early practicum course if the teacher is currently employed with a school division, has a letter from the Virginia Department of Education listing the course as a needed requirement, and has passing Virginia Communication and Literacy Assessment (VCLA) scores. The provisionally licensed teacher will have to meet all the requirements of the course as stated in the syllabus.

3. Candidates seeking admission to an approved teacher education program must satisfy one of the Virginia Board of Education Prescribed Assessment for Admission to An Approved Teacher Education Program. This requirement can be satisfied by meeting a passing score in one of the selected criteria below:
   a. Passing Praxis I composite score of 532 (before January 1, 2014) or passing scores on the Praxis Core Academic Skills for Educator Tests; or
   b. Approved substitute test score for Praxis I/Praxis Core Academic Skills for Educator Tests:
      i. SAT score of 1000 with at least 450 verbal and 510 mathematics taken prior to April 1, 1995; or
      ii. SAT score of 1100 with at least 530 verbal and 530 mathematics taken after April 1, 1995; or
      iii. ACT composite score of 21 with ACT mathematics score of less than 22, and ACT English plus Reading score of no less than 22, and ACT English plus Reading score of no less than 46, taken after April 1, 1995; or
      iv. ACT composite score of 24 with ACT mathematics score of less than 22, and ACT English plus Reading score of no less than 46, taken after April 1, 1995; or
      v. Praxis I Math test score of 178 or Praxis Core Academic Skills for Educator Math Test score of 150 and a composite Virginia Communication and Literacy Assessment (hereafter referred to as the VCLA) composite score of 470; or
      vi. SAT Mathematics test score of at least 510 taken prior to April 1, 1995 and a VCLA composite score of 470; or
      vii. SAT Mathematics test score of at least 530 taken after April 1, 1995 and a VCLA composite score of 470; or
One program in speech-language pathology must possess an undergraduate director and faculty of the program. Individuals entering the master's degree after a competitive review and interview completed by the graduate program Admission to the graduate program in speech-language pathology is granted aural rehabilitation.

fluency disorders, language development, speech science, audiology, and required master's degree coursework (8 semesters total). Prerequisite field typically require two additional semesters to complete prerequisite time enrollment. Students who do not hold an undergraduate degree in the

pathology/communication sciences and disorders are eligible for acceptance Students with and without an undergraduate degree in speech-language pathology (42 academic credits and 15 clinical credits). Students are

minimum of 57 semester hours of graduate study in speech-language pathology (Praxis II) and essential paperwork for ASHA certification prior to graduation.

Graduates of the program hold positions as speech-language pathologists in a variety of professional settings, such as public schools, hospitals, children’s hospitals, private practice agencies, and rehabilitation centers. Many graduates have become administrators, clinical supervisors and instructors at universities, and researchers. Student outcome data and the strategic plan can be accessed on the program website.

Application and Admission Application to the ODU graduate program in speech-language pathology takes place through Communication Sciences and Disorders Centralized Application System (CSDCAS, https://portal.csdcas.org/). All documents (transcripts, letters, essay) are to be submitted to CSDCAS by February 1 of each year. Students then must go to the ODU graduate application system (www.odu.edu/admission/graduate) to complete a secondary application form and submit unofficial transcripts to ODU. No additional documents are needed with the ODU application. Admission decisions take place after March 1. Students with and without an undergraduate degree in speech-language pathology/communication sciences and disorders are eligible for acceptance into the program. The normal matriculation for a student who holds an undergraduate degree in the field is two full years (6 semesters) of full-time enrollment. Students who do not hold an undergraduate degree in the field typically require two additional semesters to complete prerequisite and required master’s degree coursework (8 semesters total). Prerequisite courses which can be accepted from other institutions include anatomy of speech and language, phonetics, articulation/phonological disorders, voice/ fluency disorders, language development, speech science, audiology, and aural rehabilitation.

Admission to the graduate program in speech-language pathology is granted after a competitive review and interview completed by the graduate program director and faculty of the program. Individuals entering the master’s degree program in speech-language pathology must possess an undergraduate degree and will be required to submit final official transcripts to ODU prior to graduate enrollment.

The following minimum requirements are necessary in order to be considered for admission to the program.

Regular admittance requires:

1. a baccalaureate degree from an institution accredited by a regional accrediting body or an equivalent degree from a foreign institution;
2. an undergraduate grade point average of 2.80 or better;
3. Graduate Record Examination (GRE) suggested minimum scores of 146 verbal, 140 quantitative, and 4.0 analytic. Students meeting these minimal scores enter a selection pool of candidates;
4. three letters of recommendation, at least two of which should be from prior university instructors;
5. a 500 word essay describing the student’s personal experiences and background that influence their potential to meet professional practice competencies (accountability, integrity, cultural competence, collaborative practice).

Continuance Students must:

1. maintain a grade point average of 3.00;
2. satisfactorily complete all practica;
3. earn no more than two grades below B-. Students must retake courses in which grades below B- are earned and receive grades of B- or higher. Obtaining three grades below B- leads to expulsion from the program;
4. meet prerequisite competencies (25 observation hours) in order to be admitted to clinical practice;
5. receive permission from the faculty in order to be admitted to any clinical practicum;
6. complete the CITI Responsible Conduct of Research training modules. See https://www.odu.edu/education/resources/conduct-of-research-instructions.

Exit Students must:

1. have a grade point average of 3.00;
2. pass the department writing proficiency examination;
3. meet all academic competencies;
4. meet all clinical competencies;
5. pass a written comprehensive examination;
6. complete Praxis II (Speech-Language Pathology);
7. successfully complete a written evidence based case studies project; and
8. complete an exit interview with the graduate program director.

Comprehensive Examination All students seeking a master’s degree in speech-language pathology are required to successfully complete a written comprehensive examination. Areas of examination are based upon program coursework and related areas of professional preparation. If any area is not successfully completed during the first administration, the student is allowed only one more attempt. Failure of any question on the second administration leads to expulsion from the program.

Program Requirements All students who have met prerequisite requirements must complete a minimum of 57 semester hours of graduate study in speech-language pathology (42 academic credits and 15 clinical credits). Students are expected to satisfy all professional, academic, and clinical requirements and demonstrate professional, ethical, and communication behaviors commensurate with the standards of the profession.
### Curriculum

<table>
<thead>
<tr>
<th>Prerequisite Courses (or Equivalent from another Institution)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 350 or CSD 452/452</td>
<td>Survey in Communication Disorders 3</td>
</tr>
<tr>
<td>CSD 351</td>
<td>Anatomy of Speech, Language, and Swallowing 3</td>
</tr>
<tr>
<td>CSD 352</td>
<td>Phonetics 3</td>
</tr>
<tr>
<td>CSD 451/4551</td>
<td>Articulation and Phonological Disorders 3</td>
</tr>
<tr>
<td>CSD 453/4553</td>
<td>Language Development 3</td>
</tr>
<tr>
<td>CSD 458/4558</td>
<td>Speech and Hearing Science 3</td>
</tr>
<tr>
<td>CSD 460/460</td>
<td>Hearing Disorders and Basic Audiology 3</td>
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<tr>
<td>CSD 461/461</td>
<td>Aural Rehabilitation I 3</td>
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<td></td>
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**Core Courses**

<table>
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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>CDSE 636</td>
<td>Problems in Education</td>
<td>3</td>
</tr>
<tr>
<td>CSD 612</td>
<td>Evidence-Based Research in Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 649</td>
<td>Clinical Procedures in Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 651</td>
<td>Language Diagnosis and Intervention in School-Aged Children</td>
<td>3</td>
</tr>
<tr>
<td>CSD 652</td>
<td>Articulation and Phonological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 653</td>
<td>Language Diagnosis and Intervention in Infants and Preschoolers</td>
<td>3</td>
</tr>
<tr>
<td>CSD 655</td>
<td>Voice and Resonance Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 656</td>
<td>Theories and Therapies in Stuttering</td>
<td>3</td>
</tr>
<tr>
<td>CSD 657</td>
<td>Aphasia</td>
<td>3</td>
</tr>
<tr>
<td>CSD 658</td>
<td>Swallowing Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 659</td>
<td>Augmentative and Alternative Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 660</td>
<td>Procedures in Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 662</td>
<td>Cognitive-Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 750</td>
<td>Neuromotor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Clinical Practica</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>CSD 669</td>
<td>Clinical Practicum in Speech-Language Pathology I, II, III</td>
<td>3</td>
</tr>
<tr>
<td>CSD 668</td>
<td>Advanced Clinical Externship in Speech-Language Pathology</td>
<td>3</td>
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<td>Total Hours</td>
<td><strong>57</strong></td>
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</tbody>
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### Counseling Graduate Program

The Old Dominion University master's degree in counseling includes two concentration areas: Clinical Mental Health Counseling or School Counseling. Clinical Mental Health track graduates meet the educational requirements to pursue the LPC credential in Virginia, and School Counseling track graduates meet requirements for the Virginia Licensed School Counselor credential. Graduates of the School Counseling track who complete electives in diagnosis, addictions, and family dynamics can also meet requirements for both the LPC and the Licensed School Counselor credentials.

The Counseling program also offers an Education Specialist (Ed.S.) degree for those seeking to re-specialize beyond their Master's training in Counseling, and this degree can be tailored to meet the LPC or Licensed School Counselor educational requirements. The Ed.S. degree extends counseling knowledge and skills for individuals who already hold master’s degrees in counseling. The Ed.S. degree also provides core master’s level counseling coursework for individuals who have master’s degrees in closely related fields (e.g., psychology, special education) who wish to become counselors.

The Ph.D. in Education (Counseling) prepares graduates to become counselor educators, clinical supervisors, scholars, and leaders in a variety of professional settings.

The master’s degree program offers a curriculum that emphasizes the following core components: professional orientation and ethical practice; social and cultural diversity; human growth and development; career development; helping relationships; group work; assessment; and research and program evaluation. In addition, the school counseling concentration includes courses in school climate and culture, counseling children and adolescents, professional issues, and program development. The clinical mental health counseling concentration includes courses in substance abuse counseling, family dynamics, diagnosis and psychopathology, and clinical supervision.

As part of the program’s mission, a commitment to social justice, cultural inclusivity, and reducing inequities and oppression is infused throughout coursework. Required field placement experiences (practicum, internship, and observation hours) involve work in counseling settings where learners apply the knowledge, attitudes, awareness, and skills developed during their coursework. Prior to any placement in the field for observation or practicum/internship all students are required to complete a background check. These are handled by the Teacher Education Services and Advising Office. Instructions can be found on their web page (http://www.odu.edu/success/academic/teacher-education/placement/background-checks). The admissions process, the use of experiential and didactic learning approaches, supervision requirements, and ongoing comprehensive review and evaluation of students ensures that all graduates possess the academic and personal characteristics necessary to be effective counselors.

The clinical mental health counseling concentration prepares graduate students for careers in community mental health settings, college counseling centers, hospital-based behavioral health programs, the criminal justice field, veterans' mental health, and private practice. The clinical mental health counseling concentration provides grounding in evidence-based practice, assessment and diagnosis, the role of the counselor in health care, and client and population-centered advocacy. The school counseling concentration prepares graduates to act as systems-change agents throughout K-12 settings in order to address the academic and developmental needs of children, adolescents, and youth. Through the use of experiential and didactic instruction, graduates from the school counseling concentration learn to think systemically, lead effectively, and collaborate with other professionals and stakeholder groups in schools as well as communities. As advocates for children, adolescents, and youth, graduates are encouraged to embrace the belief that school counselors are a major force in closing the achievement gap and that changes in students and programs will be observable, measurable, and impactful.

The Ph.D. in Education (Counseling) prepares individuals for employment as counselor educator faculty members in colleges and universities and as clinicians and leaders in counseling settings in colleges, community...
mental health agencies, private practices, and schools or school districts. This program provides doctoral students with the skills to supervise other counselors, teach counseling skills, conduct scholarly research, lead organizations, and create new knowledge in the field of counseling. Learners in the Ph.D. program are actively mentored to develop their competency in specific topics through presentations, extra-curricular research, and service-leadership to the Counseling field.

The master’s degree program (including the two concentrations) and the Ph.D. program are accredited by the Council for the Accreditation of Counseling and Related Programs (CACREP). CACREP does not accredit education specialist degree programs. Objectives for programs offered and other important program information can be found in the program handbooks which are located on the program web pages at http://education.odu.edu/chs/academics/counseling.

Master of Science in Education - Counseling

Education Building
4301 Hampton Blvd.
Department of Counseling & Human Services
Office 2101
Norfolk, VA 23508
757-683-3326
C (coun@odu.edu)ounGPD@odu.edu

Admission

Applicants may hold a bachelor’s degree in any field.

Deadlines for Admission

- New students are admitted twice each year and are eligible to begin fall, spring, or summer semester.
- Fall Semester (or Summer Semester)
  - March 1 – Deadline for completed applications
- For admission for summer semester (beginning early May) or fall semester (beginning mid-August), and the final deadline for receipt of applications is March 1.
- Spring Semester
  - October 1 – Deadline for completed applications
- For admission for spring semester (beginning early January), the final deadline for receipt of applications is October 1.

Application Requirements

For details regarding the application process, criteria used to select students, materials required of applicants, where to send application materials, and taking courses prior to admission as a non-degree graduate student, see the program web site at http://www.odu.edu/chs/academics/m-s-ed-admissionsrequirements.

Students must meet all University and program requirements to continue toward degree completion once they have been admitted. Students who earn three or more grades of C+ or lower will be dismissed from the Counseling graduate program. Students are also assessed on their interpersonal comportment and behavior. If faculty members have serious concerns about a student’s satisfactory progress in the program, they may initiate a process that could lead to the student being asked to withdraw. Students have the right to appeal decisions on continuance made by faculty.

Program Completion and Exit

Students must successfully complete a multiple choice comprehensive examination covering the 8 core counseling competency areas, the required course of study for their concentration, and must have a minimum GPA of 3.00 to graduate.

Program Requirements

A minimum of 60 semester credits is required for the Master of Science in Education - Counseling with a concentration in clinical mental health counseling or school counseling. Toward the conclusion of the program, all students must pass a comprehensive exam. All students are required to take 30 credits of common-core course work. Additional course work in concentration areas is required. All students complete 100 hours of practicum and 600 hours of internship. Students are also required to complete the Responsible Conduct of Research Training (visit the ODU Office of Research webpage for additional information).

Curriculum

Core Courses (Master's Degree, all concentrations)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 601</td>
<td>Principles of Professional Counseling and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COUN 631</td>
<td>Counseling for Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 633</td>
<td>Counseling and Psychotherapy Techniques</td>
<td>3</td>
</tr>
<tr>
<td>COUN 634</td>
<td>Advanced Counseling and Psychotherapy Techniques</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>COUN 645</td>
<td>Testing and Client Assessment</td>
<td>3</td>
</tr>
<tr>
<td>COUN 648</td>
<td>Foundations of Career Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 650</td>
<td>Theories of Counseling and Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>COUN 655</td>
<td>Social and Cultural Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 669</td>
<td>Practicum in Counseling (100 hrs min)</td>
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<td><strong>Total Hours</strong></td>
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Concentrations (required coursework)

Clinical Mental Health Counseling

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>COUN 644</td>
<td>Group Counseling and Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>COUN 647</td>
<td>Addictive Disorders</td>
<td>3</td>
</tr>
<tr>
<td>COUN 670</td>
<td>Introduction to Counseling Supervision</td>
<td>3</td>
</tr>
<tr>
<td>COUN 680</td>
<td>Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 685</td>
<td>Diagnosis and Treatment Planning in Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 691</td>
<td>Family Systems and Family Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 667</td>
<td>Internship in Mental Health Counseling (600 hrs minimum)</td>
<td>6</td>
</tr>
<tr>
<td><strong>COUN Electives</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
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School Counseling

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 642</td>
<td>Structured Counseling Groups</td>
<td>3</td>
</tr>
<tr>
<td>COUN 676</td>
<td>Professional Issues in School Counseling K-12</td>
<td>3</td>
</tr>
<tr>
<td>COUN 677</td>
<td>School Culture, Learning, and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>COUN 678</td>
<td>Counseling Children and Adolescents in School Settings</td>
<td>3</td>
</tr>
<tr>
<td>COUN 679</td>
<td>School Counseling Program Development K-12</td>
<td>3</td>
</tr>
<tr>
<td>COUN 668</td>
<td>Internship in School Counseling (600 hrs minimum)</td>
<td>6</td>
</tr>
<tr>
<td><strong>COUN Electives</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>30</strong></td>
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</table>

LPC Electives

Students in the school counseling specialization who wish to pursue the Licensed Professional Counselor (LPC) credential in Virginia should include the elective courses COUN 647 (Addictive Disorders), COUN 691 (Family Systems and Family Development), and COUN 685 (Diagnosis and Treatment Planning in Mental Health Counseling). A post-master's residency of 3400 supervised hours, plus the national clinical mental health counselor's exam, are also required for the Virginia LPC.
The Education Specialist (Ed.S.) degree in counseling is designed to further develop learners' knowledge and skills in counseling and to cultivate their capacity for leadership as professionals. The Ed.S. is suitable for master’s degree level counselors who wish to earn an additional graduate degree in counseling, or for individuals with master’s degrees in related fields who wish to satisfy the academic portion of the state requirements for licensure as a professional counselor or a school counselor. It is considered a terminal counseling practitioner’s degree.

Admission
Applicants may hold a bachelor’s degree in any field. A master's degree in counseling or related field is also required.

Deadlines for Admission
- New students are admitted twice each year and are eligible to begin fall, spring, or summer semester.
- Fall Semester (or Summer Semester)
  - March 1 – Deadline for completed applications
  - For admission for summer semester (beginning early May) or fall semester (beginning mid-August), the final deadline for receipt of applications is March 1.
- Spring Semester
  - October 1 – Deadline for completed applications
  - For admission for spring semester (beginning early January), the final deadline for receipt of applications is October 1.

Application Requirements
For details regarding the application process, criteria used to select students, materials required of applicants, where to send application materials, and taking courses prior to admission as a non-degree graduate student, see the program web site at http://education.odu.edu/chs/academics/counseling.

Non-Matriculated or Non-Degree Status
Students may take a maximum of 12 credits beyond their master’s degree as a non-matriculated or non-degree student before being admitted into the program.

Continuance
Students must meet all University and program requirements to continue toward degree completion once they have been admitted. Students who earn three or more grades of C+ or lower will be dismissed from the Counseling graduate program. If faculty members have serious concerns about a student’s satisfactory progress in the program, they may initiate a process that could lead to the student being asked to withdraw. Students have the right to appeal decisions on continuance made by faculty.

Exit
Students must successfully complete the required course of study (a minimum of 30 credits) with a grade point average of 3.00 or better, and pass a written comprehensive examination.

Program Requirements
The Education Specialist degree in counseling requires a minimum of 30 semester hours of course work beyond the master’s degree. When licensed as a professional counselor or school counselor is an objective, more than 30 semester hours usually is required.

Required Courses
Ed.S. students select courses depending on their objectives. For required courses, see the website at http://education.odu.edu/chs/academics/counseling/ed_s.shtml.

Doctor of Philosophy - Education (Counseling)

Admission

Deadlines for Admission
- October 1st of each year- Deadline for completed applications
- New students are admitted once each year and are eligible to begin fall, spring, or summer semester.

For details regarding the application process, criteria used to select students, materials required of applicants, where to send application materials, and program website at http://education.odu.edu/chs/academics/counseling.

Program Course Requirements
The Doctor of Philosophy in Education (Counseling) is comprised of courses totaling 60 academic credit hours beyond the master’s degree. The curriculum includes advanced courses in counseling, supervision, teaching, and research, a doctoral practicum and an internship, and 12 credits of dissertation.

Program Completion and Exit
In order to complete the program, students must complete required courses in a satisfactory manner, pass examinations, and complete an acceptable dissertation. Ph.D. students must meet all requirements included in the University Graduate Catalog, the Ph.D. in Education (Counseling) Program Handbook. It is the responsibility of the student to obtain these documents and complete requirements.

Prerequisites
Graduation from a master’s degree program in counseling that was accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP) is a prerequisite. If a doctoral student’s master’s degree program was not accredited by CACREP, the student must take master’s-level courses and field experiences they are missing as part of their Ph.D. program.

Required Courses

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<tr>
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<th>Course Title</th>
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<tbody>
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<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data</td>
<td>3</td>
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<tr>
<td>COUN 670</td>
<td>Introduction to Counseling Supervision</td>
<td>3</td>
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<tr>
<td>COUN 801</td>
<td>Current Issues in Counseling and Counselor</td>
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<td>COUN 820</td>
<td>Counselor Education Teaching and Practice</td>
<td>3</td>
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<tr>
<td>COUN 835</td>
<td>Advanced Counseling Research Design and</td>
<td>3</td>
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<tr>
<td></td>
<td>Assessment</td>
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<td>COUN 842</td>
<td>Advanced Counseling Theory and Practice</td>
<td>3</td>
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<tr>
<td>COUN 844</td>
<td>Advanced Group Counseling</td>
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<tr>
<td>COUN 846</td>
<td>Advanced Counseling Supervision</td>
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Foundations
Higher Education and Community College Leadership
Educational Leadership
Individual programs are described on the following pages.

Education and Professional Studies website at http://www.odu.edu/program information from their advisors and the Darden College of requirements described in the catalog. Students should obtain current revision. Any changes resulting from these factors supersede the program College of Education and Professional Studies are under constant and Commonwealth licensure regulations, the programs in the Darden Due to changing University requirements, national accreditation standards, educational psychology and program evaluation (Ph.D). programs in educational leadership (M.S.Ed., Ed.S., Ph.D.), higher education (M.S.Ed., Ed.S., Ph.D.), community college leadership (Ph.D.), and

The Department of Educational Foundations and Leadership offers graduate programs in educational leadership (M.S.Ed., Ed.S., Ph.D.), higher education (M.S.Ed., Ed.S., Ph.D.), community college leadership (Ph.D.), and educational psychology and program evaluation (Ph.D).

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students should obtain current program information from their advisors and the Darden College of Education and Professional Studies website at http://www.odu.edu/education.

Individual programs are described on the following pages.

Educational Leadership
  • K-12 Licensure only
  • Master of Science in Education – Educational Leadership, Administration and Supervision (K-12 Licensure) Concentration
  • Education Specialist, Educational Leadership - Administration and Supervision (K-12 Licensure) Concentration
  • Education Specialist, Educational Leadership - Administration and Supervision (Non-Licensure) Concentration
  • Doctor of Philosophy, Education – Educational Leadership Concentration

Higher Education and Community College Leadership
  • Master of Science in Education – Higher Education
    • Student Affairs Administration
    • Leadership and Administration
    • International Higher Education Leadership
  • Education Specialist, Higher Education
  • Doctor of Philosophy, Education - Higher Education Concentration
  • Doctor of Philosophy, Community College Leadership

Foundations
  • Doctor of Philosophy, Education - Educational Psychology & Program Evaluation Concentration

Continuance Policy and Procedures for all EFL Programs
The following policy has been established for continuance in all graduate programs within the EFL department.

At the end of each semester – fall, spring, and summer – the graduate program director (GPD) will review student records. Students who do not maintain an overall GPA of at least 3.0 in their EFL program will be placed on probation. Students placed on probation have one semester to bring their overall GPA back to a minimum of 3.0. A student may be placed on probation only one time in their EFL program and will not be eligible for a second probationary period. Should a student’s GPA fall below a 3.0 twice, he/she will be dismissed from the program.

Students who receive a grade of F in any EFL required or elective program course or who receive a final grade of lower than B- in more than one class in their program will be dismissed from their program by the Department Chair. A failing grade in dissertation credits for one semester places the student in probationary status and does not automatically dismiss the student from the program. However, two failing grades in dissertation credits will result in dismissal from the program. Students may follow the Grade Appeal Procedure in the ODU Graduate Catalog. In the event a grade is appealed such that the student comes into compliance with the EFL Continuance Policy, he/she will be reinstated. In accord with University policy, ODU email is considered official communication.

Advancement to Candidacy Policy for all EFL Programs
In the Department of Educational Foundations and Leadership, advancement to candidacy is a formal step that occurs after the student 1) completes formal coursework, 2) passes the PhD written and oral candidacy examinations, and 3) submits and successfully defends a dissertation proposal in front of a dissertation committee, which constitutes approval of the dissertation topic.

Educational Leadership Services (PK-12)
2300 Education Building
757-683-5163
http://www.odu.edu/efl

Karen L. Sanzo, GPD for Educational Leadership Services

The purpose of graduate programs in educational leadership is to prepare individuals to assume leadership responsibilities in education, training, and other human service organizations. Educational leadership offers the M.S.Ed. and the Ed.S. degrees for candidates seeking PK-12 administration and supervision licensure. Educational leadership also offers the Ed.S. degree without initial licensure and the Ph.D. in educational leadership. The programs prepare leaders who are visionary, who have depth of knowledge, and who can be effective and responsive organizational leaders. The programs develop graduates who can apply research-based knowledge, skills, and dispositions that translate into effective practice through innovative program instruction and authentic field-based experiences. The concentration area in educational administration and supervision is approved by the state of Virginia and is fully accredited by the National Council for Accreditation of Teacher Education.

The administration and supervision concentration area is based on the standards of the National Council for Accreditation of Teacher Education and approved by the Commonwealth of Virginia. Through this program participants will develop and demonstrate competence in the following areas.

1. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by
promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

6. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

7. Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1 - 6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Master of Science in Education - Administration and Supervision Concentration

2300 Education Building
757-683-5163
http://www.odu.edu/efl

Karen Sanzo, GPD for Educational Leadership Services

Admission

To gain admission, applicants must:

1. meet all University admissions requirements;
2. have an undergraduate grade point average of 2.80 overall and 3.00 in the major;
3. provide two letters of recommendation, including one from a school administrator; and,
4. write a one page essay that explains the applicant's professional experiences and personal goals, specific ways the applicant hopes to improve public education as an educational leader, and how this degree will help the applicant address her/his professional goals.
5. write a one page, single-spaced statement about a contemporary and critical issue facing educational leaders. Address the following:
   - What is the contemporary issue and why is it critical?
   - Why is this issue relevant to school and/or division leaders?
   - What role should school and/or division leaders play in addressing this issue and how?

In addition, all students who wish to enter the administration and supervision program with Commonwealth of Virginia accreditation must satisfactorily complete an administrative skills portfolio assessment process. ELS 700 must be the first course in which students enroll. Non-degree students may not take more than two ELS courses prior to admission. Performance in classes as a non-degree student will not guarantee admission into the program.

Exit

Students must successfully complete:

1. the School Leaders Licensure Assessment (SLLA);
2. the required course of study;
3. three self assessments, one at the start of the program, one after the first internship, and one upon completion of all coursework;
4. Two internships of 320 hours and 5 placements per VDOE administrative licensure regulations; and,
5. have a minimum 3.00 grade point average in order to graduate.

Program Requirements

For the Master of Science in Education with a concentration in administration and supervision, a student must have completed an approved 30-hour minimum graduate program including two internships and a culminating written comprehensive examination. Approved internship experiences are required by the Commonwealth of Virginia.

Administration and Supervision Preparation for Public School PreK-12 Licensure

Requirements for this concentration area are as follows.

Prerequisite/Corequisite

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 700</td>
<td>Strategic Leadership and Management for School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>ELS 701</td>
<td>Accountability and Organizational Improvement</td>
<td>3</td>
</tr>
<tr>
<td>ELS 702</td>
<td>Educational Politics and Policymaking</td>
<td>3</td>
</tr>
<tr>
<td>ELS 710</td>
<td>Strategic Communication and External Relations</td>
<td>3</td>
</tr>
<tr>
<td>ELS 727</td>
<td>Learning Theories and Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>ELS 728</td>
<td>Instructional Leadership and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>ELS 753</td>
<td>Educational Finance and Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>ELS 757</td>
<td>Educational Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ELS 668</td>
<td>Internship in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELS 669</td>
<td>Instructional Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 30

* This course must be taken first and include the start of an Administration Portfolio Skills Assessment.

Education Specialist - Educational Leadership (K-12 Licensure)

http://www.odu.edu/efl

Karen Sanzo, GPD for Educational Leadership Services

Students who have a master’s degree in another area and do not have a license in administration supervision PreK-12 may be accepted into the Ed.S. with Licensure Program. These students would complete the following 33 semester hours of coursework to lead to licensure as an administrator.

Admission

To gain admission, applicants must:

1. meet all University admissions requirements;
2. have an undergraduate grade point average of 2.80 overall and 3.00 in the major;
3. provide two letters of recommendation, including one from a school administrator; and,
4. write a one page essay that explains the applicant's professional experiences and personal goals, specific ways the applicant hopes to improve public education as an educational leader, and how this degree will help the applicant address her/his professional goals.
5. write a one page, single-spaced statement about a contemporary and critical issue facing educational leaders. Address the following:
   - What is the contemporary issue and why is it critical?
   - Why is this issue relevant to school and/or division leaders?

Old Dominion University 120
- What role should school and/or division leaders play in addressing this issue and how?

In addition, all students who wish to enter the administration and supervision program with Commonwealth of Virginia accreditation must satisfactorily complete an administrative skills portfolio assessment process. ELS 800 must be the first course in which students enroll. Non-degree students may not take more than two ELS courses prior to admission. Performance in classes as a non-degree student will not guarantee admission into the program.

Exit

Students must successfully complete:
1. the School Leaders Licensure Assessment (SLLA);
2. the required course of study;
3. three self assessments, one at the start of the program, one after the first internship, and one upon completion of all coursework;
4. Two internships of 320 hours and 5 placements per VDOE administrative licensure regulations; and,
5. have a minimum 3.00 grade point average in order to graduate.

Curriculum

Prerequisite/Corequisite
ELS 800 Strategic Leadership and Management for School Improvement (Curriculum) 3

Course Requirements
ELS 801 Accountability and Organizational Improvement 3
ELS 802 Educational Politics and Policymaking 3
ELS 810 Strategic Communication and External Relations 3
ELS 827 Learning Theories and Professional Development 3
ELS 828 Instructional Leadership and Supervision 3
ELS 853 Educational Finance and Budgeting 3
ELS 857 Educational Law and Ethics 3
ELS 660 Program Evaluation, Research and Planning 3

Clinical Experience
ELS 668 Internship in Educational Leadership (Clinical Experience) 3
ELS 669 Instructional Internship (Clinical Experience) 3

Total Hours 33

* The classes marked with an asterisk are required classes for licensure.
** Other doctoral-level classes may be taken in consultation with your advisor.

Students must successfully complete the School Leaders Licensure Assessment (SLLA).

Education Specialist - Educational Leadership (Non-Licensure)

2300 Education Building
757-683-5163
http://www.odu.edu/efl

Karen Sanzo, GPD for Educational Leadership Services

The Education Specialist (Ed.S.) with a concentration in Educational Leadership program is designed to provide further opportunities for holders of master’s decades to develop expertise at a higher professional level. Emphasis is on continued development for leadership in policy formulation, planning, and executive action related to educational and training institutions and human service organizations. Individuals who aspire to advance in educational leadership will find in this program a meaningful base for building toward their professional objectives. The Ed.S. program in educational leadership includes emphasis areas in administration and supervision and in higher education.

Admission

Students must:
1. meet all University requirements;
2. provide two letters of recommendation;
3. hold a master’s degree from an accredited institution (minimum 3.25 graduate grade point average on a 4.00 scale); and,
4. provide a one-page essay explaining why he/she should be admitted into the program.
5. Applicants whose admission credentials are slightly below the required minimum will be considered for provisional admission. Performance in classes as a non-degree student will not be taken into consideration in the admission process.

Continuance

Students must meet all University requirements and maintain a 3.00 or higher grade point average.

Exit

Students must successfully complete:
1. a written comprehensive examination;
2. the required course of study; and,
3. have a 3.00 grade point average or above.

Education Specialist Program Requirements

The Ed.S. requires the completion of a minimum of 30 approved semester credit hours consisting of at least 18 hours at the 800 level.

Course Requirements

ELS 835 Organizational Theory and Behavior in Education 3
ELS 853 Educational Finance and Budgeting 3
ELS 871 Educational Systems Planning and Futures 3
ELS 876 Leadership for Social Justice 3
ELS 878 Leadership for Teaching and Learning 3
ELS 879 Field Research in School Administration and Supervision 3
FOUN 722 Introduction to Applied Statistics and Data Analysis 3

Select three Electives from the following: 9
ELS 811 Leadership Theory for Educational Improvement
ELS 864 History and Philosophy of American Public School Reform
ELS 873 Advanced School Law
ELS 880 Multicultural Curriculum Leadership and Globalization
ELS 883 Contemporary Issues in Education

Total Hours 30

Doctor of Philosophy, Education - Educational Leadership Concentration

Karen Sanzo, GPD for Educational Leadership Concentration

http://www.odu.edu/efl
Program Requirements

The Ph.D. Program in Education with an Educational Leadership Concentration consists of a minimum of 48 academic credit hours beyond the master’s degree and a minimum of 12 credits for the dissertation. The curriculum includes 18 hours of ELS content area credit, 15 hours of research methods and design credit, 12 hours of elective credit, and 3 hours of dissertation seminar credit. Students entering the program may also need to complete one or more introductory statistics courses if they have not had such coursework or cannot demonstrate competency at a satisfactory level.

Students who come into the Ph.D. program with a master’s degree in an academic field that is unrelated to educational leadership and/or who have not completed courses to develop competency in specified areas may need to complete other courses in lieu of electives.

Program Completion and Exit

In order to graduate from the program, students must successfully complete all degree requirements including all coursework, candidacy requirements, and the dissertation.

Continuance

Students must meet all department, college, and university policy requirements for continuation in their academic program. See department policy above. In addition, students must be continuously enrolled in the cohort.

Prerequisites

| ELS 660 or FOUN 611 or FOUN 612 | Program Evaluation, Research and Planning | 3 |
| FOUN 722 | Introduction to Applied Statistics and Data Analysis (or equivalent) | 3 |

Research Core

| ELS 831 | Accountability Systems in Public Education | 3 |
| FOUN 822 or FOUN 823 | Applied Linear Models in Educational Research | 3 |
| FOUN 812 | Research Design and Analysis | 3 |
| FOUN 814 | Qualitative Research Design in Education | 3 |
| FOUN 813 | Program Evaluation in Education | 3 |

Educational Leadership and Services Concentration Courses

| ELS 811 | Leadership Theory for Educational Improvement | 3 |
| ELS 815 | Leadership for Equity and Inclusive Education | 3 |
| ELS 821 | Policy and Politics in Educational Leadership | 3 |
| ELS 835 | Organizational Theory and Behavior in Education | 3 |
| ELS 876 | Leadership for Social Justice | 3 |
| ELS 878 | Leadership for Teaching and Learning | 3 |

Select four Electives from the following (other electives may be substituted with advisor approval):

| ELS 864 | History and Philosophy of American Public School Reform | 3 |
| ELS 871 | Educational Systems Planning and Futures | 3 |
| ELS 874 | Advanced School Finance, and Operations | 3 |
| ELS 880 | Multicultural Curriculum Leadership and Globalization | 3 |
| ELS 883 | Contemporary Issues in Education | 3 |

Capstone Course

| FOUN 881 | Dissertation Seminar | 3 |

Dissertation (minimum 12 hours) 12

* With advisor approval, two of these courses may be substituted with courses outside of the educational leadership program to allow students to form cognate areas.

Higher Education and Community College Leadership

The department offers a concentration area in higher education in the M.S.Ed., Ed.S., and Ph.D. degrees as well as the option to pursue a Ph.D. in Community College Leadership.

Master of Science in Education, Educational Leadership - Higher Education

2300 Education Building
757-683-3702

Chris R. Glass, GPD for Higher Education and Community College Leadership

The Higher Education program offers professional graduate degrees for careers in advanced leadership positions in colleges, universities, non-profit organizations, or educational associations. The program has specialized curricular tracks in student affairs administration, international higher education leadership, and leadership and administration.

Students gain professional experience through internships with a wide-variety of colleges, universities, agencies, and associations in the U.S. and abroad. A capstone experience engages students in real-life research projects that are commissioned by university and community leaders.

The program meets the requirements for graduate programs of the American College Personnel Association (ACPA), the National Association of Student Personnel Administrators (NASPA), and the Association for the Study of Higher Education (ASHE). The program meets standards established by the Council for the Advancement of Standards in Higher Education (CAS).

Admission

Prospective students seeking admission to the Master’s degree program in Higher Education must:

1. Meet all University admission requirements as listed in the Old Dominion University Catalog;
2. Submit transcripts of all undergraduate work with an undergraduate GPA of 2.8 overall and 3.0 in the major (students with a GPA lower than 3.0 in the major may be admitted provisionally);
3. Provide two (2) letters of recommendation. At least one letter must come from a professor or an individual who describes the applicant's academic performance and writing ability. Letters from senior-level leaders that endorse the applicant's leadership potential are encouraged;
4. Provide a 1-page single-spaced essay that addresses the questions: What are your professional goals? Why do you wish to obtain the specific degree for which you are applying?
5. Provide a writing sample from undergraduate coursework;
6. Submit official scores from the Graduate Record Examination (GRE) taken within the last five years;
7. Provide a resume that describes the applicant’s academic and professional background;
8. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) iBT of at least 80.

Applicants whose admission credentials are slightly below the required minimum will be considered for provisional admission.
Continuance
Students must meet all department, college, and university policy requirements for continuation in their academic program. See department policy above.

Exit
In order to graduate from the program, students must successfully complete:
1. the required course of study for a total of at least 36 credit hours of coursework; and
2. pass a written comprehensive examination.

Non-Degree
Non-degree students are limited to a maximum of 2 courses prior to admission unless they receive permission from the GPD. Students must receive academic advising from a program faculty member prior to enrollment in any course as a non-degree student. Taking courses as a non-degree student does not guarantee admission into the program.

Curriculum
Higher Education - Student Affairs Administration
The Student Affairs Administration track prepares professionals for positions in student affairs, including academic advising, admissions, campus activities, greek life, judicial affairs, multicultural affairs, orientation, and residence life and housing.

Core Courses
- FOUN 611 Introduction to Research Methods in Education
- or FOUN 722 Introduction to Applied Statistics and Data Analysis
- HIED 708 Foundations of Higher Education
- HIED 752 The Law of Higher Education
- HIED 757 Learning Environment Design and Assessment

Cognate
- HIED 710 Student Affairs Administration
- HIED 733 Professional Helping Skills in Higher Education
- HIED 745 Today’s College Student

Electives
Select 2 from the following:
- HIED 712 Strategic Planning
- HIED 720 The Private College and University
- HIED 743 Campus Internationalization
- HIED 756 Institutional Finance and Resource Management
- HIED 758 Higher Education Leadership
- HIED 762 Institutional Advancement
- HIED 763 Topical Issues in Higher Education
- HIED 764 College and the University Presidency
- HIED 765 Adult and Continuing Education
- HIED 770 External and Internal Relations for Higher Education
- HIED 771 Global and Intercultural Perspectives in Higher Education
- HIED 794 Governance, Organization, and Administration of Higher Education
- HIED 795 Topics in Higher Education Administration
- CCL 766 Seminar on the Modern Community College: Foundations, Philosophy, and Vision
- COUN 648 Foundations of Career Development
- COUN 707 Adult and College Student Development

Field Experiences
- HIED 768 Internship in Higher Education Administration (A)
- HIED 768 Internship in Higher Education Administration (B)
- HIED 761 Higher Education Capstone

Total Hours 36

Higher Education - Leadership and Administration
The Leadership and Administration track prepares professionals for positions in mid- and senior-level positions in academic affairs in colleges, universities, agencies, and associations.

Core Courses
- FOUN 611 Introduction to Research Methods in Education
- or FOUN 722 Introduction to Applied Statistics and Data Analysis
- HIED 708 Foundations of Higher Education
- HIED 752 The Law of Higher Education
- HIED 757 Learning Environment Design and Assessment

Cognate
- HIED 712 Strategic Planning
- HIED 758 Higher Education Leadership
- HIED 794 Governance, Organization, and Administration of Higher Education

Electives
Select 2 from the following:
- HIED 710 Student Affairs Administration
- HIED 733 Professional Helping Skills in Higher Education
- HIED 720 The Private College and University
- HIED 743 Campus Internationalization
- HIED 744 Global Higher Education Systems: A Comparative Approach
- HIED 745 Today’s College Student
- HIED 756 Institutional Finance and Resource Management
- HIED 762 Institutional Advancement
- HIED 763 Topical Issues in Higher Education
- HIED 764 College and the University Presidency
- HIED 765 Adult and Continuing Education
- HIED 770 External and Internal Relations for Higher Education
- HIED 771 Global and Intercultural Perspectives in Higher Education
- HIED 773 History of Higher Education
- HIED 795 Topics in Higher Education Administration
- CCL 766 Seminar on the Modern Community College: Foundations, Philosophy, and Vision

Field Experiences
- HIED 768 Internship in Higher Education Administration (A)
- HIED 768 Internship in Higher Education Administration (B)
- HIED 761 Higher Education Capstone

Total Hours 36

Higher Education - International Higher Education Leadership
The International Higher Education Leadership track prepares professionals for positions in international education, including study abroad, international student and scholar services, international campus programming, and higher education for international development.
Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
</tr>
<tr>
<td>or FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
</tr>
<tr>
<td>HIED 708</td>
<td>Foundations of Higher Education</td>
</tr>
<tr>
<td>HIED 752</td>
<td>The Law of Higher Education</td>
</tr>
<tr>
<td>HIED 757</td>
<td>Learning Environment Design and Assessment</td>
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Cognate

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HIED 743</td>
<td>Campus Internationalization</td>
</tr>
<tr>
<td>HIED 771</td>
<td>Global and Intercultural Perspectives in Higher Education</td>
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Electives

Select 3 from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>IS 713</td>
<td>Global Political Economy</td>
</tr>
<tr>
<td>IS 741</td>
<td>Globalization and Social Change in the World System</td>
</tr>
<tr>
<td>IS 760</td>
<td>International Cultural Studies: History, Theory and Application</td>
</tr>
<tr>
<td>HIED 710</td>
<td>Student Affairs Administration</td>
</tr>
<tr>
<td>HIED 712</td>
<td>Strategic Planning</td>
</tr>
<tr>
<td>HIED 720</td>
<td>The Private College and University</td>
</tr>
<tr>
<td>HIED 733</td>
<td>Professional Helping Skills in Higher Education</td>
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<tr>
<td>HIED 744</td>
<td>Global Higher Education Systems: A Comparative Approach</td>
</tr>
<tr>
<td>HIED 745</td>
<td>Today's College Student</td>
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<td>HIED 756</td>
<td>Institutional Finance and Resource Management</td>
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<td>HIED 758</td>
<td>Higher Education Leadership</td>
</tr>
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<td>HIED 762</td>
<td>Institutional Advancement</td>
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<td>HIED 763</td>
<td>Topical Issues in Higher Education</td>
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<td>HIED 764</td>
<td>College and the University Presidency</td>
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<tr>
<td>HIED 770</td>
<td>External and Internal Relations for Higher Education</td>
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<td>HIED 793</td>
<td>History of Higher Education</td>
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<td>HIED 794</td>
<td>Governance, Organization, and Administration of Higher Education</td>
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Field Experiences

<table>
<thead>
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<th>Course Title</th>
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<tbody>
<tr>
<td>HIED 768</td>
<td>Internship in Higher Education Administration (A)</td>
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<tr>
<td>HIED 768</td>
<td>Internship in Higher Education Administration (B)</td>
</tr>
<tr>
<td>HIED 761</td>
<td>Higher Education Capstone</td>
</tr>
</tbody>
</table>

Total Hours 36

Special Courses

These courses may be used for a variety of specialized topical seminars and may fulfill requirements in one or more of the cognate areas noted above.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 795</td>
<td>Topics in Higher Education Administration</td>
</tr>
</tbody>
</table>

Education Specialist, Educational Leadership – Higher Education

Chris R. Glass, GPD for Higher Education and Community College Leadership

Working professionals who aspire to advance in higher education administration will find the Ed.S. program a meaningful base for building toward their professional objectives. Students who enter the Ed.S. program have diverse backgrounds, experiences, and goals. For this reason they have the ability, through consultation with their advisor, to tailor the cognate chosen to fulfill their degree obligations towards these goals.

Admission

Prospective students seeking admission to the Ed.S. program with a Concentration in Higher Education must:

1. Meet all University admission requirements as listed in the Old Dominion University Catalog;
2. Have a completed Master's degree in an appropriate discipline from a regionally accredited university, and submit transcripts of all undergraduate and graduate work with a minimum GPA of 3.5. Degrees that are equivalent to a Master's degree such as L.L.B., J.D., and D.D.S. are also acceptable;
3. Provide two (2) letters of recommendation. At least one letter must come from a professor or an individual who describes the applicant's academic performance and writing ability. Letters from senior-level leaders that endorse the applicant's leadership potential are encouraged;
4. Provide a 1-page single-spaced essay that addresses the questions: What are your professional goals? Why do you wish to obtain the specific degree for which you are applying?
5. Provide an original 2-page single-spaced academic writing sample. Pick one current issue facing higher education of interest to you. What is the issue? Why is the issue important to the field of higher education research and practice?
6. Submit official scores from the Graduate Record Examination (GRE) taken within the last five years;
7. Provide a CV or resume that describes the applicant’s academic and professional background;
8. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) iBT of at least 80.

Applicants whose admission credentials are slightly below the required minimum will be considered for provisional admission.

Non-degree students are limited to a maximum of two HIED, CCL, and/or FOUN courses prior to admission unless they receive permission from the GPD. Non-degree students must receive academic advising by a Higher Education program faculty member prior to enrollment in any course as a non-degree student. Performance in classes as a non-degree student will not guarantee admission into the program.

Continuance

Students must meet all department, college, and university policy requirements for continuation in their academic program. See department policy above.

Exit

In order to graduate from the program, students must successfully complete:

1. the required course of study for a total of at least 30 credit hours of coursework; and
2. pass a written comprehensive examination.

Non-Degree

Non-degree students are limited to a maximum of 2 courses prior to admission unless they receive permission from the GPD. Students must receive academic advising from a program faculty member prior to
enrollment in any course as a non-degree student. Taking courses as a non-degree student does not guarantee admission into the program.

**Curriculum**

The Education Specialist in Higher Education Concentration requires the completion of a minimum of 30 credit hours beyond the master’s degree. Due to the wide variation of backgrounds among students seeking this degree, the curricular requirements will be determined based upon the applicant’s background.

**Required Courses** *

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 808</td>
<td>Foundations of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HIED 810</td>
<td>Student Affairs Administration</td>
<td>3</td>
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<tr>
<td>HIED 812</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>HIED 820</td>
<td>The Private College and University</td>
<td>3</td>
</tr>
<tr>
<td>HIED 825</td>
<td>Higher Education Politics and Policy</td>
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</tr>
<tr>
<td>HIED 833</td>
<td>Professional Helping Skills in Higher Education</td>
<td>3</td>
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<tr>
<td>HIED 843</td>
<td>Campus Internationalization</td>
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<tr>
<td>HIED 844</td>
<td>Global Higher Education Systems: A Comparative Approach</td>
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<td>HIED 845</td>
<td>Today’s College Student</td>
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<td>HIED 852</td>
<td>The Law of Higher Education</td>
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<tr>
<td>HIED 856</td>
<td>Institutional Finance and Resource Management</td>
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<tr>
<td>HIED 857</td>
<td>Learning Environment Design and Assessment</td>
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<td>HIED 858</td>
<td>Higher Education Leadership</td>
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<tr>
<td>HIED 862</td>
<td>Institutional Advancement</td>
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<tr>
<td>HIED 863</td>
<td>Topical Issues in Higher Education</td>
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</tr>
<tr>
<td>HIED 864</td>
<td>College and the University Presidency</td>
<td>3</td>
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<tr>
<td>HIED 865</td>
<td>Adult and Continuing Education</td>
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</tr>
<tr>
<td>HIED 870</td>
<td>External and Internal Relations for Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HIED 871</td>
<td>Global and Intercultural Perspectives in Higher Education</td>
<td>3</td>
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<tr>
<td>HIED 893</td>
<td>History of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HIED 894</td>
<td>Governance, Organization, and Administration of Higher Education</td>
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<tr>
<td>CCL 820</td>
<td>Community College Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CCL 824</td>
<td>Community College Finance, Fundraising, and Resource Management</td>
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</tr>
<tr>
<td>CCL 826</td>
<td>Community College Curriculum, Program Development, and Quality Assurance</td>
<td>3</td>
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<tr>
<td>CCL 830</td>
<td>Community College Politics, Policy, and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>CCL 866</td>
<td>Seminar on the Modern Community College: Foundations, Philosophy, and Vision</td>
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<tr>
<td>COUN 807</td>
<td>Adult and College Student Development</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 813</td>
<td>Program Evaluation in Education</td>
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<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</td>
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**Field Experience**

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<tr>
<th>Course</th>
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</tr>
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<tbody>
<tr>
<td>HIED 868</td>
<td>Internship in Higher Education Administration</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HIED 808</td>
<td>Foundations of Higher Education</td>
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</tr>
<tr>
<td>HIED 856</td>
<td>Institutional Finance and Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HIED 857</td>
<td>Learning Environment Design and Assessment</td>
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</tr>
<tr>
<td>HIED 893</td>
<td>History of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HIED 894</td>
<td>Governance, Organization, and Administration of Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 30

* Required courses must include the following if they have not already been taken at the 700 level within a Master’s degree program.

- HIED 808  Foundations of Higher Education  3
- HIED 856  Institutional Finance and Resource Management  3
- HIED 857  Learning Environment Design and Assessment  3
- HIED 893  History of Higher Education  3
- HIED 894  Governance, Organization, and Administration of Higher Education  3

**Special Courses**

These courses may be used for a variety of specialized topical seminars and may fulfill requirements in one or more of the cognate areas noted above.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 895</td>
<td>Topics in Higher Education Administration</td>
<td>1-6</td>
</tr>
</tbody>
</table>

**Doctor of Philosophy, Education - Higher Education**

Chris R. Glass, GPD for Higher Education and Community College Leadership

The Ph.D. Program in Education with a Higher Education Concentration is designed for those who aspire to senior administrative and faculty roles in institutions of higher education. Possession of this degree also provides those who have earned it with entry into business, government, research, and other leadership positions. The Higher Education Concentration is intended to prepare individuals for administrative and faculty positions and to provide these students with the skills to carry out scholarly research, lead organizations, and create new knowledge. The curriculum includes four parts: core courses, research courses, electives, and dissertation.

**Admission**

Prospective students seeking admission to the Ph.D. Program in Education - Higher Education Concentration must:

1. Meet all University admission requirements as listed in the Old Dominion University Catalog;
2. Have a completed Master’s degree in an appropriate discipline from a regionally accredited university, and submit transcripts of all undergraduate and graduate work with a minimum GPA of 3.5 overall for the Master’s degree. Degrees that are equivalent to a Master’s degree such as L.L.B., J.D., and D.D.S. are also acceptable;
3. Provide three (3) letters of recommendation. At least one letter must come from a professor or an individual who describes the applicant’s academic performance and writing ability. Letters from senior-level leaders that endorse the applicant’s leadership potential are encouraged;
4. Provide a 1-page single-spaced essay that addresses the questions: What are your professional goals? Why do you wish to obtain the specific degree for which you are applying?
5. Provide an original 2-page single-spaced academic writing sample. Pick one current issue facing higher education of interest to you. What is the issue? Why is the issue important to the field of higher education research and practice?
6. Submit official scores from the Graduate Record Examination (GRE) taken within the last five years;
7. Provide a CV or resume that describes the applicant’s academic and professional background;
8. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) iBT of at least 80.
Applicants must submit completed application materials by February 1. The admissions committee composed of Higher Education and Community College Leadership faculty will review all applications then will select applicants for an interview with the committee or committee member(s). Interviews will be used to determine final admissions decisions.

Admitted students will begin in the summer semester of the same year. First- and second-year students are expected to attend the Summer Institute, a series of intensive courses offered on Old Dominion University's main campus each summer. The dissertation requires a minimum of twelve credit hours depending on the length of time necessary for completion.

**Continuance**

Students must meet all department, college, and university policy requirements for continuation in their academic program. See department policy above.

**Exit**

In order to graduate from the program, students must successfully complete all degree requirements including all coursework, candidacy requirements, and the dissertation.

**Non-Degree**

Non-degree students are limited to a maximum of 2 courses prior to admission unless they receive permission from the GPD. Students must receive academic advising from a program faculty member prior to enrollment in any course as a non-degree student. Taking courses as a non-degree student does not guarantee admission into the program.

**Curriculum**

**Core Courses (15 credits) **  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 805</td>
<td>Contemporary Issues in Higher Education</td>
</tr>
<tr>
<td>HIED 825</td>
<td>Higher Education Politics and Policy</td>
</tr>
<tr>
<td>HIED 852</td>
<td>The Law of Higher Education</td>
</tr>
<tr>
<td>HIED 893</td>
<td>History of Higher Education</td>
</tr>
<tr>
<td>HIED 894</td>
<td>Governance, Organization, and Administration of Higher Education</td>
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</table>

**Cognate (15 credits minimum) **

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 809</td>
<td>Proseminar in Doctoral Studies</td>
</tr>
<tr>
<td>FOUN 881</td>
<td>Dissertation Seminar</td>
</tr>
<tr>
<td>HIED 899</td>
<td>Dissertation (12 credits minimum)</td>
</tr>
</tbody>
</table>

**Special Courses**

These courses may be used for a variety of specialized topical seminars and may fulfill requirements in one or more of the cognate areas noted above.

**Doctor of Philosophy, Community College Leadership**

2300 Education Building  
757-683-4375  

Chris R. Glass, GPD for Higher Education and Community College Leadership

The Ph.D. degree in Community College Leadership is designed to meet the executive leadership needs of the nation’s community colleges. The curriculum is designed for professionals who want to increase their knowledge and leadership opportunities in areas such as: curriculum, finance, leadership and administration, policy development, and workforce development. Students develop skills that enable them to assume advanced leadership positions at community colleges; work for state councils of higher education; or work at regional, national, and discipline-specific accrediting bodies.

Students take classes as part of a cohort which provides a shared learning experience, builds community, and broadens students' professional networks throughout their careers. Working professionals across the U.S. engage in live, online weekly class meetings throughout the year, as well as attend an annual, two-week Summer Institute where they engage faculty, colleagues, and guest scholars. The curriculum includes four parts: core courses, a research courses, electives, and dissertation.

**Admission**

Prospective students seeking admission to the Ph.D. program in Community College Leadership must:

1. Meet all University admission requirements as listed in the Old Dominion University Catalog;
2. Have a completed Master's degree in an appropriate discipline from a regionally accredited university, and submit transcripts of all undergraduate and graduate work with a minimum GPA of 3.5 overall for the Master’s degree. Degrees that are equivalent to a Master’s degree such as L.L.B., J.D., and D.D.S. are also acceptable;
3. Provide three (3) letters of recommendation. At least one letter must come from a professor or an individual who describes the applicant’s academic performance and writing ability. Letters from senior-level leaders that endorse the applicant's leadership potential are encouraged;
4. Provide a 1-page single-spaced essay that addresses the questions: What are your professional goals? Why do you wish to obtain the specific degree for which you are applying?

5. Provide an original 2-page single-spaced academic writing sample. Pick one current issue facing community colleges of interest to you. What is the issue? Why is the issue important to the field of community college research and practice?

6. Submit official scores from the Graduate Record Examination (GRE) taken within the last five years;

7. Provide a CV or resume that describes the applicant’s academic and professional background;

8. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) iBT of at least 80.

Applicants must submit completed application materials by February 1. The admissions committee composed of Higher Education and Community College Leadership faculty will review all applications then will select applicants for an interview with the committee or committee member(s). Interviews will be used to determine final admissions decisions.

Admitted students will begin in the summer semester of the same year. First- and second-year students are expected to attend the Summer Institute, a series of intensive courses offered on Old Dominion University's main campus each summer. The dissertation requires a minimum of nine credit hours depending on the length of time necessary for completion.

Continuance

Students must meet all department, college, and university policy requirements for continuation in their academic program. See department policy above.

Exit

In order to graduate from the program, students must successfully complete all degree requirements including all coursework, candidacy requirements, and the dissertation.

Non-Degree

Non-degree students are limited to a maximum of 2 courses prior to admission unless they receive permission from the GPD. Students must receive academic advising from a program faculty member prior to enrollment in any course as a non-degree student. Taking courses as a non-degree student does not guarantee admission into the program.

Curriculum

<table>
<thead>
<tr>
<th>Core Courses</th>
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<tbody>
<tr>
<td>CCL 820 Community College Leadership</td>
</tr>
<tr>
<td>CCL 824 Community College Finance, Fundraising, and Resource Management</td>
</tr>
<tr>
<td>CCL 826 Community College Curriculum, Program Development, and Quality Assurance</td>
</tr>
<tr>
<td>CCL 830 Community College Politics, Policy, and Advocacy</td>
</tr>
<tr>
<td>CCL 866 Seminar on the Modern Community College: Foundations, Philosophy, and Vision</td>
</tr>
<tr>
<td>HIED 808 Foundations of Higher Education</td>
</tr>
<tr>
<td>HIED 809 Proseminar in Doctoral Studies</td>
</tr>
<tr>
<td>HIED 852 The Law of Higher Education</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Courses</th>
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</thead>
<tbody>
<tr>
<td>FOUN 812 Research Design and Analysis</td>
</tr>
<tr>
<td>FOUN 813 Program Evaluation in Education</td>
</tr>
<tr>
<td>FOUN 822 Applied Linear Models in Educational Research</td>
</tr>
<tr>
<td>or FOUN 823 Analysis of Variance Applied to Educational Research</td>
</tr>
<tr>
<td>FOUN 814 Qualitative Research Design in Education</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Electives **</th>
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<tbody>
<tr>
<td>CCL 868 Internship in Community College Leadership</td>
</tr>
<tr>
<td>HIED 812 Strategic Planning</td>
</tr>
<tr>
<td>HIED 825 Higher Education Politics and Policy</td>
</tr>
<tr>
<td>HIED 843 Campus Internationalization</td>
</tr>
<tr>
<td>HIED 844 Global Higher Education Systems: A Comparative Approach</td>
</tr>
<tr>
<td>HIED 871 Global and Intercultural Perspectives in Higher Education</td>
</tr>
<tr>
<td>HIED 894 Governance, Organization, and Administration of Higher Education</td>
</tr>
<tr>
<td>HIED 895 Topics in Higher Education Administration</td>
</tr>
<tr>
<td>SEPS 865 Trends and Issues of Economic and Workforce Development</td>
</tr>
<tr>
<td>COUN 807 Adult and College Student Development</td>
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</table>

Dissertation Seminar 3

FOUN 881 Dissertation Seminar 9

Dissertation (minimum 9 credits) 54

Total Hours 127

* Prerequisites: Doctoral students with no prior coursework in statistics must enroll in FOUN 722. Doctoral students with no prior coursework in educational research must enroll in FOUN 611.

** CCL 868 Internship in Community College Leadership (3 credits) is required for all doctoral students who have not served in a full-time administrative position for at least three years prior to admission.

Educational Foundations

ED2 Building, Room 2300
757-683-5163
http://www.odu.edu/efl

Shana Pribesh, GPD for Educational Psychology and Program Evaluation

Doctor of Philosophy, Education - Educational Psychology & Program Evaluation Concentration

Doctoral students pursuing the Ph.D. in Education with a Concentration in Educational Psychology and Program Evaluation at Old Dominion University will develop a strong foundation in theories of learning, human development, cognition, motivation, self-regulation, and formative assessment as well as training in applied quantitative and qualitative research methods. Educational psychologists study learning across the lifespan and apply psychological principles to formal and informal educational settings in order to promote the success of students in these learning environments. Program evaluators collect and analyze quantitative and qualitative data in order to examine the effectiveness of programs and policies. Our program is designed for students who are interested in teaching, research, and program evaluation-oriented careers. For example, students may be interested in careers as university faculty, researchers in non-profit research organizations, or program evaluators in university research and evaluation centers.

We include two specialized emphasis areas: educational psychology and program evaluation. Students will complete core coursework in research methods and learning theories. Then, students will specialize in coursework and experiences tailored for positions in educational psychology or program evaluation. Along the way, students may take electives that could prepare them for work in PK-12, Higher Education or Instructional Design.
Admission

Prospective students seeking admission to the Ph.D. in Education with a Concentration in Educational Psychology and Program Evaluation must:

1. Have earned a Master’s degree in psychology, education, statistics, higher education or other related field. When you submit transcripts, the transcript for your Master’s degree must show that degree conferred and a date of completion.

2. Submit GRE scores that are no more than five years old. Although we do not specify minimum scores the students in this program average GRE scores of Verbal Reasoning 158 (570 on prior scale) and Quantitative Reasoning 155 (700 on prior scale). Students in this program have scored an average of 4.5 on the analytical writing portion of the GRE.

3. Submit three letters of recommendation from sources capable of commenting on the applicant’s readiness for advanced graduate study. These letters are very important in the selection process so you may consider sharing your Statement of Purpose with your references so they can candidly comment on your preparation and purpose for attending this program.

4. Complete a Statement of Purpose essay that shows evidence of motivation, competence, intellectual passion as well as potential as a graduate student/scholar. We are interested in why you think you fit this program, which faculty you would like to work with and why, as well as how you intend to use this degree. You are welcome to talk about your past accomplishments as well as goals. We suggest you emphasize a positive perspective, use concrete examples, and make sure the essay is well-written.

5. Submit transcripts from all colleges and universities previously attended.

6. We encourage applicants whose native language is not English to apply. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL).

7. Selected applications will be asked to participate in a 30-minute phone interview with program faculty to discuss your Statement of Purpose.

8. Prior course work is assumed in statistics and research methods. If that coursework has not been completed, then additional coursework will be added to the candidate’s graduate program of study.

9. Complete and submit an online application. There is a non-refundable application fee for application to any ODU graduate program.

10. Non-degree students are limited to a maximum of two program courses prior to admission unless they receive permission from the GPD. Performance in classes as a non-degree student will not guarantee admission into the program.

Applications are accepted and students may start the program year round.

Continuance

Student must meet all department, college, and university policy requirements for continuation in their academic program. See department policy above. After completion of coursework, students must be enrolled in either dissertation credit course or FOUN 899 until graduation.

Program Requirements

Consistent with other Ph.D. in Education concentrations, students complete a minimum of 15 core content area credits and 15 research course credits. The student, with advice and consent of the concentration advisor, will select 18 credits of emphasis courses. Lastly, content and research practices will be melded in a 12 credit research project culminating in a dissertation.

Exit

In order to complete the program, students must fully comply with the curriculum below and with all requirements noted elsewhere in the University Catalog for graduate students. It is the responsibility of the student to obtain these materials and comply with required portions.

Curriculum

<table>
<thead>
<tr>
<th>Prerequisite Coursework*</th>
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<tbody>
<tr>
<td>FOUN 611 Introduction to Research Methods in Education</td>
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</tr>
<tr>
<td>or FOUN 612 Applied Research Methods in Education</td>
<td></td>
</tr>
<tr>
<td>FOUN 722 Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>
* Students who do not have equivalent coursework or appropriate educational experiences must complete the prerequisite courses as listed above or equivalent as approved by the Graduate Program Director.

<table>
<thead>
<tr>
<th>Research Core Courses</th>
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<tbody>
<tr>
<td>FOUN 812 Research Design and Analysis</td>
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<tr>
<td>FOUN 814 Qualitative Research Design in Education</td>
<td></td>
</tr>
<tr>
<td>FOUN 822 Applied Linear Models in Educational Research</td>
<td></td>
</tr>
<tr>
<td>FOUN 823 Analysis of Variance Applied to Educational Research</td>
<td></td>
</tr>
<tr>
<td>FOUN 840 Educational Measurement and Assessment</td>
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<table>
<thead>
<tr>
<th>Professional Preparation Courses</th>
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<tbody>
<tr>
<td>FOUN 830 Theories of Learning and Instruction</td>
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</tr>
<tr>
<td>FOUN 850 Sociological and Philosophical Foundations of Education</td>
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<tr>
<td>FOUN 813 Program Evaluation in Education</td>
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<tr>
<td>IDT 849 Instructional Systems Design</td>
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<tr>
<td>or IDT 860 Cognition and Instructional Design</td>
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<table>
<thead>
<tr>
<th>Emphasis Areas (Choose One)</th>
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<tbody>
<tr>
<td>Educational Psychology</td>
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<tr>
<td>FOUN 831 Human Development in Education</td>
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<tr>
<td>FOUN 835 Motivation in Education</td>
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<tr>
<td>FOUN 870 Formative Assessment of Student Learning for School Leaders and Curriculum Specialist</td>
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<tr>
<td>FOUN 836 Metacognition and Self-regulated Learning</td>
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<td>HIED 825 Higher Education Politics and Policy</td>
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<td>Two Electives</td>
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<table>
<thead>
<tr>
<th>Program Evaluation</th>
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<tbody>
<tr>
<td>FOUN 818 Analysis with Large Datasets</td>
<td></td>
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<tr>
<td>TLCI 895 Topics in Education (Grant Writing)</td>
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<tr>
<td>FOUN 815 Advanced Qualitative Research</td>
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<tr>
<td>HIED 825 Higher Education Politics and Policy</td>
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<tr>
<td>Two Electives</td>
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<table>
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<tr>
<th>Dissertation Research Project</th>
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<tbody>
<tr>
<td>Total Hours</td>
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</tr>
</tbody>
</table>

Department of Human Movement Sciences

2006 Student Recreation Center
757 683-4995
757 683-4270

Lynn L. Ridinger, Ph.D., Chair

The Department of Human Movement Sciences offers programs leading to a Master of Science degree in Park, Recreation & Tourism Studies, Sport Management, and Exercise Science. We also offer a Master of Science in Education degree with a major in Physical Education and concentrations in Adapted Physical Education, Curriculum & Instruction, Coaching Education, Initial Virginia Licensure in Health & Physical Education and Exercise Science. Additionally, we offer a Doctor of Philosophy in Education - Human Movement Sciences concentration with emphasis areas in Applied Kinesiology, Health & Sport Pedagogy, and Sport & Recreation
Management. A graduate certificate in Adapted Physical Education is also offered.

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students should obtain current program information from their advisors and the Darden College of Education and Professional Studies website at http://www.odu.edu/education.

Graduate Certificate in Adapted Physical Education

The Graduate Certificate in adapted physical education is designed for individuals who are practicing or planning to teach in school-based physical education settings. This certificate aims to meet the professional advancement needs of at least three populations:

- Existing student populations at ODU interested in acquiring requisite knowledge and skills to effectively teach children with disabilities in physical education. These are expected to include graduate students in each concentration area (i.e., coaching, curriculum & instruction, initial licensure, adapted physical education) of physical education, as well as others in different education-related areas. Graduate degree seeking students will be able to obtain the Certificate and degree simultaneously using the available four elective courses in their degree program.
- Currently practicing physical education teachers looking to further enhance their knowledge and skills in teaching students with disabilities in their classes.
- Non-degree seeking students seeking to enhance their employability in the physical education/adapted physical education job acquisition search.

Admission

Degree seeking graduate-level students admitted to the certificate program must meet ODU requirements for graduate admission: an earned baccalaureate degree from a regionally-accredited institution or an equivalent degree from a foreign institution. Those whose native language is not English must submit a minimum score of 230 on the computer-based TOEFL or 80 on the TOEFL iBT.

Individuals not seeking graduate-level degrees admitted to the certificate program must have a completed baccalaureate degree (or equivalent).

Curriculum Requirements

The certificate requires four (4) three-hour courses for a total of twelve (12) credits. This includes three core courses and one elective course, as follows:

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 504</td>
<td>Adapted Physical Education</td>
</tr>
<tr>
<td>HPE 704</td>
<td>Advanced Studies in Adapted Physical Education</td>
</tr>
<tr>
<td>HPE 740</td>
<td>Motor Learning and Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses (Select 3 from the following)</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 720</td>
<td>Curriculum Development in Physical Education</td>
</tr>
<tr>
<td>HPE 745</td>
<td>Assessment/Evaluation and Technology in Sport/PE</td>
</tr>
</tbody>
</table>

Total Hours 12

Master of Science in Education – Physical Education

Student Recreation Center
757-683-3351

Within each concentration, there are thesis and non-thesis options.

Adapted Physical Education

Xihe Zhu, Ph.D., Graduate Program Director
2010 Student Recreation Center
757-683-3545

Admission and Entrance Requirements

Students applying for admission with regular status must have:

1. a bachelor’s degree from an accredited institution with a cumulative undergraduate grade point average (GPA) of 2.80 and a GPA of 3.00 in the undergraduate major courses;
2. a score of at least 291 (900 by former scoring standard) in the quantitative and verbal portions of the Graduate Record Examination (GRE) - GRE scores are required for consideration of admission for all candidates. (In some circumstances, students who have either a low GPA or a low GRE score may be considered for admission with provisional status); and
3. demonstrated computer literacy.

Continuance and Exit Requirements

Students must meet all requirements for continuance as outlined in the graduate continuance policy for the University. Students completing the program of study must:

1. achieve an overall GPA of 3.0 and a GPA of 3.0 in the major courses;
2. demonstrate writing proficiency;
3. satisfy all course competencies;
4. pass a comprehensive examination when required;
5. complete an internship, research project, or thesis as a culminating experience;
6. hold an exit interview with the program coordinator; and
7. file the necessary paperwork for graduation.

Curriculum

<table>
<thead>
<tr>
<th>Research Core</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
</tr>
<tr>
<td>or FOUN 612</td>
<td>Applied Research Methods in Education</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis (Research Core)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 504</td>
<td>Adapted Physical Education</td>
</tr>
<tr>
<td>HPE 704</td>
<td>Advanced Studies in Adapted Physical Education</td>
</tr>
<tr>
<td>HPE 719</td>
<td>Planning and Administration in PE and Sport Programs</td>
</tr>
<tr>
<td>HPE 740</td>
<td>Motor Learning and Development</td>
</tr>
<tr>
<td>HPE 745</td>
<td>Assessment/Evaluation and Technology in Sport/PE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 625</td>
<td>Characteristics of Students with Autism Spectrum Disorders *</td>
</tr>
<tr>
<td>SPED 621</td>
<td>Effective Interventions for Children and Youth with Challenging Behavior **</td>
</tr>
<tr>
<td>HPE 718</td>
<td>Applied Learning and Coaching Theory</td>
</tr>
<tr>
<td>HPE 720</td>
<td>Curriculum Development in Physical Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 698</td>
<td>Thesis</td>
</tr>
<tr>
<td>HMS 699</td>
<td>Thesis</td>
</tr>
</tbody>
</table>

Total Hours 30

* One SPED course is strongly recommended to meet CAPE certification requirements.
Curriculum & Instruction Concentration

Xihe Zhu, Ph.D., Graduate Program Director
2010 Student Recreation Center
757-683-3545

Admission and Entrance Requirements
Students applying for admission with regular status must have:
1. a bachelor's degree from an accredited institution with a cumulative undergraduate grade point average (GPA) of 2.80 and a GPA of 3.00 in the undergraduate major courses;
2. a score of at least 291 (900 by former scoring standard) in the quantitative and verbal portions of the Graduate Record Examination (GRE) - GRE scores are required for consideration of admission for all candidates. (In some circumstances, students who have either a low GPA or a low GRE score may be considered for admission with provisional status); and
3. demonstrated computer literacy.

Continuance and Exit Requirements
Students must meet all requirements for continuance as outlined in the graduate continuance policy for the University. Students completing the program of study must:
1. achieve an overall GPA of 3.0 and a GPA of 3.0 in the major courses;
2. demonstrate writing proficiency;
3. satisfy all course competencies;
4. pass a comprehensive examination when required;
5. complete an internship, research project, or thesis as a culminating experience;
6. hold an exit interview with the program coordinator; and
7. file the necessary paperwork for graduation.

Curriculum

<table>
<thead>
<tr>
<th>Research Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 611</td>
<td>6</td>
</tr>
<tr>
<td>or FOUN 612</td>
<td></td>
</tr>
<tr>
<td>FOUN 722</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 718</td>
<td></td>
</tr>
<tr>
<td>HPE 719</td>
<td></td>
</tr>
<tr>
<td>HPE 720</td>
<td></td>
</tr>
<tr>
<td>HPE 740</td>
<td></td>
</tr>
<tr>
<td>HPE 745</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 698</td>
<td></td>
</tr>
<tr>
<td>HMS 699</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 508</td>
<td></td>
</tr>
<tr>
<td>HPE 721</td>
<td></td>
</tr>
<tr>
<td>PRTE 780</td>
<td></td>
</tr>
</tbody>
</table>

*List is not comprehensive. Prior approval from graduate advisor is required for other possible electives.

Total Hours: 30

Coaching Education Concentration

This emphasis will offer additional theories and knowledge in the coaching profession providing advanced skills to those individuals pursuing a coaching career. The courses selected for the Coaching Education emphasis area will meet accreditation standards, certify students as athletic coaches, and provide valuable knowledge and skills.

Xihe Zhu, Ph.D., Graduate Program Director
2010 Student Recreation Center
757-683-3545

Admission and Entrance Requirements
Students applying for admission with regular status must have:
1. a bachelor's degree from an accredited institution with a cumulative undergraduate grade point average (GPA) of 2.80 and a GPA of 3.00 in the undergraduate major courses;
2. a score of at least 291 (900 by former scoring standard) in the quantitative and verbal portions of the Graduate Record Examination (GRE) - GRE scores are required for consideration of admission for all candidates. (In some circumstances, students who have either a low GPA or a low GRE score may be considered for admission with provisional status); and
3. demonstrated computer literacy.

Continuance and Exit Requirements
Students must meet all requirements for continuance as outlined in the graduate continuance policy for the University. Students completing the program of study must:
1. achieve an overall GPA of 3.0 and a GPA of 3.0 in the major courses;
2. demonstrate writing proficiency;
3. satisfy all course competencies;
4. pass a comprehensive examination when required;
5. complete an internship, research project, or thesis as a culminating experience;
6. hold an exit interview with the program coordinator; and
7. file the necessary paperwork for graduation and teacher licensure.

Prerequisites

<table>
<thead>
<tr>
<th>BIOL 250</th>
<th>Human Anatomy and Physiology I</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 322</td>
<td>Anatomical Kinesiology</td>
</tr>
<tr>
<td>HPE 409</td>
<td>Physiology of Exercise</td>
</tr>
</tbody>
</table>

Note: Students who do not have equivalent coursework or appropriate educational experiences must complete these prerequisite courses.

Research Core

<table>
<thead>
<tr>
<th>FOUN 611</th>
<th>Introduction to Research Methods in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>or FOUN 612</td>
<td>Applied Research Methods in Education</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
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<tr>
<td>HPE 720</td>
<td></td>
</tr>
<tr>
<td>HPE 740</td>
<td></td>
</tr>
<tr>
<td>HPE 745</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
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<td></td>
</tr>
<tr>
<td>PRTE 780</td>
<td></td>
</tr>
</tbody>
</table>

*List is not comprehensive. Prior approval from graduate advisor is required for other possible electives.

Total Hours: 30

Old Dominion University
131 Department of Human Movement Sciences

*The hours for the internship and electives are variable depending on the student's interest for elective options and availability of internship opportunities.

*Passing the comprehensive exams is required for the internship option.

Thesis Option (3-6 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 698</td>
<td>Thesis</td>
</tr>
<tr>
<td>HPE 699</td>
<td>Thesis</td>
</tr>
</tbody>
</table>

Electives (3-6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 508</td>
<td>Nutrition for Fitness and Sport (pre-req EXSC 409 Ex Phys)</td>
</tr>
<tr>
<td>HPE 509</td>
<td>Exercise Physiology (recommended if you have not taken HPE 409 or equivalent as a prerequisite)</td>
</tr>
<tr>
<td>HPE 720</td>
<td>Curriculum Development in Physical Education</td>
</tr>
<tr>
<td>SMGT 760</td>
<td>Sport Law</td>
</tr>
</tbody>
</table>

List of electives is not comprehensive. Prior approval from graduate advisor is required for other possible electives.

Total Hours 30

**Initial Virginia Licensure in Health & Physical Education**

Xihe Zhu, Ph.D., Graduate Program Director
2010 Student Recreation Center
757-683-3545
X22zhu@odu.edu

Admission and Entrance Requirements

Students applying for admission with regular status must have:

1. a bachelor's degree from an accredited institution with a cumulative undergraduate grade point average (GPA) of 2.80 and a GPA of 3.00 in the undergraduate major courses;
2. a score of at least 291 (900 by former scoring standard) in the quantitative and verbal portions of the Graduate Record Examination (GRE) - GRE scores are required for consideration of admission for all candidates;
3. VCLA Composite: >470 and Praxis Core Math: >150; Or Qualifying SAT/ACT scores; Or Praxis Core (Reading >156, Writing > 162, and Math >150); Composite Praxis I score (>532 prior to 12/31/13); and
4. demonstrated computer literacy.

(In some circumstances, students who have either a low GPA or a low GRE score may be considered for admission with provisional status.)

Continuance and Exit Requirements

Students must meet all requirements for continuance as outlined in the graduate continuance policy for the University. Students completing the program of study must:

1. achieve and maintain an overall GPA of 3.0 and a GPA of 3.0 in the major courses;
2. demonstrate writing proficiency;
3. satisfy all course competencies;
4. pass a comprehensive examination when required;
5. complete an internship, research project, or thesis as a culminating experience;
6. hold an exit interview with the program coordinator; and
7. file the necessary paperwork for graduation and teacher licensure.

Additional Information and Requirements

- Passing score on PRAXIS II Test of Content Knowledge must be on file in the Teacher Education Services office before the teacher candidate internship can begin.
- Passing Scores on the VCLA will be required by the Virginia DOE for licensure.
- With approval from the graduate advisor, the licensure requirements may be fulfilled by equivalent undergraduate courses where applicable.

** Background check clearance required for teaching licensure admission: https://www.odu.edu/success/academic/teacher-education/placement/background-checks.

Curriculum

Specific requirements for the program are as follows (33 total graduate credits with additional credits up to 54 as needed to satisfy Virginia licensure requirements):

Prerequisites for VA Teaching Licensure

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 105N</td>
<td>Biology for Nonscience Majors I</td>
</tr>
<tr>
<td>BIOL 250</td>
<td>Human Anatomy and Physiology I</td>
</tr>
<tr>
<td>EXSC 322</td>
<td>Anatomical Kinesiology</td>
</tr>
<tr>
<td>HPE 200</td>
<td>Foundations of Education, Physical Education and Health</td>
</tr>
<tr>
<td>HPE 220</td>
<td>Teaching of Team Sports</td>
</tr>
<tr>
<td>HPE 222</td>
<td>Teaching Individual Sports and Dance</td>
</tr>
<tr>
<td>HPE 224</td>
<td>Personal and Community Health</td>
</tr>
<tr>
<td>HPE 324</td>
<td>Teaching Injury Care for Sports</td>
</tr>
<tr>
<td>HPE 480</td>
<td>Teacher Candidate Seminar</td>
</tr>
<tr>
<td>TLED 408</td>
<td>Reading and Writing in Content Areas</td>
</tr>
<tr>
<td>HPE 369</td>
<td>Practicum Experience and Instructional Planning in Health and Physical Education (^)</td>
</tr>
</tbody>
</table>

^Field Observation and/or teaching experience required

Required Courses: 30 credit hours

30

Master Level Core Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 719</td>
<td>Planning and Administration in PE and Sport Programs</td>
</tr>
<tr>
<td>HPE 720</td>
<td>Curriculum Development in Physical Education</td>
</tr>
<tr>
<td>HPE 740</td>
<td>Motor Learning and Development</td>
</tr>
<tr>
<td>HPE 745</td>
<td>Assessment/Evaluation and Technology in Sport/PE</td>
</tr>
</tbody>
</table>

VA Teaching Licensure Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 402</td>
<td>Methods and Materials in Health Education</td>
</tr>
<tr>
<td>HPE 430</td>
<td>Nutrition and Fitness Education</td>
</tr>
<tr>
<td>HPE 504</td>
<td>Adapted Physical Education</td>
</tr>
<tr>
<td>HPE 509</td>
<td>Exercise Physiology</td>
</tr>
</tbody>
</table>

Research Foundation - 6 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
</tr>
<tr>
<td>or FOUN 612</td>
<td>Applied Research Methods in Education</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
</tr>
</tbody>
</table>

Internship Requirements - 6 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 668</td>
<td>Internship in Health &amp; Physical Education</td>
</tr>
</tbody>
</table>

Electives when needed (advisor approval required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 636</td>
<td>Research Problems in Health &amp; Physical Education</td>
</tr>
<tr>
<td>HPE 721</td>
<td>Motivational Issues in Sports</td>
</tr>
</tbody>
</table>

Total Hours 30
The Master of Science in Exercise Science is designed for the student who desires to pursue advanced study in the science of exercise. The coursework will help strengthen the background of those individuals already involved in conducting fitness programs for various age groups or to prepare individuals for careers in other health-related fields that utilize exercise as a preventative medicine.

### Admission and Entrance Requirements

Students applying for admission with regular status must have:

1. a bachelor's degree from an accredited institution with a cumulative undergraduate GPA of 2.8 and a GPA of 3.0 in the undergraduate major courses; and
2. a score of at least 291 (900 by former scoring standard) between quantitative and verbal on the Graduate Record Examination (GRE).

Students who have either a low GPA or a low GRE score may be considered for admission to provisional status. GRE scores are required for consideration of admittance. Additionally, students must be computer literate. Prerequisites include two semesters of anatomy and physiology, one semester of exercise physiology, and one semester of biomechanics.

### Continuance and Exit Requirements

Students must meet all requirements for continuance as outlined in the graduate continuance policy for the University. Students completing the program must:

1. have an overall grade point average of 3.0;
2. have a grade point average of 3.0 or higher in the major;
3. demonstrate writing proficiency;
4. satisfy all course competencies;
5. pass a comprehensive examination;
6. complete an internship or research project or thesis;
7. have an exit interview with the program director; and
8. file the necessary paperwork for graduation.

### Curriculum

#### Exercise Science Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 630</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>EXSC 642</td>
<td>Clinical Exercise Testing and Prescription</td>
<td>3</td>
</tr>
<tr>
<td>EXSC 727</td>
<td>Advanced Biomechanics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Research Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Tracks - Select One

<table>
<thead>
<tr>
<th>Track</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Track</td>
<td>12</td>
</tr>
<tr>
<td>Internship Track</td>
<td>15</td>
</tr>
<tr>
<td>Research Problem Track</td>
<td>12</td>
</tr>
<tr>
<td>Restricted Electives</td>
<td>6-9</td>
</tr>
</tbody>
</table>

#### Thesis Track (12 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 698</td>
<td>Thesis Research in Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>EXSC 699</td>
<td>Thesis in Exercise Science</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Internship Track (15 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 668</td>
<td>Internship in Exercise Science</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Research Problem Track (12 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 636</td>
<td>Research Problems in Exercise Science</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Restricted Electives (6-9 hours, selected with advisor)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 523</td>
<td>Cellular and Molecular Biology</td>
<td>3</td>
</tr>
</tbody>
</table>
1. have an overall grade point average of 3.0;  
2. a grade point average of 3.0 in the major;  
3. demonstrate writing proficiency;  
4. satisfy all course competencies;  
5. pass an oral thesis proposal defense (thesis option only);  
6. pass a comprehensive examination (research project option only);  
7. complete a thesis/research project;  
8. have an exit interview with the program director; and  
9. file the necessary paperwork for graduation.

Curriculum

Five required courses focus on areas in which the faculty believe are most important for each park, recreation and tourism graduate to be competent in. The choice of courses was instituted to allow for some personalization of the degree, as course selection will vary depending on whether the graduate is in a private or public agency. Two research courses are required of all students, including one in applied statistics and the other in research methods. Lastly, students must choose from one of two capstone options — a 6-credit hour thesis and one 3-credit elective (Thesis Option), or a 3-credit hour research project and 6 credits of additional elective coursework (Research Project Option). The thesis option requires a successful defense of the thesis prospectus. The non-thesis (research project) option requires successful completion of a comprehensive examination covering the five required PRTS core courses. The specific courses in the curriculum are as follows.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRTS 650</td>
<td>Contemporary Issues in Park, Recreation and Tourism Studies</td>
<td>3</td>
</tr>
<tr>
<td>PRTS 710</td>
<td>Tourist Behavior and Consumption</td>
<td>3</td>
</tr>
<tr>
<td>PRTS 720</td>
<td>Advanced Leisure Theories and their Applications</td>
<td>3</td>
</tr>
<tr>
<td>PRTS 740</td>
<td>Recreation Management for Administrators</td>
<td>3</td>
</tr>
<tr>
<td>PRTS 770</td>
<td>Grant Writing for Parks and Recreation</td>
<td>3</td>
</tr>
</tbody>
</table>

Research Core: 6 credit hours required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone Experience: 6 credit hours required – Choose 1 of 2 Options

**Thesis Option**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRTS 698</td>
<td>Thesis Research in Park, Recreation and Tourism Studies</td>
<td>3</td>
</tr>
<tr>
<td>PRTS 699</td>
<td>Thesis in Park, Recreation and Tourism Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Project Option**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRTS 636</td>
<td>Research Problems in Park, Recreation and Tourism Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective (3 credits)

+ Denotes an additional requirement of comprehensive exam based on core course requirements.

Electives: 3 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRTS 619</td>
<td>Strategic Marketing in Parks, Recreation and Tourism</td>
<td>3</td>
</tr>
<tr>
<td>PRTS 697</td>
<td>Independent Study in Park, Recreation and Tourism Studies</td>
<td>3</td>
</tr>
<tr>
<td>PRTS 730</td>
<td>Park Management for Professionals</td>
<td>3</td>
</tr>
<tr>
<td>PRTS 760</td>
<td>Advanced Sustainable Tourism Management</td>
<td>3</td>
</tr>
<tr>
<td>PRTS 780</td>
<td>Youth Development in Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PADM 671</td>
<td>Public Budgeting and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PADM 711</td>
<td>Tools of Government</td>
<td>3</td>
</tr>
<tr>
<td>PADM 714</td>
<td>Public-Private Partnerships</td>
<td>3</td>
</tr>
</tbody>
</table>

Master of Science in Sport Management

Lamar Reams, Ph.D., Graduate Program Director  
2012 Student Recreation Center  
757-683-3905

This program is designed to prepare students for leadership roles within the sport industry. Students are provided with theoretical and practical knowledge to face the opportunities and challenges associated with sport business careers. The curriculum is consistent with current principles and practices of academic and sport marketplace standards.

Admissions Requirements:

Applicants for the graduate sport management program may submit credentials to Old Dominion University for consideration. The criteria for acceptance include:

- A completed online application via www.odu.edu/admission/graduate  
- A baccalaureate degree from a regionally-accredited institution or an equivalent degree from a foreign institution  
- 2.8 cumulative GPA or higher (on a 4.0 scale)  
- 3.0 GPA or higher in the undergraduate major*  
- GRE score of 291 or higher (verbal and quantitative sections) or a score of 400 or higher on either the GMAT or MAT*  
- Three letters of recommendation (from former faculty or employers)  
- Current copy of resume  
- Transcripts from all prior postsecondary institutions  
- Test of English as a Foreign Language (TOEFL) score of 550 on the paper-based test (or 79-80 on the iBT) for non-native English speakers

*Students who have a low GPA or a low GRE score may be considered for admission to provisional status.

*The program admissions committee will consider waiving the GRE/GMAT/MAT requirement for applicants with significant sport (or sport-related) industry experience. Applicants should contact the graduate program coordinator to indicate interest in being considered for a waiver.

Sport Management Core Courses: 12 credit hours required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMGT 738</td>
<td>Sport Finance</td>
<td>3</td>
</tr>
<tr>
<td>SMGT 746</td>
<td>Strategic Marketing in Sport</td>
<td>3</td>
</tr>
<tr>
<td>SMGT 760</td>
<td>Sport Law</td>
<td>3</td>
</tr>
<tr>
<td>SMGT 775</td>
<td>Management and Leadership in Sport</td>
<td>3</td>
</tr>
</tbody>
</table>

Research Core: 6 credit hours required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone Experience: 6 credit hours required – Choose 1 of 3 Options

**Thesis Option**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMGT 698</td>
<td>Thesis Research in Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>SMGT 699</td>
<td>Thesis in Sport Management</td>
<td>3</td>
</tr>
</tbody>
</table>
Individuals interested in applying for the doctoral program with a concentration in Human Movement Sciences must submit the following:

- An application to the University. Contact the Office of Graduate Admissions for applications.Applications for graduate study can be completed online or submitted to the Office of Graduate Admissions (757-683-3685). Apply for the Ph.D. Human Movement Sciences Concentration.

Admission and Entrance Requirements

Admission to the Human Movement Sciences concentration of the Ph.D. in Education is competitive and meeting the minimum requirements does not ensure admission to the program. The admissions committee reviews applications and considers a number of criteria, including a goodness of fit between student and faculty.

The deadline for applying is January 15. Applicants may be contacted to set up an interview as part of the final selection process.

Individuals interested in applying for the doctoral program with a concentration in Human Movement Sciences must submit the following:

- A current copy of your resume or Curriculum Vitae.
- Three letters of recommendation from professional sources qualified to assess your suitability for study at the doctoral level. One letter of recommendation should be from a graduate advisor or faculty member and one should be from a current or former supervisor.
- Official GRE scores taken within the last 5 years that indicate a total score of at least 297 (1000 by former scoring standard) for both the verbal reasoning and quantitative reasoning sections and a minimum of 4.5 on the analytical writing component. While these scores are recommended, other portions of the total application package will be considered. The Sport and Recreation Management emphasis area will also accept GMAT scores of 470 or higher.
- Applicants whose native language is not English must also submit current scores for the Test of English as a Foreign Language (TOEFL) of at least 550.

After successful advancement to candidacy, all doctoral students are required to be registered for at least one graduate credit hour each term (fall, spring, and summer) until the degree is completed, including the semester in which they graduate. Failure to comply with this requirement will result in charges to the student’s account for one graduate credit hour plus required fees for each semester after passing the candidacy examination. Students are not eligible for graduation until all charges are paid.

Continuance and Exit Requirements

Students completing the program of study must:

- Have an overall grade point average of 3.0 or higher
- Satisfy all course competencies
- Pass comprehensive examinations
- Complete a dissertation
- Have an exit interview with the program director
- File the necessary paperwork for graduation

Applied Kinesiology Emphasis Curriculum

Patrick Wilson, Ph.D.
2003A Student Recreation Center
757-683-4783

Requirements for the emphasis are as follows (minimum of 60 credits):

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</td>
</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
</tr>
<tr>
<td>FOUN 822</td>
<td>Applied Linear Models in Educational Research</td>
</tr>
<tr>
<td>FOUN 823</td>
<td>Analysis of Variance Applied to Educational Research</td>
</tr>
</tbody>
</table>
### Professional Preparation

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 890</td>
<td>Doctoral Studies Seminar</td>
<td>6</td>
</tr>
<tr>
<td>FOUN 881</td>
<td>Dissertation Seminar</td>
<td></td>
</tr>
<tr>
<td>TLCI 803</td>
<td>Perspectives and Inquiry in Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>TLCI 804</td>
<td>Instruction Theories and Models</td>
<td></td>
</tr>
</tbody>
</table>

### Applied Kinesiology Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 827</td>
<td>Advanced Biomechanics</td>
<td></td>
</tr>
<tr>
<td>EXSC 830</td>
<td>Advanced Cardiovascular Exercise Physiology</td>
<td></td>
</tr>
<tr>
<td>EXSC 838</td>
<td>Exercise Endocrinology</td>
<td></td>
</tr>
<tr>
<td>HMS 897</td>
<td>Independent Study in Human Movement Sciences</td>
<td></td>
</tr>
</tbody>
</table>

### Electives **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME 821</td>
<td>Mathematical Modeling in Physiology I</td>
<td></td>
</tr>
<tr>
<td>BME 822</td>
<td>Mathematical Modeling in Physiology II</td>
<td></td>
</tr>
<tr>
<td>BIOL 816</td>
<td>Endocrinology</td>
<td></td>
</tr>
<tr>
<td>BIOL 824</td>
<td>Neuromuscular Physiology</td>
<td></td>
</tr>
<tr>
<td>BIOL 889</td>
<td>Gross Anatomy</td>
<td></td>
</tr>
</tbody>
</table>

### Dissertation Capstone Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 899</td>
<td>Dissertation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Hours: 60

* A master's degree in an appropriate field related to this concentration is required for regular admission to the Ph.D. in human movement science.

* Students who do not have equivalent coursework or appropriate educational experiences must complete these prerequisite courses.

** Substitute other courses by permission of advisor.

---

### Sport & Recreation Management Emphasis Curriculum

Xihe Zhu, Ph.D.
2010 Student Recreation Center
757-683-3545

Requirements for the emphasis are as follows (minimum of 60 credits):

#### Prerequisite Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
<td></td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td></td>
</tr>
</tbody>
</table>

#### Research Core (12 credits minimum, required*)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</td>
<td></td>
</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
<td></td>
</tr>
<tr>
<td>FOUN 822</td>
<td>Applied Linear Models in Educational Research</td>
<td></td>
</tr>
<tr>
<td>FOUN 823</td>
<td>Analysis of Variance Applied to Educational Research</td>
<td></td>
</tr>
</tbody>
</table>

#### Professional Preparation (9 credits minimum)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 890</td>
<td>Doctoral Studies Seminar</td>
<td>9</td>
</tr>
<tr>
<td>FOUN 881</td>
<td>Dissertation Seminar</td>
<td></td>
</tr>
<tr>
<td>TLCI 803</td>
<td>Perspectives and Inquiry in Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>TLCI 804</td>
<td>Instruction Theories and Models</td>
<td></td>
</tr>
<tr>
<td>FOUN 830</td>
<td>Theories of Learning and Instruction</td>
<td></td>
</tr>
</tbody>
</table>

#### Sport and Recreation Management Emphasis (18 credits minimum)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRTS 820</td>
<td>Advanced Leisure Theories and their Applications</td>
<td></td>
</tr>
<tr>
<td>PRTS 880</td>
<td>Youth Development in Recreation</td>
<td></td>
</tr>
<tr>
<td>SMGT 838</td>
<td>Sport Finance</td>
<td></td>
</tr>
<tr>
<td>SMGT 846</td>
<td>Strategic Marketing in Sport</td>
<td></td>
</tr>
<tr>
<td>SMGT 850</td>
<td>Ethics in Sport Management</td>
<td></td>
</tr>
<tr>
<td>SMGT 855</td>
<td>Social Issues in Sport</td>
<td></td>
</tr>
<tr>
<td>SMGT 860</td>
<td>Sport Law</td>
<td></td>
</tr>
<tr>
<td>SMGT 875</td>
<td>Management and Leadership in Sport</td>
<td></td>
</tr>
</tbody>
</table>

#### Electives (9 credits minimum) *

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 835</td>
<td>Organization Theory</td>
<td></td>
</tr>
<tr>
<td>MGMT 838</td>
<td>Strategic Entrepreneurship Seminar</td>
<td></td>
</tr>
<tr>
<td>MKTG 802</td>
<td>Seminar in Marketing Concepts and Issues</td>
<td></td>
</tr>
<tr>
<td>MKTG 803</td>
<td>Seminar in Consumer Behavior</td>
<td></td>
</tr>
<tr>
<td>PAUP 801</td>
<td>Theories of Public Policy</td>
<td></td>
</tr>
<tr>
<td>PAUP 804</td>
<td>Policy and Program Evaluation</td>
<td></td>
</tr>
<tr>
<td>PADM 830</td>
<td>Theories of Conflict Resolution and Problem Solving</td>
<td></td>
</tr>
<tr>
<td>PADM 845</td>
<td>Managing Development and Change in Organizations</td>
<td></td>
</tr>
</tbody>
</table>

Note: List of electives is not comprehensive. Prior approval from graduate advisor is required for other possible electives.

#### Dissertation Capstone Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 899</td>
<td>Dissertation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Hours: 60

### Health & Sport Pedagogy Emphasis Curriculum

Eddie Hill, Ph.D.
2014 Student Recreation Center
757-683-4881

Requirements for the emphasis are as follows (minimum of 60 credits):

#### Research Core (12 credits minimum, required*)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</td>
<td></td>
</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
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<tr>
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<td></td>
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<tr>
<td>FOUN 823</td>
<td>Analysis of Variance Applied to Educational Research</td>
<td></td>
</tr>
</tbody>
</table>

#### Professional Preparation (9 credits minimum)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 890</td>
<td>Doctoral Studies Seminar</td>
<td>9</td>
</tr>
<tr>
<td>FOUN 881</td>
<td>Dissertation Seminar</td>
<td></td>
</tr>
<tr>
<td>PSYC 833</td>
<td>Grant and Manuscript Writing</td>
<td></td>
</tr>
<tr>
<td>or TLCI 804</td>
<td>Instruction Theories and Models</td>
<td></td>
</tr>
</tbody>
</table>

#### Advisor Approved Electives (6 credits minimum)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 888</td>
<td>Dissertation Seminar</td>
<td></td>
</tr>
<tr>
<td>HMS 890</td>
<td>Doctoral Studies Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Other electives may be approved. Consult with your advisor.
Department of Science, Technology, Engineering, and Mathematics (STEM) Education and Professional Studies

Web Site: http://www.odu.edu/stemps

Dr. Petros Katsioloudis, Department Chair
4101 Education Building
757-683-4305

The Department of Science, Technology, Engineering and Mathematics (STEM) Education and Professional Studies (STEMPS) is an academic leader in graduate studies related to education specialists, including career and technical education, instructional design and technology, marketing education, science education, mathematics education, technology education, STEM education, community college teaching, and business and industry training. It offers the M.S., M.S.Ed, and the Ph.D. in Education with programs in occupational and technical studies (OTS) and instructional design and technology (IDT). The Ed.S. is offered in conjunction with the educational leadership program. The department also offers licensure and teaching endorsement programs. Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students should obtain current program information from their advisors and the Darden College of Education and Professional Studies website at http://www.odu.edu/content/dam/odu/col-dept/teacher-education-distance-learning-rep/department-representative; Teacher Education Services advisor, or distance learning representative;

Individual programs are described on the following pages.

Instructional Design and Technology Programs

- Master of Science in Education - Elementary Education – Instructional Design and Technology
- Master of Science in Education - Secondary Education – Instructional Design and Technology
- Doctor of Philosophy, Education - Instructional Design and Technology Concentration
- Graduate Certificate in Education and Training in Modeling and Simulation
- Graduate Certificate in Human Performance Technology

Occupational and Technical Studies Programs

- Master of Science - Occupational and Technical Studies, with concentrations in:
  - Business and Industry Training
  - Career and Technical Education Teaching (Available option for Technology Education Licensure)
  - Community College Teaching

Library Science Programs - Elementary

- Master of Science in Education, Elementary Education, Library Science, Initial Licensure
- Elementary Education, Library Science, Post-Baccalaureate Endorsement
- Master of Science in Education, Elementary Education, Library Science for Licensed Teachers

Library Science Programs - Secondary

- Master of Science in Education, Secondary Education, Library Science, K-12, Initial Licensure
- Master of Science in Education, Secondary Education, Library Science, K-12, Licensed Teachers
- Secondary Education, Library Science, K-12, Post-Baccalaureate Endorsement

Post-Baccalaureate Endorsement Teacher Education Programs

The Post-Baccalaureate Endorsement program is an approved teacher education program for individuals who have completed a bachelor's degree from a regionally accredited institution and wish to qualify for a Virginia teaching license. Students applying for admission into this approved teacher education program are considered graduate non-degree status and must meet the college's requirements for admitting students into an approved teacher education program. Admission to Old Dominion University does not guarantee admission into degree and/or teacher preparation programs in the Darden College of Education and Professional Studies. Program sheets for the Post-Baccalaureate Endorsement programs are available in the Teacher Education Services office.

Admission, Continuance, and Exit Requirements for Post-Baccalaureate Teacher Education Programs

Admission

Students seeking admission into the post-baccalaureate endorsement program must:

1. apply for admission to Old Dominion University as graduate non-degree seeking student;
2. have achieved an overall GPA of 2.75 in the baccalaureate degree official transcript for post-baccalaureate programs offered at the undergraduate level and 2.80 for post-baccalaureate programs offered at the graduate level;
3. have earned a grade of C or C- (as determined by the specific academic department);
4. have passing Praxis Core scores or Praxis I (if the passing scores were earned by December 31, 2013) or approved substitute test scores as prescribed by the Virginia Board of Education assessment for admission to an approved teacher education program;
5. interview with and receive recommendation for admittance from a department representative, Teacher Education Services advisor, or distance learning representative;
6. submit the Post-Baccalaureate Endorsement Program Application (http://www.odu.edu/content/dam/odu/col-dept/teacher-education-services/docs/post-baccalaureate-endorsement-program-application.pdf);
7. be aware that only 12 hours of professional education courses from another institution may transfer into a post-baccalaureate endorsement program and that practicum and/or student teaching courses are not eligible for transfer;
Students who do not meet regular admission requirements may meet provisional admission into the post-baccalaureate endorsement program. For provisional status, a student must:

1. apply for admission to Old Dominion University as a graduate non-degree seeking student;
2. have achieved an overall GPA of 2.5-2.74 in the baccalaureate degree official transcript;
3. have earned a grade of C or C- (as determined by the specific academic department);
4. have passing Praxis Core scores or Praxis I (if the passing scores were achieved by December 31, 2013) or approved substitute test scores as prescribed Virginia Board of Education Assessment for admission to an approved teacher education program;
5. interview with and receive recommendation for admittance from a department representative, Teacher Education Services advisor, or distance learning representative;
6. submit the Post-Baccalaureate Endorsement Program Application (http://www.odu.edu/content/dam/odu/col-dept/teacher-education-services/docs/post-baccalaureate-endorsement-program-application.pdf);
7. be aware that only 12 hours of professional education courses from another institution may transfer into a post-baccalaureate endorsement program and that practicum and/or student teaching courses are not eligible for transfer;
8. complete the professional dispositions self-survey;
9. attach the completed authorization for the release of any disciplinary action on file with the Office of Student Conduct and Academic Integrity.

Students who wish to apply to a graduate program while in the post-baccalaureate endorsement program must meet all graduate program entry requirements. Only 12 credit hours of professional education coursework from a post-baccalaureate endorsement program will transfer into a graduate program.

In order to student teach, all approved teacher education program requirements must be completed, to include all content and professional education coursework work with the appropriate grade and GPA as outlined in the respective curriculum and passing scores on Praxis II, the Virginia Communication and Literacy Assessment (VCLA), and the Virginia Reading Assessment (if required by the program).

Continuance

To continue in the respective post-baccalaureate teacher education program, the student must:

1. For undergraduate post-baccalaureate teacher education programs, maintain a 2.75 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
2. For graduate post-baccalaureate teacher education programs, maintain a 3.0 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
3. Continue to earn at least a grade of C or C- (depending on the program) in all courses specified in the major curriculum to include content and professional education core courses for continuance in the teacher education program;
4. Have achieved passing Praxis Core or equivalent test scores prescribed by the Virginia Board of Education assessment for admission to an approved teacher education program; and
5. Have achieved passing scores in the prescribed Virginia Board of Education professional assessments for licensure described in this section of the catalog, prior to the start of the teacher candidate internship orientation.

Score reports for all examinations must be on file in the Teacher Education Services & Advising Office in room 2345 of the Education Building. These score reports are to be provided by the candidate and will not be returned. For the most current information on prescribed Virginia Board of Education professional assessments for each individual passing score, visit the Teacher Education Services & Advising Office (http://education.odu.edu/tes) website and review the required assessments.

Prior to placement in early field experiences, practica and/or internships, students are required to have a completed Clearance Background Check search, which consists of: National Criminal Background Check for Employee or Volunteer Providing Care to Children, the Elderly and Disabled (SP-24 Form), the Child Protective Service’s Central Registry Release of Information (032-02-1515-11-eng, 02/14), a fingerprint check using the APPLICANT FD258 (REV 3-1-10) 1110-0046 fingerprinting card, and the National Sex Offender Registry and/or the Virginia State Police: Sex Offender Registry search. Students are liable for all costs incurred.

Exit

Students must have:

1. For undergraduate post-baccalaureate teacher education programs, maintain a 2.75 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
2. For graduate post-baccalaureate teacher education programs, maintain a 3.0 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
3. Achieved grades of C or C- (as determined by the specific academic department) in all courses specified in the major curriculum to include content and professional education core courses; and
4. Earned a passing grade in student teaching.

The Virginia Department of Education requires all initially licensed teachers, school counselors, administrators, and other school personnel to receive training on the recognition of child abuse and neglect. This training is verified through specific courses in the approved professional education programs. Students who transfer courses into the approved programs in place of the courses that meet the child abuse and neglect requirements must provide documentation that they have met the recognition of child abuse and neglect standards. For more information review the initial licensure required assessments on the Teacher Education Services and Advising Office (http://www.odu.edu/success/academic/teacher-education/val/#tab74=2) website or visit the office in the Education Building Room 2345.

The Virginia Department of Education requires all initially licensed teachers, school counselors, administrators, and other school personnel to receive training in the area of technology. This training is received through specific courses in the approved professional education programs. Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students should obtain current program information from their advisors and the Darden College of Education website at www.education.odu.edu.

For more information on requirements in specific programs, students should refer to the individual program listings in this Catalog or contact the Office of Teacher Education Services & Advising or the appropriate academic department in the College of Arts and Letters (http://catalog.odu.edu/undergraduate/collegeofartsandletters), the College of Sciences (http://www.odu.edu/sci/prospective.html), or the Darden College of Education (http://www.odu.edu/education/departments).
Clearance Background Check Process For All Licensure Programs

Old Dominion University requires a background clearance check of candidates interested in professional education programs. Professional education programs have several field experiences that are required for continued education and graduation from the program. The clearance background check (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) must be successfully completed prior to a field experience placement. Students will be provided a field experience placement when the background check process is completed with resolution of any issues. Candidates interested in the professional education programs are advised to complete this clearance background check process immediately upon entering a program. This clearance process takes a minimum of eight weeks to complete.

This clearance background check process (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) includes:

- Fingerprinting
- A social service/child protective service check
- A review of each candidate’s name through the National Sex Offender Registry and/or Virginia State Police: Sex Offender Registry

Candidates are liable for all fees incurred when completing the clearance background check process (http://www.odu.edu/success/academic/teacher-education/placement/background-checks). ALL clearance search results must be received and reviewed by Old Dominion University, Teacher Education Services & Advising Office to determine successful completion of the clearance process and approval for placement in a school. The completed clearance check will be posted to the student's Leo Online secure page under Test Scores. A score of 1 means the student is cleared for placement.

Early Field Experiences

The college is committed to developing candidates skilled in teaching students of all cultural and socioeconomic backgrounds and with diverse learning needs in a fair and equitable manner. Thus, candidates must complete their early field experiences in a public or private school accredited by the Virginia Department of Education. Teacher candidates may request specific schools and districts. However, these requests are informal and ARE NOT guaranteed. Candidates may not contact school district personnel in order to request or obtain placement. Candidates may not complete their field experience at a school where an immediate relative is attending or working. Candidates are required to disclose this information on the on-line placement request.

Prior to placement, students are required to have a completed Clearance Background Check search, which consists of: the Virginia State Police Criminal History Check (State Police Form 230), the Child Protective Service Central Registry Release of Information (032-02-1515/1), a fingerprint check, and the National Sex Offender Registry and/or the Virginia State Police: Sex Offender Registry. Students are liable for all costs incurred.

A candidate may participate in a course with a field experience through one of two tracks:

Option A

A candidate may be eligible to participate in the early field experience course if s/he has been admitted into an approved teacher education program. This requires that candidates achieve a passing Praxis Core score or the Prescribed Virginia Board of Education Assessment for Admission to an Approved Teacher Education Program. In addition, candidates must meet the GPA for their individual programs, professional education courses, and minimum grade requirements, along with any other course prerequisites.

Option B

A provisionally licensed teacher may participate in a course if s/he is currently employed with a school division, has a letter from the Virginia Department of Education listing the course as a needed requirement, and has passing Virginia Communication and Literacy Assessment (VCLA) scores. The provisionally licensed teacher will have to meet all the requirements of the course as stated in the syllabus.

Prescribed Virginia Board of Education Professional Assessments for Licensure

Old Dominion University teacher candidates seeking initial licensure through the completion of an approved teacher education program must successfully pass the Prescribed Virginia Board of Education Professional Assessments for Licensure prior to the start of the teacher candidate internship. The following assessments must be completed with a passing score:

1. Virginia Communication and Literacy Assessment (VCLA) passing composite score of 470;
2. Praxis II specialty area exam passing score approved by the Virginia Board of Education; and
3. Reading for Virginia Educators (RVE). The passing score required for prek-3, prek-6, and k-12 special education general curriculum endorsement is 157. The required passing score for Reading Specialist is 162. These required passing scores were implemented July 1, 2011 by the Virginia Department of Education.

For the most current information on the prescribed Virginia Board of Education professional assessments for each individual passing score, visit the Teacher Education Services & Advising Office website, and review the Required Assessments.

Master of Science in Education - Elementary Education – Instructional Design and Technology Concentration

Jill Stefiak, Program Coordinator

In the Master of Science in Education – Elementary— instructional design and technology concentration, the core and support courses are combined, with students selecting 24 to 30 credits in instructional design and technology along with the problem paper or seminar research option. Working with an assigned advisor, students may take courses in the areas of distance education/telecommunications, instructional design and development, educational applications of instructional technology, and administration of instructional technology.

Admission

Students must:

1. hold a bachelor’s degree from a regionally accredited college/university;
2. have a cumulative undergraduate grade point average of 2.80;
3. take and receive satisfactory scores on either the Graduate Record Examination (score of 290 combined on verbal and quantitative with a minimum of 140 verbal for regular admission) or Miller Analogies Test (minimum score of 45 or 399 for regular admission); and
4. have an interview with the graduate program director or his/her designee.

Performance in classes taken as a non-degree graduate student will not be taken into consideration in the admission process. No courses in the undergraduate academic major or professional education in which the student has made below a C- will be accepted for licensure in the Darden College of Education.

Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

Continuance

Students must:
1. maintain a grade point average of 3.00;
2. maintain a grade point average of 3.00 in the major.

All ID&T students are expected to have regular and reliable access to a multimedia computer (headphones, microphone, and web cam) and a high speed internet connection.

Exit

Students must:
1. have a 3.00 grade point average;
2. pass a written comprehensive examination;
3. have an exit interview;
4. have completed all course requirements; and
5. submit an application for graduation.

Program Requirements

All courses in the core and elective blocks are offered via synchronous and asynchronous format.

Paper Option: Area I (24 credits); Area II (6 credits); 30 credits total.
Seminar Option: Area I (30 credits); Area II (6 credits); 36 credits total.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>24-30</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 840</td>
<td>Educational Measurement and Assessment</td>
</tr>
<tr>
<td>IDT 746</td>
<td>Foundations of Distance Education</td>
</tr>
<tr>
<td>IDT 749</td>
<td>Instructional Systems Design</td>
</tr>
<tr>
<td>IDT 761</td>
<td>Applied Instructional Design Tools</td>
</tr>
<tr>
<td>IDT 775</td>
<td>Designing Online Instruction</td>
</tr>
<tr>
<td>TLED 617</td>
<td>Digital Age Teaching and Learning</td>
</tr>
<tr>
<td>TLCI 731</td>
<td>Instructional Technology Trends in Curriculum and Instruction</td>
</tr>
</tbody>
</table>

Support Courses

Graduate electives approved by the Graduate Program Director may be substituted for technology courses when those courses complement personal and professional goals.

<table>
<thead>
<tr>
<th>Research Courses</th>
<th>6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Paper Option (6 credits; 30 credits required for graduation)</td>
<td></td>
</tr>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
</tr>
<tr>
<td>SEPS 636</td>
<td>Problems in Occupational and Technical Studies</td>
</tr>
<tr>
<td>Seminar Option (13 credits; 37 credits required for graduation)</td>
<td></td>
</tr>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
</tr>
<tr>
<td>IDT 773</td>
<td>Advanced Instructional Design Techniques</td>
</tr>
</tbody>
</table>

Electives

Total Hours 30-42

Master of Science in Education - Secondary Education – Instructional Design and Technology Concentration

Jill Stefaniak, Program Coordinator

The Master of Science in Education – Secondary - instructional design and technology concentration is designed to meet the needs of professionals interested or involved in the design, development, and delivery of instruction. The courses are appropriate for a variety of venues, including preK-12, higher education, military, and business. In this specialization, students select 24 to 30 credits in instructional design and technology plus the problems paper or seminar research option. Working with an advisor, students select courses that complement their backgrounds and professional goals.

Admission

Students must:
1. hold a bachelor’s degree from a regionally accredited college/university;
2. have a cumulative undergraduate grade point average of 2.80;
3. take and receive satisfactory scores on either the Graduate Record Examination (score of 290 combined on verbal and quantitative with a minimum of 140 verbal for regular admission) or Miller Analogies Test (minimum score of 45 or 399 for regular admission); and
4. have an interview with the graduate program director or his/her designee.

Performance in classes taken as a non-degree graduate student will not be taken into consideration in the admission process.

Continuance

Students must:
1. maintain a grade point average of 3.00;
2. maintain a grade point average of 3.00 in the major.

All ID&T students are expected to have regular and reliable access to a multimedia computer (headphones, microphone, and web cam) and a high speed internet connection.

Exit

Students must:
1. have a 3.00 grade point average;
2. pass a written comprehensive examination;
3. have an exit interview;
4. have completed all course requirements; and
5. submit an application for graduation.

Program Requirements

All courses in the core and elective blocks are offered via synchronous and asynchronous format.

<table>
<thead>
<tr>
<th>Area I: Emphasis Courses</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDT 617</td>
<td>Foundations of Instructional Technology (*)</td>
</tr>
<tr>
<td>IDT 749</td>
<td>Instructional Systems Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>18-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory (Select at least one course)</td>
<td></td>
</tr>
<tr>
<td>IDT 746</td>
<td>Foundations of Distance Education</td>
</tr>
<tr>
<td>IDT 760</td>
<td>Cognition and Instructional Design</td>
</tr>
<tr>
<td>IDT 763</td>
<td>Instructional Design Theory</td>
</tr>
<tr>
<td>IDT 764</td>
<td>Theories and Research</td>
</tr>
<tr>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>IDT 725</td>
<td>Human Performance Assessment</td>
</tr>
<tr>
<td>IDT 761</td>
<td>Applied Instructional Design Tools</td>
</tr>
<tr>
<td>IDT 773</td>
<td>Advanced Instructional Design Techniques</td>
</tr>
<tr>
<td>Technology (Select at least one course)</td>
<td></td>
</tr>
<tr>
<td>IDT 735</td>
<td>Noninstructional Interventions</td>
</tr>
<tr>
<td>IDT 751</td>
<td>Computer-Based Multi-Media Design</td>
</tr>
<tr>
<td>IDT 752</td>
<td>Diffusion and Adoption of Instructional Technology Innovations</td>
</tr>
<tr>
<td>IDT 755</td>
<td>Theory and Design of Instructional Simulation</td>
</tr>
<tr>
<td>IDT 756</td>
<td>Instructional Gaming: Theories and Practice</td>
</tr>
<tr>
<td>IDT 775</td>
<td>Designing Online Instruction</td>
</tr>
<tr>
<td>Human Performance Technology (Select at least one course)</td>
<td></td>
</tr>
<tr>
<td>IDT 730</td>
<td>Principles and Practices of Human Performance Technology</td>
</tr>
<tr>
<td>IDT 737</td>
<td>Consulting Skills for Instructional Designers</td>
</tr>
</tbody>
</table>
Admission

For admission to this program, individuals should have completed master's degree in an appropriate discipline from a regionally accredited university. Degrees that are equivalent to a master's degree such as L.L.B., J.D., and D.D.S. are also acceptable. Prospective students should also have prior course work in statistics and instructional technology. If this requirement is not met, then additional course work may be added to the candidate's graduate program of study at the discretion of the advisor and graduate program director. Please see prerequisites on the curriculum description for specific details.

Admission to the instructional design and technology Ph.D. program is competitive. A number of criteria are considered including graduate and undergraduate GPAs, GRE scores, writing ability, a personal interview, and the match between student interests and faculty expertise. Meeting the minimum requirements established by the department does not ensure admission to the program. A minimum undergraduate GPA of 2.8 and a minimum graduate GPA of 3.25 are recommended.

Application requirements for the Ph.D. in instructional design and technology are as follows:

1. A completed application which is available online or from the Office of Graduate Admissions.
2. Official transcripts of all undergraduate and graduate courses and degrees completed.
3. Official report scores from the Graduate Record Examination (verbal, quantitative, and analytical) taken within the last five years. GRE scores expire after five years; however, candidates who have completed the exam prior to five years before the application deadline may submit those scores for consideration if they are provided from an official source such as a transcript or form provided by the Educational Testing Service. Old Dominion University reserves the right to determine what is an "official source."
4. Applicants whose native language is not English (or who do not have a B.S. or M.S. degree from an accredited institution in a country where English is the native language) must submit a current score for the Test of English as a Foreign Language (TOEFL) of at least 600 (written) or 250 (computer based).
5. Applicants must submit a 500 word statement of their academic and professional goals with an emphasis on how the Ph.D. degree in instructional design and technology will contribute to the achievement of the stated goals.
6. Three letters of reference from sources capable of commenting on the applicant's readiness for advanced graduate study. It is recommended that at least two of the letters come from university faculty members. Other letters may come from work supervisors or managers.
7. An interview with the instructional design and technology program faculty. This committee will also review applications for admission.

Program Requirements

The Ph.D. program in Education with a concentration in instructional design and technology is comprised of courses totaling a minimum of 60 academic credit hours beyond the master's degree. The curriculum includes an program core of 21 credit hours, 9 credit hours in the instructional design concentration, and a research core of 15 credit hours, the three credit dissertation seminar and the dissertation, which will include a minimum of 12 credit hours. The dissertation will often include more than 12 credit hours depending on the length of time necessary for completion. Students entering the program may also need to complete introductory statistics courses and an instructional technology foundations course if they have not had equivalent courses or cannot demonstrate competency at a satisfactory level. Students who enter the Ph.D. program with a master's degree in an academic field that is unrelated to instructional design and technology and/or who have not completed courses to develop competency in specified areas may need to complete these courses in addition to the required courses. All courses are offered through distance learning. All students must complete the research residency project (IDT 879 and IDT 898) that results in a submission for publication or presentation to a nationally refereed journal or conference prior to taking comprehensive exams. The residency project must be completed within two years of the start of IDT 879. If not, the student must repeat IDT 879 without credit.

All IDT students are expected to have regular and reliable access to a multimedia computer (headphones, microphone, and web cam) and a high speed internet connection.

Under normal circumstances, admissions will be offered at least three times a year for the fall, spring, and summer semesters. Acceptance is competitive to assure that there is an adequate number of full-time faculty to serve the students through advising, mentoring, and other duties, particularly when individuals reach the dissertation stage of the program.

Students interested in attending full-time and applying for financial aid should submit their applications by February 1 prior to the fall semester they wish to start. Applicants must submit completed applications and all related material no later than the following dates:

- May 1st for the Fall Semester
- November 1st for the Spring Semester
- March 1st for the Summer Semester

Program Continuation

After completing 12 hours in IDT course work, students must maintain a 3.25 GPA in IDT courses. Failure to do so will result in one year probation. If the student's GPA in IDT courses is less than 3.25 at the end of the probation period, the student will be suspended. Students who earn a grade of C+ or lower (including U) in a graduate course in their program of study are considered to be making unsatisfactory progress. Students earning one or more grades of C+ or lower must meet with the program director prior to enrolling in courses in future semesters. Students must provide a plan for making satisfactory progress or they will be suspended. If a student earns three or more grades of C+ or lower, they will be suspended from the
program. Students wishing to be considered for reinstatement must follow the procedures set forth in the ODU Graduate Catalog.

In addition, the ODU Graduate Catalog states students who have less than a 3.0 GPA on courses at ODU will be placed on probation and may be suspended if conditions prescribed in the catalog are not met.

**Continuous Enrollment and Exams**

Doctoral students who do not meet the conditions for continuous enrollment and who do not have an approved leave of absence will be suspended from the degree program. Doctoral students who fail the comprehensive exam (either oral or written) or the doctoral final examination (e.g., dissertation defense) twice will be suspended from the degree program.

**Satisfactory Progress**

Doctoral students who do not complete at least 12 hours of course credits towards their degree each year with a grade of B- or higher prior to candidacy will be evaluated for continuation in the program. If the program faculty do not feel the student is making adequate progress, the student will be placed on program probation for one year. If the student has not completed 12 hours of course credits toward the degree with a grade of B- or higher, they will be suspended.

**Research Residency and Dissertation**

Doctoral students will be evaluated annually for their progress in completing their research residency or dissertation. Students who have not made progress towards the completion as demonstrated evidence of a finished proposal, data collection, data analysis, or drafts of the manuscript/dissertation will be evaluated by faculty for continuance in the program. If faculty feel the student has not made adequate progress, the student will be placed on probation for one year. If the student has not made adequate progress after one year of probation, faculty may recommend suspension from the program for failing to make adequate progress towards completion of the degree.

**Plagiarism**

Any student found guilty of plagiarism will be suspended immediately from the program.

**Program Completion and Exit**

To complete the program students must fully comply with the curriculum below and all requirements noted elsewhere in the University catalog for graduate students and within the Ph.D. in Education Handbook. It is the responsibility of the student to obtain these materials and complete required portions.

**Curriculum**

Prerequisites: All students admitted into the Ph.D. in instructional design and technology must complete the following prerequisite courses unless they have previously completed equivalent graduate level coursework or have appropriate educational experience.

- **Prerequisites**
  - FOUN 722 Introduction to Applied Statistics and Data Analysis
  - IDT 617 Foundations of Instructional Technology

**ID&T Core Courses**

- IDT 730/830 Principles and Practices of Human Performance Technology
- IDT 751/851 Computer-Based Multi-Media Design
- IDT 760/860 Cognition and Instructional Design
- IDT 773/873 Advanced Instructional Design Techniques
- IDT 801 Instructional Design and Technology Seminar
- IDT 810 Trends and Issues in Instructional Design and Technology
- IDT 849 Instructional Systems Design

**Research Core**

- FOUN 812 Research Design and Analysis
- FOUN 814 Qualitative Research Design in Education
- FOUN 823 Analysis of Variance Applied to Educational Research
- IDT 725/825 Human Performance Assessment
- IDT 879 Research Residency in Instructional Design and Technology

**Instructional Design Concentration**

Choose courses from the following:

- **Design & Theory**
  - IDT 746/846 Foundations of Distance Education
  - IDT 761/861 Applied Instructional Design Tools
  - IDT 763/863 Instructional Design Theory
  - IDT 764/864 Theories and Research
  - IDT 898 Research Residency II

- **Technology**
  - IDT 752/852 Diffusion and Adoption of Instructional Technology Innovations
  - IDT 755/855 Theory and Design of Instructional Simulation
  - IDT 756/856 Instructional Gaming: Theories and Practice
  - IDT 775/875 Designing Online Instruction
  - TLCI 735/835 Researching with Children: Contemporary Perspectives on the Child in Research

- **Human Performance Technology**
  - IDT 735/835 Noninstructional Interventions
  - IDT 737/837 Consulting Skills for Instructional Designers
  - IDT 739/839 Needs Analysis and Assessment

- **Electives**

- **Capstone Courses**
  - FOUN 881 Dissertation Seminar
  - SEPS 899 Dissertation in Occupational Education

**Total Hours**

45

* All students admitted into the Ph.D. program in instructional design and technology must complete the prerequisite courses unless they have previously completed equivalent graduate level coursework or have appropriate educational experience.

** Electives are chosen from the list above, or from related areas, e.g., modeling & simulation, psychology, engineering, speech-communications, business, I/O psychology.

*** If seminar is waived by the doctoral committee, the credits are added to the content.

Additional courses or substitutions may be used as approved by student’s advisory committee.

**Education and Training Emphasis in Modeling & Simulation Certificate**

The College of Education and Professional Studies offers a certificate in Modeling &Simulation through the Instructional Design and Technology program, a graduate-level program that is part of the STEM Education and Professional Studies Department.

Simulation and gaming are used extensively as teaching tools and training environments in a variety of education and training applications. The certificate provides the student with a fundamental understanding of modeling and simulation techniques coupled with targeted coursework in the design and use of simulation and gaming technologies for instructional settings. This certificate was the first of its kind in the U.S. and is a natural concentration area in instructional design and technology given
the widespread use of simulation and gaming as instructional tools in Pre-K-12 education, colleges, universities, and corporate and military training programs. This certificate is one of several such certificate programs offered as part of the M&S strategic plan of Virginia Modeling, Analysis and Simulation Center (VMASC) and ODU.

The Modeling and Simulation Certificate Program consists of a minimum of four, three credit graduate courses. Courses include:

### Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIM 601</td>
<td>Introduction to Modeling and Simulation</td>
<td>3</td>
</tr>
</tbody>
</table>

### Related Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDT 756/855</td>
<td>Theory and Design of Instructional Simulation</td>
<td>3</td>
</tr>
<tr>
<td>IDT 757/857</td>
<td>Instructional Gaming: Theories and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 750/850</td>
<td>Trends and Issues in Training: Modeling and Simulation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours:** 12

For more information about the Master of Science in Engineering modeling and simulation concentration, refer to the Catalog section for the Batten College of Engineering and Technology.

### Graduate Certificate in Human Performance Technology

Human performance technology involves systematic and systemic approaches to identifying how work performance improvement can be measured, and most critically applied in real environments to solve actual problems. The certificate provides the student with a fundamental understanding of human technology coupled with targeted coursework in the design and implementation of instructional and non-instructional performance interventions to contribute to performance improvement, strategic planning, and organizational change initiatives. This certificate represents a synthesis in instructional design and technology with business education that benefits performance in a variety of organizations.

Graduate of the program will have the knowledge and skills to contribute to large scale projects that impact multiple facets of an organization. They will also be able to work on performance improvement initiatives.

### Admission Requirements

Degree-seeking students may enroll in certificate courses with advisor's approval.

Non-degree seeking students seeking admission into the certificate program must:

- Submit a non-degree seeking-certificate/life learner application.
- Have an earned undergraduate degree from a regionally-accredited institution, or an equivalent degree from a foreign institution, with a GPA of 3.0 or higher.
- For those whose native language is not English, submit TOEFL scores with a minimum of 230 on the computer-based TOEFL or 80 on the TOEFL iBT.

### Curriculum (33-39)

**Common Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 785</td>
<td>Curriculum Development in Occupational Education and Training</td>
<td>9</td>
</tr>
<tr>
<td>SEPS 786</td>
<td>Instructional Strategies for Innovation in Training and Occupational Education</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 787</td>
<td>Instructional Technology in Education and Training</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration Specific Courses**

Select one specialization from the following:

- **Career and Technical Education Teaching**
  - SEPS 760 | Trends and Issues in Occupational Education | 6     |
  - SEPS 761 | Administration and Management of Education and Training Programs |

- **Business and Industry Training**
  - SEPS 762 | Foundations of Adult Education and Training |

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**Old Dominion University**

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Admission

Students may enroll in this program full- or part-time. The program faculty reviews all applicants as their application packages are completed. The following criteria are used for admittance:

1. graduate grade point average;
2. undergraduate grade point average;
3. Graduate Record Examination;
4. essay, 1500 word; and
5. goodness of fit with program goals, faculty expertise, and supporting references.

Graduate assistantships and fellowships may be available. Contact the graduate program director for information.

Entrance

All applicants to the Doctor of Philosophy degree, occupational and technical studies concentration, must meet University, college and department requirements. In addition, all applicants must:

1. hold a master’s degree related to this field or have worked in occupations related to the degree’s outcomes;
2. complete the graduate application with necessary fee;
3. submit an essay statement of academic and professional goals with an emphasis on how the Ph.D. in Education concentration in occupational and technical studies will contribute to the achievement of career goals;
4. submit three letters of reference from sources capable of commenting on readiness for advanced graduate study;
5. submit scores from the Graduate Record Examination that have been earned within the past five years;
6. submit academic transcripts from all undergraduate and graduate institutions previously attended or currently being attended with a minimum 3.00 graduate grade point average;
7. submit scores from the Graduate Record Examination that have been earned within the past five years;
8. if the applicant’s primary language is not English, submit a current score for the Test of English as a Foreign Language (TOEFL) that meets the University’s current standard.

Applications for admission are on a rolling basis. Graduate assistantships are awarded in February annually.

Continuance

Students must:

1. have their Ph.D. program approved;
2. successfully complete annual progress reviews;
3. meet faculty and University program expectations;
4. meet professional development and career preparation expectations.

Exit

Students must:

1. complete a minimum of 60 credit hours beyond the master’s degree;
2. complete all competencies listed on course syllabi;
3. achieve an overall grade point average of 3.00;
4. pass the written and oral comprehensive examination;
5. select a dissertation committee;
6. prepare and defend a dissertation prospectus;
7. successfully complete a dissertation with an oral defense; and
8. complete the graduate student University assessment.

Prerequisites

A master’s degree in an appropriate field related to this concentration is required for admission to the Ph.D. program. Students who do not have equivalent coursework or appropriate educational experiences must complete the following prerequisite courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Footnotes

* Credits approved by advisor.
** Credits in teaching specialty.

Doctor of Philosophy - Education – Occupational and Technical Studies Concentration

Philip Reed, Graduate Program Director

The Ph.D. in Education, occupational and technical studies concentration has three emphases: technology education, career and technical education, and human resources - training. The Ph.D. is delivered on campus and through the University’s distance learning system. All students must be on the Norfolk campus for two, two-week summer Institute sessions. The focus of the degree is to prepare university faculty, directors/supervisors of career and technical education, and directors of training departments in business, industry, and government.

The curriculum associated with Old Dominion University’s Ph.D. in Education, occupational and technical studies concentration is intended to accomplish the following learning outcomes:

- Individuals will apply knowledge, skills, and behaviors in today’s complex educational and business environments.
- Every individual who completes this doctoral program, regardless of his/her concentration emphasis, will develop competencies for understanding and using research methods and statistics to make data-based driven decisions.
- The concentration emphasis will offer courses that enable graduates to know and apply their knowledge in today’s complex educational, business, or industry environments and emerge as leaders in their chosen careers.

Note for students concerning the Doctor of Philosophy in Education - Occupational and Technical Studies concentration: This program is not intended to lead to teacher certification or school leadership licensure. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

Admission

Students may enroll in this program full- or part-time. The program faculty reviews all applicants as their application packages are completed. The following criteria are used for admittance:

- Students may enroll in this program full- or part-time. The program faculty reviews all applicants as their application packages are completed. The following criteria are used for admittance:

  1. graduate grade point average;
  2. undergraduate grade point average;
  3. Graduate Record Examination;
  4. essay, 1500 word; and
  5. goodness of fit with program goals, faculty expertise, and supporting references.

Graduate assistantships and fellowships may be available. Contact the graduate program director for information.

Entrance

All applicants to the Doctor of Philosophy degree, occupational and technical studies concentration, must meet University, college and department requirements. In addition, all applicants must:

  1. hold a master’s degree related to this field or have worked in occupations related to the degree’s outcomes;
  2. complete the graduate application with necessary fee;
  3. submit an essay statement of academic and professional goals with an emphasis on how the Ph.D. in Education concentration in occupational and technical studies will contribute to the achievement of career goals;
  4. submit three letters of reference from sources capable of commenting on readiness for advanced graduate study;
  5. submit a resume that shows your educational and professional background;
  6. submit academic transcripts from all undergraduate and graduate institutions previously attended or currently being attended with a minimum 3.00 graduate grade point average;
  7. submit scores from the Graduate Record Examination that have been earned within the past five years;
  8. if the applicant’s primary language is not English, submit a current score for the Test of English as a Foreign Language (TOEFL) that meets the University’s current standard.

Applications for admission are on a rolling basis. Graduate assistantships are awarded in February annually.

Continuance

Students must:

  1. have their Ph.D. program approved;
  2. successfully complete annual progress reviews;
  3. meet faculty and University program expectations;
  4. meet professional development and career preparation expectations.

Exit

Students must:

  1. complete a minimum of 60 credit hours beyond the master’s degree;
  2. complete all competencies listed on course syllabi;
  3. achieve an overall grade point average of 3.00;
  4. pass the written and oral comprehensive examination;
  5. select a dissertation committee;
  6. prepare and defend a dissertation prospectus;
  7. successfully complete a dissertation with an oral defense; and
  8. complete the graduate student University assessment.

Prerequisites

A master’s degree in an appropriate field related to this concentration is required for admission to the Ph.D. program. Students who do not have equivalent coursework or appropriate educational experiences must complete the following prerequisite courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>
### Curricula (60 credits minimum)

Students in the occupational and technical studies concentration complete courses in research, core courses in occupational and technical studies concentration, and an emphasis in either career and technical education, human resources-training, or technology education, and 6 credit hours of electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 785</td>
<td>Curriculum Development in Occupational Education and Training</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 788</td>
<td>Instructional Strategies for Innovation in Training and Occupational Education</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 789</td>
<td>Instructional Technology in Education and Training</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 15

### Research Core

12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 835</td>
<td>Research Design for Occupational and Technical Studies</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 822</td>
<td>Applied Linear Models in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>or FOUN 823</td>
<td>Analysis of Variance Applied to Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

### Concentration Core

18 credits

Must be taken with one emphasis area-Technology Education, Career and Technical Education, or Human Resources-Training

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 860</td>
<td>Trends and Issues in Occupational Education</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 862</td>
<td>Administration and Management of Education and Training Programs</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 865</td>
<td>Trends and Issues of Economic and Workforce Development</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 885</td>
<td>Curriculum Development in Occupational Education and Training</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 888</td>
<td>Instructional Strategies for Innovation in Training and Occupational Education</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 889</td>
<td>Instructional Technology in Education and Training</td>
<td>3</td>
</tr>
</tbody>
</table>

### Select one of the following Emphasis Areas

12 credits

#### Technology Education Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 840</td>
<td>Readings in Occupational and Technical Studies</td>
<td>3</td>
</tr>
<tr>
<td>STEM 830</td>
<td>Introduction to Technology</td>
<td>3</td>
</tr>
<tr>
<td>STEM 831</td>
<td>Technical Systems</td>
<td>3</td>
</tr>
<tr>
<td>STEM 832</td>
<td>Program Development for Technology Education</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Career and Technical Education Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 626</td>
<td>Instructional Supervision, Staff Development, and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 840</td>
<td>Readings in Occupational and Technical Studies</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 868</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 887</td>
<td>Career and Technical Education Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Human Resources - Training Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDT 846</td>
<td>Foundations of Distance Education</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 840</td>
<td>Readings in Occupational and Technical Studies</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 850</td>
<td>Trends and Issues in Training: Modeling and Simulation</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 861</td>
<td>Foundations of Adult Education and Training</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

6 credits

Electives are selected in consultation with the advisor. They should be planned and included in the student's program of study.

### Capstone Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 881</td>
<td>Dissertation Seminar (if needed)</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 899</td>
<td>Dissertation in Occupational Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 60-63

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**Endorsement Program in Industrial Cooperative Training**

Phil Reed, Program Coordinator

The endorsement program in industrial cooperative training is designed to prepare a licensed teacher to be endorsed to teach industrial cooperative training in the public schools.

### Admission

Students may enroll in this teaching endorsement program as a non-degree student. If an M.S. degree is sought, some graduate level courses may be applied toward professional technical studies in this component of the degree. Admission should be sought into the M.S. program in occupational and technical studies with a concentration in career and technical education teaching. Graduate students can complete up to 12 graduate hours with a non-degree application. Students should contact the program coordinator to discuss admissions options. Prior to entering this program, students must have or qualify for a Virginia Collegiate Professional or Postgraduate Professional License. Secondly, they must be interviewed and accepted by the program coordinator.

### Continuance and Exit

Students must:

1. complete the following courses:
   - SEPS 401/501 Foundations of Career and Technical Education: 3
   - SEPS 788 Instructional Strategies for Innovation in Training and Occupational Education: 3
   - SEPS 508 Advanced Classroom Issues and Practices in Career and Technical Education: 3
   - SEPS 408/508 Advanced Classroom Issues and Practices in Career and Technical Education: 3
   - SEPS 450/550 Assessment, Evaluation and Improvement: 3
   - SEPS 400 Instructional Systems Development: 3
   - STEM 305 Curriculum for Technology Education: 3
   - STEM 306 Methods for Technology Education: 3
   - SEPS 503 Methods in Career and Technical Education: 3

**Total Hours**: 27

2. earn a 2.75 cumulative grade point average if licensure is at the undergraduate level and a 3.00 cumulative grade point average if licensure is at the graduate level; and
3. document at least 4000 clock hours of acceptable employment in a trade, technical, or industrial education subject area completed within the past five years.

Twelve hours of 500/600 level courses may be applied toward the Master of Science in occupational and technical studies, career and technical education teaching concentration.

### Marketing Teacher Education with Initial Licensure

Michael F. Kosloski, Program Coordinator

The post-baccalaureate endorsement in marketing education is designed to prepare a person who has a baccalaureate degree to be a marketing education teacher-coordinator. Participants who successfully complete this program will qualify to apply for a Virginia teaching license to teach marketing education.

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Old Dominion University
Admission
For those students seeking licensure only, they must first apply to ODU as non-degree seeking. Students subsequently complete undergraduate or graduate level courses that meet Virginia licensure requirements. For students simultaneously seeking a graduate degree, they should apply for the graduate program and may take up to 12 credit hours that may be used toward both the M.S. and post-baccalaureate programs. Students should schedule an interview with the program coordinator for program admissions as well as to discuss course evaluation and options.

Continuance and Exit
Students must:
1. complete the following courses:
   - SEPS 297 Observation and Participation 1
   - SEPS 400/450 Instructional Systems Development 3
   - SEPS 401/501 Foundations of Career and Technical Education 3
   - SEPS 402/502 Instructional Methods in Occupational Studies 3
   - SEPS 408/508 Advanced Classroom Issues and Practices in Career and Technical Education 3
   - SEPS 450/550 Assessment, Evaluation and Improvement 3
   - SEPS 485 Student Teaching 12
   - READ 680 Reading to Learn Across the Curriculum 3
   or SPED 313 Fundamentals of Human Growth and Development: Birth through Adolescence 3

   Total Hours 31
2. earn a 2.75 cumulative grade point average if licensure is at the undergraduate level and a 3.00 cumulative grade point average if licensure is at the graduate level;
3. document at least 4000 clock hours of marketing-related work experience completed within the past five years or complete a directed field experience (SEPS 405);
4. earn credit in any marketing-related content courses required by the Virginia Department of Education that have not yet been met. Such courses are identified in a transcript evaluation of all prior college-level work. Students with an undergraduate degree in marketing is considered to have met all content requirements. Experiential credit may be considered for individual courses on a case-by-case basis.
5. complete a university graduate student assessment if enrolled in the M.S. degree program.

Twelve hours of 500/600 level courses may be applied toward the Master of Science in occupational and technical studies, career and technical education teaching concentration.

Technology Education with Initial Licensure
Philip Reed, Graduate Program Director

The post-baccalaureate endorsement in technology education is designed to prepare a person who has a baccalaureate degree to be a technology education teacher. Participants who successfully complete this program will qualify to apply for a Virginia teaching license to teach technology education.

Admission
For those students seeking licensure only, they must first apply to ODU as non-degree seeking. Students subsequently complete undergraduate or graduate level courses that meet Virginia licensure requirements. For students simultaneously seeking a graduate degree, they should apply for the graduate program and may take up to 12 credit hours that may be used toward both the M.S. and post-baccalaureate programs. Students should schedule an interview with the program coordinator for program admissions as well as to discuss course evaluation and options.

Continuance and Exit
Students must:
1. complete the following courses:
   - FOUN 612 Applied Research Methods in Education 3
   - READ 680 Reading to Learn Across the Curriculum 3
   - SEPS 586 Middle School Student Teaching for Technical Education 6
   - SEPS 596 Topics in Career and Technical Education 1-3
   - SEPS 636 Problems in Occupational and Technical Studies 3
   - SEPS 788 Instructional Strategies for Innovation in Training and Occupational Education 3
   - SEPS 789 Instructional Technology in Education and Training 3
   - TLED 608 Foundations of Education and Instructional Assessment 3
   - SPED 613 Human Growth and Development 3
   - STEM 231 Materials and Processes Technology 3
   - STEM 320 Manufacturing and Construction Technology 3
   - STEM 350 Communication Technology Processes 3
   - STEM 351 Communication Technology 3
   - STEM 730 Introduction to Technology 3

   Total Hours 43-45
2. earn a 2.75 cumulative grade point average on undergraduate level courses and a 3.00 cumulative grade point average at the graduate level;
3. earn passing scores on Virginia Licensure Test before the teacher internship (see advisor or Teacher Education Services); and
4. complete the graduate student University assessment.

Complete this licensure program and other departmental requirements will allow the candidate to earn the Master of Science in occupational and technical studies, career and technical education teaching concentration.

Education Specialist - Educational Leadership - Occupational and Technical Studies Concentration
Philip Reed, Graduate Program Director

The Department of STEM Education and Professional Studies jointly offers the education specialist (Ed.S.) with the Department of Educational Foundations and Leadership. The program offers a cohesive sequence of academic studies designed to help graduates deal effectively with administrative problems encountered in urban schools and agencies. This program does not lead to K-12 school leadership licensure.

Admission
To be admitted to the Ed.S. program, an applicant must:
1. Hold a master’s degree in career and technical education or related field;
2. Have a successful experience as an administrator or teacher;
3. Hold a teaching license or equivalent; and
4. Have taken ELS 600 or its equivalent as a prerequisite.

Students seeking this degree need to apply through the Ed.S. program in the Department of Educational Leadership and Counseling.

Entrance
Students must:
1. meet all University requirements,
2. provide two letters of recommendation;
3. hold a master’s degree from an accredited institution (minimum 3.25 graduate grade point average),
4. provide a one-page essay explaining why he/she should be admitted to the program; and
5. have an acceptable score on the GRE or Miller Analogies Test.

**Continuance**

Students must meet all University requirements and maintain a 3.00 or higher grade point average.

**Exit**

Students must successfully complete:

1. a written comprehensive examination,
2. the required course of study,
3. have a 3.00 grade point average or above, and
4. complete a university graduate student assessment.

**Curriculum (33 credits)**

Requirements for the Ed.S. with a specialty in occupational and technical studies include 30-33 semester hours (18 hours must be completed in 800-level courses in ELS), as follows:

<table>
<thead>
<tr>
<th>Prerequisites *</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 610</td>
<td>School Community Relations and Politics</td>
<td>3</td>
</tr>
<tr>
<td>ELS 621</td>
<td>Curriculum Development and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ELS 657</td>
<td>Public School Law</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**Educational Leadership**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 753</td>
<td>Educational Finance and Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>ELS 854</td>
<td>Human Resource Development and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ELS 871</td>
<td>Educational Systems Planning and Futures</td>
<td>3</td>
</tr>
<tr>
<td>ELS 876</td>
<td>Leadership for Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>ELS 878</td>
<td>Leadership for Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ELS 879</td>
<td>Field Research in School Administration and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

**Occupational and Technical Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 860</td>
<td>Trends and Issues in Occupational Education</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 862</td>
<td>Administration and Management of Education and Training Programs</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 885</td>
<td>Curriculum Development in Occupational Education and Training</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 888</td>
<td>Instructional Strategies for Innovation in Training and Occupational Education</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 889</td>
<td>Instructional Technology in Education and Training **</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

* ELS 610, ELS 621, and ELS 657 are prerequisites for the principalship endorsement.
** And/or other courses approved by the candidate's advisor.

**Library Science (School Librarianship K-12)**

**Master of Science in Education, Elementary Education, Library Science, K-12**

**Master of Science in Education, Secondary Education, Library Science, K-12**

3101 Educational Building
757-683-3284

Sue Kimmel, Graduate Program Director

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**General Description of the School Library Program**

Contained within this program are a Master of Science in Education leading to endorsement in Library Science K-12 for licensed teachers, and a Master of Science in Education with initial licensure in library science K-12 for non-teachers.

**Master of Science in Education, Secondary or Elementary Education, Library Science Endorsement for Licensed Teachers**

3101 Educational Building
757-683-3284

Sue Kimmel, Graduate Program Director

This program leads to a master’s degree plus licensure as a school librarian (K-12) for individuals who already have licensure as a teacher. Students applying to this program may apply for a degree in either elementary or secondary education and should designate the library science concentration on the application form.

**Admission**

Students must:

1. hold a bachelor’s degree from a regionally accredited college/university;
2. hold the Virginia Collegiate Professional License or an equivalent license from another state;
3. have a general undergraduate grade point average of at least 2.80;
4. have an interview with the graduate program director;
5. apply for admission to graduate school;
6. Submit a current resume;
7. Submit a writing sample

Students may be required to take the GRE or the Miller Analogies Test. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis. Contact the Graduate Program Director for this program for additional information.

No courses in the academic major in which the student has made below a "B-" will be accepted for licensure requirements in the Darden College of Education.

**Continuance**

Students must:

1. maintain a grade point average of 3.00;
2. maintain a grade point average of 3.00 in the major;
3. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions ; and
4. have a criminal background check completed prior to placement in a field experience required or practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.
5. Earn at least a B- in all licensure courses. No courses in which the student has made below a "B-" will be accepted for licensure requirements.

**Exit**

Students must:

1. have a 3.00 grade point average;
2. have a 3.00 grade point average in the major;
3. Earn at least a B- in all licensure courses. No courses in which the student has made below a "B-" will be accepted for licensure requirements.
4. have an exit interview;
Program Requirements

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 602</td>
<td>Production of Instructional Materials</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 608</td>
<td>Foundations in Library and Information Science</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 674</td>
<td>Management and Leadership in Library and Information Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one:

- LIBS 642 Children’s Literature Across the Curriculum, PK-8
- LIBS 644 Literature and Media for Young Adults
- LIBS 658 Knowledge Resources: Planning, Selecting & Managing Collections
- LIBS 676 Library Media Services and the Curriculum
- LIBS 677 Knowledge Organization and Access

Elective: Choice of one:

- LIBS 642 Children’s Literature Across the Curriculum, PK-8
- LIBS 644 Literature and Media for Young Adults
- LIBS 655 Methods and Strategies for the School Library
- READ 620 Multicultural Children’s Literature and Literacy
- READ 628 New Literacies, Digital Technologies, and Learning
- LIBS 612 Research Methods in Library and Information Science
- LIBS 668 Internship in Libraries and Information Workplaces

Total Hours: 30

* Taken after the completion of all library courses.

Master of Science in Education, Elementary or Secondary Education, Library Science, K-12, with Initial Licensure for Non-Teachers

3101 Education Building
757-683-3264

Sue Kimmel, Graduate Program Director

This is an initial licensure program as a school librarian for people with a non-teaching B.S. or B.A. It is offered as part of the Master of Science in Education, Elementary or Secondary Education program. In this program, students who do not have teacher licensure but who are seeking licensure as a school librarian (K-12) and a master’s degree in education will complete professional studies courses in addition to a prescribed set of school library courses and a research core.

Admission

Students must:

1. hold a bachelor’s degree from a regionally accredited college/university;
2. achieve passing scores (as established by the Commonwealth of Virginia on the Praxis Core Academic Skills for Educators: Tests: Reading; Writing; and Mathematics or Board-approved SAT or ACT scores;
3. have a cumulative grade point average of 2.80;
4. submit an application for graduate studies;
5. submit a current resume;
6. submit a writing sample; and
7. have an interview with the graduate program director.

Students may be required to take the GRE or the Miller Analogies Test (MAT). No courses in the academic major or professional education in which the student has made below a “B-” will be accepted for licensure in the Darden College of Education.

Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for school librarianship.

Continuance

Students must:

1. maintain a grade point average of 3.00;
2. maintain a grade point average of 3.00 in the major;
3. receive a B or better in practicum to participate in teacher internship;
4. have a criminal background check completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.
5. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions.
6. have successfully completed a portfolio review.

No courses in the academic major or professional education in which the student has made below a “B-” will be accepted for licensure requirements in the Darden College of Education.

Program of Study

Prerequisites. Individuals entering this graduate program must already possess a bachelor’s degree and must pass the professional teacher’s assessment requirement (currently the Praxis Core or equivalent SAT or ACT score) prescribed by the Virginia Board of Education. No courses in the academic major or professional education in which the student has made below a “B-” will be accepted toward licensure requirements in the College of Education.

Professional Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
</tr>
<tr>
<td>TLED 640</td>
<td>The Management of Learning and Instruction</td>
</tr>
<tr>
<td>SPED 613</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>LIBS 655</td>
<td>Methods and Strategies for the School Library</td>
</tr>
</tbody>
</table>

Library Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 602</td>
<td>Production of Instructional Materials</td>
</tr>
<tr>
<td>LIBS 608</td>
<td>Foundations in Library and Information Science</td>
</tr>
<tr>
<td>LIBS 674</td>
<td>Management and Leadership in Library and Information Studies</td>
</tr>
</tbody>
</table>
Elementary Education

- Master of Science in Education, Elementary Education, PreK-3, Initial Licensure
- Early Childhood, PreK-3, Post-Baccalaureate Endorsement
- Doctor of Philosophy - Education - Curriculum and Instruction Concentration - Early Childhood Education Emphasis

Elementary Education

- Master of Science in Education, Elementary Education, PreK-6, Initial Licensure
  - Interdisciplinary Studies (IDS)
  - Non-Interdisciplinary Studies
- Elementary Education, PreK-6, Post-Baccalaureate Endorsement
- Master of Science in Education, Elementary Education, Middle School, 6-8, Initial Licensure
- Elementary Education, Middle School, 6-8, Post-Baccalaureate Endorsement
- Master of Science in Education, Elementary Education, Licensed Teachers
- Master of Science in Education, Early Childhood, Research Concentration (Non-Licensure)
- Master of Science in Education, Elementary Education, Mathematics Specialist, Pre-K-8

Secondary Education

- Master of Science in Education, Secondary Education, 6-12, Initial Licensure
- Secondary Education, 6-12, Post-Baccalaureate Endorsement
- Master of Science in Education, Secondary Education, 6-12, Licensed Teachers
- Master of Science in Education, Secondary Education, Teachers of English to Speakers of Other Languages (TESOL), K-12, Initial Licensure
- Secondary Education, Teachers of English to Speakers of Other Languages (TESOL), K-12, Post-Baccalaureate Endorsement

Mathematics and Science Education Programs

- Master of Science in Education with Mathematics Education Specialist Endorsement (PK-8)
- Master of Science in Education with Initial Licensure 6-12 - Mathematics
- Mathematics Education Specialist Endorsement (PK-8)
- Master of Science in Education with Initial Licensure - Secondary - Science
- Master of Science in Education for Licensed Teachers - Elementary – Science
- Master of Science in Education for Licensed Teachers - Secondary – Science
- Graduate Certificate in Secondary Education Professional Studies

Reading Education

- Master of Science in Education, Reading Specialist, K-12, for Licensed Teachers
- Literacy Coaching Certificate
- Doctor of Philosophy - Education - Curriculum and Instruction Concentration - Literacy, Language, and Culture Emphasis

Doctor of Philosophy in Education - Curriculum and Instruction

- Doctor of Philosophy - Education - Curriculum and Instruction Concentration - Choice of Emphasis
- Doctor of Philosophy - Education - Curriculum and Instruction Concentration - Literacy, Language, and Culture Emphasis
- Doctor of Philosophy - Education - Curriculum and Instruction Concentration - Early Childhood Education Emphasis

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students are encouraged to obtain current program information from their advisors and the Darden College of Education and Professional Studies website at http://odu.edu/education.

Post-Baccalaureate Endorsement Teacher Education Programs

The Post-Baccalaureate Endorsement program is an approved teacher education program for individuals who have completed a bachelor's degree from a regionally accredited institution and wish to qualify for a Virginia teaching license. Students applying for admission into this approved teacher education program are considered graduate non-degree status and must meet the college’s requirements for admitting students into an approved teacher education program. Admission to Old Dominion University does not guarantee admission into degree and/or teacher preparation programs in the Darden College of Education and Professional Studies. Program sheets for the Post-Baccalaureate Endorsement programs are available in the Teacher Education Services office.
Admission, Continuance, and Exit
Requirements for Post-Baccalaureate
Teacher Education Programs

Admission

Students seeking admission into the post-baccalaureate endorsement program must:

1. apply for admission to Old Dominion University as a graduate non-degree seeking student;
2. have achieved an overall GPA of 2.75 in the baccalaureate degree official transcript for post-baccalaureate programs offered at the undergraduate level and 2.80 for post-baccalaureate programs offered at the graduate level;
3. have earned a grade of C or C- (as determined by the specific academic department);
4. have passing Praxis Core scores or Praxis I (if the passing scores were earned by December 31, 2013) or approved substitute test scores as prescribed by the Virginia Board of Education assessment for admission to an approved teacher education program;
5. interview with and receive recommendation for admittance from a department representative, Teacher Education Services advisor, or distance learning representative;
6. submit the Post-Baccalaureate Endorsement Program Application (http://www.odu.edu/content/dam/odu/col-dept/teacher-education-services/docs/post-baccalaureate-endorsement-program-application.pdf);
7. be aware that only 12 hours of professional education courses from another institution may transfer into a post-baccalaureate endorsement program and that practicum and/or student teaching courses are not eligible for transfer;
8. complete the professional dispositions self-survey;
9. attach the completed authorization for the release of any disciplinary action on file with the Office of Student Conduct and Academic Integrity.

Students who do not meet regular admission requirements may meet provisional admission into the post-baccalaureate endorsement program. For provisional status, a student must:

1. apply for admission to Old Dominion University as a graduate non-degree seeking student;
2. have achieved an overall GPA of 2.5-2.74 in the baccalaureate degree official transcript;
3. have earned a grade of C or C- (as determined by the specific academic department);
4. have passing Praxis Core scores or Praxis I (if the passing scores were achieved by December 31, 2013) or approved substitute test scores as prescribed by the Virginia Board of Education assessment for admission to an approved teacher education program;
5. interview with and receive recommendation for admittance from a department representative, Teacher Education Services advisor, or distance learning representative;
6. submit the Post-Baccalaureate Endorsement Program Application (http://www.odu.edu/content/dam/odu/col-dept/teacher-education-services/docs/post-baccalaureate-endorsement-program-application.pdf);
7. be aware that only 12 hours of professional education courses from another institution may transfer into a post-baccalaureate endorsement program and that practicum and/or student teaching courses are not eligible for transfer;
8. complete the professional dispositions self-survey;
9. attach the completed authorization for the release of any disciplinary action on file with the Office of Student Conduct and Academic Integrity.

Admission

Students seeking admission into the post-baccalaureate endorsement program must:

1. apply for admission to Old Dominion University as a graduate non-degree seeking student;
2. have achieved an overall GPA of 2.75 in the baccalaureate degree official transcript for post-baccalaureate programs offered at the undergraduate level and 2.80 for post-baccalaureate programs offered at the graduate level;
3. have earned a grade of C or C- (as determined by the specific academic department);
4. have passing Praxis Core scores or Praxis I (if the passing scores were earned by December 31, 2013) or approved substitute test scores as prescribed by the Virginia Board of Education assessment for admission to an approved teacher education program;
5. interview with and receive recommendation for admittance from a department representative, Teacher Education Services advisor, or distance learning representative;
6. submit the Post-Baccalaureate Endorsement Program Application (http://www.odu.edu/content/dam/odu/col-dept/teacher-education-services/docs/post-baccalaureate-endorsement-program-application.pdf);
7. be aware that only 12 hours of professional education courses from another institution may transfer into a post-baccalaureate endorsement program and that practicum and/or student teaching courses are not eligible for transfer;
8. complete the professional dispositions self-survey;
9. attach the completed authorization for the release of any disciplinary action on file with the Office of Student Conduct and Academic Integrity.

Students who wish to apply to a graduate program while in the post-baccalaureate endorsement program must meet all graduate program entry requirements. Only 12 credit hours of professional education course work from a post-baccalaureate endorsement program will transfer into a graduate program.

In order to student teach, all approved teacher education program requirements must be completed, to include all content and professional education course work with the appropriate grade and GPA as outlined in the respective curriculum and passing scores on Praxis II, the Virginia Communication and Literacy Assessment (VCLA), and the Virginia Reading Assessment (if required by the program).

Continuance

To continue in the respective post-baccalaureate teacher education program, the student must:

1. For post-baccalaureate teacher education programs, maintain a 2.75 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
2. For graduate post-baccalaureate teacher education programs, maintain a 3.0 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
3. Continue to earn at least a grade of C or C- (depending on the program) in all courses specified in the major curriculum to include content and professional education core courses for continuance in the teacher education program;
4. Have achieved passing Praxis Core or equivalent test scores prescribed by the Virginia Board of Education assessment for admission to an approved teacher education program; and
5. Have achieved passing scores in the prescribed Virginia Board of Education professional assessments for licensure described in this section of the catalog, prior to the start of the teacher candidate internship orientation.

Score reports for all examinations must be on file in the Teacher Education Services & Advising Office in room 2345 of the Education Building. These score reports are to be provided by the candidate and will not be returned. For the most current information on prescribed Virginia Board of Education professional assessments for each individual passing score, visit the Teacher Education Services & Advising Office (http://education.odu.edu/tes) website and review the required assessments.

Prior to placement in early field experiences, practica and/or internships, students are required to have a completed Clearance Background Check search, which consists of: National Criminal Background Check for Employee or Volunteer Providing Care to Children, the Elderly and Disabled (SP-24 Form), the Child Protective Service’s Central Registry Release of Information (032-02-1515-11-eng, 02/14), a fingerprint check using the APPLICANT FD258 (REV 3-1-10) 1110-0046 fingerprinting card, and the National Sex Offender Registry and/or the Virginia State Police: Sex Offender Registry search. Students are liable for all costs incurred.

Exit

Students must have:

1. For post-baccalaureate teacher education programs, maintain a 2.75 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
2. For graduate post-baccalaureate teacher education programs, maintain a 3.0 minimum grade point average overall (or as outlined in the specific curriculum), in the major and in the content and professional education core courses;
3. Achieved grades of C or C- (as determined by the specific academic department) in all courses specified in the major curriculum to include content and professional education core courses; and
4. Earned a passing grade in student teaching.

The Virginia Department of Education requires all initially licensed teachers, school counselors, administrators, and other school personnel to receive training on the recognition of child abuse and neglect. This training is
verified through specific courses in the approved professional education programs. Students who transfer courses into the approved programs in place of the courses that meet the child abuse and neglect requirements must provide documentation that they have met the recognition of child abuse and neglect standards. For more information review the initial licensure required assessments on the Teacher Education Services and Advising Office (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) website or visit the office in the Education Building Room 2345.

The Virginia Department of Education requires all initially licensed teachers, school counselors, administrators, and other school personnel to receive training in the area of technology. This training is received through specific courses in the approved professional education programs.

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students should obtain current program information from their advisors and the Darden College of Education and Professional Studies website at www.education.odu.edu.

For more information on requirements in specific programs, students should refer to the individual program listings in this Catalog or contact the Office of Teacher Education Services & Advising or the appropriate academic department in the College of Arts and Letters (http://catalog.odu.edu/undergraduate/collegeofartsletters), the College of Sciences (http://www.odu.edu/sci/prospective.html), or the Darden College of Education and Professional Studies (http://www.odu.edu/education/departments).

Clearance Background Check Process For All Licensure Programs

Old Dominion University requires a background clearance check of candidates interested in professional education programs. Professional education programs have several field experiences that are required for continuance and graduation from the program. The clearance background check (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) must be successfully completed prior to a field experience placement. Students will be provided a field experience placement when the background check process is completed with resolution of any issues. Candidates interested in the professional education programs are advised to complete this clearance background check process immediately upon entering a program. This clearance process takes a minimum of eight weeks to complete.

This clearance background check process (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) includes:

- Fingerprinting
- A social service/child protective service check
- A review of each candidate's name through the National Sex Offender Registry and/or Virginia State Police: Sex Offender Registry

Candidates are liable for all fees incurred when completing the clearance background check process (http://www.odu.edu/success/academic/teacher-education/placement/background-checks). ALL clearance search results must be received and reviewed by Old Dominion University, Teacher Education Services & Advising Office to determine successful completion of the clearance process and approval for placement in a school. The completed clearance check will be posted to the student's Leo Online secure page under Test Scores. A score of 1 means the student is cleared for placement.

Early Field Experiences

The college is committed to developing candidates skilled in teaching students of all cultural and socioeconomic backgrounds and with diverse learning needs in a fair and equitable manner. Thus, candidates must complete their early field experiences in a public or private school accredited by the Virginia Department of Education. Teacher candidates may request specific schools and districts. However, these requests are informal and ARE NOT guaranteed. Candidates may not contact school district personnel in order to request or obtain placement. Candidates may not complete their field experience at a school where an immediate relative is attending or working. Candidates are required to disclose this information on the on-line placement request.

Prior to placement, students are required to have a completed Clearance Background Check search, which consists of: the Virginia State Police Criminal History Check (State Police Form 230), the Child Protective Service Central Registry Release of Information (032-02-1515/1), a fingerprint check, and the National Sex Offender Registry and/or the Virginia State Police: Sex Offender Registry. Students are liable for all costs incurred.

A candidate may participate in a course with a field experience through one of two tracks:

Option A

A candidate may be eligible to participate in the early field experience course if s/he has been admitted into an approved teacher education program. This requires that candidates achieve a passing Praxis Core score or the Prescribed Virginia Board of Education Assessment for Admission to an Approved Teacher Education Program. In addition, candidates must meet the GPA for their individual programs, professional education courses, and minimum grade requirements, along with any other course prerequisites.

Option B

A provisionally licensed teacher may participate in a course if s/he is currently employed with a school division, has a letter from the Virginia Department of Education listing the course as a needed requirement, and has passing Virginia Communication and Literacy Assessment (VCLA) scores. The provisionally licensed teacher will have to meet all the requirements of the course as stated in the syllabus.

Prescribed Virginia Board of Education Professional Assessments for Licensure

Old Dominion University teacher candidates seeking initial licensure through the completion of an approved teacher education program must successfully pass the Prescribed Virginia Board of Education Professional Assessments for Licensure prior to the start of the teacher candidate internship. The following assessments must be completed with a passing score:

1. Virginia Communication and Literacy Assessment (VCLA) passing composite score of 470;
2. Praxis II specialty area exam passing score approved by the Virginia Board of Education; and
3. Reading for Virginia Educators (RVE). The passing score required for preK-3, preK-6, and k-12 special education general curriculum endorsement is 157. The required passing score for Reading Specialist is 162. These required passing scores were implemented July 1, 2011 by the Virginia Department of Education.

For the most current information on the prescribed Virginia Board of Education professional assessments for each individual passing score, visit the Teacher Education Services & Advising Office website, and review the Required Assessments.

Early Childhood Education

Early Childhood Education programs offered include:

1. Master of Science in Education-Early Childhood with two concentration options: Research or Initial Licensure
2. Early Childhood Education, PreK-3, Post-Baccalaureate Endorsement

Master of Science in Education, Early Childhood, Research Concentration (Non-Licensure)

3101 Education Building
The Master of Science in Education, Early Childhood Research Concentration provides early childhood educators with an advanced professional degree and qualifications beyond licensure. Course work for the degree includes a focus on scholarly research, statistical analysis, and writing for professional journals. This degree is also suitable for early childhood teachers who wish to pursue a doctoral degree, but is also for early childhood teachers who wish to improve and update their professional competency in teaching and enrich their teaching expertise for becoming master teachers. Teachers completing the program enhance their ability to teach effectively and to conduct powerful educational research that has a direct impact upon their individual practice and school settings. Completion of the program requirements leads to the upgrade of the teaching license to the Postgraduate Professional level for those holding a Virginia Collegiate Professional License or its equivalent from another state. The program of study consists of 30-credit hours, with 15 credit hours in required early childhood education coursework. An additional three credit hours are completed as independent research/internship. The remaining 12 credit hours focus explicitly on research methods. The graduate program associated with this major is intended to meet the needs of the individual student. Program options are designed to accomplish three primary goals:

1. to enhance classroom instruction by enriching the knowledge and skills of practicing teachers;
2. to train and encourage classroom teachers to conduct in-school research so that significant findings in the learning-teaching process can be applied to the classroom situation; and
3. to permit teachers to upgrade their teaching credentials to the Postgraduate Professional License level if already licensed in early childhood education.

Admission

Admission to the graduate program in early childhood education is granted by the graduate program director in conjunction with early childhood faculty. The following requirements are necessary for admission to the program. Students must:

1. hold a baccalaureate degree from a regionally accredited institution;
2. have a general undergraduate GPA of 2.8 or better;
3. submit an application of interest;
4. submit official copies of all transcripts;
5. submit a written essay on career goals (two pages) that demonstrates academic writing proficiency;
6. submit two letters of professional reference for this program of study; and
7. have an interview with the graduate program director.

Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to the conditions specified by the graduate program director.

Continuance

Students must:

1. maintain a grade point average of 3.00 overall,
2. successfully complete all competencies relative to the program of study, and
3. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University.

For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions.

Exit

Students must:

1. have a 3.00 GPA;
2. pass an oral thesis proposal defense (thesis option only);
3. pass a comprehensive examination (internship option only);
4. successfully complete the thesis/internship requirement;
5. have an exit interview (online);
6. have completed all course requirements; and
7. submit an application for graduation.

Program Requirements

Students enrolled in the program are expected to be dedicated to the goal of becoming master classroom teachers who can address dynamic issues in the profession through an in-depth understanding of research and practice. Students must successfully complete all elements of the 30 credit hour program of study. After admission to provisional or regular degree status, the student must meet with the graduate program director who will assist in the identification of a permanent advisor from the graduate faculty of the College of Education and Professional Studies. It is the responsibility of the student to confer with the assigned advisor for the purpose of determining a thesis committee, and preparing and defending the thesis as a requisite for graduation; or developing an enacting an internship proposal, and successfully defending comprehensive exams.

Curriculum

Required Research Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>TLED 735</td>
<td>Researching with Children: Contemporary Perspectives on the Child in Research</td>
<td>3</td>
</tr>
<tr>
<td>TLED 638</td>
<td>Dynamic Assessment of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>TLED 671</td>
<td>Practitioner Inquiry in Elementary and Secondary Grades</td>
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Required Core Courses

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<tr>
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<tbody>
<tr>
<td>TCLI 700</td>
<td>Social/Emotional Aspects of Child Development</td>
<td>3</td>
</tr>
<tr>
<td>TCLI 736</td>
<td>Working with At-Risk Children and Families: An Ecological Approach</td>
<td>3</td>
</tr>
<tr>
<td>TCLI 740</td>
<td>Issues in Early Childhood Language and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>TLED 734</td>
<td>Problems of Teaching in the Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>TLED 701</td>
<td>Teacher as Leader</td>
<td>3</td>
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Capstone Experience - Choose 1 of 2 Options

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>TLED 699</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>TLED 668</td>
<td>Internship/Student Teaching and Seminar</td>
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</tr>
</tbody>
</table>

Total Hours 30

Master of Science in Education, Early Childhood, PreK-3, Initial Licensure

3101 Education Building
757-683-3284
Angela Eckhoff, Graduate Program Director

This program is designed for prospective teachers who have completed the undergraduate program in teacher education primary/elementary offered.
by the Department of Interdisciplinary Studies in the College of Arts and Letters at Old Dominion University.

Admission

All students must apply for and be admitted into the approved M.S.Ed. with initial licensure program for Early Childhood Education (grades PreK-3). The following admission criteria must be met:

1. The Bachelor of Science Degree in Interdisciplinary Studies with a concentration in teacher education, primary/elementary from the College of Arts and Letters at Old Dominion University is required.
2. Students must meet the criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required grade point averages (GPA). Virginia Board of Education prescribed assessments are outlined in the Teacher Education Services and Advising section of this catalog. To review more information on the Virginia Board of Education prescribed assessments, visit the Teacher Education Services website, http://www.odu.edu/tes.
3. A cumulative undergraduate GPA of 2.80 is required for admission.
4. No courses in the academic major in which the student has made below a C will be accepted for admission in the Darden College of Education and Professional Studies.
5. Satisfactory scores must be submitted on either the Graduate Record Examination or the Miller Analogies Test. A combined verbal and quantitative score of 290 is required on the GRE, with at least a minimum score of 146 on the verbal section. A minimum score of 399 is required on the MAT.
6. An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for early childhood, PreK--3, education.

Continuance

1. Students must maintain a cumulative GPA of 3.00 and a minimum of 3.00 GPA in the major.
2. A grade of “B” or higher is required in all practicum coursework.
3. Complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information refer to the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions.
4. Students must take and pass all Virginia Board of Education prescribed assessments including the Reading for Virginia Educators (RVE) coded 0306 paper delivered or 5306 computer delivered, the Virginia Communication and Literacy Assessment (VCLA), and the Praxis II code 5001 computer delivered, prior to or while enrolled in the Seminar in Teacher Education (TLED 583) course.
5. All course work in the program must be completed with at least a 3.00 graduate GPA, a grade of B in the advanced graduate practicum, and all assessments must be passed prior to attending the Teacher Candidate Internship Orientation session.
6. A grade of B- or higher is required in all professional education courses in the master's degree.
7. A clearance background check process must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information, please review the policy in the Teacher Education Services website http://www.odu.edu/tes.

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, http://www.odu.edu/tes.

Exit

Requirements for graduation include:

1. Passage of the written comprehensive exam;
2. Completion of the Graduate Assessment;
3. A minimum cumulative 3.00 GPA, successful completion of the Teacher Candidate Internship, an completion of an exit interview, and submission of an application for graduation. No courses in the academic major in which the student earned below a C and no courses in professional education in which the student earned below a B- will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Curriculum

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 474/574</td>
<td>Foundations and Contemporary Issues in Early Childhood Education (if not completed in BS program)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 683</td>
<td>Diagnostic Teaching of Reading in the Classroom</td>
</tr>
<tr>
<td>SPED 500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
</tr>
<tr>
<td>TLED 677</td>
<td>Advanced Child Development Theory and Research</td>
</tr>
<tr>
<td>TLED 690</td>
<td>The Child and the Family</td>
</tr>
<tr>
<td>TLED 679</td>
<td>Advanced Classroom Management and Practicum in PreK-6</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
</tr>
<tr>
<td>TLED 668</td>
<td>Internship/Student Teaching and Seminar</td>
</tr>
</tbody>
</table>

Total Hours: 31

* If not completed in the BS IDS Teacher Preparation Concentration program.

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: http://www.odu.edu/tes.

Early Childhood Education, PreK-3, Post-Baccalaureate Endorsement

3101 Education Building
757-683-3284

Angela Eckhoff, Graduate Program Director

This program is available only to students who already possess an undergraduate degree from Old Dominion University in Interdisciplinary Studies (IDS) Teacher Preparation Concentration and who want to obtain a Virginia teaching license with an endorsement in preschool through grade three.

Admission

All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Early Childhood Education (grades PreK-3). The following admission criteria must be met:

1. A bachelor's degree from Old Dominion University in Interdisciplinary Studies (IDS) Teacher Preparation concentration is required to be considered for admission in this program.
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required grade point averages (GPA) below. Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services website: http://www.odu.edu/tes.

Old Dominion University 152
Education Services and Advising section of the catalog. Virginia Board of Education prescribed assessments:

**To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, http://www.odu.edu/tes.

- A passing Praxis I composite score of 532 by December 31, 2013 or
- Passing Praxis Core section scores (Reading Score of 156, Writing Score of 162, and Math Score of 150) beginning January 1, 2014 or
- Qualifying SAT or ACT test scores or
- Praxis I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
- Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014 or
- SAT Mathematics test score of 530 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

3. A cumulative undergraduate GPA of 2.75 is required for admission.

4. No courses in the academic major or professional education in which the student has made below a C will be accepted toward licensure in the Darden College of Education and Professional Studies.

5. An application for non-degree admission must be submitted by the appropriate deadline for admission.

**Continuance**

1. Students must maintain GOOD ACADEMIC standing as noted on the academic transcript.

2. A grade of “B” or higher is required in all practicum coursework.

3. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions.

4. Students must take and pass all Virginia Board of Education prescribed assessments including the Reading for Virginia Educators (RVE) coded 0306 paper delivered or 5306 computer delivered, the Virginia Communication and Literacy Assessment (VCLA), and the Praxis II code 5001 computer delivered, prior to or while enrolled in the Seminar in Teacher Education (TLED 583) course.

5. All assessments must be passed prior to the Teacher Candidate Internship Orientation session. A clearance background check process must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information, please review the policy in the Teacher Education Services website: http://www.odu.edu/tes. To review more information on the Virginia Board of Education prescribed professional assessments, visit the Teacher Education Services website, http://www.odu.edu/tes.

**Exit**

Requirements for completion are:

1. GOOD ACADEMIC standing, successful completion of the Teacher Candidate Internship, completion of all course requirements, and submission of an application for Virginia licensure.

2. No courses in the academic major or professional education in which the student earned below a C will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

**Program Requirements**

Students seeking initial licensure for grades PreK-3 must meet the academic content knowledge requirements with a minimum grade of C. Transcripts will be evaluated by the teacher education advisor to determine whether these academic requirements have been met by previous course work at the undergraduate level. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

**Curriculum**

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
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<tbody>
<tr>
<td>TLED 301</td>
<td>Foundations and Introduction to Assessment of Education</td>
</tr>
<tr>
<td>TLED 430/617</td>
<td>PK-12 Instructional Technology</td>
</tr>
<tr>
<td>SPED 313</td>
<td>Fundamentals of Human Growth and Development: Birth through Adulthood</td>
</tr>
<tr>
<td>TLED 468/568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
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<table>
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<tr>
<th>Required Courses</th>
<th>28</th>
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<tbody>
<tr>
<td>SPED 406/506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
</tr>
<tr>
<td>TLED 474/574</td>
<td>Foundations and Contemporary Issues in Early Childhood Education</td>
</tr>
<tr>
<td>TLED 690</td>
<td>The Child and the Family</td>
</tr>
<tr>
<td>TLED 679</td>
<td>Advanced Classroom Management and Practicum in PreK-6</td>
</tr>
<tr>
<td>READ 683</td>
<td>Diagnostic Teaching of Reading in the Classroom</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
</tr>
<tr>
<td>TLED 669</td>
<td>Internship/Student Teaching and Seminar</td>
</tr>
</tbody>
</table>

Total Hours: 40

In order for a student to move from the post-baccalaureate endorsement program into the master’s program in early childhood, graduate admission must be granted prior to completing 12 semester hours of graduate work. If accepted into the program, only up to 12 semester hours can be counted toward the graduate degree.

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: http://www.odu.edu/tes.

**Doctor of Philosophy, Education - Curriculum and Instruction Concentration - Early Childhood Education Emphasis**

3101 Education Building
757-683-3284

Angela Eckhoff, Advisor

The Doctor of Philosophy, Education - Curriculum and Instruction Concentration, with emphases in Curriculum and Instruction, Early Childhood Education, and Literacy Leadership provides the opportunity for students to become scholarly leaders to serve our nation’s schools, colleges, universities and related agencies such as business, government, and research institutions to contribute to global education. The curricula is solidly grounded in interpreting and producing research, use of technology to enhance the teaching/learning process, equity, and leadership,
which are woven into common core courses and concentration-specific courses. The Ph.D., Education with a concentration in Early Childhood Education, through its integral partnership with the Old Dominion University Child Study and Development Centers, focuses on the multidisciplinary study of the cognitive, language, and healthy social/emotional development of young children from birth to age nine. The program prepares students to become faculty in colleges and universities and senior administrators in institutions and agencies. Personalized mentorship and professional training is provided for those who desire careers in academic research, child advocacy, program design and evaluation, and higher education, including teacher preparation, policy, and administrative leadership. See the Ph.D., Education - Curriculum and Instruction Concentration for complete program information.

**Elementary Education**

**General Description of Elementary Education**

Elementary programs include the Master of Science in Education degree program and four post-baccalaureate licensure programs. Within the Master of Science in elementary education degree program there are a number of concentrations and emphasis area choices for both licensed teachers as well as those seeking initial licensure or endorsement. For those seeking initial licensure there are the following concentration areas: PreK-6, middle school 6-8, and library science K-12 (Note: the library science concentration may also be done through Master of Science in Education, Secondary Education). For licensed teachers seeking additional education there are the following concentration areas: math specialist PK-8, library science K-12 (Note: the library science concentration may also be done through Master of Science in Education, Secondary Education), and elementary generalist. Post-baccalaureate endorsement programs are designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure or for those with a teaching license who want to be licensed in an additional teaching area. The four endorsement programs offered in elementary education are PreK-6, Middle School 6-8, Library Science K-12, and Mathematics Specialist PreK-8.

**Master of Science in Education, Elementary Education, Pre-K-6, Initial Licensure**

3101 Education Building  
757-683-3284

Abha Gupta, Graduate Program Director  
Arminda Israel, Advisor

The master’s program in elementary school education (PreK-6) is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure as a teacher in preschool through grade six and earn a master’s degree at the same time. The PreK-6 initial licensure concentration offers three different emphasis areas: Interdisciplinary Studies (those getting a B.S. degree in Interdisciplinary Studies from ODU) or Non-Interdisciplinary Studies (those with other non-teaching undergraduate degrees). For those seeking initial licensure in the area of library science, see the Library Science (School Librarianship K-12) section for complete program information.

Note to students in Washington State from the Student Achievement Council (SAC) concerning the Master of Science in Education, Elementary Education, PreK-6: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Virginia by the Virginia Department of Education and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/archive/outofstate for more information. Teachers are advised to contact their individual school districts as to whether or not this program may qualify for teacher advancement.

**Interdisciplinary Studies Teacher Preparation Emphasis Area**

This program is designed for prospective who have earned the Bachelor of Science in Interdisciplinary Studies Teacher Preparation with a concentration in primary/elementary education offered by the Department of Interdisciplinary Studies Teacher Preparation in the College of Arts and Letters at Old Dominion University. Students must meet the required criteria for admission outlined below by passing the Virginia Board of Education prescribed assessments and earning the minimum required grade point averages (GPA).

**Admission**

All students must apply for and be admitted into the approved M.S. Ed with initial licensure program for Elementary Education (grades Pre-K-6). Admission criteria include the following:

1. The Bachelor of Science in Interdisciplinary Studies Teacher Preparation with a concentration in primary/elementary education offered by the Department of Interdisciplinary Studies Teacher Preparation in the College of Arts and Letters at Old Dominion University is required.
2. A minimum cumulative GPA of 2.80 in the bachelor’s degree.
3. Students must meet the Virginia Board of Education prescribed assessments passing scores as outlined in the Teacher Education Services and Advising section of this catalog. Virginia Board of Education prescribed assessments and passing scores: a. Passing Praxis Core section scores (Reading Score of 156, Writing Score of 162, and Math Score of 150) beginning January 1, 2014; or b. Passing Praxis I composite score of 532 achieved by December 31, 2013; or c. Qualifying SAT or ACT test scores; or d. Praxis I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013; or e. Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014; or f. SAT Mathematics test score of 530 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470; or g. ACT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or h. SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section or i. ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470 or j. Information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, http://www.odu.edu/tes.

4. No courses in the academic major in which the student has earned a grade below “C” will be accepted for admission in the Darden College of Education and Professional Studies.
5. No course in professional education in which the student has earned a grade below a “B-” will be accepted in the Darden College of Education and Professional Studies.
6. An application for graduate studies, and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the elementary education graduate program director.
Continuance

1. A clearance background check process must be completed when registering for a course that requires a field experience. The clearance background check search results must be on file prior to placement in the field experience. For more information, please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.

2. Students must maintain GOOD ACADEMIC standing as noted on the academic transcript.

3. A grade of B- or higher is required in all graduate professional education coursework (excluding graduate practicum coursework).

4. A grade of “B” or higher is required in all graduate practicum coursework.

5. Students must complete the Responsible Conduct of Research (RCR) Social and Behavioral modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions.

6. Students must take and pass all Virginia Board of Education prescribed assessments including the Virginia Communication and Literacy Assessment (VCLA), the Reading for Virginia Educators (RVE) Code 5306, and the Praxis Elementary Education: Multiple Subjects code 5001, prior to or while enrolled in TLED 583-Seminar in Teacher Education.

7. Submit the Teacher Candidate Internship application for placement by the established deadline.

8. All assessments must be passed prior to the Teacher Candidate Internship Orientation. For more information on the Virginia Board of Education prescribed professional assessments, visit the Teacher Education Services website, http://www.odu.edu/tes.

Exit

Requirements for graduation include:

1. Submit an application for graduation;

2. Passage of the written comprehensive exam;

3. Completion of the Graduate Assessment;

4. A minimum cumulative 3.00 graduate GPA;

5. Successful completion of the Teacher Candidate Internship;

6. Completion of an exit interview;

7. Completion of all course requirements; and

8. No courses in the professional education area with a grade below "B-" will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Program Requirements

Students seeking initial licensure plus a master’s degree in elementary education (grades Pre-K-6) must meet the academic content requirements with a minimum grade of "C". Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Curriculum

Graduate Professional Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SPED 500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>TLED 690</td>
<td>The Child and the Family</td>
<td>3</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 642</td>
<td>Children’s Literature Across the Curriculum, PK-8</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>TLED 677</td>
<td>Advanced Child Development Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>TLED 679</td>
<td>Advanced Classroom Management and Practicum in PreK-6</td>
<td>3</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
<td>1</td>
</tr>
<tr>
<td>TLED 668</td>
<td>Internship/Student Teaching and Seminar</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours: 31

Non-Interdisciplinary Studies Emphasis Area

This curriculum is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain the Virginia teaching license to become a teacher in pre-K-6 grades and earn the master’s degree at the same time.

Admission

All students must apply for and be admitted into the approved M.S. Ed with initial licensure program for Elementary Education (grades Pre-K-6). Admission criteria include the following

1. A Bachelor of Science from a regionally accredited college/university is required.

2. A minimum cumulative GPA of 2.80 in the bachelor’s degree.

3. Students must meet the Virginia Board of Education prescribed assessments passing scores as outlined in the Teacher Education Services and Advising section of this catalog. Virginia Board of Education prescribed assessments and passing scores:
   a. Passing Praxis Core section scores (Reading Score of 156, Writing Score of 162, and Math Score of 150) beginning January 1, 2014; or
   b. Passing Praxis I composite score of 532 achieved by December 31, 2013; or
   c. Qualifying SAT or ACT test scores; or
   d. Praxis I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013; or
   e. Praxis Core Math test score of 530 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014; or
   f. SAT Mathematics test score of 530 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470; or
   g. SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   h. SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section or
   i. ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470 Note: Information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services website, http://www.odu.edu/tes

4. No courses in the academic major in which the student has earned a grade below "C" will be accepted for admission in the Darden College of Education and Professional Studies.

5. No course in professional education in which the student has earned a grade below a “B-” will be accepted in the Darden College of Education and Professional Studies.

6. An application for graduate studies, and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the elementary education graduate program director.

Continuance

1. A clearance background check process must be completed when registering for a course that requires a field experience. The clearance background check search results must be on file prior to placement in
the field experience. For more information, please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.

2. Students must maintain GOOD ACADEMIC standing as noted on the academic transcript.

3. A grade of B- or higher is required in all graduate professional education coursework (excluding graduate practicum coursework).

4. A grade of “B” or higher is required in all graduate practicum coursework.

5. Students must complete the Responsible Conduct of Research (RCR) Social and Behavioral modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions.

6. Students must take and pass all Virginia Board of Education prescribed assessments for licensure including the Virginia Communication and Literacy Assessment (VCLA), the Reading for Virginia Educators (RVE) Code 5306, and the Praxis Elementary Education: Multiple Subjects code 5001, prior to or while enrolled in TLED 583-Seminar in Teacher Education.

7. Submit the Teacher Candidate Internship application for placement by the established deadline.

8. All course work, content knowledge and professional education, must be completed with appropriate grades prior to the Teacher Candidate Internship Orientation.

9. All assessments must be passed prior to the Teacher Candidate Internship Orientation. For more information on the Virginia Board of Education prescribed professional assessments, visit the Teacher Education Services website, http://www.odu.edu/tes.

Exit

Requirements for graduation include:

1. Submit an application for graduation;
2. Passage of the written comprehensive exam;
3. Completion of the Graduate Assessment;
4. A minimum cumulative 3.00 graduate GPA;
5. Successful completion of the Teacher Candidate Internship;
6. Completion of an exit interview;
7. Completion of all course requirements; and
8. No courses in the professional education area with a grade below “B-” will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Program Requirements

Students seeking a master’s degree in elementary education (grades Pre-K-6) with initial licensure must meet the academic content requirements with a minimum grade of “C” in addition to the professional education course work listed below. Transcripts will be evaluated by the teacher education advisor to determine whether academic content requirements have been met by previous course work. Subject area specific course work that was not met with previous course work must be completed prior to the Teacher Candidate Internship (student teaching) orientation session.

Curriculum

<table>
<thead>
<tr>
<th>Prerequisite Undergraduate Professional Education Classes</th>
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<tbody>
<tr>
<td>TLED 532 Developing Instructional Strategies PreK-6: Language Arts</td>
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<tr>
<td>TLED 535 Developing Instructional Strategies PreK-6: Social Studies</td>
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<tr>
<td>TLED 568 Language Acquisition and Reading for Students with Diverse Learning Needs</td>
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<tr>
<td>TLED 608 Foundations of Education and Instructional Assessment</td>
<td></td>
</tr>
<tr>
<td>SPED 613 Human Growth and Development</td>
<td></td>
</tr>
<tr>
<td>TLED 617 Digital Age Teaching and Learning</td>
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</tbody>
</table>

STEM 533 Developing Instructional Strategies PreK-6: Mathematics

STEM 534 Developing Instructional Strategies PreK-6: Science

Graduate Professional Education Courses 31

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>TLED 579</td>
<td>Classroom Management and Practice PreK-3; PreK-6</td>
</tr>
<tr>
<td>SPED 506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
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<tr>
<td>TLED 690</td>
<td>The Child and the Family</td>
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<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
</tr>
<tr>
<td>LIBS 642</td>
<td>Children’s Literature Across the Curriculum, PK-8</td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
</tr>
<tr>
<td>TLED 677</td>
<td>Advanced Child Development Theory and Research</td>
</tr>
<tr>
<td>TLED 679</td>
<td>Advanced Classroom Management and Practicum in PreK-6</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
</tr>
<tr>
<td>TLED 668</td>
<td>Internship/Student Teaching and Seminar</td>
</tr>
</tbody>
</table>

Total Hours 58

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the teacher education programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: http://www.odu.edu/tes.

Elementary Education, PreK-6, Post-Baccalaureate Endorsement

3101 Education Building
757-683-3284
Abha Gupta, Graduate Program Director
Arminda Israel, Advisor

Many students who already possess an undergraduate degree enter Old Dominion University for the sole purpose of meeting Virginia’s teaching licensure standards. When these students apply for admission into an approved teacher education program, they are considered to be post-baccalaureate endorsement program candidates and must meet the college’s policy for admitting students into an approved teacher education program. Admission to Old Dominion University does not guarantee admission into the post-baccalaureate endorsement teacher preparation programs in the Darden College of Education and Professional Studies. The Pre-K-6 post-baccalaureate endorsement option is available for those students who wish to pursue licensure and do not meet the master’s degree admission requirements or who do not wish to pursue the master’s degree.

This licensure program in elementary education (Pre-K-6) is designed for individuals with a non-teaching B.S. or B. A. degree, or for those with a teaching license in another teaching area, who want to obtain licensure to teach in grade Pre-K through grade six.

Admission

All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Elementary Education (grades Pre-K-6). The following admission criteria must be met:

1. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent) including specific course work to meet Virginia’s stated coursework competencies for elementary education (Pre-K-6) subject area preparation.
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the
minimum required grade point averages (GPA). Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of the catalog. Virginia Board of Education prescribed assessments:

• A passing Praxis I composite score of 532 by December 31, 2013 or
• Passing Praxis Core section scores (Reading Score of 156, Writing Score of 162, and Math Score of 150) beginning January 1, 2014 or
• Qualifying SAT or ACT test scores or
• Praxis I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
• Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014 or
• SAT Mathematics test score of 530 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
• SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
• SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section or
• ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

3. Cumulative undergraduate GPA of 2.75 is required for admission.

4. No courses in the academic major or professional education in which the student has made below a "C" will be accepted in the Darden College of Education and Professional Studies.

5. An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

Continuance

1. Students must maintain a cumulative graduate GPA of 3.00. A grade of "B" or higher is required in all practicum coursework.

2. A grade of "C" or higher is required in all undergraduate content knowledge and professional education courses.

3. A grade of "B" or higher is required in all graduate practicum courses.

4. A grade "B-“ or higher is required in all graduate professional education courses (excluding graduate practicum coursework).

5. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions.

6. Students must take and pass all Virginia Board of Education prescribed assessments including the Virginia Communication and Literacy Assessment (VCLA), the Reading for Virginia Educators (RVE) Code 5306, and the Praxis Elementary Education: Multiple Subjects code 5001, prior to or while enrolled in TLED 583-Seminar in Teacher Education.

7. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.

8. A clearance background check process must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services website: http://www.odu.edu/tes.

To review more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services website, http://www.odu.edu/tes.

Exit

Requirements for completion are:

1. A minimum cumulative 3.00 graduate GPA

2. Successful completion of the Teacher Candidate Internship

3. Completion of all course requirements

4. Submission of an application for Virginia licensure.

5. No courses in the academic major or professional education in which the student earned below a “C” will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Program Requirements

Students seeking initial licensure for grades PreK-6 must meet the academic concentration requirements with a minimum grade of "C". Transcripts will be evaluated by the education advisor to determine whether these academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Curriculum

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
</tr>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
</tr>
<tr>
<td>TLED 617</td>
<td>Digital Age Teaching and Learning</td>
</tr>
<tr>
<td>SPED 613</td>
<td>Human Growth and Development</td>
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</tbody>
</table>

Graduate Professional Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
</tr>
<tr>
<td>STEM 533</td>
<td>Developing Instructional Strategies PreK-6: Mathematics</td>
</tr>
<tr>
<td>STEM 534</td>
<td>Developing Instructional Strategies PreK-6: Science</td>
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<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
</tr>
<tr>
<td>TLED 532</td>
<td>Developing Instructional Strategies PreK-6: Language Arts</td>
</tr>
<tr>
<td>TLED 535</td>
<td>Developing Instructional Strategies PreK-6: Social Studies</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
</tr>
<tr>
<td>TLED 669</td>
<td>Internship/Student Teaching and Seminar</td>
</tr>
<tr>
<td>TLED 679</td>
<td>Advanced Classroom Management and Practicum in PreK-6</td>
</tr>
</tbody>
</table>

Total Hours 40

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services website: http://www.odu.edu/tes.

Master of Science in Education, Elementary Education, Middle School, 6-8, Initial Licensure

3101 Education Building
Abha Gupta, Graduate Program Director

Nola Nicholson, Advisor

This master’s program in elementary education with a concentration in middle school education (grades 6-8) is designed for prospective teachers wanting to obtain initial middle school teaching licensure and a master’s degree at the same time. Available to students who have a non-teaching B.S. or B.A. degree, the program requires students to complete two content areas from the following:

<table>
<thead>
<tr>
<th></th>
<th>Minimum hours to satisfy requirement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics *</td>
<td>23-29</td>
</tr>
<tr>
<td>English</td>
<td>21</td>
</tr>
<tr>
<td>Science</td>
<td>21</td>
</tr>
<tr>
<td>Social Studies *</td>
<td>21</td>
</tr>
<tr>
<td>Education Courses</td>
<td>44</td>
</tr>
</tbody>
</table>

Advisors in the Career and Advising Resource Center will evaluate an individual’s undergraduate transcript to determine which, if any, undergraduate academic content courses are needed to meet state requirements for licensure. No courses in the academic major or professional education classes in which the student has made below a C will be accepted toward licensure in the Darden College of Education and Professional Studies.

**Admission**

All students must apply for and be admitted into the approved M.S.Ed in Education, Elementary Education, Middle School, 6-8, with initial licensure program. The following criteria must be met for admission to the campus-based emphasis area:

1. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent) including a minimum of 21 semester hours (which meet Virginia’s stated coursework competencies) in two content areas (English, mathematics, science, and history/social studies) which will be listed on the license.

2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA).

Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.

- A passing PRAXIS I composite score of 532 by December 31, 2013 or
- Passing Praxis Core section scores (Reading Score of 156, Writing Score of 162, and Math Score of 150) beginning January 1, 2014
- Qualifying SAT or ACT test scores or
- PRAXIS I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
- Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014 or
- SAT Mathematics test score of 530 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

3. A cumulative undergraduate GPA of 2.80 is required for admission.

4. No courses in the academic major or professional education in which the student has made below a “C” will be accepted for admission in the Darden College of Education and Professional Studies.

5. An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

**Continuance**

1. Students must maintain a cumulative GPA of 3.00 in the graduate professional education courses. A grade of “B” or higher is required in all practicum coursework. A minimum “B-” grade is required for the remaining graduate professional education courses.

2. Students must complete the Responsible Conduct of Research (https://www.odu.edu/education/resources/conduct-of-research-instructions/#WJ4dRU1TGLM) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.

3. Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the PRAXIS subject assessment examination for the appropriate Middle School content area prior to or while enrolled in the instructional strategies course. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.

4. A clearance background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services (http://www.odu.edu/tes) website.

Virginia Board of Education prescribed professional assessments:

- Virginia Communication and Literacy Assessment (VCLA) – a passing composite score of 470 is required on this reading and writing assessment
- PRAXIS Subject Assessment (formerly Praxis II) Middle School English/Language Arts
- PRAXIS Subject Assessment (formerly Praxis II) Middle School Mathematics
- PRAXIS Subject Assessment (formerly Praxis II) Middle School Science
- PRAXIS Subject Assessment (formerly Praxis II) Middle School Social Studies

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

**Exit**

Requirements for graduation include the following:

1. passage of the written Comprehensive exam,
2. completion of the Graduate Assessment,
3. a minimum cumulative 3.00 GPA, with a minimum B grade for practicum courses and a minimum B- grade for the remaining graduate professional education courses required,
4. successful completion of the Teacher Candidate Internship,
5. completion of an exit interview,
6. completion of all course requirements, and
7. submission of an application for graduation.
No courses in the academic major in which the student earned below a "C" will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Program Requirements

Students seeking initial licensure plus a master’s degree in elementary education with a concentration in middle school education (grades 6-8) must meet the academic concentration requirements in two of the following content areas with a minimum grade of “C”. Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work. Experiential learning credit may be available for some non-academic work.

English: English content must include coursework in language (history, structure or grammar), literature, advanced composition, and interpersonal communication or speech; 21 credit hours.

Mathematics: Mathematics content must include coursework in college algebra, probability and statistics, pre-calculus I and II, calculus I, number systems & discrete math, geometry, linear algebra and computer programming to satisfy the requirements for the Algebra I endorsement; 23-29 credit hours

Science: Science content must include courses in each of the following: biology, chemistry, physics, and earth and space science (a laboratory course is required in two of the four science areas); 21 credit hours.

History/Social Science: History/social science content must include courses in American History, world history, economics, geography, international affairs, and current events; 21 credit hours.

All students, regardless of which two content areas selected, are required to take a Government/Civics course or complete the state and local civic education module.

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
</tr>
<tr>
<td>TLED 617</td>
<td>Digital Age Teaching and Learning</td>
</tr>
<tr>
<td>SPED 613</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>TLED 568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
</tr>
</tbody>
</table>

Graduate Professional Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education (Co-Requisite with one Instructional Strategies)</td>
</tr>
<tr>
<td>TLED 615</td>
<td>Teaching in the Middle School</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
</tr>
<tr>
<td>LIBS 642</td>
<td>Children’s Literature Across the Curriculum, PK-8</td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
</tr>
<tr>
<td>TLED 666</td>
<td>Internship/Student Teaching and Seminar (Student Teaching)</td>
</tr>
</tbody>
</table>

Select two from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 551</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: English</td>
</tr>
<tr>
<td>TLED 555</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies</td>
</tr>
<tr>
<td>STEM 553</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics</td>
</tr>
<tr>
<td>STEM 554</td>
<td>Developing Instructional Strategies for Teaching in the Middle/High School: Science</td>
</tr>
</tbody>
</table>

Total Hours: 44

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services (http://www.odu.edu/tes) website.

Elementary Education, Middle School, 6-8, Post-Baccalaureate Endorsement

3101 Education Building  
757-683-3284

Abha Gupta, Graduate Program Director

Nola Nicholson, Advisor

This post-baccalaureate endorsement program in elementary education with a middle school concentration (grades 6-8) is designed for prospective teachers who want to obtain an initial middle school teaching license. Available to students who have a non-teaching B.S. or B.A. degree or to those having a teaching license in another area and are seeking an additional teaching license; the program requires students to take courses that meet the Commonwealth of Virginia’s stated academic competency requirements and leads to two undergraduate endorsement areas selected from the following:

Mathematics *  23-29
English *  21
Science *  21
Social Studies *  21
Education Courses taken at the graduate level  38

* Minimum hours to satisfy requirement.

Please note: Advisors in the Career and Advising Resource Center will evaluate an individual’s undergraduate transcript to determine which, if any, undergraduate academic content courses are needed to meet state requirements for licensure. No courses in the academic major classes in which the student has made below a C will be accepted toward licensure in the Darden College of Education and Professional Studies.

Admission

All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Elementary/Middle School Education (grades 6-8). The following criteria must be met:

1. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent) to meet Virginia’s stated coursework competencies for middle school education (6-8) subject areas, including a minimum of 21 semester hours (which meet Virginia’s stated coursework competencies) in two content areas (English, mathematics, science, and history/social studies) which will be listed on the license.

2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA).

Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.

- A passing Praxis I composite score of 532 by December 31, 2013 or
- Passing Praxis Core section scores (Reading score of 156, Writing score of 162, and Math Score of 150) beginning January 1, 2014 or
- Qualifying SAT or ACT test scores or
- Praxis I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

3. A cumulative undergraduate GPA of 2.75 is required for admission.
4. No courses in the academic major in which the student has made below a C will be accepted for admission in the Darden College of Education and Professional Studies.
5. An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for elementary/middle education.

Continuance

1. Students must maintain a cumulative GPA of 3.0 in the graduate professional education courses.
2. A grade of “B” or higher is required in all practicum coursework. A grade of “B-” is required for the remaining graduate professional education courses.
3. Students must complete the Responsible Conduct of Research (https://www.odu.edu/education/resources/conduct-of-research-instructions/#WJ4dRU1TGtM) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.
4. Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the Praxis subject assessment examination for the appropriate Middle School content area prior to or while enrolled in the instructional strategies course.
5. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session.
6. A clearance background check must be completed prior to placement in a field experience required for practicum courses and for the teacher candidate internship. For more information please review the policy in the Teacher Education Services (http://www.odu.edu/tes) website.

Virginia Board of Education prescribed professional assessments:

- Virginia Communication and Literacy Assessment (VCLA) – a passing composite score of 470 is required on this reading and writing assessment
- Praxis Subject Assessment (formerly Praxis II) Middle School English/Language Arts
- Praxis Subject Assessment (formerly Praxis II) Middle School Mathematics
- Praxis Subject Assessment (formerly Praxis II) Middle School Science
- Praxis Subject Assessment (formerly Praxis II) Middle School Social Studies

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

Exit

Requirements for completion are as follows:

1. a minimum cumulative 3.0 GPA
2. a grade of “B” or higher is required in all practicum coursework,
3. a grade of "B-" is required for the remaining graduate professional education courses,
4. a minimum grade of "C" in all academic major courses to be accepted towards licensure requirements in the Darden College of Education and Professional Studies,
5. successful completion of the Teacher Candidate Internship,
6. completion of all course requirements, and
7. submission of an application for Virginia licensure.

Program Requirements

Students seeking initial licensure for grades 6 - 8 must meet the academic concentration requirements in two of the following content areas with a minimum grade of "C". Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

English: English content must include coursework in language (history, structure or grammar), literature, advanced composition, and interpersonal communication or speech; 21 credit hours.

Mathematics: Mathematics content must include coursework in college algebra, probability and statistics, pre-calculus I and II, calculus I, number systems & discrete math, geometry, linear algebra and computer programming to satisfy the requirements for the Algebra I endorsement; 23-29 credit hours

Science: Science content must include courses in each of the following: biology, chemistry, physics, and earth and space science (a laboratory course is required in two of the four science areas); 21 credit hours.

History/Social Science: History/social science content must include courses in American History, world history, economics, geography, international affairs, and current events; 21 credit hours.

All students, regardless of which two content areas selected, are required to take a Government/Civics course or complete the state and local civic education module.

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 568</td>
<td>Language Acquisition and Reading for Students with Diverse Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TLED 617</td>
<td>Digital Age Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 613</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduate Professional Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
<td>3</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education</td>
<td>1</td>
</tr>
<tr>
<td>TLED 615</td>
<td>Teaching in the Middle School</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two from the following:

1. TLED 551 Developing Instructional Strategies for Teaching in the Middle/High School: English
2. TLED 555 Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies
3. STEM 553 Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics
Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services (http://www.odu.edu/tes) website.

**Master of Science in Education, Elementary Education, for Licensed Teachers**

3101 Education Building  
757-683-3264  
Brandon Butler, Graduate Program Director

The Master of Science in Education, Elementary Education program for licensed teachers is designed for those who wish to improve and update their professional competency in teaching and enrich their teaching expertise for becoming master teachers. Licensed teachers completing the program enhance their ability to teach effectively and to participate in educational research in their schools. Completion of the program requirements leads to the upgrade of the teaching license to the Postgraduate Professional level. The program of study consists of 30-credit hours, 18 credit hours taught in a cohort model with shared courses for students from the early childhood, elementary and secondary advanced master's degree programs. An additional three credit hours are completed as independent research/internship. The remaining nine credit hours focus explicitly on teaching and learning in the elementary grades.

The graduate program associated with this major is intended to meet the needs of the individual student. Program options are designed to accomplish three primary goals:

1. to enhance classroom instruction by enriching the knowledge and skills of practicing teachers;
2. to train and encourage classroom teachers to conduct in-school research so that significant findings in the learning-teaching process can be applied to the classroom situation; and
3. to permit teachers to upgrade their teaching credentials to the Postgraduate Professional License level.

Curricula for the program include specific courses that emphasize the interdisciplinary nature of teaching in diverse settings. Topics addressed in courses include curricular and pedagogical principles, assessment, English language learners, teaching in the digital age, and culturally responsive teaching. Students also learn to engage in reflective inquiry and how to conduct practitioner inquiry that directly transforms instructional practice and beliefs about teaching. The program has four component areas:

1. General core;
2. Research core;
3. Elementary emphasis area; and
4. Capstone experience.

Students must choose one of two capstone options – a research thesis and associated 3-credit hour thesis course (Thesis Option); or an internship experience and associated 3-credit hour internship course (Internship Option). The thesis option requires a successful defense of the thesis prospectus. The non-thesis internship option requires successful completion of a comprehensive examination covering program coursework.

**Admission Requirements**

Students must:

1. hold a bachelor’s degree from a regionally accredited college/university;
2. hold the Virginia Collegiate Professional License or an equivalent from another state for elementary or middle school education;
3. have a general undergraduate grade point average of at least 2.80;
4. submit an application letter of interest;
5. submit official copies of all transcripts;
6. submit a written essay on career goals (two pages) that demonstrates academic writing proficiency;
7. submit two letters of professional reference for this program of study; and
8. have an interview with the graduate program director.

**Continuance**

Students must:

1. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University;
2. maintain a grade point average of 3.00

**Exit**

Students must:

1. have a 3.00 grade point average;
2. pass an oral thesis proposal defense (thesis option only);
3. pass a comprehensive examination (internship option only);
4. successfully complete the thesis/internship requirement;
5. have an exit interview (online);
6. have completed all course requirements;
7. submit an application for graduation.

**Program Requirements**

Students enrolled in the Advanced Master’s Degree program are expected to be dedicated to the goal of becoming master classroom teachers who can address dynamic issues in the profession through an in-depth understanding of research and practice. Students must successfully complete all elements of the 30 credit hour program of study. After admission to provisional or regular degree status, the student must meet with the graduate program director who will assist in the identification of a permanent advisor from the graduate faculty of the Darden College of Education and Professional Studies. It is the responsibility of the student to confer with the assigned advisor for the purpose of determining a thesis/internship committee, and preparing and defending the thesis/internship as a requisite for graduation.

**Curriculum**

**Common Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 731</td>
<td>Instructional Technology Trends in Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TLED 618</td>
<td>Assessment and Evaluation in PK-12 Schools</td>
<td>3</td>
</tr>
<tr>
<td>TLED 775</td>
<td>English Language Learners in the PK-12 Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TLED 701</td>
<td>Teacher as Leader</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 638</td>
<td>Dynamic Assessment of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>TLED 671</td>
<td>Practitioner Inquiry in Elementary and Secondary Grades</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 724</td>
<td>Curriculum Development Principles and Practices in Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>TLED 734</td>
<td>Problems of Teaching in the Elementary Grades</td>
<td>3</td>
</tr>
</tbody>
</table>
Master of Science in Education, Secondary Education
3101 Education Building
757-683-3284
Yonghee Suh, Graduate Program Director
Nola Nicholson, Advisor

General Description of Secondary Education
Secondary programs include the Master of Science in Education degree program and three Post-baccalaureate licensure programs. Within the Master of Science in secondary education degree program there are a number of concentrations and content area choices for both licensed teachers as well as those seeking initial licensure or endorsement.

For those seeking initial licensure there are the following content areas: 6-12 (content areas: biology, chemistry, earth science, English, mathematics, physics, social studies), library science K-12 (Note: the library science concentration may also be done through Master of Science in Education, Elementary Education), and Teachers of English to Speakers of Other Languages K-12 (TESOL).

For licensed teachers seeking additional education there are the following concentration areas: 6-12 and library science K-12 (Note: the library science concentration may also be done through Master of Science in Education - Elementary). Post-baccalaureate endorsement programs are designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure, or for those with a teaching license who want to be licensed in an additional teaching area. The three endorsement programs offered in secondary education are 6-12, Library Science K-12, and Teachers of English to Speakers of Other Languages K-12 (TESOL).

Please note that there are secondary education programs for earning a bachelor's degree with initial licensure in grades 6-12 described in the ODU Undergraduate Catalog.

Master of Science in Education, Secondary Education, 6-12 with Initial Licensure
3101 Education Building
757-683-3284
Yonghee Suh, Graduate Program Director
Nola Nicholson, Advisor

This master’s program in secondary education (grades 6-12) with initial licensure is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure as a teacher in grades 6 through 12 and earn a master’s degree at the same time.

Admission
All students must apply for and be admitted into the approved M.S.Ed in Secondary Education, 6-12, with initial licensure program. For admission to the Campus-Based emphasis area, the following criteria must be met:

1. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent). The degree must include semester hours (which meet Virginia’s stated coursework competencies) in one of the following content areas: English, mathematics, earth science, chemistry, biology, or physics, and history/social studies, which will be listed on the license.

2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required grade point averages (GPA).

Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.

Virginia Board of Education prescribed assessments:

- A passing Praxis I composite score of 532 by December 31, 2013 or
- Passing Praxis Core section scores (Reading score of 156, Writing score of 162, and Math score of 150) beginning January 1, 2014 or
- Qualifying SAT or ACT test scores or
- Praxis I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
- Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014 or
- SAT Mathematics test score of 530 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

3. A cumulative undergraduate GPA of 2.80 is required for admission.

4. Only courses that meet the grade required for the academic major or professional education will be accepted for admission in the Darden College of Education and Professional Studies.

5. An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for secondary education.

Continuance
1. Students must complete the Responsible Conduct of Research (https://www.odu.edu/education/resources/conduct-of-research-instructions/#WJ4dRU1TGLM) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.

2. Students must maintain a cumulative GPA of 3.00 with a minimum grade requirement of B or higher required in all practicum coursework and a minimum B- grade in the remaining graduate professional education courses.

3. Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the Praxis Subject Assessment (formerly Praxis II) examination for the appropriate specialty area prior to or while enrolled in the instructional strategies course and the seminar in teacher education (TLED 583).

4. A clearance background check must be completed prior to placement in a field experience required for observation and practicum courses and for the teacher candidate internship. For more information on the criminal background check process please review the information on the Teacher Education Services (http://www.odu.edu/tes) website.

5. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session. For more information please...
review the information on the Teacher Education Services (http://www.odu.edu/tes) website.

To review more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

**Exit**

Requirements for graduation include the following:

1. passage of the written Comprehensive exam,
2. completion of the Graduate Assessment,
3. a minimum cumulative 3.00 GPA, with a minimum grade requirement of B or higher required in all practicum coursework and a grade of B-or higher in the remaining graduate professional education courses.
4. successful completion of the Teacher Candidate Internship,
5. completion of an exit interview,
6. completion of all course requirements, and
7. submission of an application for graduation.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education.

**Program Requirements**

Students seeking initial licensure plus a master’s degree in secondary education (grades 6-12) must meet the grade required for the academic major and professional education in order to complete the master’s degree. Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work. Subject area specific course work (content) that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session. Experiential learning credit may be available for some non-academic work.

**Curriculum**

<table>
<thead>
<tr>
<th>Graduate Professional Education courses</th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
</tr>
<tr>
<td>SPED 613</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>TLED 617</td>
<td>Digital Age Teaching and Learning</td>
</tr>
<tr>
<td>SPED 500</td>
<td>Foundations of Special Education: Legal Aspects and Characteristics</td>
</tr>
<tr>
<td>TLED 640</td>
<td>The Management of Learning and Instruction</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
</tr>
<tr>
<td>SPED 517</td>
<td>Collaboration and Transitions</td>
</tr>
<tr>
<td>TLED 583</td>
<td>Seminar in Teacher Education (co-requisite with Instructional Strategies)</td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
</tr>
<tr>
<td>TLED 669</td>
<td>Internship/Student Teaching and Seminar</td>
</tr>
</tbody>
</table>

Select one of the following four that corresponds to subject (content) area:

| 3 |
|-----------------------------------------|----|
| TLED 551  | Developing Instructional Strategies for Teaching in the Middle/High School: English |
| TLED 555  | Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies |
| STEM 553  | Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics |
| STEM 554  | Developing Instructional Strategies for Teaching in the Middle/High School: Science |

**Total Hours** 37

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services (http://www.odu.edu/tes) website.

**Master of Science in Education, Secondary Education, for Licensed Teachers**

3101 Education Building  
757-683-3284

Brandon Butler, Graduate Program Director

The Master of Science in Education, Secondary Education program for licensed teachers is designed for those who wish to improve and update their professional competency in teaching and enrich their teaching expertise for becoming master teachers. Licensed teachers completing the program enhance their ability to teach effectively and to conduct powerful educational research that has a direct impact upon their individual practice and school settings. Completion of the program requirements leads to the upgrade of the teaching license to the Postgraduate Professional level. The program of study consists of 30-credit hours, with 18 credit hours taught in a cohort model with shared courses for students from the early childhood, elementary and secondary advanced master’s degree programs. An additional three credit hours are completed as independent research/internship. The remaining nine credit hours focus explicitly on teaching and learning in the secondary grades.

The graduate program associated with this major is intended to meet the needs of the individual student. Program options are designed to accomplish three primary goals:

1. to enhance classroom instruction by enriching the knowledge and skills of practicing teachers;
2. to train and encourage classroom teachers to conduct in-school research so that significant findings in the learning-teaching process can be applied to the classroom situation; and
3. to permit teachers to upgrade their teaching credentials to the Postgraduate Professional License level.

Curricula for the program include specific courses that emphasize the interdisciplinary nature of teaching in diverse settings. Topics addressed in courses include curricular and pedagogical principles, assessment, English language learners, teaching in the digital age, and culturally responsive teaching. Students also learn to engage in reflective inquiry and how to conduct practitioner inquiry that directly transforms instructional practice and beliefs about teaching. The program has four component areas:

1. General core;
2. Research core;
3. Elementary emphasis area; and
4. Capstone experience.

Students must choose one of two capstone options – a research thesis and associated 3-credit hour thesis course (Thesis Option); or an internship experience and associated 3-credit hour internship course (Internship Option). The thesis option requires a successful defense of the thesis prospectus. The non-thesis internship option requires successful completion of a comprehensive examination covering program coursework.

**Admission Requirements**

Students must:

1. hold a bachelor’s degree from a regionally accredited college/university;
2. hold the Virginia Collegiate Professional License or an equivalent from another state for middle school or secondary education;
3. have a general undergraduate grade point average of at least 2.80;
4. submit an application letter of interest;
5. submit official copies of all transcripts;
6. submit a written essay on career goals (two pages) that demonstrates academic writing proficiency;
7. submit two letters of professional reference for this program of study; and
8. have an interview with the graduate program director.

**Continuance**

Students must:
1. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University;
2. maintain a grade point average of 3.00

**Exit**

Students must:
1. have a 3.00 grade point average;
2. pass an oral thesis proposal defense (thesis option only);
3. pass a comprehensive examination (internship option only);
4. successfully complete the thesis/internship requirement;
5. have an exit interview (online);
6. have completed all course requirements; and
7. submit an application for graduation.

**Program Requirements**

Students enrolled in the Advanced Master’s Degree program are expected to be dedicated to the goal of becoming master classroom teachers who can address dynamic issues in the profession through an in-depth understanding of research and practice. Students must successfully complete all elements of the 30 credit hour program of study. After admission to provisional or regular degree status, the student must meet with the graduate program director who will assist in the identification of a permanent advisor from the graduate faculty of the Darden College of Education and Professional Studies. It is the responsibility of the student to confer with the assigned advisor for the purpose of determining a thesis/internship committee, and preparing and defending the thesis/internship as a requisite for graduation.

**Curriculum**

<table>
<thead>
<tr>
<th>Common Core</th>
<th>Instructional Technology Trends in Curriculum and Instruction</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 618</td>
<td>Assessment and Evaluation in PK-12 Schools</td>
<td>3</td>
</tr>
<tr>
<td>TLED 775</td>
<td>English Language Learners in the PK-12 Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TLED 701</td>
<td>Teacher as Leader</td>
<td>3</td>
</tr>
<tr>
<td>Research Core</td>
<td>Dynamic Assessment of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>TLED 671</td>
<td>Practitioner Inquiry in Elementary and Secondary Grades</td>
<td>3</td>
</tr>
<tr>
<td>TLED 725</td>
<td>Problems of Teaching in the Secondary Grades</td>
<td>3</td>
</tr>
<tr>
<td>TLED 745</td>
<td>Diversity and Equity in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>Diversity and Equity in Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**TLED 699**

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Thesis in Curriculum and Instruction</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Hours</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

**Secondary Education, 6-12, Post-Baccalaureate Endorsement**

This Post-Baccalaureate endorsement program in secondary education (grades 6-12) is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure as a teacher in grades 6 through 12 in the following content areas: English, mathematics, earth science, chemistry, biology or physics, and history/social studies, which will be listed on the license.

**Admission**

1. All students must apply for and be admitted into the approved post-baccalaureate endorsement program for Secondary Education (grades 6-12).
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA).

**Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.**

**Virginia Board of Education prescribed assessments:**

- A passing Praxis I composite score of 532 by December 31, 2013 or
- Passing Praxis Core section scores (Reading score of 156, Writing score of 162, and Math score of 150) beginning January 1, 2014 or
- Qualifying SAT or ACT test scores or
- Praxis I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
- Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014 or
- SAT Mathematics test score of 530 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

3. A cumulative undergraduate GPA of 2.75 is required for admission.
4. Only courses that meet the grade required in the academic major or professional education will be accepted for admission in the Darden College of Education and Professional Studies.
5. An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for secondary education.

**Continuance**

1. Students must complete the Responsible Conduct of Research (https://www.odu.edu/education/resources/conduct-of-research-instructions/).
Curriculum Requirements

This certificate is designed to support provisionally licensed teachers, who are employed by school division in the Commonwealth of Virginia, in meeting teacher licensure requirements. The certificate consists of a four course sequence—12 semester hours—that moves toward meeting the professional studies competency areas described by the Virginia Department of Education and required by all fully licensed teachers. It is not a state-approved endorsement education program.

The professional studies certificate will be comprised of the following courses. All of these courses are currently taught at ODU as part of the MSED in Secondary Education.

*Required Courses (12 hours)

- **READ 680** Reading to Learn Across the Curriculum 3
- **SPED 613** Human Growth and Development 3
- **TLED 608** Foundations of Education and Instructional Assessment 3
- **TLED 640** The Management of Learning and Instruction 3
- **Total Hours** 12

*Additional course work might be necessary to fully meet teacher licensure requirements

Course Delivery Format

The courses are all currently available in both traditional face-to-face and web-based formats. This certificate will be available in both formats.

Master of Science in Education, Secondary Education, Teachers of English to Speakers of Other Languages (TESOL), K-12 with Initial Licensure

3101 Education Building
757-683-3284

Yonghee Suh, Graduate Program Director

Nola Nicholson, Academic Advisor

The Masters of Science in Education, Secondary Education, Teaching English as a Second Language (TESOL) concentration is for individuals who hold an undergraduate degree and wish to earn a Master of Science in Education degree and qualify for a Virginia Teaching license for grades K-12 in English as a Second Language. The program emphasis is Teaching English to speakers of other languages.

Admission

1. All students must apply for and be admitted into the approved M.S. Ed. with initial licensure program for Teaching English as a Second Language (TESOL – PK-12).
2. A bachelor’s degree from a regionally accredited college/university is required in the liberal arts and sciences (or equivalent).
3. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA).

Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.

- A passing Praxis I composite score of 532 by December 31, 2013 or
- Passing Praxis Cores section scores (Reading score of 156, Writing score of 162, and Math score of 150) beginning January 1, 2014 or
- Qualifying SAT or ACT test scores or
Requirements for graduation include the following:

- Praxis I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
- Praxis Core math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014 or
- SAT Mathematics test score of 530 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

4. A cumulative undergraduate GPA of 2.80 is required for admission.

5. Only courses that meet the grade required for the academic major or professional education will be accepted for admission in the Darden College of Education and Professional Studies.

6. An application for graduate studies and official transcripts must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for TESOL.

Continuance

1. Students must complete the Responsible Conduct of Research (https://www.odu.edu/education/resources/conduct-of-research-instructions/WJ4dRU1TGLM) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.

2. Students must maintain a cumulative GPA of 3.00, with a minimum "B" grade for the practicum courses, and a minimum "B-" grade required for the remaining graduate professional education courses.

3. Students must take and pass the Virginia Communication and Literacy Assessment (VCLA) and the Praxis Subject Assessment (formerly Praxis II) examination for TESOL prior to or while enrolled in the instructional strategies course.

4. A clearance background check must be completed prior to placement in a field experience required for observation and practicum courses and for the teacher candidate internship. For more information on the clearance background check process please review the information on the Teacher Education Services (http://www.odu.edu/tes) website.

5. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session. For more information please review the information on the Teacher Education Services (http://www.odu.edu/tes) website.

Virginia Board of Education prescribed professional assessments:

- Virginia Communication and Literacy Assessment (VCLA) – a passing composite score of 470 is required on this reading and writing assessment
- Student must pass the PRAXIS subject assessment English as a second language (TESOL), test code #5362, passing score of 149
- To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

Exit

Requirements for graduation include the following:

1. passage of the written Comprehensive exam,
2. completion of the Graduate Assessment,
3. a minimum cumulative 3.00 GPA, with a minimum B grade in practicum courses, and a minimum B- grade required for the remaining graduate professional education courses,
4. successful completion of the Teacher Candidate Internship,
5. completion of an exit interview,
6. completion of all course requirements, and
7. submission of an application for graduation.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Program Requirements

Students seeking initial licensure plus a master’s degree in TESOL (PK-12) must meet the grade required for the academic content requirement in English and professional education courses. Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work.

Curriculum

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 440/540</td>
<td>General Linguistics (fall only)</td>
</tr>
<tr>
<td>Select one from the following:</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
</tr>
<tr>
<td>English for foreign speakers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Content courses in English</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 677</td>
<td>Language and Communication Across Cultures</td>
</tr>
<tr>
<td>ENGL 679</td>
<td>First and Second Language Acquisition</td>
</tr>
<tr>
<td>ENGL 670</td>
<td>Methods and Materials in TESOL (spring only)</td>
</tr>
<tr>
<td>Select one from the following:</td>
<td></td>
</tr>
<tr>
<td>ENGL 542</td>
<td>English Grammar</td>
</tr>
<tr>
<td>ENGL 550</td>
<td>American English</td>
</tr>
<tr>
<td>ENGL 672</td>
<td>Syntax</td>
</tr>
<tr>
<td>ENGL 678</td>
<td>Sociolinguistics</td>
</tr>
</tbody>
</table>

Graduate Professional Education | 33 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
</tr>
<tr>
<td>SPED 613</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>TLED 617</td>
<td>Digital Age Teaching and Learning</td>
</tr>
<tr>
<td>TLED 640</td>
<td>The Management of Learning and Instruction</td>
</tr>
<tr>
<td>READ 683</td>
<td>Diagnostic Teaching of Reading in the Classroom</td>
</tr>
<tr>
<td>READ 686</td>
<td>Advanced Language Development and Reading</td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
</tr>
<tr>
<td>TLED 636</td>
<td>Problems in Education</td>
</tr>
<tr>
<td>TLED 669</td>
<td>Internship/Student Teaching and Seminar (student teaching)</td>
</tr>
</tbody>
</table>

Total Hours | 51 |

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services (http://www.odu.edu/tes) website.
Secondary Education, Teachers of English to Speakers of Other Languages (TESOL), K-12, Post-Baccalaureate Endorsement

3101 Education Building
757-683-3284

Yonghee Suh, Graduate Program Director

This Post-Baccalaureate endorsement program in Teaching English as a Second Language (K-12) is designed for individuals with a non-teaching B.S. or B.A. degree who want to obtain licensure as a teacher in TESOL.

Admission

1. All students must apply for and be admitted into the approved post-baccalaureate endorsement program for TESOL (K-12).
2. Students must meet the required criteria for admission by passing the Virginia Board of Education prescribed assessments and earning the minimum required Grade point averages (GPA).

Virginia Board of Education prescribed entry assessments are outlined in the Teacher Education Services and Advising section of this catalog.

Virginia Board of Education prescribed assessments:

- A passing Praxis I composite score of 532 by December 31, 2013 or
- Passing Praxis Core section scores (Reading score of 156, Writing score of 162, and Math score of 150) beginning January 1, 2014 or
- Qualifying SAT or ACT test scores or
- Praxis I Math test score of 178 and a composite Virginia Communication and Literacy (VCLA) score of 470 by December 31, 2013 or
- Praxis Core Math test score of 150 and a composite Virginia Communication and Literacy (VCLA) score of 470 beginning January 1, 2014 or
- SAT Mathematics test score of 530 taken after April 1, 1995 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
- SAT taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section or
- ACT Mathematics test score of 22 and a composite Virginia Communication and Literacy (VCLA) score of 470

To review more information on the Virginia Board of Education prescribed assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

3. A cumulative undergraduate GPA of 2.75 is required for admission.
4. Only courses that meet the grade required for the academic concentration and professional education will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.
5. An application for non-degree admission must be submitted by the appropriate deadline for admission. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate program director for TESOL education.

Continuance

1. Students must complete the Responsible Conduct of Research (https://www.odu.edu/education/resources/conduct-of-research-instructions/#WJ4dRU1TGLM) (RCR) modules during the first twelve graduate credit hours at Old Dominion University.
2. Students must maintain a cumulative graduate GPA of 3.00.
3. A grade of “B” or higher is required in all practicum coursework. A minimum grade of “B-” is required for the remaining graduate professional education courses.
4. Students must take and pass all Virginia Board of Education prescribed assessments including the Virginia Communication and Literacy Assessment (VCLA), and must the Praxis Subject Assessment (formerly Praxis II) English as a second language (TESOL) test code #5362, passing score of 149.
5. A clearance background check must be completed prior to placement in a field experience required for observation and practicum courses and for the teacher candidate internship. For more information on the clearance background check please review the policy in the Teacher Education Services (http://www.odu.edu/tes) website.
6. All assessments must be passed prior to the start of the Teacher Candidate Internship Orientation session. For more information please review the policy in the Teacher Education Services (http://www.odu.edu/tes) website.

To review more information on the Virginia Board of Education prescribed professional assessments visit the Teacher Education Services (http://www.odu.edu/tes) website.

Exit

Requirements for completion are as follows:

1. a minimum cumulative 3.00 graduate GPA,
2. successful completion of the Teacher Candidate Internship,
3. completion of all course requirements with a grade of “B” or higher required in all practicum coursework and a minimum grade of “B-” required for the remaining graduate professional education courses.
4. submission of an application for Virginia licensure.

Only courses that meet the grade required for the academic major or professional education will be accepted toward licensure requirements in the Darden College of Education and Professional Studies.

Program Requirements

Students seeking initial licensure for TESOL K-12 grades must meet the grade required for the academic concentration and professional education courses. Transcripts will be evaluated by the education advisor to determine whether the academic requirements have been met by previous course work. Subject area specific course work that was not met in previous course work must be completed prior to Teacher Candidate Internship (student teaching) orientation session.

Curriculum

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 440/540</td>
<td>General Linguistics</td>
</tr>
</tbody>
</table>

Select one from the following:

- Foreign Language
- English for foreign speakers

**Academic Content courses in English**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 677</td>
<td>Language and Communication Across Cultures</td>
</tr>
<tr>
<td>ENGL 679</td>
<td>First and Second Language Acquisition</td>
</tr>
<tr>
<td>ENGL 670</td>
<td>Methods and Materials in TESOL</td>
</tr>
</tbody>
</table>

Select one from the following:

- ENGL 542 | English Grammar |
- ENGL 550 | American English |
- ENGL 672 | Syntax |
- ENGL 678 | Sociolinguistics |

**Professional Education**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 608</td>
<td>Foundations of Education and Instructional Assessment</td>
</tr>
<tr>
<td>SPED 613</td>
<td>Human Growth and Development</td>
</tr>
</tbody>
</table>
Students must:

Admission endorsement.

Reading Specialists-coded 0304 or 5304 may obtain the reading specialist program, and satisfactorily completed the Reading for Virginia Educators: satisfactory experience in teaching reading, completed the entire degree remediation of reading problems. Candidates who have three years of clients. In addition, candidates tutor children and aid in the diagnosis and or governmental reading programs that provide reading services to

Prepares a formal research paper or project on a topic of interest. A culminating experience, each student investigates a problem area and

The program is designed to provide professional training for prospective reading specialists, literacy coaches, and elementary- and secondary-level reading teachers.

Extensive course offerings permit the graduate student to pursue an area of interest, such as elementary school reading, secondary school reading, college reading, literacy coaching, and reading in clinical settings. As a culminating experience, each student investigates a problem area and prepares a formal research paper or project on a topic of interest.

Candidate study may include an intensive search of the professional literature on reading or selected field experiences in public, private, or governmental reading programs that provide reading services to clients. In addition, candidates tutor children and aid in the diagnosis and remediation of reading problems. Candidates who have three years of satisfactory experience in teaching reading, completed the entire degree program, and satisfactorily completed the Reading for Virginia Educators: Reading Specialists-coded 0304 or 5304 may obtain the reading specialist endorsement.

Admission

Students must:

1. Hold a bachelor's degree from a regionally accredited college/university;
2. Have an initial teaching license prior to beginning this program. In Virginia this is called a Collegiate Professional License or a Post-Graduate Professional License. You must send a copy of your teaching license to Graduate Admissions as part of your admissions packet; or you may hold and submit a copy of the Virginia Collegiate Professional License to Graduate Admissions as part of your admissions packet;
3. Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
4. Have two letters of recommendation from former professors or principals;
5. Submit an essay;
6. Have an interview with the graduate program director;
7. Have official copies of all transcripts of undergraduate and graduate coursework and degrees sent to Graduate Admissions; and
8. Submit an online application (https://www.odu.edu/admission/graduate), which includes an essay and recommendations, an official transcripts to the MSED in Reading Education program.

Due to changing University requirements, national standards, and the Virginia Board of Education licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in this Catalog. Students are encouraged to obtain current program information from their advisors and from the Teacher Education Services (http://www.odu.edu/tes) website.

**Master of Science in Education, Reading Specialist, K-12, Licensed Teachers**

3101 Education Building
757-683-3284

For program information, please contact reading@odu.edu.

**General Description of Reading Education**

Reading Education offers two programs, 1) the Master of Science in Education, Reading Specialist, K-12, for licensed teachers, and 2) Literacy Coaching Certificate for teachers who already hold a valid teaching license. A Doctor of Philosophy in Education with an emphasis in Literacy Leadership within the Curriculum and Instruction program is offered for those seeking additional study in the field of literacy.

**Master of Science in Education, Reading with Reading Specialist Endorsement**

The program is designed to provide professional training for prospective reading specialists, literacy coaches, and elementary- and secondary-level reading teachers.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLED 617</td>
<td>Digital Age Teaching and Learning</td>
</tr>
<tr>
<td>TLED 640</td>
<td>The Management of Learning and Instruction</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
</tr>
<tr>
<td>SPED 506</td>
<td>Students with Diverse Learning Needs in the General Education Classroom</td>
</tr>
<tr>
<td>READ 683</td>
<td>Diagnostic Teaching of Reading in the Classroom</td>
</tr>
<tr>
<td>READ 686</td>
<td>Advanced Language Development and Reading</td>
</tr>
<tr>
<td>TLED 669</td>
<td>Internship/Student Teaching and Seminar</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
</tr>
</tbody>
</table>

**Program Requirements**

A minimum of 30 semester credits is required for the Master’s Degree in Reading Education. The degree candidate must successfully pass the Virginia Reading Specialist Licensure examination, usually taken in the last semester of the program.

Course requirements for completion of the degree program are listed below.

**Area I: Required Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 612</td>
<td>Action Research in Reading</td>
</tr>
<tr>
<td>READ 614</td>
<td>Foundations of Literacy Learning</td>
</tr>
<tr>
<td>READ 619</td>
<td>Word Study, Phonics, and Linguistics</td>
</tr>
<tr>
<td>READ 622</td>
<td>Culturally Responsive Literacy for All Learners</td>
</tr>
<tr>
<td>READ 680</td>
<td>Reading to Learn Across the Curriculum</td>
</tr>
<tr>
<td>READ 683</td>
<td>Diagnostic Teaching of Reading in the Classroom</td>
</tr>
<tr>
<td>READ 685</td>
<td>Organizing and Supervising Reading Program Development</td>
</tr>
<tr>
<td>READ 686</td>
<td>Advanced Language Development and Reading</td>
</tr>
<tr>
<td>READ 693</td>
<td>Practicum in Reading</td>
</tr>
</tbody>
</table>

**Area II: Electives (select 1)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 620</td>
<td>Multicultural Children’s Literature and Literacy</td>
</tr>
<tr>
<td>READ 625</td>
<td>Issues and Trends in Literacy Education</td>
</tr>
</tbody>
</table>

**Continuance**

Students must

1. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: http://www.odu.edu/education/resources/conduct-of-research-instructions;
2. maintain a grade point average of 3.00 overall; and
3. maintain a grade point average of 3.00 in the major.

**Exit**

Students must

1. have a 3.00 grade point average;
2. have a 3.00 grade point average in the major;
3. complete an exit survey;
4. have completed all course requirements;
5. submit an application for graduation; and
6. pass the Reading for Virginia Educators: Reading Specialists Examination coded 0304 or 5304.


Literacy Coaching Certificate

General Description of the Literacy Coaching Certificate

The purpose of this certificate is to prepare literacy coaches in understanding literacy development among children using research-based theories in literacy methods and instructional design. Graduates of this program will be able to use such methods in coaching children who require enhanced instruction related to reading and writing. They will also be prepared to assess learning outcomes in literacy and to supervise classroom literacy programs.

Admission

Students must:

1. Hold a bachelor’s degree from a regionally accredited college/university;
2. Have an initial teaching license prior to beginning this program. In Virginia this is called a Collegiate Professional License or a Post-Graduate Professional License. You must send a copy of your teaching license to Graduate Admissions as part of your admissions packet; or you may hold and submit a copy of the Virginia Collegiate Professional License or an equivalent license from another state;
3. Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
4. Have official copies of all transcripts of undergraduate and graduate coursework and degrees sent to Graduate Admissions; and
5. Submit an online nondegree application (https://www.odu.edu/admission/graduate).

Course List

This graduate certificate is comprised of four required courses that encompass the key areas of literacy coaching: foundations of literacy learning, assessment, new literacy forms, and supervision of literacy program. The four courses are:

- **READ 614** Foundations of Literacy Learning
- **READ 627** School-Wide Assessment and Professional Development
- **READ 628** New Literacies, Digital Technologies, and Learning
- **READ 685** Organizing and Supervising Reading Program Development

Total Hours 12

Doctor of Philosophy, Education - Curriculum and Instruction Concentration

3101 Education Building
757-683-3284

Jamie Colwell, Graduate Program Director

The Doctor of Philosophy, Education, Curriculum and Instruction Concentration, with emphases in Curriculum and Instruction, Early Childhood Education, and Literacy, Language, & Culture provides the opportunity for students to become scholarly leaders to serve our nation’s schools, colleges, universities, and related agencies such as business, government, and research institutions to contribute to global education. The curricula is solidly grounded in interpreting and producing research, use of technology to enhance the teaching/learning process, equity, and leadership, which are woven into common core courses and concentration-specific courses.

Emphasis Areas

Curriculum and Instruction

The Curriculum and Instruction Emphasis is the content area most often desired by classroom teachers and school librarians. The program of study includes core courses shared by all three concentrations plus the freedom to choose courses that meet individual specialty area interests (e.g., library science, mathematics, social studies, instructional design etc.) Students are prepared to be scholarly leaders for academic positions in higher education or in K-12 schools. Personalized mentorship is provided for those who desire careers in academic research, program/curriculum design and evaluation, and higher education, including teacher preparation, policy, and leadership.

Literacy, Language, & Culture

The Literacy, Language, & Culture Emphasis provides a unique focus to prepare individuals as literacy scholars and researchers in higher education, literacy professionals for leadership and supervisory roles in K-12 school divisions, and/or consulting for educational organizations or private industry. The program provides study of theories, methodologies, and research with opportunities to develop individual expertise in research, writing, and pedagogy. Personalized mentorship is provided for those who desire careers in academic research, program/curriculum design and evaluation, and higher education, including teacher preparation, policy, and leadership.

Early Childhood Education

The Early Childhood Education Emphasis, through its integral partnership with the Old Dominion University Child Study and Development Centers, focuses on the multidisciplinary study of the cognitive, language, and healthy social/emotional development of young children from birth to age nine. The program prepares students to become faculty in colleges and universities and senior administrators in institutions and agencies. Personalized mentorship and professional training is provided for those who desire careers in academic research, child advocacy, program design and evaluation, and higher education, including teacher preparation, policy, and administrative leadership.

Admission

Admission to the Ph.D. programs in the Department of Teaching & Learning is competitive. Applicants should have a completed master’s degree in an appropriate discipline from a regionally accredited university. Degrees that are equivalent to a master’s degree such as L.L.B., J.D., and D.D.S., will be considered. A number of criteria are considered including graduate and undergraduate GPAs, GRE scores, writing ability, a personal interview, and the match between student interests and faculty expertise. Meeting the minimum requirements established by the department does not ensure admission to the program. A minimum undergraduate GPA of 2.8 and a minimum graduate GPA of 3.25 are recommended.

Application requirements for the Ph.D. - Education - Curriculum and Instruction Concentration are as follows:

1. A completed master’s degree in an appropriate discipline from a regionally accredited university;
2. Three letters of reference from sources including employment supervisors and/or university faculty members capable of commenting on the applicant’s current readiness for advanced graduate study;
3. A 1500 word statement of the applicant’s academic and professional goals with an emphasis on how the Ph.D. degree in curriculum and instruction will contribute to the achievement of the stated goals;
4. Submission of a professional curriculum vitae. Three years of teaching experience are preferred;
5. A completed online application from the Office of Graduate Admissions;
6. Official transcripts of all undergraduate and graduate courses and degrees completed;
7. Official report scores from the Graduate Record Examination (verbal, quantitative, and analytical) taken within the last five years.
8. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) of at least 600 (written) or 250 (computer based).

Applications must be complete and submitted to the ODU Office of Graduate Admissions by October 15 for spring admissions, and March 1 for Summer and Fall admissions (dates subject to change). Note: If you wish to apply for Financial Aid, deadlines for application are as much as six months earlier. Contact the Financial Aid office at 757-683-3683. Financial aid is awarded only to regularly admitted graduate students.

Completed applications will be reviewed by the Ph.D. Curriculum and Instruction Admissions and Continuance Committee. Selected applicants will be invited to campus to participate in various activities including an on-campus interview, writing sample, and a class visit.

**Prerequisite Coursework**
Prospective students should also have prior course work in statistics, and curriculum and instruction. If this requirement is not met, then additional course work will be added to the student’s graduate program of study.

All students admitted into the Ph.D. program must complete the following prerequisite courses unless they have previously completed equivalent graduate level coursework or expertise.

- Introduction to Research in Education (FOUN 611) or Applied Research Methods in Education (FOUN 612) or equivalent; FOUN 611 is recommended.
- Statistics Applied to Research in Education (FOUN 722 or equivalent).

**Degree Requirements**
The Ph.D. - Education - Curriculum and Instruction Concentration is comprised of courses totaling a minimum of 60 academic credit hours beyond the master’s degree. The curriculum includes a 15 hour research/Foundations block, a 15 hour "common core" taken by all Ph.D. students regardless of emphasis area, a 15 hour concentration core and a 15 hour dissertation block, which includes the dissertation seminar. The dissertation will often require more than 12 credit hours depending on the length of time necessary for completion. Students entering the program may also need to complete introductory research methods statistics courses (FOUN 611 [recommended], FOUN 612 or equivalent), and Statistics Applied to Research in Education (FOUN 722 or equivalent), if they have not had such courses or cannot demonstrate competency at a satisfactory level. Students who come into the Ph.D. program with a master’s degree in an academic field that is unrelated to curriculum and instruction and/or who have not completed courses to develop competency in specified areas may need to complete these courses in addition to the required courses. Students must complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University. For more information review the instructions at: [https://www.odu.edu/education/resources/conduct-of-research-instructions](https://www.odu.edu/education/resources/conduct-of-research-instructions).

**Program Continuance, Completion and Exit**
It is the expectation that Curriculum and Instruction faculty will prepare Ph.D. candidates to become competent professionals with the knowledge, skills, and dispositions necessary to assume positions as researchers, teacher leaders, advocates, and scholars. On an annual basis, the Curriculum & Instruction Ph.D. Admissions and Continuance Committee and each student’s advisor will formally convene to discuss the continuance of each student in the doctoral degree program.

In order to complete the program, students must fully comply with the curriculum below, and all requirements noted elsewhere in the University catalog for graduate students and within the Ph.D. in Education Handbook. It is the responsibility of the student to obtain these materials and adhere to program requirements.

**Course List**

**Prerequisite Coursework**
Students must have taken ONE of the following research courses or equivalent:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 660</td>
<td>Program Evaluation, Research and Planning</td>
</tr>
<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
</tr>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
</tr>
<tr>
<td>Students must also have the following or equivalent:</td>
<td></td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
</tr>
<tr>
<td>Early Childhood Education students must also have the following two courses or equivalents as determined by the Program Director</td>
<td></td>
</tr>
<tr>
<td>FOUN 641</td>
<td>Assessment and Evaluation of Student Learning</td>
</tr>
<tr>
<td>TLED 677</td>
<td>Advanced Child Development Theory and Research</td>
</tr>
</tbody>
</table>

**Research Core (required)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</td>
</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
</tr>
<tr>
<td>Choose one course FROM EACH of the following bound pairs</td>
<td></td>
</tr>
<tr>
<td>FOUN 822</td>
<td>Applied Linear Models in Educational Research</td>
</tr>
<tr>
<td>or FOUN 823</td>
<td>Analysis of Variance Applied to Educational Research</td>
</tr>
<tr>
<td>FOUN 840</td>
<td>Educational Measurement and Assessment</td>
</tr>
<tr>
<td>or FOUN 870</td>
<td>Formative Assessment of Student Learning for School Leaders and Curriculum Specialist</td>
</tr>
<tr>
<td>FOUN 815</td>
<td>Advanced Qualitative Research</td>
</tr>
<tr>
<td>or FOUN 813</td>
<td>Program Evaluation in Education</td>
</tr>
</tbody>
</table>

Note: A research cognate can be earned by taking an additional four courses beyond the required 15 hours.

**Common Core (Required by all C&I Concentrations)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 802</td>
<td>Historical and Contemporary Perspectives on Education</td>
</tr>
<tr>
<td>TLCI 803</td>
<td>Perspectives and Inquiry in Curriculum and Instruction</td>
</tr>
<tr>
<td>FOUN 830</td>
<td>Theories of Learning and Instruction</td>
</tr>
<tr>
<td>TLCI 804</td>
<td>Instruction Theories and Models</td>
</tr>
<tr>
<td>TLCI 805</td>
<td>Critical Issues: Curriculum Research</td>
</tr>
</tbody>
</table>

**Select one of the following concentrations**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 826</td>
<td>Advanced Supervision of Reading Programs</td>
</tr>
<tr>
<td>TLCI 827</td>
<td>Advanced Practicum in Reading</td>
</tr>
<tr>
<td>TLCI 828</td>
<td>Contemporary Issues in Literacy Research</td>
</tr>
<tr>
<td>ELS 787</td>
<td>Pupil Personnel Services for Diverse Populations</td>
</tr>
<tr>
<td>ELS 878</td>
<td>Leadership for Teaching and Learning</td>
</tr>
</tbody>
</table>

The literacy leadership concentration requires a minimum of 18 graduate credit hours in Literacy or closely related coursework.

**Early Childhood Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCI 800</td>
<td>Social/Emotional Aspects of Child Development</td>
</tr>
<tr>
<td>TLCI 835</td>
<td>Researching with Children: Contemporary Perspectives on the Child in Research</td>
</tr>
<tr>
<td>TLCI 895</td>
<td>Topics in Education ((Internship))</td>
</tr>
<tr>
<td>TLCI 836</td>
<td>Working with At-Risk Children and Families: An Ecological Approach</td>
</tr>
<tr>
<td>TLCI 840</td>
<td>Issues in Early Language and Literacy</td>
</tr>
</tbody>
</table>

**Curriculum and Instruction Concentration**

C&I emphasis students, working with an advisor, will complete a 15-hour concentration block according to individual areas of specialty.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;I Approved Course 1</td>
<td></td>
</tr>
<tr>
<td>C&amp;I Approved Course 2</td>
<td></td>
</tr>
</tbody>
</table>
Candidates must maintain a grade point average of 3.00.

Continuance

Candidates must maintain a grade point average of 3.00.

Exit

Candidates must:

- Have a 3.00 grade point average;
- Have completed all course requirements;
- Have completed a professional learning portfolio; and
- Submit an application for graduation.

Curriculum

A minimum of 33 semester credits are required. The courses for completion of the degree program are listed below

<table>
<thead>
<tr>
<th>Education Content</th>
<th>Mathematics Content</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM 651</td>
<td>MAPD 601</td>
<td>STEM 533</td>
</tr>
<tr>
<td>STEM 660</td>
<td>MAPD 602</td>
<td></td>
</tr>
<tr>
<td>STEM 661</td>
<td>MAPD 603</td>
<td></td>
</tr>
<tr>
<td>STEM 662</td>
<td>MAPD 604</td>
<td></td>
</tr>
<tr>
<td>STEM 668</td>
<td>MAPD 605</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 60

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students are encouraged to obtain current program information from their advisors and the Darden College of Education and Professional Studies website: http://www.odu.edu/education.

Master of Science in Education - Elementary Education - with Mathematics Education Specialist Endorsement (PK-8)

This graduate program leads to a Master’s of Science in Education degree. Elementary major, with the Mathematics Specialist (PK-8) endorsement. This program is offered in partnership with the Department of Mathematics and Statistics in the College of Sciences.

Admission

Candidates must:

- Have 3 years of successful classroom experience in teaching mathematics;
- Hold a bachelor's degree from a regionally accredited college/university;
- Hold the Virginia Collegiate Professional License or an equivalent license from another state;
- Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
- Achieve a satisfactory score (as established by the Department of Educational Curriculum and Instruction) on the Graduate Record Examination or the Miller Analogies Test; and
- Submit an application for graduate studies.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate director for the program.

Continuance

Candidates must maintain a grade point average of 3.00.

Exit

Candidates must:

- Have 3 years of successful classroom experience in teaching mathematics;
- Hold a bachelor's degree from a regionally accredited college/university;
• Hold the Virginia Collegiate Professional License or an equivalent license from another state.
• Have an undergraduate grade point average of 2.80 and an average of 3.00 in the major;
• Achieve a satisfactory score (as established by the Department of Teaching and Learning) on the Graduate Record Examination or the Miller Analogies Test; and
• Submit an application for graduate studies.

Performance in classes taken as a non-degree student will not be taken into consideration in the admission process. Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be admitted on a provisional basis subject to conditions specified by the graduate director for the program.

Continuance
Candidates must maintain a grade point average of 3.00.

Exit
Candidates must:
• Have a 3.00 grade point average;
• Have completed all course requirements;
• Have completed a professional learning portfolio; and
• Submit an application for graduation.

Curriculum
A minimum of 21 semester credits are required. The courses for completion of the endorsement program are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPD 601</td>
<td>Number and Operations for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 602</td>
<td>Geometry and Measurement for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 603</td>
<td>Rational Numbers and Proportional Reasoning for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 604</td>
<td>Probability and Statistics for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>MAPD 605</td>
<td>Algebra and Functions for PK-8 Mathematics Specialists</td>
<td>3</td>
</tr>
<tr>
<td>STEM 661</td>
<td>Mathematics Specialists as Teacher Leaders</td>
<td>3</td>
</tr>
<tr>
<td>STEM 668</td>
<td>Internship for Mathematics Specialist</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 21

Master of Science in Education with Initial Licensure 6-12 - Science
There are a number of individuals who have earned B.S. or B.A. degrees who now want to obtain a master’s degree leading to licensure as a secondary school teacher. In the program, students complete (or have completed) a minimum of 32 credits of undergraduate courses in one endorsement area (earth science, chemistry, biology, or physics) and an additional 31-34 credits of education courses at the graduate level.

Students seeking this degree need to apply through the Department of Teaching and Learning.

Master of Science in Education, Elementary Education, for Licensed Teachers
The Master of Science in Education, Elementary Education program for licensed teachers is designed for those who wish to improve and update their professional competency in teaching and enrich their teaching expertise for becoming master teachers. Licensed teachers completing the program enhance their ability to teach effectively and to participate in educational research in their schools. Completion of the program requirements leads to the upgrade of the teaching license to the Postgraduate Professional level.

Students seeking this degree need to apply through the Department of Teaching and Learning.

Master of Science in Education for Licensed Teachers, 6-12 - Science
The Master of Science in Education, Secondary Education program for licensed teachers is designed for those who wish to improve and update their professional competency in teaching and enrich their teaching expertise for becoming master teachers. Licensed teachers completing the program enhance their ability to teach effectively and to conduct powerful educational research that has a direct impact upon their individual practice and school settings. Completion of the program requirements leads to the upgrade of the teaching license to the Postgraduate Professional level.

Students seeking this degree need to apply through the Department of Teaching and Learning.

Teacher Education Services
Web Site: http://www.education.odu.edu/tes/
Education Building
Suite 2345
757-683-6448
Jody Sommerfeldt, Interim Director

The staff in the Office of Teacher Education Services (TES) in the Darden College of Education and Professional Studies supports teacher education programs in the College of Arts and Letters, the College of Science, and the Darden College of Education and Professional Studies. In this role of support, the mission of the Office of TES is to provide, facilitate, promote, and uphold the standards of Old Dominion University to grant undergraduate and graduate degrees with a teacher education emphasis in the following areas:
• PreK-3
• PreK-6
• 6-8
• 6-12
• K-12
• guidance and counseling

Mission
Teacher Education Services is committed to serving students pursuing a professional education emphasis through their respective college’s academic department and fostering a process guided by the following features:
• To advise prospective teacher candidates pursuing an undergraduate or graduate degree with a teacher education emphasis and develop appropriate academic plans.
• To promote teacher education and inform teacher candidates of opportunities which may include scholarships, study abroad, and credentialing requirements.
• To ensure prospective teacher candidates meet admission, continuance and graduation exit requirements for their respective teacher education degree and post-baccalaureate endorsement programs.
• To facilitate the placement of field experiences for teacher candidates in appropriate K-12 classroom settings to meet observation, practicum, and student teaching internship requirements.
• To facilitate the process of the Virginia teaching license application by assisting candidates after completion of the state-approved program.

Accreditation
The emphasis areas are accredited by the National Council for the Accreditation of Teacher Education (NCATE) which is now Council for the Accreditation of Education Preparation (CAEP), the Council on Accreditation of Counseling and Related Program (CACREP), and approved by the Virginia Department of Education (VDOE).
Students seeking a graduate degree in speech-language pathology will be eligible for licensure through the Board of Audiology and Speech Pathology. Students can consult the graduate program director for guidance in obtaining licensure, sraymer@odu.edu. (sraymer@odu.edu)

**Prescribed Virginia Board of Education Assessment for Admission to an Approved Teacher Education Program**

Old Dominion University students seeking admission to an approved teacher education program must satisfy the Virginia Board of Education Required Assessment for Admission to an Approved Teacher Education Program. This requirement can be satisfied by meeting a passing score in one of the selected criteria below:

1. Passing Praxis Core Academic Skills Tests beginning January 1, 2014: Reading Score of 156, Writing Score of 162, and Mathematics Score of 150; or
2. Approved substitute test scores; or
   a. SAT score of 1000 with at least 450 verbal and 510 mathematics taken prior to April 1, 1995; or
   b. SAT score of 1100 with at least 530 verbal and 530 mathematics taken after April 1, 1995 and before March 2016; or
   c. SAT score of 1170 with at least 580 evidence-based reading and writing and 560 mathematics taken after March 1, 2016; or
   d. ACT composite score of 21 with ACT mathematics score of at least 21, and ACT English plus Reading score of at least 37, taken prior to April 1, 1995; or
   e. ACT composite score of 24 with ACT mathematics score of at least 22, and ACT English plus Reading score of at least 46, taken after April 1, 1995; or
   f. Praxis I Math test score of 178 if earned by December 31, 2013 and a composite Virginia Communication and Literacy Assessment (hereafter referred to as the VCLA) score of 470; or
   g. Praxis Core Academic Skills Mathematics test score of 150 beginning January 1, 2014 and a VCLA score of 470; or
   h. SAT Mathematics test score of at least 510 taken prior to April 1, 1995 and a VCLA score of 470; or
   i. SAT Mathematics test score of at least 530 taken after April 1, 1995 and a composite VCLA score of 470; or
   j. SAT Mathematics test score of 560 taken after March 1, 2016 and a composite Virginia Communication and Literacy (VCLA) score of 470 or
   k. ACT Mathematics test score of at least 21 taken prior to April 1, 1995 and a composite VCLA score of 470; or
   l. ACT Mathematics test score of at least 22 taken after April 1, 1995 and a composite VCLA score of 470. Note: ACT scores taken prior to 1989 are not valid.
3. Passing Praxis I composite score of 532, if earned by December 31, 2013

For the most current information on the prescribed Virginia Board of Education admission assessment, visit the Teacher Education Services website, http://www.odu.edu/tes > required assessments (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) and review the Teacher Education Handbook.

**Clearance Background Check Process**

Old Dominion University requires a background clearance check of candidates interested in professional education programs. Professional education programs have several field experiences which are required for continuance and graduation from the program. The clearance background check (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) must be successfully completed prior to a field experience placement. Students will be provided a field experience placement when the background check process is completed with resolution of any issues. Candidates interested in the professional education programs are advised to complete this clearance background check process immediately upon entering a program. This clearance process takes a minimum of eight weeks to complete.

This clearance background check process (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) includes:

- Fingerprinting;
- A social service/child protective service check;
- A review of each candidate’s name through the National Sex Offender Registry and/or Virginia State Police: Sex Offender Registry; and
- Candidates are liable for all fees incurred when completing the clearance background check process. (http://www.odu.edu/success/academic/teacher-education/placement/background-checks)

ALL clearance search results must be received and reviewed by Old Dominion University, Teacher Education Services Office to determine successful completion of the clearance process and approval for placement in a school.

The completed clearance check will be posted in your Leo Online secure page under Test Scores. A score of 1 means that you are cleared for placement.

**Teacher Candidate Dispositions**

All teacher candidates are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective educators. Teacher candidates show a disposition toward and commitment to each of the following:

- Attends functions when required
- Maintains a professional appearance
- Solicits feedback from others
- Adjusts behavior based on professional feedback
- Communicates effectively orally and in writing
- Demonstrates sensitivity to others’ feelings and opinions
- Participates with others in a collaborative manner
- Treats others with respect
- Provides information to all constituents in a professional and timely manner
- Demonstrates a commitment to remain current in knowledge of subject area content
- Demonstrates knowledge about the teaching subject area
- Participates in professional development activities
- Enjoys working with diverse learners
- Demonstrates effective decision-making and problem-solving skills
- Displays excitement about teaching

All candidates will be assessed a minimum of three times throughout their program. Any teacher candidate who is not displaying these dispositions will be subject to the Disposition policy found at www.odu.edu/tes. Demonstrated professional dispositions are expected for continuance in the program.

**Early Field Experiences**

To participate in the practicum field experience required by the professional education course, a candidate must have:

- Completed clearance search results. All clearance search results must be received and reviewed by Old Dominion University, Teacher Education Services Office to determine successful completion of the clearance background check process (http://www.odu.edu/success/academic/teacher-education/placement/background-checks) and approval for placement.
- Been admitted into an approved teacher education program.
- Continued to meet the GPA required for the individual approved program courses, and the minimum grade requirements in the professional education content courses and their prerequisites.
To be eligible to participate in the teacher candidate internship experience, supervisors. faculty (cooperating teachers in the schools), in conjunction with University management of the classroom. Candidates' work is evaluated by clinical implementation of curricula and instructional strategies; observe the growth programs. This experience is a crucial part of a candidate's preparation. The teacher internship is the culminating experience in the teacher education information on the on-line application.

However, these requests are informal and ARE NOT guaranteed. Candidates must contact school division personnel in order to request or obtain a placement. Candidates may not complete their practicum at a school where a relative is attending or working. Candidates are required to disclose this information on the on-line application.

Teacher Candidate Internship

The teacher internship is the culminating experience in the teacher education programs. This experience is a crucial part of a candidate's preparation to becoming a professional educator. During the teaching internship experience, candidates observe the operation of schools; analyze the implementation of curricula and instructional strategies; observe the growth and development of students; assist with classroom and extracurricular activities; and ultimately assume responsibility for the academic instruction and management of the classroom. Candidates’ work is evaluated by clinical faculty (cooperating teachers in the schools), in conjunction with University supervisors.

To be eligible to participate in the teacher candidate internship experience, the candidate:

1. Must have completed the clearance background check process (http://www.odu.edu/success/academic/teacher-education/placement/background-checks). Candidates are responsible for all fees incurred. All candidates are required to review the Teacher Education Services website information pertaining to the clearance background check process (http://www.odu.edu/success/academic/teacher-education/placement/background-checks). Once the clearance background check process is completed and the search results are received by the Teacher Education Services Office, a notation will be entered in the candidate’s Leo Online Test Score secured page.

2. Must be admitted into an approved teacher education program.

3. Must submit the Application (http://www.odu.edu/tes/internship) for the Fall student teaching semester by February 1; for the Spring student teaching semester by August 1. Candidates who submit applications after the regular deadline (http://www.odu.edu/tes/internship) may not be guaranteed a placement.

4. Must pass the prescribed Virginia Board of Education Assessment for admission into an approved teacher education Program (see scores above).

5. Must meet the GPA requirements for their individual programs, to include: content knowledge and professional education courses required GPA and minimum grade requirements.

6. Must have ALL course work completed with the required program grades, posted on their transcripts per University schedule.

7. Must have ALL required assessments with passing scores on file in the Teacher Education Services and Advising Office, Education Building - Suite 2345, by the first Monday in August for fall internship or by the first Monday in January for spring internship -- no exceptions.

   a. Praxis subject assessment or multiple subject assessment passing score report in their content area if one is required by the Virginia Department of Education for licensure.

   b. Passing score report on the Virginia Communication and Literacy Assessment (VCLA).

   c. Passing score report on the Reading for Virginia Educators (RVE) Assessment (for PreK-3, PreK-6, and Special Education programs). Candidates who previously passed the VRA do not need to take the RVE.

   d. Passing score reports on the Industrial Certificate Assessment (for Marketing Education program and Technology Education program).

   e. Passing score reports on the OPI Assessment (for Foreign Language programs).

   f. Completion (card) of the First Aid/CPR/AED training.

   g. Completion of the Child Abuse and Neglect certification.

   h. Completion of the Dyslexia training.

The TES staff is committed to supporting the development of candidates skilled in teaching students of all cultural and socioeconomic backgrounds. Thus, teacher candidates will complete their teaching internships in public or private schools that have been accredited by the Virginia Department of Education or other State Department of Education. Candidates may request specific school division and schools. These requests are informal and are not guaranteed. Candidates may not contact school division personnel in order to request or obtain a placement. Candidates may not complete their internship at a school where a relative is attending or working. Candidates are required to disclose this information on the on-line application. If a candidate is placed at a school where a relative is located, the candidate will be removed from the placement and will have to complete the internship the following semester. Candidates may not student teach in the schools where they attended/graduated from high school.

A negative tuberculin screening test required prior to the start of any field experiences, to include observation and practicum. ODU and school divisions require candidates to have a copy of the negative tuberculin screening test result in their possession at all times when entering a K-12 school building.

Candidates are required to provide authorization for the release of any disciplinary action that is contained in their student records.

Additionally, prospective teacher candidate should avail themselves of liability or tort insurance, which can be obtained through membership in the Old Dominion University Student Virginia Education Association (https://orgsync.com/55775/chapter).

Virginia Department of Education Career Switcher Program

Virginia Department of Education Career Switcher Program
College of Continuing Education and Professional Development
1881 University Drive, Suite 169
Virginia Beach, VA 23454
(757) 453-6856
www.odu.edu/continueyoureducation

Lisa Temple, Interim Director

Program Overview

Old Dominion University has offered the Career Switcher Program on behalf of the Virginia State Department of Education since 1999. The General Assembly requested that the Board of Education develop an alternative pathway to teaching which would positively impact Virginia’s teacher shortages. ODU was approached by the Department of Education to create and run the state’s pilot Career Switcher Program. Since then, our program has trained thousands of Career Switchers who have gone on to be valued educators in school districts statewide.

Varied program formats allow for extremely accelerated training, while accommodating participants who wish to remain employed in their current jobs while pursuing teacher licensure.

Level I preparation in instructional skills and classroom management is specific to content areas and focuses on the “survival skills” of everyday classroom teaching. Opportunities for in-school observation offers
participants the opportunity to make contacts in school districts while gaining knowledge about teacher responsibilities and instructional strategies.

Upon completion of Level I preparation, ODU Career Switchers will receive a Career Switcher Provisional License which qualifies them to teach in the Commonwealth of Virginia. The renewable Collegiate Professional Teacher License will be issued upon completion of Level II.

The Child Study Center
139 Child Study Center
757-683-3081
https://www.odu.edu/partnerships/community/programs/child-care

Kim Williamson, Director

The Lions Child Study Center, located on Hampton Boulevard on the Old Dominion University campus, serves as a cooperative link among the University, community, and early childhood, special education and speech pathology/audiology programs of the University. In conjunction with its mission of urban outreach, the center provides in-service education, consultation, and clinical services to the local community, agencies, institutions, and school systems. In addition to serving as a visible community resource for referral and information, the center also conducts on-site demonstrations for training and informational exchange, provides parent training, tutorial and assessment services, and develops intervention and service models.

Programs for Children

Mission Statement

Old Dominion University’s primary purpose in the children’s programs at the Child Development and Child Study Centers is to train teacher candidates and provide a setting for research conducted by the University community. A secondary mission is to provide exemplary child care for the greater Hampton Roads community.

The Child Development Center

The Old Dominion University Child Development Center is a full-service, full-time program offering quality care for children ages eight weeks through kindergarten. In each of seven classrooms, a lead teacher is assisted by practicum students from early childhood and other academic areas of study. The lead teacher is a master’s-level professional, trained to be knowledgeable about and attentive to the individual needs of children. Teacher aides also are employed to work in the center and are chosen from students in various disciplines who are trained and interested in working with young children. The Child Development Center provides care for children 49 weeks of the year from 7:30 a.m. to 5:30 p.m. and is housed in two locations: 1520 West 48th Street (the five classes for younger children) and the Child Study Center on 45th Street (the two classes for the oldest children).

The Preschool/Kindergarten Program

The Preschool/Kindergarten Program operates three hours a day, five days a week and emphasizes developmentally appropriate practices for children ages 3-5. The overall curriculum includes art, music, science, reading and math readiness, physical education, and computers. Children of kindergarten age are given a specific readiness program in preparation for their entrance into first grade. Lead teachers are assisted by graduate practicum students from early childhood education, as well as students from other academic areas of study, including speech-language pathology, psychology, leisure studies, elementary education and special education.

Speech and Hearing Clinic

Lions Child Study Center
757-683-4117
https://www.odu.edu/content/odu/partnerships/community/programs/health/speech-hearing.html

The Speech and Hearing Clinic including the Scottish Rite Center provides diagnostic and remedial clinical services to speech-language and hearing impaired children and adults. It operates on a twelve-month, five day
Frank Batten College of Engineering & Technology

Web Site: http://www.odu.edu/eng

1105 Engineering Systems Building
757-683-3789

Stephanie Adams, Dean
Khan Iftekharuddin, Associate Dean
Rafael Landeta, Associate Dean

Mission Statement

In accordance with the mission of Old Dominion University, the Frank Batten College of Engineering and Technology promotes the advancement of engineering knowledge, both by its creation and dissemination and by providing successful graduates and a continuously improving learning environment to its constituents, while maintaining ethical, multicultural and global standards.

Overview

The Frank Batten College of Engineering and Technology at Old Dominion University offers degrees in engineering and engineering technology.

The graduate engineering programs at Old Dominion University are specifically designed to take advantage of and enhance unique assets in the Hampton Roads area, a complex of seven major cities. These assets include: 1) a strong military presence with multiple high technology facilities, particularly as it relates to modeling and simulation; 2) the NASA Langley Research Center with its focus on aeronautics and space exploration; 3) the Jefferson Laboratories, a major center of nuclear physics and home of a major Free Electron Laser; 4) one of the major international deep-water ports on the east coast of the United States; 5) a major ship building and ship repair industry, including Newport News Shipbuilding, the only builder of nuclear aircraft carriers in the U.S.; 6) a major high technology industry base; and 7) a variety of commercial enterprises. These assets have enabled the development of distinctive engineering curricula.

Programs of Study

Table 1 lists the programs of study offered at master’s and/or doctoral levels. Master’s level degrees include Master of Engineering (ME), Master of Engineering Management (MEM) and Master of Science (MS). Doctoral level degrees include Doctor of Engineering (DEng) and Doctor of Philosophy (PhD).

Table 1: Graduate Degrees Offered

<table>
<thead>
<tr>
<th>Programs of Study</th>
<th>ME</th>
<th>MEM</th>
<th>MS</th>
<th>DEng</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Engineering (AE)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Biomedical Engineering (BME)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Engineering (CE)</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil and Environmental Engineering (CEE)</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical and Computer Engineering (ECE)</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Engineering Management (ENMA)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Management and Systems Engineering (EMSE)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Engineering (ME)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering (ME)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling &amp; Simulation (MSIM)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems Engineering (SysE)</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Continuation in a linked Bachelor’s/Master’s program requires maintenance of a GPA of 3.00 or higher overall and in the major.

Doctor of Philosophy (Ph.D.) Programs

The Batten College of Engineering and Technology grants the Doctor of Philosophy degree in Engineering. The programs of study leading to the Ph.D. degree are listed in Table 1. Interested students should refer to the individual program section of this catalog for admission information and degree requirements.

Linked Bachelor’s to Master’s Degree Programs

These programs are designed to allow qualified students to secure a space in a Master’s program available in the Frank Batten College of Engineering and Technology while they are still pursuing their undergraduate degrees. An eligible student can choose a Master’s program in the same discipline as his/her Bachelor’s program or in a complementary discipline. Subject to the approval of the undergraduate and graduate program directors, a student enrolled in a linked program can count up to six credit hours of course work towards both the undergraduate and the graduate degrees. Full-time students can complete the requirements for the Bachelor’s degree in four years and for the Master’s degree in one additional year.

Students who are matriculated in an undergraduate major in the Frank Batten College of Engineering and Technology with a GPA of at least 3.00 overall and 3.00 in the major are eligible to apply for admission to a linked Bachelor’s/Master’s program. Transfer students who desire to be admitted to a linked program at the time they join an undergraduate major at Old Dominion University are eligible to apply if their overall GPA at their previous institution is 3.25 or higher. Pre-requisite courses may be required for engineering technology majors to pursue a Master’s degree in engineering.

Continuation in a linked Bachelor’s/Master’s program requires maintenance of a GPA of 3.00 or higher overall and in the major.

Doctor of Philosophy (Ph.D.) Programs

The Batten College of Engineering and Technology grants the Doctor of Philosophy degree in Engineering. The programs of study leading to the Ph.D. degree are listed in Table 1. Interested students should refer to the individual program section of this catalog for admission information and degree requirements.

Bachelor’s to Ph.D. Programs

A select number of exceptionally well-qualified students may be admitted directly into the Ph.D. program upon completion of the baccalaureate degree. The total number of graduate course credits required is 48 plus a 30-credit
dissertation. The credit hour requirement is the sum total of the minimum requirements for the Master’s and Ph.D. degree programs.

A select number of exceptionally well-qualified students at Old Dominion University may be admitted to the Linked Bachelor/Ph.D. program while they are pursuing their junior year in one of the undergraduate programs. This program encourages admitted students to work closely with individual faculty members during the remainder of their undergraduate program. Just as in the linked Bachelor’s/Master’s program, six credit hours of graduate coursework may again be counted toward the undergraduate degree and doctoral course work. Therefore, the total graduate credit hours after obtaining the bachelor’s degree at Old Dominion can be 42 credit hours of graduate courses plus a 30-credit dissertation. That is 6 credits shorter than the regular path. Students in these programs must maintain a GPA of 3.50 or better throughout their bachelor’s studies.

Doctor of Engineering Program

The College offers an interdisciplinary Doctor of Engineering (D.Eng.) program to provide the Commonwealth and the nation with exceptionally educated engineering practitioners. These individuals will have developed the highest possible capability to provide innovative solutions in specialized engineering endeavors. The graduates of the program will meet the highest standards for advanced level engineering and leadership positions in industry and government.

Curriculum

A minimum of 48 hours of graduate work beyond the master’s degree is required including:

- 18 credit hours of core courses
- At least 18 credit hours of graduate coursework in the student’s area of specialization
- At least 12 credit hours of applied doctoral project

At least three fifths of the course work must be at 800-level. The 18 credit hours of core courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMA 604</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ENGN 611</td>
<td>Financial Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ENGN 612</td>
<td>Analysis of Organizational Systems</td>
<td>3</td>
</tr>
<tr>
<td>ENGN 811</td>
<td>Methodologies for Advanced Engineering Projects</td>
<td>3</td>
</tr>
<tr>
<td>ENGN 812</td>
<td>Engineering Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ENGN 813</td>
<td>Engineering Ethics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Six specialization areas are available:

1. Aerospace Engineering
2. Civil and Environmental Engineering
3. Electrical and Computer Engineering
4. Engineering Management and Systems Engineering
5. Mechanical Engineering
6. Modeling and Simulation

Admission Criteria

Consideration for admission to the Doctor of Engineering program requires a formal application, undergraduate and graduate transcripts, and two letters of recommendation. Also required is an essay describing the applicant’s preparation for graduate work, personal and academic goals, and professional objectives. One of the letters of recommendation should be from an agency point of contact if a sponsoring agency is involved. Sponsorship does not necessarily imply financial support, but it rather focuses on the provision of a project and access to data, information, and means to apply and test a solution. A personal or telephone interview of the applicant with the graduate program director will be required.

The minimum eligibility requirements for regular admission to the Doctor of Engineering program are: engineering experience of at least two years within the last five years and a master’s degree with a grade point average of 3.50 out of 4.00 in an appropriate field from an accredited institution of higher education.

Continuation and Graduation Requirements

The continuation requirements are the same as the continuation requirements for the Doctor of Philosophy programs. The graduation requirements for the Doctor of Engineering degree are as follows:

1. Satisfactory completion of a minimum of 48 credit hours of approved graduate work beyond the master’s degree, including the doctoral project.
2. Satisfactory performance on a diagnostic examination at the completion of nine credit hours of coursework. The purpose of this examination is to determine if the student has adequate background to pursue a doctoral degree. The diagnostic examination may only be repeated once.
3. Satisfactory completion of a written and oral candidacy examination. The student will take the candidacy examination when he/she is within six credit hours of completing all the required coursework. The candidacy examination may only be repeated once.
4. Preparation and successful defense of a project concept proposal. The student will be required to prepare and present a concept proposal related to the work that will be undertaken for the doctoral project. The concept proposal will be defended before the doctoral committee.
5. Submission of progress reports as deemed necessary by the doctoral committee.
6. Written report of the project results. The doctoral project shall be documented in a manner consistent with advanced, professional work. The project report will follow the standard format for Old Dominion University dissertations and theses.
7. Comprehensive oral defense of the doctoral project before the student’s doctoral committee and a general audience.

The applied doctoral project must successfully demonstrate the student’s mastery of the subject area and his/her ability to apply advanced technical knowledge to identify, formulate, and solve novel and complex engineering problems. The project must address a complex but practical problem currently faced by the public, industry, or government, and it must provide a solution that satisfies all the technical, social, political, economic, safety, sustainability, and environmental requirements and/or constraints. The doctoral project committee will have at least three Old Dominion University faculty members certified for graduate instruction; two faculty members must be from the major department. The committee must also have at least one non-University person with special knowledge of the project subject area.

Additional Graduate Degrees Policy

Graduate students may pursue an additional graduate degree in any discipline at Old Dominion University. Such a degree may be sought subsequent to or concurrently with another degree. Students may request that up to six credit hours of graduate level course work used to fulfill requirements for one Master’s degree offered by the Batten College of Engineering and Technology be applied to another Master’s program offered by the College. Approval of the appropriate graduate program directors and college dean is required. Course work used to fulfill requirements for another graduate degree cannot be applied to a doctoral degree offered by the Batten College of Engineering and Technology.

Interdisciplinary Graduate Certificate Programs

The college has established several certificate programs that enable students to specialize in technical areas of current interest to industry, government and academia. Both non-degree and degree-seeking students can enroll in the certificate programs. The programs provide the opportunity for practicing engineers to further their knowledge and become more competent in their profession.

- The interdisciplinary Advanced Engineering Certificate Program offers the following tracks,
• Biomedical Engineering
• Cyber Systems Security
• Energy Systems
• Engineering Management
• Naval Architecture and Marine Engineering
• Graduate Certificate in Coastal Engineering
• Graduate Certificate in Entrepreneurship and Innovation in Engineering
• Graduate Certificate in Mission Analysis & Engineering
• Graduate Certificate in Modeling and Simulation Engineering
• Graduate Certificate in Project Management

Advanced Engineering Certificate in Biomedical Engineering

The Graduate Certificate in Biomedical Engineering Program offers students and professionals the opportunity to further their knowledge with advanced study in the growing area of Biomedical Engineering. The program is designed to provide well-rounded instruction in several key facets of Biomedical Engineering. Those who complete the Program receive the Advanced Engineering Certificate in Biomedical Engineering from Old Dominion University and a letter of recognition from the Batten College of Engineering and Technology. Courses taken for the certificate program may later be applied to the Ph.D. degree in Biomedical Engineering.

Certificate Program Admission Requirements
• Bachelor of Science degree (or equivalent) in an engineering field or undergraduate degree in another relevant STEM field.
• Prerequisites for applicants from non-engineering fields include college-level mathematics, calculus-based physics, and chemistry or biology.
• Students enrolled in the Biomedical Engineering Ph.D. or Master of Engineering programs at ODU are not eligible for the certificate.

Certificate Program Curriculum Requirements
• Twelve credit hours of graduate course work
• A grade point average of 3.0 or better

BME Fundamentals*  6
BME 501 Biomedical Engineering I: Principles
BME 502 Biomedical Engineering II: Applications

BME Electives (select two)**  6
BME 554 Introduction to Bioelectrics
BME 630 Advanced Bioelectrics
BME 720 Modern Biomedical Instrumentation
BME 721 Mathematical Modeling in Physiology I
BME 724 Neural Engineering
ECE 562 Introduction to Medical Image Analysis (MIA)
ECE 564 Biomedical Applications of Low Temperature Plasmas

Total Hours  12

* Students who have completed BME 401 or BME 402 as part of a previous degree, program, or minor may substitute these courses with graduate-level BME electives approved by the Graduate Program Director.

** Appropriate course substitutions may be considered with permission of the Graduate Program Director.

Advanced Engineering Certificate in Cyber Systems Security

The certificate program aims to provide a thorough understanding the cyber security threats faced by the stand-alone computer systems, networked systems, IT infrastructure, and cyber physical systems having embedded computer systems operated by individuals, small businesses and large enterprises along with the knowledge required to defend against these threats. The course will enable participants to learn state of the art techniques necessary for analyzing cyber security risks, preventing, detecting and recovering from cyber attacks through class room instructions and hands-on lab work. The program uniquely accommodates students from engineering, math and sciences as well as practicing engineers and managers. The course will make use of ODU’s multidisciplinary strengths in the fields of Cyber Systems, Computer Engineering, Software Engineering and Modeling and Simulation. This program is designed both as a complement for students working on graduate degrees and for those personnel working on information and cyber systems used in industry, small businesses, healthcare, government, military and home land security. It is anticipated that students will complete the program in 2 semesters (full time enrollment) or 2 years (part-time enrollment or working to complement an existing graduate program).

Certificate Program Admission Requirements
All applicants admitted to the certificate program must have earned a baccalaureate degree in engineering, mathematics, science, or a related STEM field from a regionally-accredited institution or an equivalent degree from a foreign institution. Those whose native language is not English must submit a minimum score of 230 on the computer-based TOEFL or 80 on the TOEFL iBT.

Certificate Program Curriculum Requirements
The Graduate Certificate in Cyber Security requires completion of 12 credit hours of graduate course work, consisting of two core courses and two elective courses from the course list below.

Required Core Courses
MSIM 570 Foundations of Cyber Security  3
MSIM/ENMA 670 Cyber Systems Engineering  3

Electives (Select two of the following):  6
ECE 516 Cyber Defense Fundamentals
ECE 519 Cyber Physical System Security
MSIM 673 Threat Modeling and Risk Analysis
MSIM 773 Networked System Security

Total Hours  12

Advanced Engineering Certificate in Energy Systems

The Graduate Certificate in Energy Systems Engineering Program offers students and professionals the opportunity to further their knowledge with advanced study in the growing area of Energy Engineering. The program is aimed at providing understanding of energy engineering and the increasing role of energy engineers in addressing growing energy needs. The new skills and advanced understanding developed in class will prepare students for employment in rapidly growing energy industries.

Those who complete the Program receive the Advanced Engineering Certificate in Energy Systems Engineering from Old Dominion University and a letter of recognition from the Batten College of Engineering and Technology. Courses taken for the certificate program may also be applied to master’s level or doctoral graduate engineering programs at ODU, where they meet the program requirements.

Certificate Program Admission Requirements
• Baccalaureate degree in engineering—or a related field—from a regionally-accredited institution or an equivalent degree from a foreign institution.
• Those whose native language is not English must submit a minimum score of 230 on the computer-based TOEFL or 80 on the TOEFL iBT.

Certificate Program Curriculum Requirements
• Twelve credit hours of graduate course work
• A grade point average of 3.0 or better

Old Dominion University  178
**Energy Engineering Core Courses**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGN 671</td>
<td>Carbon-Free Clean Energy</td>
</tr>
<tr>
<td>ENGN 672</td>
<td>Energy Systems Management</td>
</tr>
</tbody>
</table>

**Energy Engineering Electives (select two)**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 513</td>
<td>Energy Conversion</td>
</tr>
<tr>
<td>CEE 559</td>
<td>Biofuels Engineering</td>
</tr>
<tr>
<td>ENGN 673</td>
<td>Fossil Energy</td>
</tr>
<tr>
<td>ENGN 697</td>
<td>Independent Study in Energy Engineering</td>
</tr>
<tr>
<td>ECE 772</td>
<td>Fundamentals of Solar Cells</td>
</tr>
</tbody>
</table>

**Graduate Certificate Admission Requirements**

Admission to the program requires a Bachelor of Science degree in engineering (or equivalent). The certificate consists of four pre-approved graduate level courses contributing to an emphasis area that can be interdisciplinary.

For more information please contact:

Graduate Program Director for Master's Programs  
Old Dominion University  
2101 Engineering Systems Building  
Norfolk, VA 23529

**Graduate Certificate Course Requirements**

The Graduate Certificate in Engineering Management requires the completion of 12 credit hours at the graduate level. The courses are offered via distance learning.

Select 4 of the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMA 600</td>
<td>Cost Estimating and Financial Analysis</td>
<td>6</td>
</tr>
<tr>
<td>ENMA 601</td>
<td>Analysis of Organizational Systems</td>
<td></td>
</tr>
<tr>
<td>ENMA 602</td>
<td>Systems Engineering Management</td>
<td></td>
</tr>
<tr>
<td>ENMA 603</td>
<td>Operations Research</td>
<td></td>
</tr>
<tr>
<td>ENMA 604</td>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>ENMA 614</td>
<td>Quality Systems Design</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 12

*Appropriate course substitutions may be considered with permission of the Graduate Program Director.

A grade point average of 3.0 or better is required to earn the certificate.

**Advanced Engineering Certificate in Naval Architecture and Marine Engineering**

In order to provide the opportunity for practicing engineers to further their knowledge and become more competent in the fields of Naval Architecture and Marine Engineering, the Department of Mechanical and Aerospace Engineering offers a non-degree graduate level certificate program in Naval Architecture and Marine Engineering. Admission to the program requires a Bachelor of Science degree (or equivalent) in Mechanical Engineering, Aerospace Engineering, Naval Architecture and Marine Engineering, or a related field. The students must complete four 3-credit graduate-level courses to earn a certificate. The certificate program credits will be transferable to the Master’s degree programs in Mechanical and Aerospace Engineering. The certificate program offers two tracks:

1. Naval Architecture  
2. Marine Engineering

To meet the requirements of either track, students must complete a common required course, Engineering Mathematics or MAE 608 (http://catalog.odu.edu/search/?p=MAE%20608), Applied Mathematics for Engineers and three 3-credit courses described below.

**Naval Architecture Track:**

**Required**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 550/888</td>
<td>Principles of Naval Architecture</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select two of the following:**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 788</td>
<td>Computational Intelligence for Engineering</td>
<td></td>
</tr>
<tr>
<td>MAE 695</td>
<td>Topics in Mechanical and Aerospace Engineering (Numerical Marine Hydrodynamics)</td>
<td></td>
</tr>
<tr>
<td>MAE 695</td>
<td>Topics in Mechanical and Aerospace Engineering (Ship Resistance and Propulsion)</td>
<td></td>
</tr>
<tr>
<td>MAE 695</td>
<td>Topics in Mechanical and Aerospace Engineering (Dynamics of Marine Crafts)</td>
<td></td>
</tr>
<tr>
<td>MAE 695</td>
<td>Topics in Mechanical and Aerospace Engineering (Marine Structures)</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 9

**Marine Engineering Track:**

**Required**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 511</td>
<td>Mechanical Engineering Power Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select two of the following:**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 512</td>
<td>Environmental Control</td>
<td>6</td>
</tr>
<tr>
<td>MAE 602</td>
<td>Fluid Dynamics and Aerodynamics</td>
<td></td>
</tr>
<tr>
<td>MAE 722/822</td>
<td>Theory and Design of Turbomachines</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 9

**Graduate Certificate in Entrepreneurship and Innovation in Engineering**

Entrepreneurship and innovation are expected to be primary forces in the creation of new business ventures that drive growth and progress in the worldwide economy. Experienced engineering professionals pursuing this certificate may seek to implement their ideas in a multitude of organizational structures. Many may seek outlets outside their current work environments where they can bring their ideas to fruition.

This certificate program provides an integrated approach to teaching, mentoring and encouraging engineering professionals. It introduces engineering students and students from other disciplines with an engineering background to a wide range of entrepreneurial approaches. The certificate’s content addresses the formation of start-up ventures, the growth of existing ventures, and the continued viability of mature, technical enterprises.

**Graduate Certificate Admission Requirements**

All applicants admitted to the certificate program must have earned a baccalaureate degree from a regionally-accredited institution or an equivalent degree from a foreign institution. Those whose native language is not English must submit a minimum score of 230 on the computer-based TOEFL or 80 on the TOEFL iBT.
The Graduate Certificate in Entrepreneurship and Innovation in Engineering requires the completion of the courses listed below totaling 12 credit hours at the graduate level.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGN 620</td>
<td>The Entrepreneurial Engineer</td>
<td>2</td>
</tr>
<tr>
<td>ENGN 623</td>
<td>Leadership and Human Dynamics for the</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurial Engineer</td>
<td></td>
</tr>
<tr>
<td>ENGN 625</td>
<td>Business Planning for Entrepreneurial Engineers</td>
<td>2</td>
</tr>
<tr>
<td>Marketing and Sales Management for Entrepreneurs *</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Operations and Supply Chain Management for Entrepreneurs *</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Financial Management for Entrepreneurs *</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

* New Strome College of Business courses.

An overall grade point average of 3.0 or better is required to earn the certificate.

Graduate Certificate in Mission Analysis & Engineering

The graduate certificate in Mission Analysis and Engineering provides students and professionals with the necessary understanding to manage engineering and systems engineering activities such that mission supporting capabilities are achieved in even the most complex conditions. The program is designed to elevate understanding of the difficulties that are endemic to working with complex, socio-technical systems, or system of systems, in extremely transient and uncertain situations. It provides the student with the opportunity to hone planning, decision-making, and/or execution skills necessary to work transformational environments. It is recommended that students intending to take the certificate contact the certificate director to develop a plan of study that will most benefit the student’s goals.

Transferability of courses: The certificate is listed as a graduate certificate by the State Council for a higher Education in Virginia. The program offers "for-credit", graduate-level, courses listed in the Old Dominion University Graduate Catalog. Courses taken for the certificate may be used towards graduate studies with approval of the student's Advisor or Graduate Program Director. Non-degree seeking students completing the certificate may later apply the credit hours earned towards graduate degrees in engineering and systems engineering activities such that mission supporting capabilities are achieved in even the most complex conditions. The program is designed to elevate understanding of the difficulties that are endemic to working with complex, socio-technical systems, or system of systems, in extremely transient and uncertain situations. It provides the student with the opportunity to hone planning, decision-making, and/or execution skills necessary to work transformational environments. It is recommended that students intending to take the certificate contact the certificate director to develop a plan of study that will most benefit the student’s goals.

Admission Requirements

All degree-seeking applicants admitted to the certificate program must meet ODU requirements for graduate admission: an earned baccalaureate degree from a regionally-accredited institution or an equivalent degree from a foreign institution. Those whose native language is not English must submit a minimum score of 230 on the computer-based TOEFL or 80 on the TOEFL iBT.

Non-degree seeking students are required to have these same credentials, though documentation is not required. Ultimately, students must apply to the program in order to obtain the certificate.

Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMA 650</td>
<td>Mission Analysis and Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ENMA 702</td>
<td>Systemic Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>ENMA 750</td>
<td>System of Systems Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ENMA 660</td>
<td>Systems Architecture and Modeling</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduate Certificate in Modeling and Simulation Engineering

The Graduate Certificate in Modeling and Simulation Engineering is designed for those who meet the admission requirements of the modeling and simulation master's program and wish to broaden their knowledge of modeling and simulation related principles and practices without pursuing a graduate degree. This is a 12 credit hour non-degree program offered by the Department of Modeling, Simulation and Visualization Engineering. The certificate program is open to both degree-seeking and non-degree-seeking graduate students. Certain courses taken for the certificate program may later be applied to the master's degree in modeling and simulation.

Graduate Certificate Admission Requirements

Students should have either an undergraduate degree from a regionally accredited institution and should have a mathematical background through calculus, along with a calculus based probability and statistics course. Students should submit a graduate non-degree application through the Office of Admissions, and then submit a departmental application with copies of unofficial transcripts from all previous coursework to the MSVE Department. Departmental applications are available online on the MSVE Department’s website – http://eng.odu.edu/msve - and should be sent to: Academic Advisor and Program Manager MSVE Department Old Dominion University 1300 Engineering and Computational Sciences Building Norfolk, VA 23529

Graduate Certificate Course Requirements

The Graduate Certificate in Modeling and Simulation Engineering requires the completion of 12 credit hours at the graduate level. The course requirements are:

Select three courses from the following: 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIM 601</td>
<td>Introduction to Modeling and Simulation</td>
</tr>
<tr>
<td>MSIM 602</td>
<td>Simulation Fundamentals</td>
</tr>
<tr>
<td>MSIM 510</td>
<td>Model Engineering</td>
</tr>
<tr>
<td>MSIM 603</td>
<td>Simulation Design</td>
</tr>
<tr>
<td>MSIM 541</td>
<td>Computer Graphics and Visualization</td>
</tr>
<tr>
<td>MSIM 551</td>
<td>Analysis for Modeling and Simulation</td>
</tr>
<tr>
<td>MSIM Elective *</td>
<td>A graduate level elective approved by the Graduate Program Director. This elective may be an MSIM course or from another discipline outside of modeling and simulation. It is possible that this course may be outside of the discipline of modeling and simulation, but approved because it complements the field of modeling and simulation and the student's interests.</td>
</tr>
</tbody>
</table>

Total Hours 12

An overall GPA of 3.0 or better is required to earn the graduate certificate in modeling and simulation engineering.

Graduate Certificate in Project Management

The project management graduate certificate program is designed to facilitate learning essential and contemporary concepts, tools, and processes to manage projects in modern organizations. Courses in the program cover a mix of technical and human topics that are needed for successful project management. Students looking to enroll in the certificate program must meet the admission requirements of Old Dominion University at the graduate level.

Old Dominion University 180
level to obtain the Graduate Certificate in Project Management. Certain courses taken for the certificate program may later be applied to the master’s degree in Engineering Management for students that get formally admitted to the master in engineering management program. The graduate certificate in Project Management consists of 12 credit hours of graduate level coursework. The four courses comprising the certificate program are offered on a regular basis to enable the completion of the program in two years.

Graduate Certificate Admission Requirements
Admission to the program requires a Bachelor of Science degree in engineering (or equivalent). The certificate consists of four pre-approved graduate level courses contributing to an emphasis area that can be interdisciplinary. A grade point average of 3.0 or better is required to earn the certificate.

Graduate Certificate Course Requirements
The Graduate Certificate in Engineering Management requires the completion of 12 credit hours at the graduate level. The courses are offered via distance learning. The four required courses are listed below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMA 604</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ENMA 780</td>
<td>Leadership for Engineering Managers</td>
<td>3</td>
</tr>
<tr>
<td>ENMA 410/510</td>
<td>Agile Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ENMA 700/800</td>
<td>Economic Analysis of Capital Projects</td>
<td>3</td>
</tr>
</tbody>
</table>

Optional Course: ENMA 601 - Analysis of Organizational Systems

Total Hours: 12

An overall GPA of 3.00 or better is required to earn the graduate certificate in project management.

Department of Civil and Environmental Engineering
135 Kaufman Hall
757-683-3753
http://www.odu.edu/cee

Mujde Erten-Unal, Interim Chair
Isao Ishibashi, Graduate Program Director

Department Description
The Civil and Environmental Engineering Department offers a variety of master’s and doctoral degrees. The Department’s graduate programs are structured to accommodate both the full-time and part-time students. Most of the graduate courses are offered in evenings, and many are offered at a distance. The available specialty areas include coastal, geotechnical, structural, transportation, and water resources engineering in Civil Engineering and a variety of sub-fields in Environmental Engineering. Distance learning master’s degree programs in civil engineering and environmental engineering are also available.

List of Degrees and Certificates
- Master of Engineering - Civil Engineering
- Master of Science, Engineering - Civil Engineering
- Master of Engineering - Environmental Engineering
- Master of Science, Engineering - Environmental Engineering
- Doctor of Philosophy, Engineering - Civil and Environmental Engineering
- Doctor of Engineering - Civil and Environmental Engineering
- Graduate Certificate in Coastal Engineering
- Advanced Engineering Certificate in Energy Systems

Master's Degrees
In this rapidly changing technological world, graduate degrees are highly desirable and most often master’s degrees are required to hold professional civil and environmental engineering positions in the industry, and in federal, state and municipal government agencies. The department’s graduate programs are designed to educate the technological leaders of the future in civil and environmental engineering, and are structured to accommodate both full-time and part-time students. The specialty areas include coastal, geotechnical, structural, transportation, and water resources engineering in civil engineering, and sub-fields in environmental engineering including water quality, water and wastewater treatment, hydrologic processes, water resources, environmental engineering microbiology, air quality, hazardous and solid waste, biofuels, nutrient cycling, and pollution prevention. For additional information, please request a departmental handbook from the graduate program director. Distance learning master degree programs in Coastal Engineering (MS) and Environmental Engineering (MS and ME) are available with/without allowed transfer credits.

Admission Information
Civil and Environmental master's degree applicants must have a bachelor’s degree, preferably, in civil or environmental engineering with a strong background in mathematics and physical sciences. Each applicant must submit an essay of 500 words or less describing personal and academic goals, professional objectives, preparation for graduate study, and how the chosen program will help the applicant achieve these goals and objectives. Two letters of recommendation must be submitted from former or current professors, or employment supervisors. Regular admission to a master’s program generally requires an undergraduate GPA of 3.0 or higher on a 4.0 scale. Applicants with a lower undergraduate GPA may be considered for regular or provisional admission on the basis of successful engineering work experience or other credentials demonstrating potential for success in the graduate program. The submission of Graduate Record Examination (GRE) is required unless the applicant holds an ABET accredited engineering degree from an institution in the USA. TOEFL (or IELTS) is required for all applicants whose native language is not English unless their BS degrees are from USA institutions. Provisional admission may also be possible for applicants with a bachelor’s degree in a field other than the applicant’s intended graduate program. In such cases there will be pre-requisite course requirements. Provisional admission may be given to those applicants who do not hold a bachelor’s degree in civil or environmental engineering; however, these students will be required to complete undergraduate course work in addition to the graduate program requirements. Potential prerequisite courses are listed below.

Potential Prerequisite Courses for M.S. and M.E., Civil Engineering (other than Transportation Engineering Emphasis):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 211</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 212</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 307</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 312</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 231N</td>
<td>University Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 232N</td>
<td>University Physics II</td>
<td>4</td>
</tr>
<tr>
<td>CS 150</td>
<td>Problem Solving and Programming I</td>
<td>4</td>
</tr>
<tr>
<td>or CEE 305</td>
<td>Civil and Environmental Computations</td>
<td>4</td>
</tr>
<tr>
<td>CEE 204</td>
<td>Statics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 205</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>CEE 220</td>
<td>Mechanics of Deformable Bodies</td>
<td>3</td>
</tr>
<tr>
<td>CEE 310</td>
<td>Structures I</td>
<td>3</td>
</tr>
<tr>
<td>CEE 323</td>
<td>Soil Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>CEE 330</td>
<td>Hydromechanics</td>
<td>3</td>
</tr>
<tr>
<td>CEE 340</td>
<td>Hydraulics and Water Resources</td>
<td>3</td>
</tr>
<tr>
<td>CEE 410</td>
<td>Concrete Design</td>
<td>3</td>
</tr>
</tbody>
</table>
Potential Prerequisites Courses for M.S. & M.E., Civil Engineering (Transportation Engineering Emphasis):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 211</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 212</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 307</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 312</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 231N</td>
<td>University Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 232N</td>
<td>University Physics</td>
<td>4</td>
</tr>
<tr>
<td>CS 150</td>
<td>Problem Solving and Programming I</td>
<td>4</td>
</tr>
<tr>
<td>or CEE 305</td>
<td>Civil and Environmental Computations</td>
<td>4</td>
</tr>
</tbody>
</table>

Potential Prerequisite Courses for M.S. & M.E., Environmental Engineering:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 211</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 212</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 307</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 312</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 231N</td>
<td>University Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 232N</td>
<td>University Physics</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121N</td>
<td>Foundations of Chemistry I Lecture</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 122N</td>
<td>Foundations of Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 123N</td>
<td>Foundations of Chemistry II Lecture</td>
<td>3</td>
</tr>
<tr>
<td>CS 150</td>
<td>Problem Solving and Programming I</td>
<td>4</td>
</tr>
<tr>
<td>or CEE 305</td>
<td>Civil and Environmental Computations</td>
<td>4</td>
</tr>
<tr>
<td>CEE 330</td>
<td>Hydromechanics</td>
<td>3</td>
</tr>
<tr>
<td>CEE 340</td>
<td>Hydraulics and Water Resources</td>
<td>3</td>
</tr>
<tr>
<td>CEE 350</td>
<td>Environmental Pollution and Control</td>
<td>3</td>
</tr>
</tbody>
</table>

Civil Engineering and Environmental Engineering Graduate Course Requirements (except Transportation Engineering Emphasis):

The graduate courses applicable towards a master’s degree in the Department of Civil and Environmental Engineering are grouped into various categories listed below. The required number of the credit hours from these categories for the Master of Science (M.S.) and the Master of Engineering (M.E.) degrees in Civil Engineering (except for the transportation engineering concentration) and in Environmental Engineering are summarized in Table CEE-1 and CEE-2, respectively. Note that for the M.S. option students must pass an oral thesis defense examination. For the M.E. project option students must pass an oral project defense examination. For the M.E. course option, student must pass an oral (for civil engineering) or written (for environmental engineering) comprehensive examination at the end of all course work.

Category A – Upper level courses in Civil Engineering

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEE 710</td>
<td>Structural Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>CEE 711</td>
<td>Finite Element Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CEE 712</td>
<td>Advanced Reinforced Concrete</td>
<td>3</td>
</tr>
<tr>
<td>CEE 713</td>
<td>Prestressed Concrete</td>
<td>3</td>
</tr>
<tr>
<td>CEE 714</td>
<td>Advanced Structural Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CEE 715</td>
<td>Engineering Optimization I *</td>
<td>3</td>
</tr>
<tr>
<td>CEE 717</td>
<td>Bridge Structures Design</td>
<td>3</td>
</tr>
<tr>
<td>CEE 719</td>
<td>Inelastic Structures</td>
<td>3</td>
</tr>
<tr>
<td>CEE 720</td>
<td>Structural Stability</td>
<td>3</td>
</tr>
<tr>
<td>CEE 721</td>
<td>Plates</td>
<td>3</td>
</tr>
<tr>
<td>CEE 722</td>
<td>Cluster Parallel Computing</td>
<td>3</td>
</tr>
<tr>
<td>CEE 723</td>
<td>Seismic Design of Steel Structures</td>
<td>3</td>
</tr>
<tr>
<td>CEE 724</td>
<td>Retrofitting Methods for Bridges and Buildings</td>
<td>3</td>
</tr>
<tr>
<td>CEE 725</td>
<td>Smart Structures</td>
<td>3</td>
</tr>
<tr>
<td>CEE 726</td>
<td>Green Buildings *</td>
<td>3</td>
</tr>
<tr>
<td>CEE 730</td>
<td>Advanced Foundation Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CEE 731</td>
<td>Advanced Soil Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>CEE 732</td>
<td>Engineering Behavior of Soils</td>
<td>3</td>
</tr>
<tr>
<td>CEE 733</td>
<td>Soil Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>CEE 741</td>
<td>Open Channel Flow *</td>
<td>3</td>
</tr>
<tr>
<td>CEE 747</td>
<td>Groundwater Flow *</td>
<td>3</td>
</tr>
<tr>
<td>CEE 761</td>
<td>Water Resources Processes and Analysis Methods *</td>
<td>3</td>
</tr>
<tr>
<td>CEE 762</td>
<td>Transportation Safety</td>
<td>3</td>
</tr>
<tr>
<td>CEE 771</td>
<td>Transportation Operations II</td>
<td>3</td>
</tr>
<tr>
<td>CEE 772</td>
<td>Intelligent Transportation Systems</td>
<td>3</td>
</tr>
<tr>
<td>CEE 773</td>
<td>Transportation Planning</td>
<td>3</td>
</tr>
<tr>
<td>CEE 774</td>
<td>Transportation Network Flow Models</td>
<td>3</td>
</tr>
<tr>
<td>CEE 775</td>
<td>Transportation Network Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CEE 776</td>
<td>Simulation in Transportation Networks</td>
<td>3</td>
</tr>
<tr>
<td>CEE 777</td>
<td>Discrete Choice Theory and Modeling in Transportation</td>
<td>3</td>
</tr>
<tr>
<td>CEE 778</td>
<td>Design of Coastal Structures</td>
<td>3</td>
</tr>
<tr>
<td>CEE 787</td>
<td>Dredging and Beach Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CEE 788</td>
<td>Coastal Hydrodynamics and Sediment Processes *</td>
<td>3</td>
</tr>
<tr>
<td>CEE 789</td>
<td>Computational Environmental Fluid Dynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

Category B – Upper level courses in Environmental Engineering

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEE 650</td>
<td>Pollution Prevention</td>
<td>3</td>
</tr>
<tr>
<td>CEE 659</td>
<td>Carbon-Free Clean Energy</td>
<td>3</td>
</tr>
<tr>
<td>CEE 715</td>
<td>Engineering Optimization I</td>
<td>3</td>
</tr>
<tr>
<td>CEE 726</td>
<td>Green Buildings *</td>
<td>3</td>
</tr>
<tr>
<td>CEE 741</td>
<td>Open Channel Flow *</td>
<td>3</td>
</tr>
<tr>
<td>CEE 747</td>
<td>Groundwater Flow *</td>
<td>3</td>
</tr>
<tr>
<td>CEE 751</td>
<td>Physicochemical Treatment Processes *(Env. Engr. Core Course)</td>
<td>3</td>
</tr>
<tr>
<td>CEE 752</td>
<td>Biological Wastewater Treatment *(Env. Engr. Core Course)</td>
<td>3</td>
</tr>
<tr>
<td>CEE 753</td>
<td>Advanced Processes for Water and Wastewater Treatment</td>
<td>3</td>
</tr>
<tr>
<td>CEE 754</td>
<td>Environmental Engineering Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>CEE 755</td>
<td>Water Quality Management *(Env. Engr. Core Course)</td>
<td>3</td>
</tr>
<tr>
<td>CEE 756</td>
<td>Water Quality Modeling</td>
<td>3</td>
</tr>
<tr>
<td>CEE 761</td>
<td>Water Resources Processes and Analysis Methods *</td>
<td>3</td>
</tr>
<tr>
<td>CEE 762</td>
<td>Aquatic Chemistry in Environmental Engineering *(Env. Engr. Core Course)</td>
<td>3</td>
</tr>
<tr>
<td>CEE 788</td>
<td>Coastal Hydrodynamics and Sediment Processes *</td>
<td>3</td>
</tr>
</tbody>
</table>

Category C – Lower level courses in Civil & Environmental Engineering

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEE 514</td>
<td>Masonry Structures Design</td>
<td>3</td>
</tr>
<tr>
<td>CEE 515</td>
<td>Steel Structures Design</td>
<td>3</td>
</tr>
<tr>
<td>CEE 516</td>
<td>Wood Structures Design</td>
<td>3</td>
</tr>
<tr>
<td>CEE 530</td>
<td>Foundation Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CEE 531</td>
<td>Earth Structures Design with Geosynthetics</td>
<td>3</td>
</tr>
<tr>
<td>CEE 532</td>
<td>Introduction to Earthquake Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CEE 533</td>
<td>Geomaterials Stabilization</td>
<td>3</td>
</tr>
<tr>
<td>CEE 540</td>
<td>Hydraulic Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CEE 546</td>
<td>Urban Stormwater Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>CEE 547</td>
<td>Groundwater Hydraulics</td>
<td>3</td>
</tr>
</tbody>
</table>

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Department of Civil and Environmental Engineering

### CEE 550 - Water Distribution and Wastewater Collection System Design

- **Category:** A
- **Credit Hours:** 3

### CEE 552 - Air Quality

- **Category:** A
- **Credit Hours:** 3

### CEE 554 - Hazardous Waste Treatment

- **Category:** A
- **Credit Hours:** 3

### CEE 558 - Sustainable Development

- **Category:** A
- **Credit Hours:** 3

### CEE 559 - Biofuels Engineering

- **Category:** A
- **Credit Hours:** 3

### CEE 560 - Advanced Analytical Techniques in Environmental Engineering

- **Category:** A
- **Credit Hours:** 3

### CEE 571 - Transportation Operations I

- **Category:** A
- **Credit Hours:** 3

### CEE 582 - Introduction to Coastal Engineering

- **Category:** A
- **Credit Hours:** 3

### Category D – Other graduate courses

Graduate level courses offered from other departments. These courses must be related to the program of study and must be approved by the student's academic advisor.

**MATH or STAT Category**

- **CEE 700 - Civil and Environmental Engineering Experimental Design**
- **CEE 701 - Applied Mathematics for Civil and Environmental Engineering**

or a graduate level MATH or STAT course.

* Double listings in A and B categories.

### Table CEE-1. Required Course Distributions for M.S. and M.E., Civil Engineering (except for Transportation Engineering Emphasis)

#### M.S. - Thesis Option

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>6</td>
</tr>
<tr>
<td>Upper-Level</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Graduate Statistic Course</td>
<td>3</td>
</tr>
<tr>
<td>Other Electives</td>
<td>A,B,C, or D</td>
</tr>
<tr>
<td>Project</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>30*</td>
</tr>
</tbody>
</table>

#### M.E. - Project Option

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>A, B, C, or D</td>
</tr>
<tr>
<td>Upper-Level</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Statistic Course</td>
<td>3</td>
</tr>
<tr>
<td>Project</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>30*</td>
</tr>
</tbody>
</table>

#### M.E. - Course Option

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>A</td>
</tr>
<tr>
<td>Upper-Level</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Statistic Course</td>
<td>3</td>
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<tr>
<td>Project</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>30**</td>
</tr>
</tbody>
</table>

* For M.S. and M.E. Project options, no more than 9 credit hours can be at 500 level.

** For M.E. Course option, no more than 12 credit hours can be at 500 level.

### Civil Engineering Graduate Course Requirements (in Transportation Engineering Emphasis):

The department offers Master of Science (M.S.) and Master of Engineering (M.E.) degrees in Civil Engineering with concentration in Transportation Engineering. Table CEE-3 summarizes the requirements for the M.S. and M.E. degrees in the Transportation Engineering concentration. Note that for the M.S. option students must pass an oral thesis defense examination. For the M.E. project option students must pass an oral project defense examination. For the M.E. course option, student must pass an oral comprehensive examination at the end of all course work.

### Table CEE-3. Required Course Distributions for M.S. and M.E., Civil Engineering – Transportation Engineering Emphasis

#### M.S. - Thesis Option

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>A</td>
</tr>
<tr>
<td>Upper-Level</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>A,B,C, or D</td>
</tr>
<tr>
<td>Graduate Statistic Course</td>
<td>3</td>
</tr>
<tr>
<td>Project</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>30*</td>
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</tbody>
</table>

#### M.E. - Project Option

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>A, B, C, or D</td>
</tr>
<tr>
<td>Upper-Level</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Statistic Course</td>
<td>3</td>
</tr>
<tr>
<td>Project</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>30*</td>
</tr>
</tbody>
</table>

#### M.E. - Course Option

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>6</td>
</tr>
<tr>
<td>Upper-Level</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td>Graduate Statistic Course</td>
<td>3</td>
</tr>
<tr>
<td>Project</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>30*</td>
</tr>
</tbody>
</table>

* For M.S. and M.E. Project options, no more than 9 credit hours can be at 500 level.

** For M.E. Course option, no more than 12 credit hours can be at 500 level.

### Table CEE-2. Required Course Distributions for M.S. and M.E., Environmental Engineering

#### M.S. - Thesis Option

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engr. Core Courses</td>
<td>A</td>
</tr>
<tr>
<td>Electives</td>
<td>A,B,C, or D</td>
</tr>
<tr>
<td>Graduate Statistic Course</td>
<td>3</td>
</tr>
<tr>
<td>Project</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>30*</td>
</tr>
</tbody>
</table>

#### M.E. - Project Option

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>A, B, C, or D</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td>Graduate Statistic Course</td>
<td>3</td>
</tr>
<tr>
<td>Project</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>30*</td>
</tr>
</tbody>
</table>

#### M.E. - Course Option

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>A</td>
</tr>
<tr>
<td>Electives</td>
<td>A,B,C, or D</td>
</tr>
<tr>
<td>Graduate Statistic Course</td>
<td>3</td>
</tr>
<tr>
<td>Project</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>30**</td>
</tr>
</tbody>
</table>

* For M.S. and M.E. Project options, no more than 9 credit hours can be at 500 level.

** For M.E. Course option, no more than 12 credit hours can be at 500 level.
Other Electives | 12
---|---
Total | 30**

* Note: For M.S. and M.E. Project options, no more than 9 credit hours can be at 500 level.
** For M.E. Course Option, no more than 12 credits can be at the 500 level.

Courses in Transportation Engineering Emphasis

**Core Courses**
- CEE 571 Transportation Operations I (and)
- CEE 773 Transportation Planning (or)
- CEE 777 Discrete Choice Theory and Modeling in Transportation

**Upper-level Transportation Electives**
- CEE 770 Transportation Safety
- CEE 771 Transportation Operations II
- CEE 772 Intelligent Transportation Systems
- CEE 773 Transportation Planning
- CEE 774 Transportation Network Flow Models
- CEE 775 Transportation Network Algorithms
- CEE 776 Simulation in Transportation Networks
- CEE 777 Discrete Choice Theory and Modeling in Transportation

**Statistics Course**
- CEE 700 Civil and Environmental Engineering Experimental Design

Or graduate STAT course

**Other Elective Courses**
- see table below

**Thesis/Project**
- CEE 699 Thesis
- CEE 698 Master’s Project

**Other Approved Electives**
- CEE 552 Air Quality 3
- CEE 558 Sustainable Development 3
- CEE 715 Engineering Optimization I 3
- ENMA 600 Cost Estimating and Financial Analysis 3
- ENMA 603 Operations Research 3
- ENMA 717 Cost Engineering 3
- ENMA 724 Risk Analysis 3
- MSIM 601 Introduction to Modeling and Simulation 3
- MSIM 751 Advanced Analysis for Modeling and Simulation 3
- PADM 634 Regional Planning 3
- PADM 721 Transportation Policy 3
- PORT 611 International Maritime Transport 3
- PORT 612 Port Operations and Management 3
- PORT 614 Port Planning and Economics 3
- PSYC 870 Human Factors Psychology 3
- STAT 531 Theory of Statistics 3
- STAT 532 Sampling Theory 3
- STAT 535 Design and Analysis of Experiments 3
- STAT 537 Applied Regression and Time Series Analysis 3
- STAT 549 Nonparametric Statistics 3

Many leading industries and agencies also seek well-trained doctoral graduates. The specialty areas include coastal, geotechnical, structural, transportation, and water resources engineering in Civil Engineering and a variety of sub-fields in Environmental Engineering including water quality, water and wastewater treatment, hydrologic processes, water resources, environmental engineering microbiology, air quality, hazardous and solid waste, biofuels, nutrient cycling, and pollution prevention.

**Admission Requirements**

A master’s degree or equivalent in engineering or a related field is required for admission to the Ph.D. program; however, exceptionally well qualified students can be admitted to Ph.D. program directly without a master’s degree. Each applicant must submit an essay of 500 words or less describing personal and academic goals, professional objectives, preparation for graduate study, and how the chosen program will help the applicant achieve these goals and objectives. Two letters of recommendation are required. At least one of these must be submitted from former or current professors, and one could be from employment supervisor. Regular admission to a Ph.D. program generally requires a GPA of 3.5 or higher on a 4.0 scale in their master program. Applicants with a lower GPA may be considered for regular or provisional admission on the basis of successful engineering work experience or other credentials demonstrating potential for success in the Ph.D. program. Submission of GRE scores is required except for applicants who hold an ABET accredited engineering degree from an institution in the USA or a graduate engineering degree from an institution of which the undergraduate degree is ABET accredited in the USA. TOEFL (or IELTS) are required for all applicants whose mother languages are not English unless their master (or BS) degrees are from USA institutions.

**Degree Requirements**

Ph.D. program requires minimum 24 credits of course works and 24 credit hours of dissertation research work. Three fifths (3/5) of these courses (15 credit hours) shall be from 800-level courses as required by the University.

**Doctor of Engineering**

The Department offers a Doctoral of Engineering program (D.Eng.) with concentration in Civil and Environmental Engineering in accordance with the D.Eng. program criteria and requirements specified for the Batten College of Engineering and Technology in this catalog.

**Graduate Certificate in Coastal Engineering**

In order to provide the opportunity for practicing civil/coastal engineers to further their knowledge and to become more competent in their profession, the Department offers a non-degree Coastal Engineering Certificate. Refer to the Batten College of Engineering and Technology page for details.

**Advanced Engineering Certificate in Energy Systems**

The certificate program provides an opportunity to students in STEM fields and industry personnel with undergraduate degree in STEM fields to learn about energy systems or pursue job markets in energy industries. Refer to the Batten College of Engineering and Technology page for details.

**Department of Electrical and Computer Engineering**

231 Kaufman Hall
757-683-3741
http://www.odu.edu/ece/

Oscar González, Chair
Chunsheng Xin, Graduate Program Director, Electrical & Computer Engineering
TBD, Graduate Program Director, Biomedical Engineering
Department Description
The Department of Electrical and Computer Engineering strives to provide the highest quality engineering education at the undergraduate and graduate levels, to engage in scholarly research at the forefront of electrical and computer engineering, and to serve the profession of electrical and computer engineering. The department has strong graduate and research programs providing a high quality and broad-based education that prepares graduates for successful professional careers and a lifetime of learning. The Electrical & Computer Engineering Department also administers the Biomedical Engineering degree programs described in the Biomedical Engineering section at the end of this page.

Electrical and Computer Engineering graduate studies encompass four broad areas:
1. systems
2. signal and image processing
3. physical electronics
4. computer engineering

Special Facilities
The research laboratories and institutes directly associated with the department include the Advanced Signal Processing in Engineering and Neuroscience Lab (ASPEN), the Applied Plasma Technology Laboratory (APTL), the Cardiac Electrophysiology Laboratory, the Cybersecurity, Communications & Networking Innovation (CCNI) Laboratory, the Medical Imaging, Diagnosis & Analysis (MIDA) Laboratory, the Plasma Engineering & Medicine Institute (PEMI), the Systems Analysis of Metabolic Physiology and Exercise (SAMPE) Laboratory, the Systems Research Laboratory, the Virginia Institute for Photovoltaics (VIPV), the Vision Lab, and the Virginia Institute for Vision Analysis (VIVA). In addition, the department has strong ties to the Applied Research Center at the Jefferson National Laboratory and to the Frank Reidy Research Center for Bioelectrics. These research facilities position the department for national leadership in several areas and as a leading institution of research and higher education in the southeastern United States.

List of Degrees and Certificate
The department offers the following Electrical and Computer Engineering graduate degrees:

- Master of Engineering, Electrical and Computer Engineering (Traditional and Online Formats)
- Master of Science, Engineering - Electrical and Computer Engineering
- Doctor of Philosophy, Engineering - Electrical and Computer Engineering
- Doctor of Engineering, Electrical and Computer Engineering

The department also offers the following Biomedical Engineering graduate degrees and certificate.

- Master of Engineering - Biomedical Engineering
- Master of Science, Engineering - Biomedical Engineering
- Doctor of Philosophy, Engineering - Biomedical Engineering
- Advanced Engineering Certificate - Biomedical Engineering

Master of Engineering, Electrical and Computer Engineering and Master of Science, Engineering, Electrical and Computer Engineering

Degree Description
The Department of Electrical and Computer Engineering offers two master's graduate degree programs: Master of Engineering (M.E.) and Master of Science (M.S.). Both Master degrees require a minimum of 30 credit hours of graduate study. For the M.E. degree the credit hours are obtained through graduate coursework, while for the M.S. degree the credit hours are obtained through a combination of graduate coursework and thesis research. Full-time and part-time students may complete coursework through a combination of on-campus and distance learning courses. The distance learning courses are available synchronously at the higher education centers and can be broadcast to any computer with a high speed Internet connection. These distance learning courses can also accommodate asynchronous students. Full details on all requirements for graduating with a Master's degree are outlined in a separate section that follows the admission information.

Admission Information
Applicants are expected to hold a B.S. degree in electrical engineering (EE) or computer engineering (CpE) from an accredited institution. Applicants are also expected to have a minimum grade point average of 3.0 (on a 4.0 scale) in both the baccalaureate major area (EE or CpE) and overall. Applicants with a GPA below a 3.0 may be considered for provisional admission, which may require additional prerequisite courses in addition to the graduate degree requirements. The applications are submitted through the Office of Admissions of Old Dominion University. Together with the completed application form, two letters of recommendation from former instructors or employment supervisors, transcripts from all colleges and universities attended, GRE scores, a resume, and a personal statement of objectives are required. Applicants to the M.S. degree should express their interest in research and desire to complete a research-based M.S. thesis in their personal statement. TOEFL scores are also required for international applicants. Applicants with academic degrees in areas other than electrical and computer engineering will be considered. Those with degrees in math, physics, computer science, or other engineering fields are encouraged to apply. The linked Bachelor's/Master's degree program in the Frank Batten College of Engineering and Technology at Old Dominion University is designed to provide an opportunity for exceptionally qualified engineering undergraduate students to obtain both a bachelor's and a master's degree in Electrical and Computer Engineering. Typically undergraduate students apply at the end of their junior year for admission to the linked programs.

Accepted students from disciplines other than EE or CpE are required to complete a number of leveling courses to meet prerequisites for graduate studies. All students are required to have one year of college chemistry and one year of calculus-based college physics in addition to Calculus III and Differential Equations courses. Students at Old Dominion University may complete the leveling requirement by earning a minor in electrical or computer engineering with a GPA of 3.0 or greater. Students that have not earned a minor need to meet with the graduate program director to prepare a course plan and determine which pre-requisite courses are needed. In general, three to four leveling courses are needed and they are chosen from the following lists.

List of Possible Courses to Meet the Leveling Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 202</td>
<td>Circuit Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>ECE 241</td>
<td>Fundamentals of Computer Engineering</td>
<td>4</td>
</tr>
<tr>
<td>ECE 302</td>
<td>Linear System Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECE 303</td>
<td>Introduction to Electrical Power</td>
<td>3</td>
</tr>
<tr>
<td>ECE 304</td>
<td>Probability, Statistics, and Reliability</td>
<td>3</td>
</tr>
<tr>
<td>ECE 313</td>
<td>Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ECE 323</td>
<td>Electromagnetics</td>
<td>3</td>
</tr>
<tr>
<td>ECE 332</td>
<td>Microelectronic Materials and Processes</td>
<td>3</td>
</tr>
<tr>
<td>ECE 341</td>
<td>Digital System Design</td>
<td>3</td>
</tr>
<tr>
<td>ECE 346</td>
<td>Microcontrollers</td>
<td>3</td>
</tr>
<tr>
<td>ECE 381</td>
<td>Introduction to Discrete-time Signal</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Processing</td>
<td></td>
</tr>
</tbody>
</table>

Students interested in taking computer engineering graduate courses may need to take additional leveling computer science courses as indicated below.
**List of Possible Computer Science Courses to Meet the Leveling Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 333</td>
<td>Programming and Problem Solving in C++</td>
<td>4</td>
</tr>
<tr>
<td>CS 350</td>
<td>Introduction to Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CS 361</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CS 381</td>
<td>Introduction to Discrete Structures</td>
<td>3</td>
</tr>
</tbody>
</table>

**Degree Requirements**

Both M.S. and M.E. degrees require a minimum of 30 credit hours of graduate study.

The M.S. degree requires a minimum of 24 credit hours of courses (not including the Graduate Seminar), at least 1 credit hour of Graduate Seminar (ECE 731), and 6 credit hours of thesis along with the oral thesis defense examination. Continuation in the MS program is contingent upon identifying a MS thesis advisor after completing 18 credit hours of coursework (which coincides approximately with the end of the second semester of study for full-time students). Students who have difficulty identifying a M.S. thesis advisor have the option to transfer to the M.E. degree and obtain the Master’s degree by completing the M.E. degree requirements.

The M.E. degree project option requires a minimum of 27 credit hours of courses (not including the Graduate Seminar) and 3 credit hours of Master’s project course (ECE 698) that includes an oral defense examination.

The M.E. degree course option requires a minimum of 30 credit hours of courses (not including the Graduate Seminar) and a written comprehensive examination at the end of the course work. The examination is offered every fall and spring semesters, and the student needs to pass the examination in no more than two attempts. The second attempt, if necessary, should be taken at the next offered examination.

These degree programs are available to full-time and part-time students seeking to improve their professional skills in electrical and computer engineering. Students are required to complete at least one course that meets the department’s mathematics requirement. The current list of courses that meet this requirement is given next.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 601</td>
<td>Linear Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECE 611</td>
<td>Numerical Methods in Engineering Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECE 623</td>
<td>Electromagnetism</td>
<td>3</td>
</tr>
<tr>
<td>ECE 651</td>
<td>Statistical Analysis and Simulation</td>
<td>3</td>
</tr>
</tbody>
</table>

The remaining courses are chosen to meet the student's career objectives. To earn a Master's degree (both M.S. and M.E.), a student needs to take at least five courses at the 600 or higher level, and no more than three courses at the 500 level. Also, no more than three graduate courses can be taken in other departments. All course selections must be reviewed by the graduate program director, and for M.S. students course selection should be made in coordination with the students' research/thesis adviser. The graduate course descriptions are included in the graduate catalog and are also listed on the department's website. Additional graduate courses are offered through the Commonwealth Graduate Engineering Program and the Virginia Consortium for Engineering and Science. All funded Master's students are required to attend Graduate Seminar (ECE 731).

**Doctor of Philosophy, Engineering**

**Degree Description**

The Department offers a strong doctoral program leading to the Doctor of Philosophy (Ph.D.), Engineering degree. The Ph.D. degree is awarded to candidates who have displayed an in-depth understanding of the subject matter and demonstrated the ability to make an original contribution to knowledge in their chosen field of specialty. A very important component of the Ph.D. degree is the original research pursued by the student which culminates in a written dissertation, as well as an oral defense of this work. Ph.D. students usually publish the result of their research in highly reputable nationally and internationally refereed journals. In addition, the students are expected to present their work at national and international conferences.

**Admission Requirements**

Applicants to a doctoral degree in electrical and computer engineering are expected to have completed a master's degree in electrical engineering and/or computer engineering or a closely related technical field with a minimum grade point average of 3.5 (on a 4.0 scale) in graduate course work. The applications are submitted through the Office of Admissions of Old Dominion University. Together with the completed application form, three letters of recommendation, transcripts from all colleges and universities attended, GRE scores, a resume, and a personal statement of objectives are required. TOEFL scores are required for international applicants. At least two of the recommendation letters should be submitted by faculty or work supervisor familiar with the applicant's graduate work. The Frank Batten College of Engineering and Technology at Old Dominion University has the Direct Bachelor-to-Ph.D. and Integrated Bachelor/Ph.D. programs that allow exceptionally well-qualified undergraduate students to apply for admission directly to a Ph.D. program. The programs are described in the college section of the catalog.

**Degree Requirements**

The Ph.D. degree requires:

- 24 credit hours of graduate-level courses beyond the master's degree (not including Graduate Seminar),
- 24 research credit hours,
- successful completion of a written diagnostic examination,
- successful completion of written and oral candidacy examinations,
- successful completion of a dissertation research proposal, and
- successful completion and public defense of a dissertation.

The eight graduate-level courses are chosen together with the research adviser, and approved by the graduate program director. At least 1 credit hour of Graduate Seminar (ECE 831) is required too. It is required that at least five of the courses be at the 800 level (not including ECE 831), and no more than three graduate courses can be taken in other departments. Additional course work or appropriate research background may be required to meet prerequisites for courses or in preparation for the diagnostic examination. All funded students are required to enroll in ECE 831. The graduate course descriptions are included in the catalog and are also listed on the department's website. Additional graduate courses are offered through the Commonwealth Graduate Engineering Program and the Virginia Consortium for Engineering and Science. All funded Ph.D. students are required to attend Graduate Seminar (ECE 831).

All Ph.D. students are required to take the department's Ph.D. Diagnostic Examination for the first time before the end of their second semester in the Ph.D. program. The examination is offered every fall and spring semesters, and the student needs to pass the examination in no more than two attempts. The second attempt, if necessary, should be taken at the next offered examination. The topics for the examination and samples of previous examinations are posted in the department's website. The examination rules are given on the first page of each examination.

It is required that the written and oral candidacy examinations be taken in the semester when a student is completing the graduate course work or during the following semester. Once a student has completed the course work, passed the candidacy examinations, and has gained approval for the research proposal, the student advances to candidacy. It is a university requirement that students who have advanced to candidacy be enrolled for at least one credit hour every fall, spring, and summer until graduation.

**Doctor of Engineering**

The Department offers a Doctor of Engineering (D.Eng.) degree with concentration in Electrical and Computer Engineering in accordance with the D.Eng. program criteria and requirements specified for the Batten College of Engineering and Technology in this catalog.

**Biomedical Engineering Program**

TBD, Graduate Program Director
The Biomedical Engineering graduate degree programs are available to full-time and part-time students seeking to improve their research and professional skills in biomedical engineering. The programs strive to provide the highest quality engineering education at the graduate level, to engage in scholarly research at the forefront of biomedical engineering, and to serve the profession of biomedical engineering. While the biomedical engineering program is administered by the Department of Electrical & Computer Engineering, the program is highly interdisciplinary and students are admitted from broad areas of engineering, science, and healthcare. Cutting-edge research opportunities and instruction are offered in:

- Bioelectrics and Pulsed Power
- Cellular & Molecular Bioengineering
- Cardiovascular Engineering
- Medical Image Analysis and Simulation
- Musculoskeletal Biomechanics
- Neural Engineering
- Plasma Medicine
- Systems Biology & Computational Bioengineering

**Facilities:** The Advanced Signal Processing in Engineering and Neuroscience (ASPEED) Laboratory; the Biomachina Laboratory; the Biomechanics Laboratory; the Cardiac Electrophysiology Laboratory; the Cellular Mechanobiology Laboratory; the Medical Imaging, Diagnosis and Analysis (MIDA) Laboratory; the Medical Simulations Laboratory; the Plasma Engineering and Medicine Institute (PEMI); the Systems Analysis of Metabolic Physiology and Exercise (SAMPE) Laboratory; and the Virginia Institute for Imaging and Vision Analysis (VIVA).

The program also has strong ties to several other on- and off-campus laboratories including the Applied Research Center at the Jefferson National Laboratory, the Center for Brain Research and Rehabilitation, the Frank Reidy Research Center for Bioelectrics, and the Virginia Modeling, Analysis and Simulation Center (VASC). The program is supported by regional, national, and international clinical collaborators. These unique resources position the biomedical engineering program to be a leader in education and research in the Southeast and nationally.

**List of Degrees and Certificates**

- Master of Engineering – Biomedical Engineering
- Master of Science, Engineering – Biomedical Engineering
- Doctor of Philosophy, Engineering – Biomedical Engineering
- Advanced Engineering Certificate – Biomedical Engineering

**Master of Engineering - Biomedical Engineering**

**Master of Engineering Admission Requirements**

Admission to the Master of Engineering program in biomedical engineering is in accordance with Old Dominion University and Frank Batten College of Engineering and Technology requirements for master’s programs as specified in this catalog. Specific additional requirements include the following:

1. Completion of a bachelor’s degree in Engineering, Science or Mathematics from an accredited institution, although students from other educational backgrounds may apply with appropriate leveling courses.
2. A minimum GPA of 3.00 (out of 4.0) is required of most students. A student with a lower GPA meeting ODU's graduate admission requirements and with evidence of a high level of professional capability may be eligible for admission to the program upon submission of a petition to the graduate program director.
3. Recent scores, typically, not more than five years old, on the Graduate Record Examination’s (GRE) verbal, quantitative, and analytical writing sections must be submitted by all applicants.
4. Two letters of recommendation (typically from faculty in the highest degree program completed when the application is within five years of graduation from that degree program) are encouraged but not required.
5. The applicant must submit a resume and a statement of purpose and goals.
6. Foundation knowledge in physics, basic chemistry, computer programming, and mathematics (including differential equations) is expected.

**Master of Engineering Degree Requirements**

The Master of Engineering program requires completion of 10 three-credit courses: two BME fundamentals courses, a graduate physiology course, and seven technical electives. The seven technical electives should be chosen to meet the student’s career objectives.

**BME Fundamentals**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME 501</td>
<td>Biomedical Engineering I: Principles</td>
</tr>
<tr>
<td>BME 502</td>
<td>Biomedical Engineering II: Applications</td>
</tr>
</tbody>
</table>

**Graduate Human Biology or Physiology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME 554</td>
<td>Introduction to Bioelectrics</td>
</tr>
<tr>
<td>BME 562</td>
<td>Introduction to Medical Image Analysis</td>
</tr>
<tr>
<td>BME 564</td>
<td>Biomedical Applications of Low Temperature Plasmas</td>
</tr>
<tr>
<td>BME 612</td>
<td>Digital Signal Processing I</td>
</tr>
<tr>
<td>BME 720</td>
<td>Modern Biomedical Instrumentation</td>
</tr>
<tr>
<td>BME 721</td>
<td>Mathematical Modeling in Physiology I</td>
</tr>
<tr>
<td>BME 722</td>
<td>Mathematical Modeling in Physiology II</td>
</tr>
<tr>
<td>BME 724</td>
<td>Neural Engineering</td>
</tr>
<tr>
<td>BME 751</td>
<td>Computational and Statistical Methods in Biomedical Engineering</td>
</tr>
<tr>
<td>BME 762</td>
<td>Applied Medical Image Analysis</td>
</tr>
<tr>
<td>BME 795</td>
<td>Special Topics in Biomedical Engineering</td>
</tr>
</tbody>
</table>

**Approved Technical Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME 612</td>
<td>Modern Biomedical Instrumentation</td>
</tr>
<tr>
<td>BME 562</td>
<td>Introduction to Medical Image Analysis</td>
</tr>
<tr>
<td>BME 564</td>
<td>Biomedical Applications of Low Temperature Plasmas</td>
</tr>
<tr>
<td>BME 612</td>
<td>Digital Signal Processing I</td>
</tr>
<tr>
<td>BME 720</td>
<td>Modern Biomedical Instrumentation</td>
</tr>
<tr>
<td>BME 721</td>
<td>Mathematical Modeling in Physiology I</td>
</tr>
<tr>
<td>BME 722</td>
<td>Mathematical Modeling in Physiology II</td>
</tr>
<tr>
<td>BME 724</td>
<td>Neural Engineering</td>
</tr>
<tr>
<td>BME 751</td>
<td>Computational and Statistical Methods in Biomedical Engineering</td>
</tr>
<tr>
<td>BME 762</td>
<td>Applied Medical Image Analysis</td>
</tr>
<tr>
<td>BME 795</td>
<td>Special Topics in Biomedical Engineering</td>
</tr>
</tbody>
</table>

**Total Hours**

- Students who have completed BME 401 or BME 402 as part of a previous degree, program, or minor may substitute these courses with graduate-level BME electives approved by the graduate program director.
- Select one graduate course on human biology or physiology to be approved by the graduate program director.
- The technical elective courses can be selected from the biomedical engineering technical electives or a wide variety of appropriate graduate courses in engineering, biology, chemistry, psychology, computer science, modeling and simulation, mathematics, statistics, or other programs. Technical electives without the BME prefix must be approved by the graduate program director.

**Master of Science, Engineering - Biomedical Engineering**

**Master of Science Admission Requirements**

Admission to the Master of Science, Engineering - Biomedical Engineering program is in accordance with Old Dominion University and Frank Batten College of Engineering and Technology requirements for master’s programs as specified in this catalog. Specific additional requirements include the following:

1. Completion of a bachelor’s degree in Engineering, Science or Mathematics from an accredited institution, although students from other educational backgrounds may apply with appropriate leveling courses.
2. A minimum GPA of 3.00 (out of 4.0) is required of most students. A student with a lower GPA meeting ODU’s graduate admission requirements and with evidence of a high level of professional capability may be eligible for admission to the program upon submission of a petition to the graduate program director.

3. Recent scores, typically, not more than five years old, on the Graduate Record Examination’s (GRE) verbal, quantitative, and analytical writing sections must be submitted by all applicants.

4. Two letters of recommendation (typically from faculty in the highest degree program completed when the application is within five years of graduation from that degree program) are encouraged but not required.

5. The applicant must submit a resume and a statement of purpose and goals.

6. Foundation knowledge in physics, basic chemistry, computer programming, and mathematics (including differential equations) is expected.

Master of Science Degree Requirements

The Master of Science program requires completion of 8 three-credit courses and 6 thesis research credits. The five technical electives should be chosen to meet the student’s research and career objectives.

<table>
<thead>
<tr>
<th>BME Fundamentals*</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME 501 Biomedical Engineering I: Principles</td>
<td></td>
</tr>
<tr>
<td>BME 502 Biomedical Engineering II: Applications</td>
<td></td>
</tr>
</tbody>
</table>

| Graduate Human Biology or Physiology** | 3 |

<table>
<thead>
<tr>
<th>BME Technical Electives (Choose Three)</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME 554 Introduction to Bioelectronics</td>
<td></td>
</tr>
<tr>
<td>BME 562 Introduction to Medical Image Analysis</td>
<td></td>
</tr>
<tr>
<td>BME 564 Biomedical Applications of Low Temperature Plasmas</td>
<td></td>
</tr>
<tr>
<td>BME 612 Digital Signal Processing I</td>
<td></td>
</tr>
<tr>
<td>BME 720 Modern Biomedical Instrumentation</td>
<td></td>
</tr>
<tr>
<td>BME 721 Mathematical Modeling in Physiology I</td>
<td></td>
</tr>
<tr>
<td>BME 722 Mathematical Modeling in Physiology II</td>
<td></td>
</tr>
<tr>
<td>BME 724 Neural Engineering</td>
<td></td>
</tr>
<tr>
<td>BME 751 Computational and Statistical Methods in Biomedical Engineering</td>
<td></td>
</tr>
<tr>
<td>BME 762 Applied Medical Image Analysis</td>
<td></td>
</tr>
<tr>
<td>BME 795 Special Topics in Biomedical Engineering</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved Technical Electives***</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME 699 Thesis</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 30

* Students who have completed BME 401 or BME 402 as part of a previous degree, program, or minor may substitute these courses with graduate-level BME electives approved by the graduate program director.

** Select one graduate course on human biology or physiology to be approved by the graduate program director.

*** The technical elective courses can be selected from the biomedical engineering technical electives or a wide variety of appropriate graduate courses in engineering, biology, chemistry, psychology, computer science, modeling and simulation, mathematics, statistics, or other programs. Technical electives without the BME prefix must be approved by the graduate program director.

Doctor of Philosophy, Engineering - Biomedical Engineering

Doctor of Philosophy Admission Requirements

Admission to the Ph.D. program in biomedical engineering is in accordance with Old Dominion University and Frank Batten College of Engineering and Technology requirements for doctoral programs as specified in this catalog. Specific additional requirements include the following:

1. Completion of a master’s degree in a closely related field is expected. However, students who have completed 24 credits of graduate courses in an appropriate field from an accredited institution or have demonstrated an exceptionally high level of academic capability may petition for direct admittance into the program.

2. A minimum GPA of 3.50 (out of 4.0) is required of most students. A student with a lower GPA meeting ODU’s graduate admission requirements and with evidence of a high level of professional capability may be eligible for admission to the program upon submission of a petition to the graduate program director.

3. Recent scores, typically, not more than five years old, on the Graduate Record Examination’s (GRE) verbal, quantitative, and analytical writing sections must be submitted by all applicants.

4. Three letters of recommendation (typically at least two of which are from faculty in the highest degree program completed when the application is within five years of graduation from that degree program) are encouraged but not required.

5. The applicant must submit a resume and a statement of purpose and goals.

6. Foundation knowledge in physics, basic chemistry, computer programming, and mathematics (including differential equations) is expected.

Doctor of Philosophy Degree Requirements

The Ph.D. in biomedical engineering is offered in accordance with the general requirements for doctoral degrees as specified in the Requirements for Graduate Degree Section of this catalog. Specific program of study requirements include the following:

1. Completion of a minimum of 48 hours of graduate credits to include: a minimum of 24 credits of course work beyond the master’s degree and a minimum of 24 credits of dissertation research. At least 15 credits of dissertation course work must be at the 800-level.

2. Successful completion of a written diagnostic examination before the end of the first academic year.

3. Successful completion of a written and oral qualifying examination near the completion of the coursework.

4. Successful presentation of a dissertation research proposal at the beginning of the dissertation research.

5. The successful completion and public defense of a dissertation representing independent, original research worthy of publication in a peer-reviewed scholarly journal.

The program of study will be developed with the approval of the graduate program director and the student’s advisor. The program shall include a common core of 12 credits and 12 credits of technical electives.

**Common Core**

| BME 820 Modern Biomedical Instrumentation |
| BME 821 Mathematical Modeling in Physiology I |
| BME 822 Mathematical Modeling in Physiology II |
| BME 851 Computational and Statistical Methods in Biomedical Engineering |

**Technical Electives**

| BME 501 Biomedical Engineering I: Principles |
| BME 502 Biomedical Engineering II: Applications |
| BME 554 Introduction to Bioelectronics |
| BME 562 Introduction to Medical Image Analysis |
| BME 564 Biomedical Applications of Low Temperature Plasmas |
| BME 612 Digital Signal Processing I |
| BME 824 Neural Engineering |
| BME 862 Applied Medical Image Analysis |
| BME 895 Special Topics in Biomedical Engineering |

Old Dominion University 188
Advanced Engineering Certificate - Biomedical Engineering

The Graduate Certificate in Biomedical Engineering Program offers students and professionals the opportunity to further their knowledge with advanced study in the growing area of Biomedical Engineering. The program is designed to provide well-rounded instruction in several key facets of Biomedical Engineering. Those who complete the Program receive the Advanced Engineering Certificate in Biomedical Engineering from Old Dominion University and a letter of recognition from the Batten College of Engineering and Technology. Courses taken for the certificate program may later be applied to the M.E. or Ph.D. degree in Biomedical Engineering. For complete information on the admission and certificate requirements, please refer to the Batten College of Engineering and Technology’s section on graduate certificate programs at: /graduate/frankbattencollegeofengineeringandtechnology/interdisciplinarygraduatecertificateprograms. (p. 177)

Department of Engineering Management and Systems Engineering

Web Site: http://www.odu.edu/emse

2101 Engineering Systems Building
Norfolk, VA 23529
(757) 683-4558

Andres Sousa-Poza, Chair
Holly Handley, Graduate Program Director, Master's Programs
M. Pilar Pazos-Lago, Graduate Program Director, Doctoral Programs

General Description

The Engineering Management and Systems Engineering (EMSE) Department at Old Dominion University is dedicated to excellence in teaching and research in critical areas related to the management of complex, technology-intensive organizations and systems. Our award-winning programs are directed at working professionals and traditional full-time students with technical undergraduate degrees. The degrees are available on campus in a traditional classroom setting as well as online. Courses are scheduled in the evenings and they could be attended live on the Norfolk main campus, from the ODU satellite campuses, and via distance learning.

The EMSE Department is the recipient of the American Society of Engineering Management’s 1995, 2000, 2002, 2004, 2005, 2007, 2010, and 2014 awards for Excellence in Leadership in Graduate Programs. The Master of Engineering Management (MEM) program at Old Dominion University is also one of the first three programs certified by the American Society for Engineering Management. The program was initially certified in 2003 and has been re-certified in 2007 and 2012.

List of Degrees and Certificates

- Master of Engineering Management
- Master of Science, Engineering – Engineering Management
- Master of Engineering – Systems Engineering
- Doctor of Philosophy, Engineering – Engineering Management and Systems Engineering
- Doctor of Engineering – Engineering Management and Systems Engineering
- Advanced Engineering Certificate in
  - Engineering Management
  - Cyber Systems Security
  - Energy Systems
- Graduate Certificate in
  - Project Management
  - Homeland Security
  - Entrepreneurship and Innovation in Engineering

Master of Engineering Management

Degree Description

The Master of Engineering Management (MEM) provides a foundation and the necessary skills, knowledge, and abilities required to design and manage the technology-based, project-driven enterprise. Fundamentally, the engineering management program focuses on problems, design, and management of projects and complex operations. The program is grounded in solid principles of systems science while exploiting the tools of management science and project management. The Master of Engineering Management emphasizes the concept of technological leadership. Technological leadership’s vision looks to the creation of new products, processes, and services which, in turn, will create new markets or enable domination of existing ones. Core coursework in the Master of Engineering Management program concentrates on developing the knowledge and skills required by graduates to provide the project and program leadership and management necessary to develop and manage technology intensive organizational settings. The Department of Engineering Management and Systems Engineering at Old Dominion University is the recipient of the American Society of Engineering Management’s 1995, 2000, 2002, 2004, 2005, 2007, 2010, and 2014 awards for Excellence in Leadership in Graduate Programs. The Master of Engineering Management (MEM) program at Old Dominion University is also one of the first three programs certified by the American Society for Engineering Management. The program was initially certified in 2003 and has been re-certified in 2007 and 2012.

The degree is directed at working professionals and traditional full-time students with technical undergraduate degrees. The degree is available on campus in a live setting as well as online. Courses are scheduled in the evenings and they could be attended from off-campus sites, including the Peninsula Higher Education Center in Hampton and the Virginia Beach Higher Education Center. The complete M.E.M. program is available through Old Dominion University’s distance learning program and through the Commonwealth Graduate Engineering Program. Both programs transmit courses to educational, industrial, and government locations throughout Virginia and via a web-based platform.

Admission Requirements

Admission to the master of Engineering Management program is in accordance with Old Dominion University and Frank Batten College of Engineering and Technology requirements for master’s programs as specified in this catalog.
Admission requirements specific to this program include the following:

1. Undergraduate degree from an ABET-accredited program in engineering or engineering technology or from an accredited program in applied science with a GPA of 3.00 (out of 4.00) or better.
2. GRE Exam (GRE requirement may be waived at GPD discretion based on academic preparation and related work experience).
3. Students with an undergraduate GPA between 2.70 and 3.00 on the required undergraduate degrees may be admitted provisionally based on their academic preparation and GRE scores. GRE scores should be in the 60th percentile or higher.
4. A minimum score of 550 on university-level TOEFL scores for all international students when English is not their first language.

Degree Requirements

General Requirements

The master of Engineering Management is in accordance with the general requirements for master’s degrees as specified in this Catalog. All students must have mathematics coursework through the level of integral calculus, matrix algebra or differential equations, and ENMA 420 or equivalent calculus-based probability and statistics. Students who have not had a calculus-based probability and statistics course will be required to include ENMA 420, or equivalent, as part of their plan of study in addition to the required 31 credit hours. All students are expected to communicate effectively both orally and in written documents, that are correct in grammar, style, and mechanics. Those deemed insufficient may be required to take remedial speech or writing courses. The engineering management curriculum has been designed around six core areas that develop the skill sets identified earlier and prepare graduates to assume positions within technology-based enterprises.

Curricular Requirements

All students admitted to the MEM program must earn a grade of “C” or better in all courses required for the degree and in all Engineering Management prerequisite courses. A student may be removed from the program if he/she receives 2 (two) grades of “C” or lower. The master of engineering management requires 31 credit hours of coursework (10 three-credit courses plus a one-credit capstone course). The program requires 6 core courses and 4 electives. At least three-fifths (3/5) of coursework must be at the 600 or 700 level for the M.S. degrees. The electives may be selected from the ENMA approved courses (and/or from courses in other departments with the approval of the Graduate Program Director). All electives must be at the graduate level. The following table delineates the specific course requirements for this program.

M.E.M. Courses:

<table>
<thead>
<tr>
<th>Prerequisite **</th>
<th>Core</th>
<th>Electives **</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>ENMA 600</td>
<td>Cost Estimating and Financial Analysis</td>
<td></td>
</tr>
<tr>
<td>ENMA 601</td>
<td>Analysis of Organizational Systems</td>
<td></td>
</tr>
<tr>
<td>ENMA 603</td>
<td>Operations Research</td>
<td></td>
</tr>
<tr>
<td>ENMA 604</td>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>ENMA 614</td>
<td>Quality Systems Design</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENMA 640</td>
<td>Integrated Systems Engineering</td>
<td></td>
</tr>
<tr>
<td>ENMA 715</td>
<td>Systems Analysis</td>
<td></td>
</tr>
<tr>
<td>ENMA 724</td>
<td>Risk Analysis</td>
<td></td>
</tr>
<tr>
<td>Electives **</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>ENMA 605</td>
<td>Program Capstone (required final semester)</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

Requirements for Graduation

In addition to completing all the required courses, all graduate students must complete the Collaborative Institutional Training Initiative (CITI) basic course. The basic course includes the following modules: Misconduct (falsification, fabrication, and plagiarism); Data acquisition, management, sharing and ownership; Mentor/trainee relationships; Publication practice and responsible authorship; Peer review; Conflicts of interest; and Collaborative research. The RCR modules must be completed prior to completion of 12 semester hours. Students who fail to complete this requirement will have a registration hold placed on their records.

Master of Science, Engineering – Engineering Management

Degree Description

The Master of Science in Engineering Management (MSEM) provides a foundation and the necessary skills, knowledge, and abilities required to design and manage the technology-based, project-driven enterprise. The Master of Science (M.S.) program requires thesis research, and the student is expected to identify an advisor and work with him/her starting from the first semester. Fundamentally, the engineering management program focuses on problems, design, and management of projects and complex operations. The program is grounded in solid principles of systems science while exploiting the tools of management science and project management. The coursework is designed to produce graduates capable of addressing issues related to the design, operation, analysis, and transformation of complex problems. Core coursework in the Master of Science in Engineering Management program concentrates on developing the knowledge and skills required by graduates to provide the project and program leadership and management necessary for an organization to develop and manage technologies.

The degree is directed at working professionals and traditional full-time students. The degree is available on campus in a live setting as well as online. Courses are scheduled in the evenings and they could be attended from off-campus sites, including the Peninsula Higher Education Center in Hampton and the Virginia Beach Higher Education Center. The complete MSEM program is available through Old Dominion University’s distance learning program and through the Commonwealth Graduate Engineering Program. Both programs transmit courses to educational, industrial, and government locations throughout Virginia and via a web-based platform.

Admission Requirements

Admission to the Master of Science in Engineering Management program is in accordance with Old Dominion University and Frank Batten College of Engineering and Technology requirements for master’s programs as specified in this catalog.

Admission requirements specific to this program include the following:

1. Undergraduate degree from an ABET-accredited program in engineering or engineering technology or from an accredited program in applied science with a GPA of 3.00 (out of 4.00) or better.
2. GRE Exam (GRE requirement may be waived at GPD discretion based on academic preparation and related work experience).
3. Students with an undergraduate GPA between 2.70 and 3.00 on the required undergraduate degrees may be admitted provisionally based on...
on their academic preparation and GRE scores. In order to be admitted provisionally, GRE scores should be in the 60th percentile or higher.

4. A minimum score of 550 on university-level TOEFL scores for all international students when English is not their first language.

**Degree Requirements**

**General Requirements**

The Master of Science in Engineering Management (MSEM) is in accordance with the general requirements for master’s degrees as specified in this Catalog. Students are required to identify an advisor as part of the program requirements. All students are expected to communicate effectively both orally and in written documents, that are correct in grammar, style, and mechanics. Those deemed insufficient may be required to take remedial speech or writing courses. All students must have mathematics coursework through the level of integral calculus, matrix algebra or differential equations, and ENMA 420 or equivalent calculus-based probability and statistics. Students who have not had a calculus-based probability and statistics course will be required to include ENMA 420, or equivalent, as part of their plan of study in addition to the required 30 credits.

**Curricular Requirements**

All students admitted to Engineering program must earn a grade of “C” or better in all courses required for the degree and in all Engineering Management prerequisite courses. A student may be removed from the program if he/she receives 2 (two) grades of “C” or lower. The master of engineering management requires 3 credit hours of coursework (8 three-credit courses plus 2 three-credit thesis research courses). At least three-fifths (3/5) of coursework must be at the 600 or 700 level for the M.S. degrees.

The following table delineates the specific course requirements for this program.

| M.S. Courses: | 
| --- | --- |
| **Prerequisite** | 18 |
| ENMA 600 | Cost Estimating and Financial Analysis |
| ENMA 601 | Analysis of Organizational Systems |
| ENMA 603 | Operations Research |
| ENMA 604 | Project Management |
| ENMA 614 | Quality Systems Design |
| ENMA 715 | Systems Analysis |
| ENMA 721 | Foundations of Research |
| **Electives** | 6 |
| **Thesis Research** | 6 |
| **Total Hours** | 30 |

* Students must select six credit hours of elective coursework for the M.S.E.M. These electives may be selected from the available graduate level ENMA courses (and/or from courses in other departments with the approval of the Graduate Program Director). All students must have mathematics course work through the level of integral calculus, matrix algebra or differential equations; and a course in calculus-based statistics (ENMA 420 (http://catalog.odu.edu/search/?P=ENMA%20420) or equivalent). Exceptions to these requirements must be approved by the Graduate Program Director.

**Requirements for Graduation**

In addition to completing all the required courses, all graduate students must complete the Collaborative Institutional Training Initiative (CITI) basic course. The basic course includes the following modules: Misconduct (falsification, fabrication, and plagiarism); Data acquisition, management, sharing and ownership; Mentor/trainee relationships; Publication practice and responsible authorship; Peer review; Conflicts of interest; and Collaborative research. The RCR modules must be completed prior to completion of 12 semester hours. Students who fail to complete this requirement will have a registration hold placed on their records. Master of Science students must also pass a final examination in front of a thesis committee approved by the graduate program director.

**Master of Engineering – Systems Engineering**

**Degree Description**

The Master of Engineering – Systems Engineering provides an interdisciplinary approach to support the realization, deployment, and maintenance of successful system solutions to complex problems. ODU’s Systems Engineering Master's program builds upon your technical background as an engineer. It is designed to provide in-depth, real-world practitioner expertise in engineering complex system solutions. In addition, this rigorous educational experience will help develop your skills in effectively addressing complex problems for both government and commercial organizations. Students in the program are introduced to core competencies for systems engineering, complex systems, modeling, systems analysis, complex problem solving needed for successful delivery of system solutions.

**Admission Requirements**

Admission to the Master in Systems Engineering program is in accordance with Old Dominion University and Frank Batten College of Engineering and Technology requirements for master’s programs as specified in this catalog.

Admission requirements specific to this program include the following:

1. Undergraduate degree from an ABET-accredited program in engineering or engineering technology or from an accredited program in applied science with a GPA of 3.00 (out of 4.00) or better.
2. GRE Exam (GRE requirement may be waived at GPD discretion based on academic preparation and related work experience).
3. Students with an undergraduate GPA between 2.70 and 3.00 on the required undergraduate degrees may be admitted provisionally based on their academic preparation and GRE scores. GRE score should be in the 60th percentile or higher.
4. A minimum score of 550 on university-level TOEFL scores for all international students when English is not their first language.
Degree Requirements

General Requirements

The Master of Engineering with a concentration in Systems Engineering is in accordance with the general requirements for master’s degrees as specified in this Catalog. In addition, all students must have mathematics coursework through the level of integral calculus, matrix algebra or differential equations, and ENMA 420 or equivalent calculus-based probability and statistics. Students who have not had a calculus-based probability and statistics course will be required to include ENMA 420, or equivalent, as part of their plan of study as an additional requirement to the 31 credit hours. All students are expected to communicate effectively both orally and in written documents, that are correct in grammar, style, and mechanics. Those deemed insufficient may be required to take remedial speech or writing courses.

Curricular Requirements

All students admitted to Engineering program must earn a grade of “C” or better in all courses required for the degree and in all Engineering Management prerequisite courses. A student may be removed from the program if he/she receives 2 (two) grades of “C” or lower. Specific requirements for the Master in Engineering with a concentration in systems engineering include the following: The M.E. with a concentration in systems engineering requires 31 graduate credit hours of coursework (10 courses plus a one-credit capstone course) for the degree. At least three-fifths (3/5) of coursework work must be at the 600 or 700 level for the M.S. degrees. The capstone course should be taken within the last two semesters of study. The following table delineates the specific course requirements for this program.

<table>
<thead>
<tr>
<th>Prerequisite/Corequisite *</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>ENMA 602</td>
<td>Systems Engineering Management</td>
</tr>
<tr>
<td>ENMA 640</td>
<td>Integrated Systems Engineering</td>
</tr>
<tr>
<td>ENMA 641</td>
<td>Requirements Management, Verification and Validation</td>
</tr>
<tr>
<td>ENMA 660</td>
<td>Systems Architecture and Modeling</td>
</tr>
<tr>
<td>ENMA 715</td>
<td>Systems Analysis</td>
</tr>
<tr>
<td>ENMA 771</td>
<td>Risk and Vulnerability Management of Complex Interdependent Systems</td>
</tr>
<tr>
<td>Capstone **</td>
<td>1</td>
</tr>
<tr>
<td>ENMA 605</td>
<td>Program Capstone</td>
</tr>
<tr>
<td>or ENMA 690</td>
<td>or Systems Engineering Capstone</td>
</tr>
<tr>
<td>Electives ***</td>
<td>12</td>
</tr>
<tr>
<td>Select four of the following:</td>
<td></td>
</tr>
<tr>
<td>ENMA 603</td>
<td>Operations Research</td>
</tr>
<tr>
<td>ENMA 645</td>
<td>Preparation for Systems Engineering Professional Certification</td>
</tr>
<tr>
<td>ENMA 661</td>
<td>Modeling and Analysis of Systems</td>
</tr>
<tr>
<td>ENMA 702</td>
<td>Systemic Decision Making</td>
</tr>
<tr>
<td>ENMA 703</td>
<td>Optimization Methods</td>
</tr>
<tr>
<td>ENMA 712</td>
<td>Multi-Criteria Decision Analysis and Decision Support Systems</td>
</tr>
<tr>
<td>ENMA 716</td>
<td>Complex Adaptive Situations Environment</td>
</tr>
<tr>
<td>ENMA 717</td>
<td>Cost Engineering</td>
</tr>
<tr>
<td>ENMA 743</td>
<td>Reliability and Maintainability</td>
</tr>
<tr>
<td>ENMA 750</td>
<td>System of Systems Engineering</td>
</tr>
<tr>
<td>ENMA 751</td>
<td>Complexity, Engineering and Management</td>
</tr>
<tr>
<td>ENMA 755</td>
<td>Human System Engineering</td>
</tr>
<tr>
<td>ENMA 763</td>
<td>Robust Engineering Design</td>
</tr>
</tbody>
</table>

Total Hours 31

Requirements for Graduation

In addition to completing all the required courses, all graduate students must complete the Collaborative Institutional Training Initiative (CITI) basic course. The basic course includes the following modules: Misconduct (falsification, fabrication, and plagiarism); Data acquisition, management, sharing and ownership; Mentor/trainee relationships; Publication practice and responsible authorship; Peer review; Conflicts of interest; and Collaborative research. The RCR modules must be completed prior to completion of 12 semester hours. Students who fail to complete this requirement will have a registration hold placed on their records.

Doctor of Philosophy, Engineering – Engineering Management and Systems Engineering

Degree Description

The Doctor of Philosophy (Ph.D.) focuses on developing the necessary skills to perform and evaluate rigorous research. Graduates are prepared for careers in teaching and research at academic institutions as well as in other public and private organizations characterized by innovation and technological leadership. The program blends highly theoretical with more applied or pragmatic research. The fields of research supported by the program are defined by the diverse specializations of the department faculty. Students in the Ph.D. program work closely with faculty to develop world-class expertise in their chosen fields of research. Advising faculty expect doctoral students to become collaborators, supporting the faculty’s research agenda, and contributing towards their research goals.

Admission Requirements

Admission to the Ph.D. program is competitive. The admission process is designed to select applicants that have a strong alignment between their own research interests and an area of specialization of one of the faculty. The best qualified applicant or applicants for an area of specialization are then selected. The number of students admitted into any faculty’s area of specialization is dependent on the faculty’s projected ability to advise additional doctoral students. The selected is based on the applicants' academic history, maturity in the development of research capabilities, and proficiency in specialized skills demanded by the research area.

In addition to general University admission requirements, which include English language proficiency for international students, applicants must have: (1) A master’s degree or equivalent with a grade point average of 3.50 in an appropriate field from an accredited institution of higher education. In exceptional cases, students may be admitted directly into the Ph.D. program after completion of their bachelor degree. Details of the direct Bachelor-to-Ph.D. program can be found on the college pages of this catalog. (2) Applicants must have an undergraduate degree from an ABET-accredited program in engineering or engineering technology, or from an accredited program in applied science. Applicants must have completed their undergraduate degrees with a GPA of 3.00 (out of 4.00) or better.

Each applicant is required to submit the following documentation when initially applying: (1) Transcripts from all institutions that the applicant

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has attended; (2) Graduate Record Examination general aptitude scores; (3) A curriculum vitae that highlights professional and research related activities; and (4) an essay of 500 words or less describing personal and academic goals, professional objectives, preparation for graduate study, and how the chosen program will help the applicant achieve these goals and objectives. The essay should clearly state the specific area in which the applicant intends to specialize.

Applicants whose interests can be supported by a faculty’s specialization and demonstrate adequate preparation to meet the demands of doctoral study will be contacted by the Graduate Program Director. The GPD may request additional information that will assist in the selection process. Additional information may include but is not restricted to: publications, samples of research reports, and documents or materials that support proficiency claims of specialized skills. If warranted, the GPD will organize an interview of the applicant by faculty that have specializations in areas that may overlap with the applicant’s intended area of research.

Admission is contingent on having the support of a faculty that is willing to commit to acting as an advisor should the applicant be admitted. Students lacking adequate academic preparation may be required to complete coursework in addition to the graduate admission requirements. Students may be admitted to the Ph.D. program deficient in these leveling courses, but as part of their plan of study, the student must take and successfully complete these courses at the earliest possible opportunity. All students must have mathematics coursework through the level of integral calculus; matrix algebra or differential equations; and a course in calculus-based statistics (ENMA 420) or equivalent. As part of masters-level coursework, all students must have completed the following engineering management leveling courses or their equivalent: ENMA 600 (http://catalog.odu.edu/search/?P=ENMA%20600), ENMA 603 (http://catalog.odu.edu/search/?P=ENMA%20603), and ENMA 604 (http://catalog.odu.edu/search/?P=ENMA%20604).

Degree Requirements

General Requirements

The Ph.D. program is intended to develop scholarship and research capabilities in the student. Graduates will be experts in their chosen field, highly skilled researchers, critical thinkers, and competent communicators and debaters. Graduates will demonstrate this in a variety of ways that will include, but is not limited to, their performance in: coursework, written and oral examinations, closed and public debates and defenses, and contribution to their field's body of knowledge. The development and assessment of such expertise and scholarship take place under the guidance, advising, and mentorship of a faculty that is an expert in the field, and appropriate guidance, dissertation, and examination committees.

Curricular Requirements

Curriculum requirements in engineering management are in accordance with the general requirements for Ph.D. degrees as specified in the Requirements for Graduate Degrees section of this catalog. The Ph.D. program is governed by a Plan of Study that is established by the student in conjunction with his/her advisor and guidance committee within the first nine credit hours of coursework and will follow the established course requirements (below) unless a substitution to one or more courses is agreed upon between the advisor and student and approved by the Graduate Program Director. The plan of study is designed to prepare the student to undertake scholarly research in the particular field and specialization of their dissertation. The coursework selected will provide the student with (1) the requisite foundational knowledge of the selected field, and (2) the necessary research skills. A high degree of flexibility is provided to customize the plan of study, taking into account the diversity in the fields of study, the multidisciplinary nature and variety of research that is undertaken, as well as the different levels of preparation that individual students have.

At least three-fifths (3/5) of formal coursework must be at the 800 level for all doctoral programs.

Subject Area Specialization

- Subject Area Electives (minimum) 9+

Research Skills

- ENMA 821 Foundations of Research 3
- Research Skills Electives (minimum) 6+

Total Coursework Required (minimum) 24

Dissertation Research * 24

Total Hours (minimum) 48

* Up to 6 dissertation research hours may be replaced by coursework with the approval of the advisor and GPD.

Requirements for Graduation

In addition to any University and College requirements presented in this catalog, the Ph.D. program in engineering management requires:

1. Satisfactory completion of a minimum of 48 credit hours of postmaster’s degree credit or equivalent level of performance coursework. This shall include a minimum of 24 credit hours of coursework that complies with the student's plan of study, and a minimum of 18 credit hours of dissertation research hours.
2. Passing a written and oral candidacy examination at the completion of formal coursework.
3. The completion of research representing independent original research and its formal documentation as a dissertation.
4. The successful defense of a written dissertation proposal.
5. The successful public defense of the dissertation before an audience, which includes an appropriately selected committee of faculty knowledgeable in the field of the research.

Continuance Requirements

Students may be separated for failure to comply with any policies, procedures or requirements that pertain to this Ph.D. program or student behavior. In addition to the requirements for graduation, separation from the program may be warranted for the following reasons, among others:

Coursework:

1. All students admitted to Engineering Management and Systems Engineering programs must earn a grade of “C” or better in all courses required for the degree and in all Engineering Management prerequisite courses. A student may be separated from the program if he/she receives a grade lower than a “C”. Additionally, a student may be separated from the program if he/she receives 2 (two) grades lower than a "B".

Adherence to programmatic expectations:

1. Students are expected to complete their coursework according to an agreed upon plan of study. Failure to adhere to the plan of study may result in separation from the program.
2. Students are expected to make timely progress on their coursework and research. Persistent failure to meet deadlines and milestones or other indicators that demonstrate progress, as assessed and documented by the guidance or advisory committee may lead to separation from the program.
3. Students are expected to remain within the specialization area of their advisor and committee members. Students that deviate outside of the agreed upon research area will be notified of this deviation. The student may lose the support of their advisor and committee if the deviation persists. A student will be given a limited period of time (generally one semester) to acquire an advisor that is capable of supporting their new research direction. Separation from the program will result if the student cannot obtain a new advisor, whether this is due to the lack of a specialization in the new field, or if a faculty with a suitable specialization cannot take on additional advising responsibilities.
4. Similarly, if a student is left without an advisor for any other reason (e.g. departure of a faculty advisor from the program), it is contingent on the student to obtain a new advisor in a timely manner. This may require flexibility and willingness by the student to adjust their area.
of specialization. The department will assist the student and take their particular situation into consideration when the loss of an advisor is due to factors outside of the student’s control. Separation from the program will, however, result if no advisor is obtained after a limited period of time (generally one semester).

Quality of Research

1. A student that persistently submits work of low quality whether it be in documented or in oral form, may be required to submit for special reviews by the committee. Records taken by the advisor, and the guidance or advisory committees, which document the quality problems and present remedial actions where appropriate will be used to help ascertain whether the problems can reasonably be expected to be resolved, or if separation from the program is warranted.

Ethical Behavior

1. Any student partaking or demonstrating behaviors that might be considered to go against the policies and conditions expected for responsible conduct in research, Old Dominion University expected codes of conduct, or ethical considerations that might be specific to an area of research, may result in separation from the program.

Doctor of Engineering – Engineering Management and Systems Engineering

Degree Description

The Department offers a Doctor of Engineering (D.Eng.) program with a concentration in Engineering Management and Systems Engineering in accordance with the D.Eng. program requirements specified for the Batten College of Engineering and Technology in this catalog. Additional information on the admission procedure and criteria can be found at https://www.odu.edu/academics/programs/doctoral/engineering-management.

Graduate Certificates

The Department of Engineering Management and Systems Engineering administers or participates in a variety of graduate certificates. These include graduate certificates or advanced engineering certificates with concentrations in:

- Advanced Engineering Certificate in
  - Engineering Management
  - Cyber Systems Security
  - Energy Systems
- Graduate Certificate in
  - Project Management
  - Homeland Security
  - Entrepreneurship and Innovation in Engineering

Please refer to Frank Batten College of Engineering and Technology (http://catalog.odu.edu/graduate/frankbattencollegeofengineeringandtechnology) for more information.

Department of Mechanical and Aerospace Engineering

Web Site: http://www.odu.edu/mae

241 Kaufman Hall
757-683-6363

Sebastian Bawab, Chair
Colin Britcher, Associate Chair
Miltos Kotinis, Graduate Program Director

Overview

The Department of Mechanical and Aerospace Engineering strives to provide the highest quality engineering education at the undergraduate and graduate levels, to engage in scholarly research at the forefront of mechanical and aerospace engineering, and to serve the professions of mechanical and aerospace engineering. Graduate degrees in mechanical engineering and aerospace engineering include the Master of Engineering, Master of Science, Doctor of Philosophy, and Doctor of Engineering degrees and are designed to prepare graduates for professional practice in teaching, research and development, design, and consulting. Graduates are prepared for challenging and rewarding employment in high-technology industries, research organizations, consulting firms and government agencies. These programs are also designed to serve both full-time and part-time graduate students. The department is closely associated with area industries, consulting firms, government agencies and research laboratories, which add relevance to the graduate engineering curricula, creating a stimulating environment for the pursuit of graduate studies. The students also benefit from the University’s affiliation with NASA Langley Research Center, the Jefferson National Laboratory, the National Institute of Aerospace, and the Virginia Modeling Analysis and Simulation Center. All degree programs offered by the department can be utilized as components within the linked Baccalaureate-Master’s and Baccalaureate-Doctoral degree programs offered through the Batten College of Engineering and Technology. For additional information about the educational and research opportunities available please visit our website at http://www.odu.edu/mae.

List of Degrees and Certificates:

- Master of Engineering - Mechanical Engineering
- Master of Science, Engineering - Mechanical Engineering
- Master of Engineering - Aerospace Engineering
- Master of Science, Engineering - Aerospace Engineering
- Doctor of Philosophy, Engineering - Mechanical Engineering
- Doctor of Philosophy, Engineering - Aerospace Engineering
- Doctor of Engineering - Mechanical Engineering
- Doctor of Engineering - Aerospace Engineering
- Graduate Certificate - Naval Architecture and Marine Engineering

Master’s Admission Information

To qualify as a candidate for a Master of Science or a Master of Engineering program, applicants must meet the general University admission requirements and have completed undergraduate-level coursework that includes subject matter equivalent to a bachelor’s degree in mechanical engineering, aerospace engineering, engineering mechanics, or a closely related discipline such as physics or mathematics. An applicant with an overall grade point average (GPA) of 3.0 and a GPA in the major of 3.0 (4.0 scale) is eligible for regular admission. Applicants with a GPA below 3.0 may be eligible for provisional admission. Students are typically required to submit their Graduate Record Examination (GRE) scores, although the Graduate Program Director (GPD) may waive the GRE requirement for applicants with excellent academic credentials. For those applicants with non-engineering degrees, or with engineering degrees other than mechanical engineering, aerospace engineering, or engineering mechanics, successful completion of remedial graduate coursework may be required as a condition of admission. The Master of Science programs requires a minimum of 24 semester credit hours of coursework beyond the bachelor’s degree with at least a B (3.0) average and a minimum of 6 semester credit hours of thesis research. The Master of Engineering program requires a minimum of 30 semester credit hours of course work with at least a B (3.0) average.

Leveling Requirements

Students from disciplines other than Mechanical and Aerospace Engineering are required to complete a number of leveling courses depending on their undergraduate degrees:

Holders of a B.S. degree in Mechanical Engineering Technology (MET) from an ABET accredited institution must complete three of the following leveling courses per recommendation of the Graduate Program Director:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 307</td>
<td>Ordinary Differential Equations</td>
</tr>
<tr>
<td>MAE 303</td>
<td>Mechanics of Fluids</td>
</tr>
<tr>
<td>MAE 312</td>
<td>Thermodynamics II</td>
</tr>
</tbody>
</table>

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If applicants already have a minor in Mechanical Engineering or Aerospace Engineering, then no leveling courses are necessary. The selected courses are subject to satisfying the prerequisites listed in the catalog.

Holders of a B.S. degree in Physics or Mathematics from an ABET accredited institution must complete three of the following leveling courses per recommendation of the Graduate Program Director:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 303</td>
<td>Mechanics of Fluids</td>
</tr>
<tr>
<td>MAE 311</td>
<td>Thermodynamics I</td>
</tr>
<tr>
<td>MAE 315</td>
<td>Heat and Mass Transfer</td>
</tr>
<tr>
<td>MAE 332</td>
<td>Mechanical Engineering Design I</td>
</tr>
<tr>
<td>MAE 340</td>
<td>Computational Methods in Mechanical Engineering</td>
</tr>
<tr>
<td>MAE 433</td>
<td>Mechanical Engineering Design II</td>
</tr>
</tbody>
</table>

If applicants already have a minor in Mechanical Engineering or Aerospace Engineering, then no leveling courses are necessary. The selected courses are subject to satisfying the prerequisites listed in the catalog.

**Master’s Program Requirements**

Students pursuing traditional Mechanical or Aerospace programs are required to take:

**Core Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 601</td>
<td>Engineering Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>or MAE 608</td>
<td>Applied Mathematics for Engineers</td>
<td></td>
</tr>
<tr>
<td>or MATH 691</td>
<td>Engineering Analysis I</td>
<td></td>
</tr>
</tbody>
</table>

Select three from the following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 602</td>
<td>Fluid Dynamics and Aerodynamics</td>
</tr>
<tr>
<td>MAE 603</td>
<td>Advanced Mechanics of Solids</td>
</tr>
<tr>
<td>MAE 604</td>
<td>Analytical Dynamics</td>
</tr>
<tr>
<td>MAE 605</td>
<td>Advanced Classical Thermodynamics</td>
</tr>
<tr>
<td>MAE 607</td>
<td>Continuum Mechanics</td>
</tr>
<tr>
<td>MAE 620</td>
<td>Heat Transfer I</td>
</tr>
<tr>
<td>MAE 640</td>
<td>Modern Control Theory</td>
</tr>
<tr>
<td>MAE 672</td>
<td>Design of Experiments</td>
</tr>
<tr>
<td>MAE 682</td>
<td>Concurrent Engineering</td>
</tr>
</tbody>
</table>

**Total Hours**: 12

In all programs, a maximum of 6 semester credit hours may be derived from 500-level courses.

**Master of Engineering (Non-Thesis) Programs**

The Master of Engineering is a non-research degree. The 30 semester credit hours is thus met entirely by course work. During their final semester, students are required to either pass a comprehensive examination covering their course work or successfully complete a 3 hour project course, which includes written and oral presentations. The master’s comprehensive examination is administered by the Graduate Program Director, and the rules for the comprehensive exam are identical to the Preliminary Diagnostic Examination for the Ph.D. program.

**Master of Science (Thesis) Programs**

The Master of Science degree is a research degree requiring a written thesis. The thesis constitutes 6 semester credit hours within the 30 semester credit hour requirement. Students are given a verbal examination, administered as the student’s thesis defense, under the direction of the faculty advisor with support from the Thesis Advisory Committee. The examination consists of two parts, a student presentation of their thesis research followed by a closed session where the Thesis Advisory Committee further questions the student. The committee concentrates on research presented in both oral and written formats, but may expand questioning to include related course work. The thesis should be formatted with guidelines established by the College.

**Doctor of Philosophy Programs**

The Doctor of Philosophy programs in Mechanical or Aerospace Engineering are advanced research degrees requiring a written dissertation offering new and unique contributions of a fundamental nature. Graduates are prepared for leadership roles in the many facets of engineering including teaching, research and development, design, and consulting. Doctoral students may select specializations in such technical areas as:

- aerodynamics and fluids
- thermodynamics and energy
- dynamics and controls
- materials and structures
- design and manufacturing

Students are also encouraged to select complementary courses in other engineering or science disciplines. The University’s close associations with area industries, consulting firms, government agencies, and research laboratories create a stimulating environment for the pursuit of graduate studies.

**Doctor of Philosophy Admission Requirements**

To qualify for admission to a Doctor of Philosophy degree in Mechanical or Aerospace Engineering, a student must have earned a master’s degree from an accredited institution of higher learning in engineering, physics, or mathematics, including graduate-level course work equivalent to the corresponding master’s programs in Mechanical and Aerospace Engineering. Applicants with an overall grade point average (GPA) of 3.5 on a 4.0 scale at the master’s level are eligible for regular admission. Applicants with a GPA below 3.5 who present evidence and potential for improvement may be eligible for provisional admission. Students are typically required to submit their Graduate Record Examination (GRE) scores, although the Graduate Program Director (GPD) may waive the GRE requirement for applicants with excellent academic credentials.

**Doctor of Philosophy Degree Requirements**

A minimum of 24 credit hours of course work beyond the master’s degree and a minimum of 24 semester credit hours of dissertation research must be included in the doctoral degree program. At least 60% of the course work for the doctoral degree should be at the 800-level and the student should maintain at least a B (3.0) average. All doctoral students should satisfy either a foreign language or research skill requirement.

**Preliminary Diagnostic Examination**

Ph.D. students must take the diagnostic exam no later than the end of their first academic year. Diagnostic exams are scheduled annually in October and February and the exam dates are announced by the Graduate Program Director (GPD). Students who received their Master of Science degrees from ODU with a GPA of 3.5 or above are exempt from the diagnostic exam. Students must fill the Ph.D. Diagnostic Exam form to notify the GPD of their desire to take the diagnostic exam. The form must be approved by the student's advisor. The diagnostic exam is a three hour long written exam containing four equally weighted questions from the core courses. It is conducted without any reference books or notes. Use of electronic devices with internet connection is not permitted. Only non-programmable scientific calculators are allowed. The questions might contain useful formulae to guide the students. Diagnostic exam questions will be prepared and graded by the faculty who taught these courses in the past five years. Students must pass each core topic area with a minimum passing grade of B. Students who pass at least two of the four subject areas in their first attempt can take the exam for a second time, where they will be tested on the failed areas. Students who fail their diagnostic exam can consider pursuing other MAE degrees. Students who fail their first attempt do not receive priority for departmental support as graduate teaching assistants or graders until they pass their diagnostic exam. However support as a graduate research assistant is within the discretion of the student's advisor. Part time or special status...
students attending ODU for joint foreign-institution/ODU degrees must also take their diagnostic exam within the first year of their Ph.D. studies at ODU.

**Candidacy Examination**

The candidacy exam is taken once the students finish their course work. The exam consists of written and oral parts. Written part of the exam can consist of a critical review report on a subject area determined by the student's advising committee. Written candidacy exam will be reviewed by the student's committee members for its technical content as well as for evaluation of the student's writing proficiency and research skills. Oral part of the candidacy exam is based on the defense of the written part, and will include extensive examination of the student's fundamental knowledge in his/her research area.

**Dissertation Proposal**

After the student passes the written and oral candidacy examinations, for advancement to candidacy, he/she must pass the dissertation proposal stage, which is an oral presentation of the student's work containing literature survey and preliminary results sections to demonstrate feasibility of the proposed work.

**Dissertation**

Ph.D. candidates are expected to work with their dissertation advisors to form their Dissertation Committees. A Dissertation Committee should be composed of individuals with significant knowledge related to the candidate's dissertation research. The majority of whom must be full-time faculty members of the department.

Ph.D. candidates must submit their written dissertation to the committee members at least two weeks prior to the dissertation defense. The dissertation should be formatted in accordance with guidelines established by the college.

The dissertation defense consists of two parts: an open presentation to the general public and a closed examination conducted by the dissertation committee. The dissertation must be approved by the majority of the dissertation committee and must constitute a significant original contribution to the field. Students are permitted only two attempts to successfully complete the dissertation defense.

**Doctor of Engineering**

The Department offers a Doctor of Engineering (D.Eng.) program with concentrations in Mechanical Engineering or Aerospace Engineering in accordance with the D.Eng. program criteria and requirements specified for the Batten College of Engineering and Technology in this catalog.

**Graduate Certificate - Naval Architecture and Marine Engineering**

In order to provide the opportunity for practicing engineers to further their knowledge and to become more competent in the fields of Naval Architecture and Marine Engineering, the Department of Mechanical and Aerospace Engineering offers a non-degree graduate level certificate program in Naval Architecture and Marine Engineering. Admission to the program requires a Bachelor of Science degree (or equivalent) in Mechanical Engineering, Aerospace Engineering, Naval Architecture and Marine Engineering, or a related field. The students must complete four 3-credit graduate-level courses to earn a certificate. The certificate program credits will be transferable to the Master’s degree programs in Mechanical and Aerospace Engineering. The specified courses are indicated in the Batten College of Engineering and Technology pages in this catalog.

**Graduate Course Portfolio**

**Core Graduate Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 601</td>
<td>Engineering Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 602</td>
<td>Fluid Dynamics and Aerodynamics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 603</td>
<td>Advanced Mechanics of Solids</td>
<td>3</td>
</tr>
</tbody>
</table>

**Aerodynamics and Fluids Graduate Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 503</td>
<td>Flight Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 506</td>
<td>Flight Vehicle Aerodynamics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 507</td>
<td>Ground Vehicle Aerodynamics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 517</td>
<td>Propulsion Systems</td>
<td>3</td>
</tr>
<tr>
<td>MAE 557</td>
<td>Motorsports Vehicle Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 560</td>
<td>Introduction to Space Systems Engineering</td>
<td>3</td>
</tr>
<tr>
<td>MAE 567</td>
<td>Racecar Performance</td>
<td>3</td>
</tr>
<tr>
<td>MAE 706/806</td>
<td>Real-Time Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>MAE 710/810</td>
<td>Supersonic Flow</td>
<td>3</td>
</tr>
<tr>
<td>MAE 711/811</td>
<td>Hypersonic Aerodynamics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 712/812</td>
<td>Experimental Aerodynamics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 713/813</td>
<td>Turbulent Flow</td>
<td>3</td>
</tr>
<tr>
<td>MAE 714/814</td>
<td>Aerodynamic Flow Control</td>
<td>3</td>
</tr>
<tr>
<td>MAE 715/815</td>
<td>Boundary Layer Theory</td>
<td>3</td>
</tr>
<tr>
<td>MAE 716/816</td>
<td>Computational Fluid Dynamics I</td>
<td>3</td>
</tr>
<tr>
<td>MAE 718/818</td>
<td>Aerospace Test Facilities</td>
<td>3</td>
</tr>
<tr>
<td>MAE 772/872</td>
<td>Response Surface Methodology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Thermodynamics and Energy Graduate Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 511</td>
<td>Mechanical Engineering Power Systems Theory and Design</td>
<td>3</td>
</tr>
<tr>
<td>MAE 512</td>
<td>Environmental Control</td>
<td>3</td>
</tr>
<tr>
<td>MAE 513</td>
<td>Energy Conversion</td>
<td>3</td>
</tr>
<tr>
<td>MAE 514</td>
<td>Introduction to Gas Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 720/820</td>
<td>Heat Transfer II</td>
<td>3</td>
</tr>
<tr>
<td>MAE 721/821</td>
<td>Fundamentals of Combustion</td>
<td>3</td>
</tr>
<tr>
<td>MAE 722/822</td>
<td>Theory and Design of Turbomachines</td>
<td>3</td>
</tr>
<tr>
<td>MAE 723/823</td>
<td>Nuclear Engineering</td>
<td>3</td>
</tr>
<tr>
<td>MAE 724/824</td>
<td>Energy Utilization and Conservation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Materials and Structures Graduate Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 522</td>
<td>Modern Engineering Materials</td>
<td>3</td>
</tr>
<tr>
<td>MAE 730/830</td>
<td>Finite Element Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MAE 731/831</td>
<td>Mechanics of Composite Structures</td>
<td>3</td>
</tr>
<tr>
<td>MAE 733/833</td>
<td>Nonlinear Aerospace Structures</td>
<td>3</td>
</tr>
<tr>
<td>MAE 734/834</td>
<td>Theory of Vibrations</td>
<td>3</td>
</tr>
<tr>
<td>MAE 735/835</td>
<td>Experimental Structural Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 750/850</td>
<td>Nanoscale Mechanical and Structural Properties of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MAE 751/851</td>
<td>Fatigue and Fracture</td>
<td>3</td>
</tr>
<tr>
<td>MAE 752/852</td>
<td>Mechanical Behavior of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MAE 753/853</td>
<td>Composite Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

**Dynamics and Controls Graduate Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 504</td>
<td>Vibrations</td>
<td>3</td>
</tr>
<tr>
<td>MAE 531</td>
<td>Mechanisms Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>MAE 538</td>
<td>Applied Analog and Digital Control</td>
<td>3</td>
</tr>
<tr>
<td>MAE 740/840</td>
<td>Autonomous and Robotic Systems Analysis and Control</td>
<td>3</td>
</tr>
<tr>
<td>MAE 741/841</td>
<td>Optimal Control Theory</td>
<td>3</td>
</tr>
</tbody>
</table>
MAE 742/842  Multibody Dynamics: Theories and Applications  3
MAE 743/843  Kinematic Synthesis of Mechanisms  3
MAE 744/844  Atmospheric Flight Dynamics and Control  3
MAE 745/845  Space Flight Dynamics and Control  3
MAE 746/846  Advanced Control Methodologies  3
MAE 747/847  Aerospace Vehicle Performance  3

Design/Manufacturing Graduate Courses
MAE 780/880  Engineering Optimization  3
MAE 781/881  Advanced Design  3
MAE 782/882  Engineering Software for Computer-Aided Analysis and Design  3
MAE 783/883  Robots and Manufacturing Automation  3
MAE 784/884  Computer Integrated Manufacturing  3
MAE 785/885  Advanced Manufacturing Technology  3
MAE 787/887  Life Cycle Engineering  3
MAE 788/888  Computational Intelligence for Engineering Design Optimization Problems  3
MAE 789/889  Engineering Design with Uncertainties  3

Department of Modeling, Simulation and Visualization Engineering

Web Site: http://www.odu.edu/msve
1300 Engineering and Computational Sciences Building
757-683-3720
Frederic (Rick) D. McKenzie, Chair
Yuzhong Shen, Graduate Program Director

Department Description
The MSVE Department offers an undergraduate four-year degree program leading to the Bachelor of Science in Modeling and Simulation Engineering (BS-M&SE). The department also offers programs of graduate study leading to the degrees Master of Engineering, Master of Science, Doctor of Engineering, and Doctor of Philosophy with a major in Modeling and Simulation. The department's academic programs are coupled with a strong department research program conducted jointly with researchers from the Virginia Modeling, Analysis and Simulation Center (VMASC). Research activities range from investigation of fundamental modeling and simulation methods and technologies to applications of modeling and simulation in the domains of medicine and health care, transportation, education and gaming, science and engineering, homeland security and defense, and business enterprise decision support.

Special Facilities:
The MSVE Department is located on the first floor of the E. V. Williams Engineering and Computational Sciences Building on the Old Dominion University Norfolk Campus. In addition to the department and faculty offices, this facility also houses several instructional and research laboratories, a virtual reality theater, and a four-walled C.A.V.E. (Cave Automatic Virtual Environment).

Undergraduate Projects and Research Laboratory
The Undergraduate Projects and Research Laboratory, is mainly used for facilitating modeling and simulation projects-based instruction in both lower and upper division undergraduate levels. This also involves courses in the major with a significant laboratory component. The Laboratory can accommodate 24 students with laptop computers and provide 5 workstations for undergraduate labs and research. Each workstation contains a high performance computer and collaboration spaces. The lab also contains a Polycom Teleconference system to support distance learning. The lab is equipped with 3 digital projectors to support teaching.

Medical Simulations Laboratory
The Medical Simulations Laboratory is mainly used to support teaching and research activities related to medical simulations for planning, training, education, analysis and visualization. It contains 15 high performance PC workstations, 4 haptic devices, three 3D scanners, two 3D printers, 2 reach-in displays, 3 LCD TVs, 6 Oculus Rift headsets, 2 HTC Vive headsets, and 2 Microsoft Hololens. The laboratory is also equipped with a large selection of software such as Autodesk Maya, Google SketchUp, Microsoft XNA Game Studio, Unity Game Engine, and ArcGIS.

Applied M&S Research Laboratory
The Applied M&S Research Laboratory is the third laboratory area. This graduate research laboratory contains PC workstations and spaces for 10 graduate students and also supports faculty/VMASC collaborative research activities. Several research topics are conducted in this laboratory including high performance computing, cyber security, simulation architectures, transportation systems, military M&S, digital manufacturing, and enterprise decision support. Visualization of these is also a significant part of these areas.

Collaborative Autonomous Systems Laboratory
The Collaborative Autonomous Systems Laboratory supports instructional and multidisciplinary research activities related to autonomous systems. This forth laboratory area is shared with the mechanical and aerospace department. MSVE maintains 4 PC workstations and 10 various types of robotic systems. The lab contains an area dedicated to cyber security research as related to collaborative autonomous systems.

The CAVE (CAVE Automated Virtual Environment)
The CAVE (Cave Automated Virtual Environment) Virtual Reality laboratory area contains several 3D visualization systems. The CAVE is a high-resolution projection-screen virtual reality system. The screens are arranged in a 10 foot cube with computer-generated images projected on three walls and a floor. The CAVE lab also contains a 3 meter Vision Dome projection system and an Immersa-Desk virtual reality display. Two 3D printers are also placed in the CAVE Lab.

Associated Centers:
A significant resource to the department is the Virginia Modeling, Analysis and Simulation Center located adjacent to the University's Tri-Cities Higher Education Center in Suffolk, Virginia. VMASC occupies a two-story 60,000 square foot building designed to support state-of-the-art research in modeling, simulation and visualization. Some of the center's facilities are used in the department's educational programs; in addition, VMASC researchers teach courses and mentor students in the department's academic programs.

List of Degrees and Certificates
• Master of Engineering - Modeling and Simulation
• Master of Science, Engineering - Modeling and Simulation
• Doctor of Engineering - Modeling and Simulation
• Doctor of Philosophy, Engineering - Modeling and Simulation
• Graduate Certificate in Modeling and Simulation Engineering
• Advanced Engineering Certificate in Cyber Systems Security

Master of Engineering - Modeling and Simulation
The master's degree in modeling and simulation (M&S) emphasizes a strong, common subject core while providing the student with the flexibility to design a plan of study to meet each individual's study objectives and needs. The purpose of the program's subject core is to provide a common academic foundation for all simulation students. Thus, all students in this program will have grounding in the same methods, principles, and philosophy of simulation. This provides the mechanisms for the simulationist to work
across disciplines and domains while maintaining a common frame of reference for communication, technical specialization, and advanced study and research. The Master of Engineering (ME) in Modeling and Simulation requires 30 hours of course credit. The ME program is focused on developing the practical skills and knowledge needed to solve problems requiring applications of modeling and simulation.

The program's subject core consists of:

1. an overview of modeling and simulation;
2. an in-depth exploration of specific simulation methodological approaches;
3. simulation system modeling principles and techniques;
4. an introduction to computer visualization and visual simulation; and,
5. principles of stochastic analysis.

Most courses are offered in distance learning format. They are delivered to Old Dominion University's higher education centers and are available synchronously using video teleconferencing software. Additionally, the MSVE department is offering a Master of Engineering Online program.

**Master of Engineering Admission Requirements**

The Master’s Degree in Modeling and Simulation is designed for students having bachelor’s degrees in Engineering, Science or Mathematics, although students from other educational backgrounds may apply with appropriate leveling courses. Prerequisites for admission include: mathematics – two courses in differential and integral calculus and one course in calculus-based probability and statistics; and, computer science – algorithmic problem solving using a high-level object-oriented programming language such as C++.

A minimum GPA of 2.80 overall and a minimum GPA of 3.0 in the undergraduate major are required. Students with notable deficiencies may be considered for provisional admission and will be required to complete prerequisite course requirements in addition to the graduate degree requirements. Job experience and training may be considered in evaluating prerequisite requirements.

Applicants should plan to submit a completed application form, transcripts from all colleges and universities attended, a resume and personal statement of objectives, and TOEFL scores if an international applicant.

Potential prerequisite courses for the master’s degrees in modeling and simulation include the following:

1. Introductory differential and integral calculus equivalent to MATH 211 (Calculus I) and MATH 212 (Calculus II).
2. Calculus-based probability and statistics; this material is available for graduate credit in PSYC 727. Undergraduate courses STAT 330 or ENMA 420 will also meet the prerequisite requirement.
3. Computer science fundamentals including an object-oriented programming language such as C++, algorithmic problem solving, and data structures.

**Master of Engineering Degree Requirements**

The Master of Engineering program requires completion of 10 three-credit courses; four core courses and six elective courses are required to complete the degree program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIM 741</td>
<td>Principles of Visualization</td>
<td>3</td>
</tr>
<tr>
<td>MSIM 551</td>
<td>Analysis for Modeling and Simulation</td>
<td>3</td>
</tr>
<tr>
<td>or MSIM 751</td>
<td>Advanced Analysis for Modeling and Simulation</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Modeling Course (see list below)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Advanced Simulation Course (see list below)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Advanced Modeling Course Examples (3 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIM 607</td>
<td>Machine Learning I</td>
</tr>
<tr>
<td>MSIM 660</td>
<td>System Architecture and Modeling</td>
</tr>
<tr>
<td>MSIM 702</td>
<td>Systemic Decision Making</td>
</tr>
<tr>
<td>MSIM 730</td>
<td>Simulation Formalisms</td>
</tr>
<tr>
<td>MSIM 772</td>
<td>Modeling Global Events</td>
</tr>
<tr>
<td>MSIM 774</td>
<td>Transportation Network Flow Models</td>
</tr>
</tbody>
</table>

Other courses with graduate program director's approval.

**Advanced Simulation Course Examples (3 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIM 711</td>
<td>Finite Element Analysis</td>
</tr>
<tr>
<td>MSIM 722</td>
<td>Cluster Parallel Computing</td>
</tr>
<tr>
<td>MSIM 725</td>
<td>Principles of Combat Modeling and Simulation</td>
</tr>
<tr>
<td>MSIM 742</td>
<td>Synthetic Environments</td>
</tr>
<tr>
<td>MSIM 776</td>
<td>Simulation Modeling in Transportation Networks</td>
</tr>
</tbody>
</table>

Other courses with graduate program director's approval.

Students must take six electives, 3 credit hours each, in addition to the core courses. Several electives are available covering topics such as system dynamics, social networks, graduate level statistics, and combat modeling. Other courses must be approved by the graduate program director.

Certain students will need to take pre-requisite leveling courses that will count towards the six elective course requirement. These courses are: MSIM 510 Model Engineering; MSIM 541 Computer Graphics and Visualization; MSIM 602 Simulation Fundamentals; and, MSIM 603 Simulation Design.

For graduation, students must complete a comprehensive examination and the Responsible Conduct of Research Training for Engineers training online.

**Master of Engineering Online Program**

The MSVE department also offers an ME online degree in Modeling and Simulation via the Blackboard Academic Suite and WebEx that provides online lectures, homework submissions, examinations, discussion boards, wikis, video/audio collaboration sessions and grading. Students having access to reliable high-speed internet service can connect and participate in engaging discussion and distributed asynchronous learning with the instructor and other students. All course materials are distributed and collected electronically. Students located in the Hampton Roads region may utilize live courses to fulfill the elective course requirement with approval from the MSVE graduate program director.

**Master of Science, Engineering - Modeling and Simulation**

The master's degree in modeling and simulation (M&S) emphasizes a strong, common subject core while providing the student with the flexibility to design a plan of study to meet each individual’s study objectives and needs. The purpose of the program’s subject core is to provide a common academic foundation for all simulation students. Thus, all students in this program will have grounding in the same methods, principles, and philosophy of simulation. This provides the mechanisms for the simulationist to work across disciplines and domains while maintaining a common frame of reference for communication, technical specialization, and advanced study and research. The Master of Science (MS) in Modeling and Simulation requires six hours of thesis credit and 24 hours of course credit. The MS program is directed primarily at full-time students who are preparing for a career in advanced M&S research and/or academic positions.

The program's subject core consists of:

1. an overview of modeling and simulation;
2. an in-depth exploration of specific simulation methodological approaches;
3. simulation system modeling principles and techniques;
4. an introduction to computer visualization and visual simulation; and,
5. principles of stochastic analysis.

Most courses are offered in distance learning format. They are delivered to Old Dominion University's higher education centers and are available synchronously using video teleconferencing software.

Old Dominion University 198
Master of Science Admission Requirements

The Master’s Degree in Modeling and Simulation is designed for students having bachelor’s degrees in Engineering, Science or Mathematics, although students from other educational backgrounds may apply with appropriate leveling courses. Prerequisites for admission include: mathematics – two courses in differential and integral calculus and one course in calculus-based probability and statistics; and computer science – algorithmic problem solving using a high-level object-oriented programming language such as C++.

A minimum GPA of 2.80 overall and a minimum GPA of 3.0 in the undergraduate major are required. Students with notable deficiencies may be considered for provisional admission and will be required to complete prerequisite course requirements in addition to the graduate degree requirements. Job experience and training may be considered in evaluating prerequisite requirements.

Applicants should plan to submit a completed application form, transcripts from all colleges and universities attended, GRE scores (verbal, quantitative, and analytical writing - required of all MS applicants), a resume and personal statement of objectives, two letters of recommendation from former university instructors, and TOEFL scores if an international applicant.

Potential prerequisite courses for the master’s degrees in modeling and simulation include the following:

1. Introductory differential and integral calculus equivalent to MATH 211 (Calculus I) and MATH 212 (Calculus II).
2. Calculus-based probability and statistics; this material is available for graduate credit in PSYC 727. Undergraduate courses STAT 330 or ENMA 420 will also meet the prerequisite requirement.
3. Computer science fundamentals including an object-oriented programming language such as C++, algorithmic problem solving, and data structures.

Master of Science Degree Requirements

The Master of Science program requires 12 hours of course credit in modeling and simulation foundation courses. These foundation courses are:

- MSIM 741 Principles of Visualization 3
- MSIM 551 Analysis for Modeling and Simulation 3
- MSIM 751 Advanced Analysis for Modeling and Simulation

Advanced Modeling Course Examples (3 credits)

- MSIM 607 Machine Learning I
- MSIM 660 System Architecture and Modeling
- MSIM 702 Systemic Decision Making
- MSIM 730 Simulation Formalisms
- MSIM 772 Modeling Global Events
- MSIM 774 Transportation Network Flow Models

Other courses with graduate program director's approval.

Advanced Simulation Course Examples (3 credits)

- MSIM 711 Finite Element Analysis
- MSIM 722 Cluster Parallel Computing
- MSIM 725 Principles of Combat Modeling and Simulation
- MSIM 742 Synthetic Environments
- MSIM 776 Simulation Modeling in Transportation Networks

Other courses with graduate program director's approval.

The remaining course credits (12 credits) are elective course credits. These courses are selected to achieve one or more program objectives or themes and must be approved by the student's advisor and/or graduate program director. Elective courses outside the MSVE Department must be approved by the graduate program director. The program concludes with 6 credit hours of thesis credit (MSIM 699) and a thesis defense.

Certain students will need to take pre-requisite leveling courses that will count towards the 12 credit hour elective course requirement. These courses are: MSIM 510 Model Engineering; MSIM 541 Computer Graphics and Visualization; MSIM 602 Simulation Fundamentals; and, MSIM 603 Simulation Design.

For graduation, students must successfully defend their thesis and complete the Responsible Conduct of Research for Engineers training online.

Doctor of Engineering - Modeling and Simulation

The D. Eng. in Modeling and Simulation program focuses on developing the advanced skills and knowledge to enable the graduate to conduct and lead advanced technical M&S projects in an engineering environment. It affords engineering practitioners the opportunity to achieve advanced graduate education beyond the master’s degree.

For complete information on admission requirements and core degree requirements, please refer to the Doctor of Engineering program information at: http://catalog.odu.edu/graduate/frankbattencollegeofengineeringandtechnology/doctorofengineeringprogram

The program of study for the D.Eng. in M&S program is developed with the approval of the graduate program director and the student’s advisor. The program shall include a minimum of 18 credits of professional course work and 18 credits of technical core course work beyond the master’s degree distributed as follows:

Technical Core Courses 18

- Advanced Simulation Course from the list below
- MSIM 830 Simulation Formalisms
- MSIM 842 Synthetic Environments
- MSIM 851 Advanced Analysis for Modeling and Simulation

Two approved technical elective courses - 6 credits

- Advanced Simulation Course Examples (3 credits)
- MSIM 811 Finite Element Analysis
- MSIM 822 Cluster Parallel Computing
- MSIM 825 Principles of Combat Modeling and Simulation
- MSIM 876 Simulation Modeling in Transportation Networks

Other courses with graduate program director’s approval.

No more than three credits from course work satisfying foundation knowledge requirements may be included in the program of study for technical elective credit. At least three-fifths of the non-project coursework must be at the 800-level.

Certain students entering the program will be required to complete additional pre-requisite leveling courses. These courses are: MSIM 510 Model Engineering; MSIM 541 Computer Graphics and Visualization; MSIM 602 Simulation Fundamentals; and MSIM 603 Simulation Design.

For graduation, students must complete the requirements for their final project and the Responsible Conduct of Research for Engineers training online.

Doctor of Philosophy, Engineering - Modeling and Simulation

The Ph.D. in Modeling and Simulation program focuses on developing the necessary skills and knowledge to enable the graduate to conduct
and evaluate independent, original research in an area of modeling and simulation. The goal of the program is to prepare students for careers in teaching and research at academic institutions, as well as the conduct or leadership of research and development in public and private organizations.

**Doctor of Philosophy Admission Requirements**

Admission to the Ph.D. in M&S program is made in accordance with Old Dominion University and Batten College of Engineering and Technology requirements for doctoral programs as specified in this Catalog. Specific requirements for the modeling and simulation degree include the following:

1. Completion of a master’s degree in an appropriate and closely related field is expected. However, students who have completed 24 credits of graduate courses in an appropriate field from an accredited institution may apply.

2. A minimum GPA in graduate course work of 3.50 (out of 4.0) is required of most students. A student with a GPA greater than 3.25 and with evidence of a high level of professional capability in the field of modeling and simulation may be eligible for admission to the program upon submission of a petition to the graduate program director.

3. Recent scores (typically, not more than five years old) on the Graduate Record Examination’s (GRE) verbal, quantitative, and analytical writing sections must be submitted by all applicants.

4. Three letters of recommendation (typically at least two of which are from faculty in the highest degree program completed when the application is within five years of graduation from that degree program) are required.

5. The applicant must submit a statement of purpose, goals, and objectives related to the program and a resume.

Applicants are expected to have the following foundation knowledge:


2. Computer science fundamentals including an object-oriented programming language such as C++, algorithmic problem solving, and data structures.

3. Knowledge of the content of the foundation courses required in the Modeling and Simulation Master’s Program.

**Doctor of Philosophy Degree Requirements**

The Ph.D. in modeling and simulation is offered in accordance with the general requirements for doctoral degrees as specified in the Requirements for Graduate Degrees Section of this Catalog. Specific program of study requirements for the concentration in modeling and simulation include the following:

1. Completion of a minimum of 24 credits of course work beyond the master’s degree; and a minimum of 24 credits of dissertation research.

2. Successful completion of a written diagnostic examination before completion of nine credits of advanced course work.

3. Successful completion of a written and oral qualifying (candidacy) examination near the completion of the course work.

4. Successful presentation of a dissertation research proposal at the beginning of the dissertation research.

5. The successful completion and public defense of a dissertation representing independent, original research worthy of publication in a peer-reviewed scholarly journal.

The program of study for the Ph.D. in M&S program is developed with the approval of the graduate program director and the student’s advisor. The program shall include a minimum of 24 credit hours of course work beyond the master’s degree distributed as follows.

**Common Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIM 822</td>
<td>Cluster Parallel Computing</td>
<td>3</td>
</tr>
<tr>
<td>MSIM 825</td>
<td>Principles of Combat Modeling and Simulation</td>
<td>3</td>
</tr>
<tr>
<td>MSIM 876</td>
<td>Simulation Modeling in Transportation Networks</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives** - Minimum of 12 credits of elective courses that provide a basis for dissertation research. No more than six credits from course work satisfying foundation knowledge requirements may be included in the program of study for elective credit. At least three-fifths (15 credits) of non-dissertation course work must be at the 800-level. Elective courses outside the MSVE Department must be approved by the graduate program director.

Certain students entering the program will be required to complete additional pre-requisite leveling courses. These courses are: MSIM 510 Model Engineering; MSIM 541 Computer Graphics and Visualization; MSIM 602 Simulation Fundamentals; and MSIM 603 Simulation Design.

For graduation, students must successfully defend their dissertation and complete the Responsible Conduct of Research for Engineers training online.

**Graduate Certificate in Modeling and Simulation Engineering**

The Graduate Certificate in Modeling and Simulation Engineering is designed for those who meet the admission requirements of the modeling and simulation master’s program and wish to broaden their knowledge of modeling and simulation related principles and practices without pursuing a graduate degree. This is a 12 credit hour non-degree program offered by the Department of Modeling, Simulation and Visualization Engineering. The certificate program is open to both degree-seeking and non-degree-seeking graduate students. Certain courses taken for the certificate program may later be applied to the master’s degree in modeling and simulation.

**Graduate Certificate Admission Requirements**

Students should have either an undergraduate degree from a regionally accredited institution and should have a mathematical background through calculus, along with a calculus based probability and statistics course. Students should submit a graduate non-degree application through the Office of Admissions, and then submit a departmental application with copies of unofficial transcripts from all previous coursework to the MSVE Department. Departmental applications are available online on the MSVE Department’s website – http://eng.odu.edu/msve - and should be sent to:

Academic Advisor and Program Manager

Old Dominion University
1300 Engineering and Computational Sciences Building
Norfolk, VA 23529

**Graduate Certificate Course Requirements**

The Graduate Certificate in Modeling and Simulation Engineering requires the completion of 12 credit hours at the graduate level. The course requirements are:

Select three courses from the following: 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIM 601</td>
<td>Introduction to Modeling and Simulation</td>
</tr>
<tr>
<td>MSIM 602</td>
<td>Simulation Fundamentals</td>
</tr>
<tr>
<td>MSIM 510</td>
<td>Model Engineering</td>
</tr>
<tr>
<td>MSIM 603</td>
<td>Simulation Design</td>
</tr>
<tr>
<td>MSIM 541</td>
<td>Computer Graphics and Visualization</td>
</tr>
</tbody>
</table>

Old Dominion University 200
**Advanced Engineering Certificate in Cyber Systems Security**

The certificate program aims to provide a thorough understanding of the cyber security threats faced by the stand-alone computer systems, networked systems, IT infrastructure, and cyber physical systems having embedded computer systems operated by individuals, small businesses and large enterprises along with the knowledge required to defend against these threats. The course will enable participants to learn state of the art techniques necessary for analyzing cyber security risks, preventing, detecting and recovering from cyber attacks through classroom instructions and hands-on lab work. The program uniquely accommodates students from engineering, math and sciences as well as practicing engineers and managers. The course will make use of ODU’s multidisciplinary strengths in the fields of Cyber Systems, Computer Engineering, Software Engineering and Modeling and Simulation. This program is designed both as a complement for students working on graduate degrees and for those personnel working on information and cyber systems used in industry, small businesses, healthcare, government, military and home land security. It is anticipated that students will complete the program in 2 semesters (full time enrollment) or 2 years (part-time enrollment or working to complement an existing graduate program).

**Certificate Program Admission Requirements**

All applicants admitted to the certificate program must have earned a baccalaureate degree in engineering, mathematics, science, or a related STEM field from a regionally-accredited institution or an equivalent degree from a foreign institution. Those whose native language is not English must submit a minimum score of 230 on the computer-based TOEFL or 80 on the TOEFL iBT.

**Certificate Program Curriculum Requirements**

The Graduate Certificate in Cyber Security requires completion of 12 credit hours of graduate course work, consisting of two core courses and two elective courses from the course list below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIM 570</td>
<td>Foundations of Cyber Security</td>
<td>3</td>
</tr>
<tr>
<td>MSIM/ENMA 670</td>
<td>Cyber Systems Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECE 516</td>
<td>Cyber Defense Fundamentals</td>
<td></td>
</tr>
<tr>
<td>ECE 519</td>
<td>Cyber Physical System Security</td>
<td></td>
</tr>
<tr>
<td>MSIM 673</td>
<td>Threat Modeling and Risk Analysis</td>
<td></td>
</tr>
<tr>
<td>MSIM 773</td>
<td>Networked System Security</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**: 12

A graduate level elective approved by the Graduate Program Director. This elective may be an MSIM course or from another discipline outside of modeling and simulation. It is possible that this course may be outside of the discipline of modeling and simulation, but approved because it complements the field of modeling and simulation and the student’s interests.

An overall GPA of 3.0 or better is required to earn the graduate certificate in modeling and simulation engineering.

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**Collaborative Programs, Centers, and Institutes**

**Commonwealth Graduate Engineering Program (CGEP)**

Linda Vahala, Director

The Commonwealth Graduate Engineering Program (CGEP) is a unique cooperative agreement. This agreement is among the five largest engineering schools in the Commonwealth of Virginia: Old Dominion University, George Mason University, the University of Virginia, Virginia Commonwealth University and Virginia Polytechnic Institute and State University. The program developed in response to the diverse continuing education needs of engineering graduates working in industry and government.

Graduate engineering courses leading to a Master of Science or Master of Engineering degree or nanotechnology certificate are offered through these universities via a statewide interactive distance-learning network.

Students seeking admission to the various degree programs should request and process their applications through the Commonwealth Graduate Engineering Program Office in the Batten College of Engineering and Technology at Old Dominion University: www.eng.odu.edu/cgep.

**Enterprise Centers**

The Batten College of Engineering and Technology is a catalyst for the economic development of Hampton Roads. To this end, the college has established a number of centers to serve as engines for enterprise development. These centers utilize all University resources, including students and faculty. The former engineering centers now elevated as University Centers are: VMASC and Bioelectrics. One that has been transferred to the Commonwealth is MARS.

**Applied Research Center (ARC)**

Hani Elsayed-Ali, Director

ARC is an advanced materials engineering and laser technology research center. Staffed with industry/university teams utilizing the Jefferson Lab technologies, ARC provides commercial product-related research in the areas of thin film technology, laser and plasma processing of materials, materials analysis, and devices and sensor fabrication. For more information: www.eng.odu.edu/arc.

**National Center for System of Systems Engineering (NCSOSE)**

Charles Keating, Director

NCSOSE is a collection of independent, nonprofit, engineering research and application organizations, government entities, and universities that have joined together with a common goal to solve problems, develop technologies, and direct research focused on critical issues related to the integration of complex systems of systems.

**Affiliated Centers**

**Frank Reidy Research Center for Bioelectrics**

Richard Heller, Director

The mission of the Center is to increase scientific knowledge and understanding of the interaction of electromagnetic fields and ionized gases with biological cells and to apply this knowledge to the development of medical diagnostics, therapeutics, and environmental contamination. The objectives of the Center are to perform leading edge interdisciplinary and multi-institutional research, recruit top faculty and exceptional graduate students, support regional, national, and international programs, and...
increase external funding and institutional visibility. For more information: www.odu.edu/engr/bioelectrics/.

**Virginia Modeling, Analysis, and Simulation Center (VMASC)**

John Sokolowski, Director

VMASC is a multi-disciplinary research center of Old Dominion University. Working with more than one hundred industry, government, and academic members, VMASC furthers the development and applications of modeling simulation, and visualization as enterprise decision-making tools to promote economic, business, and academic development. For more information: www.vmasc.odu.edu.

**Departmental Institutes**

*Coastal Engineering* is part of the college’s Department of Civil and Environmental Engineering. Its mission is to foster interdisciplinary educational and research opportunities for faculty and students interested in applied coastal science and engineering. Director: Gangfeng Ma.

*Naval Systems and Marine Engineering Institute* in collaboration with the shipbuilding and repair industry, promotes the research, development, education, and application of innovative techniques in the lifecycle cost of ownership and productive value of marine assets including military, commercial, and pleasure craft. Director: Jennifer Michaeli.

*Plasma Engineering and Medicine Institute* is focused on conducting fundamental and applied investigations using Laser and Plasma Technologies. It offers state-of-the-art equipment and a vibrant academic environment where faculty, graduate and undergraduate students engage together in advanced research encompassing fundamental and applied research aspects in the field of cold plasmas, and its applications in engineering and medicine. Director: Mounir Laroussi.

*Sustainable Development Institute* promotes and provides engineering, ecological, environmental, and economic assistance to local, regional, and national governmental agencies, as well as international organizations and businesses. The institute actively participates in community service by conducting waste minimization and pollution prevention assistance to local businesses. Director: Mujde Erten-Unal.

*Transportation Research Institute* collaborates with centers and departments across the ODU campus to conduct innovation-based research in the core areas of transportation operations, transportation safety, transportation planning, freight transportation, and environment, energy, and sustainable transport. Director: Mecit Cetin.

*Virginia Institute for Photovoltaics* research span from the Nanoscale (Fundamental Sciences and Engineering) through the Devices and balance of systems, to the deployment of Gigascale commercial power generation. The current focus is to research and develop the Science and Engineering of Photovoltaic Devices (or Solar cells) and bring them from the laboratory to the industry. Director: Sylvain Marsillac.

*Virginia Institute for Vision Analysis* aims to leverage complimentary expertise of faculty in computer vision, signal/image processing and machine learning to become one of the leading institute in the field. Research focuses on novel theory, state-of-the-art algorithms, architectures, real-time implementations for biomedical engineering, human- and machine-centric recognition, environmental, and geoscience applications and computer-aided medical diagnosis systems. Director: Khan Iftekharuddin.
College of Health Sciences

Bonnie L. Van Lunen, Dean
Richard Benjamiin, Associate Dean
Kimberly Adams Tufts, Associate Dean
Deborah B. Bauman, Assistant Dean

2114 Health Sciences Building
Norfolk, VA 23529
757-683-4960
http://www.odu.edu/hs

Doctorate:
- Health Services Research (Ph.D.)
- Physical Therapy (D.P.T.)
- Doctor of Nursing Practice (D.N.P.)
- Kinesiology and Rehabilitation (Ph.D.)

Master's:
- Athletic Training (M.S.A.T.)
- Community Health (M.S.)
- Concentration: Environmental Health
- Dental Hygiene (M.S.)
- Nursing (M.S.N.)
- Public Health (M.P.H.)
- Concentrations: Environmental Health, Health Promotion

Linked Programs:
- B.S. in Dental Hygiene to M.S. in Dental Hygiene
- B.S. in Environmental Health to M.S. in Community Health

Graduate Certificate Programs:
- Global Health
- Modeling and Simulation in Health Sciences
- Molecular Diagnostics
- Nurse Educator
- Nurse Executive
- Occupational Safety

College Mission

The college mission is to improve individual and community health by advanced professional education, influential research, and responsive service. The vision of the College of Health Sciences is to be an internationally recognized leader in advancing health care by educating competent practitioners, generating practically significant scientific knowledge and innovative technologies, fostering scholarly collaborations, and promoting positive public health policies.

The college consists of the School of Community and Environmental Health, the Gene W. Hirschfeld School of Dental Hygiene, the School of Medical Laboratory and Radiation Sciences, the School of Nursing, and the School of Physical Therapy and Athletic Training. These schools offer a variety of master's and doctoral degrees, and non-degree certificate programs, linked and degree completion programs, and professional continuing education programs. In addition, many of these programs are offered off-campus and in a variety of distance learning formats. The degree programs are competitive, fully accredited, and nationally recognized for their quality graduates.

Program Application, Acceptance, and Continuance

A separate application must be submitted to be considered for acceptance into the health sciences majors. Application information, qualifications, deadlines, and advisors are listed in the specific program sections of this catalog and on the web site.

Acceptance to the University does not constitute or guarantee acceptance into a health sciences major. Students are notified by the program director of their acceptance and any other program specific requirements such as physicals, immunizations, technical standards, etc. Continuance in the health sciences majors requires strong academic achievement, including successful demonstration of knowledge and use of practical and critical thinking skills in laboratory and in clinical rotations. Criminal background checks may be required as specified in course syllabi. Any student deemed unacceptable for clinical rotation due to results from a criminal background check will not be allowed to complete the program of study.

The College of Health Sciences has developed graduate programs in the health-related professions that prepare individuals for practice, teaching, research, or administration in health-care delivery to meet the needs of the region, the state, and the nation. These programs include Master of Science degrees in community health and dental hygiene, the Master of Science in Nursing degree, the Master of Public Health degree, the Doctor of Physical Therapy degree, the Doctor of Nursing Practice degree, and the Ph.D. in health services research.

Certificate in Global Health

https://www.odu.edu/hs/centers/globalhealth

Muge Akpinar-Elci, MD, MPH, Program Director

Global Health aims to show us the big picture. Mistakenly, people assume that the target of “Global Health” involves mainly tackling problems in the developing world. Diseases and health problems do not recognize borders. All countries can learn from the experiences of other countries. Neglecting to address health problems in a global scale may affect people’s health, well-being and national security around the world including in developed countries such as the United States.

This competency-based certificate program aims to provide comprehensive training on Global Health. Additionally, this certification program embraces a transdisciplinary focus. The Global Health Certificate is designed as an online program for professionals who are practicing or who plan to practice in a worldwide setting. Graduates of the Global Health Certificate can expect to find employment in a variety of fields including health-related governmental/non-governmental organizations, university research programs, international healthcare consultancies, and multinational corporations (Education Advisory Board, 2013). The certificate requires three core courses (3 credit hours each), two electives (2 credit hours each) and a cumulative experience (2 credit hours) for a total fifteen (15) credits. A maximum of 6 credit hours from graduate level courses may be transferred into the certificate program. Admission to the certificate program requires a bachelor’s degree (or the equivalent).

<table>
<thead>
<tr>
<th>Required Core Courses</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC 746 Epidemiology</td>
<td></td>
</tr>
<tr>
<td>HLSC 776 Global Health</td>
<td></td>
</tr>
<tr>
<td>HLSC 702 Health Management</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (Select two)</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC 778 Global Environmental Health</td>
<td></td>
</tr>
<tr>
<td>HLSC 780 Monitoring &amp; Evaluating Global Health Programs</td>
<td></td>
</tr>
<tr>
<td>HLSC 782 One Health, One Medicine</td>
<td></td>
</tr>
<tr>
<td>HLSC 784 Key Competencies for Co-creating Sustainable Futures</td>
<td></td>
</tr>
<tr>
<td>HLSC 785 Issues and Opportunities in Global Health Research</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cumulative Experience (Select one)</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC 798 Supervised Research</td>
<td></td>
</tr>
<tr>
<td>HLSC 768 Practicum in Global Health</td>
<td></td>
</tr>
<tr>
<td>HLSC 705 Interprofessional Study Abroad on Global Health</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: A maximum of 6 credit hours from graduate level courses may be transferred.

Total Hours 15
Ph.D. in Health Services Research

757-683-3516
http://www.odu.edu/academics/programs/doctoral/health-services-research

Dr. Bonnie Van Lunen, Graduate Program Director

The primary mission of the Ph.D. in health services research is to develop leaders and problem solvers whose professional services will improve the health of the population not only in Eastern Virginia but also statewide, nationally, and internationally. Health services researchers examine health care quality and effectiveness, patient outcomes, access to care, health care costs and financing, primary and managed care, new technologies, and other critical topics. Health services researchers pursue careers in many settings, including academia, professional organizations, research centers, health policy groups, clinical settings, and in federal, state, and local agencies.

The goals of the program are to enable students to conduct and interpret health services research, to formulate and analyze public health policy, to lead programs and organizations that address the health care needs of populations and to work directly with community members to empower them to be a part of the policy formulation process. In accomplishing these goals students in the program will develop the critical skills necessary to assemble and integrate qualitative and quantitative evidence applicable to problem formulation and policy analysis. They will be able to design viable programs, manage resources, and measure the effectiveness of service delivery to populations. Students will be awarded the Ph.D. in health services research after the completion of all University and program requirements for graduate degrees.

Requirements for Admission

Students are admitted to the Ph.D. program during the fall term only. Applications for admission are reviewed by the Ph.D. in Health Services Research Program admissions committee. To qualify for admission, an applicant must meet the general University admission requirements at the graduate level as well as specific program requirements, including:

1. A completed master’s degree from a program that is accredited by a specialized accrediting agency; degrees such as M.D., J.D., and D.D.S. are also acceptable;
2. A minimum acceptable grade point average of 3.25 (on a 4.0 scale) overall for the master’s degree;
3. Acceptable total scores on the Graduate Record Exam (GRE); Verbal and Quantitative sections examined separately;
4. For those whose native language is not English a TOEFL score of at least 550 (79 for internet-based test);
5. Official transcripts from all institutions of higher education attended;
6. A current curriculum vitae or resume;
7. Three letters of reference from sources capable of commenting on the applicant’s readiness and commitment for doctoral studies. At least one, and preferably all letters should be from academic sources; other, letters must be from professional supervisors;
8. A 1500 word essay discussing the applicant’s academic and professional goals. This essay should discuss how the Ph.D. in Health Services Research program will contribute towards meeting these goals; and
9. A personal interview to discuss applicant's research focus and fit with the program faculty’s expertise.

Prerequisite courses are necessary for students who do not have graduate preparation in basic statistics, research design, and basic computer literacy. Prerequisite courses in health delivery systems and community health may be required for students without academic preparation or experience in these areas.

Complete the application form and submit all required materials to the Office of Admissions, Old Dominion University.

Degree Requirements

1. Satisfactory completion of at least 60 semester hours of graduate level coursework, including all required courses as listed below. (Students who receive two or more grades of C+ or one grade of F may not continue in the program).
2. Two semesters of full-time residency. These do not have to be consecutive.
3. A health services research internship or supervised research experience.
4. Acceptable performance on written and oral candidacy examinations in the major field of study at the end of the program coursework. Students may re-take the candidacy exams only once.
5. Successful defense of a dissertation proposal.
6. Completion of a dissertation representing the candidate’s ability to conduct scholarly, original research. The quality of the research must be suitable for publication in an academic, peer-reviewed journal.
7. Successful oral defense of the dissertation.
8. Submission of the approved final copy of the dissertation.

Time frames for completion of degree requirement are as follows:

1. The entire process (from admission to dissertation defense) must be completed within eight years. Exceptions to this time limit require the approval of the graduate program director, the department chair, and the college dean.
2. Academic credit which is more than eight years old at the time of graduation must be re-validated by an examination before the work can be applied to a doctoral degree.
3. The dissertation must be completed within five years after the candidacy exams are passed.
4. Dissertations should be defended at least six weeks prior to the end of the semester in which the student expects to graduate.

Each student is required to have an advisory faculty member who will meet with the student after the first nine hours of coursework are complete. The faculty member, with the graduate program director, approves the student’s planned coursework (plan of study) and conducts the written and oral competency exams at the end of the coursework. Students must maintain a 3.0 grade point average.

Curriculum

The coursework consists of 12 credits of health services core courses, 18 credits of research core courses, six credits of health policy core courses and a six credit cognate area. A 1-credit colloquium is required each semester in which the student expects to graduate.

Culminating Courses

The Health Services Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC 801</td>
<td>Introduction to Health Services</td>
</tr>
<tr>
<td>HLSC 809</td>
<td>Multidisciplinary Approaches to Health Services Research</td>
</tr>
<tr>
<td>HLSC 814</td>
<td>Theory in the Health Sciences</td>
</tr>
<tr>
<td>HLSC 864</td>
<td>Health Economics</td>
</tr>
</tbody>
</table>

Research Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC 810</td>
<td>Research Design and Application</td>
</tr>
<tr>
<td>HLSC 811</td>
<td>Quantitative Research Methods in Health Care</td>
</tr>
<tr>
<td>HLSC 812</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>HLSC 813</td>
<td>Measurement of Health Phenomena</td>
</tr>
<tr>
<td>HLSC 846</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>HLSC 804</td>
<td>Methods of Program Evaluation</td>
</tr>
</tbody>
</table>

Health Policy Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC 815</td>
<td>Decision Analysis in Health Care</td>
</tr>
<tr>
<td>HLSC 872</td>
<td>Policy and Politics of Health</td>
</tr>
</tbody>
</table>

Old Dominion University 204
The committee’s purpose is to supervise the entire process from proposal writing to defense through the oral defense of the dissertation. The committee supervises and approves the choosing of a topic, the choosing of a theoretical framework, the development of the research methods, the actual conduct of the research and the writing of the results.

Dissertation Proposal

The dissertation proposal provides a detailed explanation of the research being proposed, and should address the significance of the study, provide a substantive literature review or systematic review, and describe, in detail, the methods that will be used to collect data. The proposal will be defended in a public forum to which are invited all faculty, staff and students in the college. The final draft of the dissertation proposal must be available for public viewing two weeks before the defense date. No formal work should begin on the dissertation until the dissertation committee and the graduate program director unanimously approve the dissertation proposal in writing. Dissertation proposals can be defended prior to IRB approval/exemption. However, no data collection or interaction with study participants can ever begin until the dissertation chair and the student have obtained IRB approval or exemption. Approval of the dissertation proposal is NOT a pro forma activity and the student is cautioned never to regard it as such.

Dissertation and Final Oral Defense

The completion of a dissertation is the cornerstone of the Ph.D. program. Through the dissertation, candidates demonstrate that they are prepared to join the company of scholars and to be leaders in health services research. The candidate should work closely with his/her dissertation committee throughout this process. Dissertations must be carefully prepared, publicly available for viewing, defended in a public forum and approved by the dissertation committee, the graduate program director and the college dean.

The dissertation committee plays a vital role in the completion of the dissertation. Candidates are expected to be in regular communication with the committee chair and members regarding the progress of the study, research results and manuscript drafts. While preparing a dissertation, candidates must be continuously enrolled for a minimum of one credit hour per semester. University resources may not be used unless a candidate is officially enrolled. Advice or assistance from committee members should not be expected unless the candidate is officially enrolled.

Dissertations must be carefully prepared according to ODU guidelines using the most current version of the Guide for the Preparation of Theses and Dissertations (obtained from The Graduate School). The APA style manual should be used to cover specific questions of style. However, the requirements of the Guide for the Preparation of Theses and Dissertations take precedence over all the guidelines contained in the APA manual. All proposed dissertation research which involves human subjects must be reviewed and approved by the college or University's Human Subjects Committee. The process and approval must be documented in the text of the dissertation. Once the dissertation is successfully defended and in its final form, the student will upload the document to ProQuest.

Once the dissertation committee approves that the dissertation is ready, the student works with the dissertation committee to set a defense date and to ensure that the defense date is made public. The student should provide sufficient copies of the dissertation for public viewing at least two weeks before the defense date. The defense itself needs to be publicized two weeks in advance as well. While the defense is publicized and open to the public in general, care should be taken to ensure that all college faculty and administrators and all departmental students receive invitations to the defense. The entire dissertation committee must attend the final oral dissertation defense. After the dissertation defense, the dissertation committee meets in a closed-door meeting to discuss the dissertation defense and to vote on its approval or disapproval. If the dissertation is not approved, it can be defended only once more (no sooner than three months after the initial defense). The final dissertation must be approved through a signature process that includes the dissertation chair, all members of the dissertation committee, the graduate program director and the dean of the College of Health Sciences. Note that a dissertation may be approved orally at the final defense, but may still require some editing before the final copy is approved by the committee. The Doctor of Philosophy in Health Services Research will be awarded upon the oral defense of the dissertation, the submission of
Continuing Education Programs

Short courses, national conferences, workshops, refresher courses, certificate programs and seminars are offered by the different schools in the college on and off campus on a noncredit continuing education (CEU) basis. Professional continuing education programs cover a wide range of topics, including environmental health, dental hygiene, dental assisting, nursing, nuclear medicine technology, health-care management, medical technology, physical therapy, community health, mental health, and chemical dependency.

Continuing education serves the following functions:

- licensure and certification for professionals and practitioners and
- credential and degree achievement and professional development to update knowledge and skills.

Clientele served by the programs include nursing and allied health professionals, human service workers, managers and supervisory personnel, technicians, laboratory personnel, and health educators.

Visit the website to view current offerings.

School of Community and Environmental Health

3134 Health Sciences Building
757-683-4259
http://www.odu.edu/commhealth

Muge Akpinar-Elci, Chair

The School of Community and Environmental Health offers graduate and certificate programs which lead to careers in health services research, public health, community health, health care administration, environmental health, and occupational safety. The Master of Science in community health offers practicing health care professionals the opportunity to complete their degrees in a distance format with emphasis areas in environmental health, occupational safety and health, and industrial hygiene. ODU also offers a Master of Public Health degree in collaboration with Eastern Virginia Medical School.

Master of Public Health

Deanne Shuman, Co-Director

The Master of Public Health (MPH) degree is an accredited professional degree offered jointly by Eastern Virginia Medical School and Old Dominion University. The program provides graduates with an understanding of the public health sciences and with knowledge and skills that can be utilized in healthcare management, population-based research and the community practice of public health.

The program focuses upon four specialized tracks: Health Management, Epidemiology, Global Environmental Health, and Health Promotion. Students complete both didactic and experience-based courses. A community practicum exposes students to community organizations that can be utilized in healthcare management, population-based research and the community practice of public health.

Core courses are conducted at both the EVMS and ODU campuses and may be offered as distance courses with a classroom option for local students. Eastern Virginia Medical School offers the tracks in Health Management and in Epidemiology. Old Dominion University offers the tracks in Environmental Health and in Health Promotion. Students are advised by faculty members in their selected track.

The program will benefit health professionals who are or will be working in private, government or community organizations with the following responsibilities: assessing health status or needs in populations, designing and implementing programs, managing administrative functions, conducting program evaluation and outcomes research, developing coalitions to meet community needs, marketing health services, analyzing the epidemiology of specific diseases and measuring or assuring the quality of healthcare and public health services and products.

The MPH program administered solely by Old Dominion University is planned for implementation in fall 2019, pending approval of the State Council of Higher Education for Virginia. New admissions will begin in spring 2019. Contact Dr. Deanne Shuman for MPH program information, dshuman@odu.edu.

Master of Science - Community Health

757-683-4594
https://www.odu.edu/commhealth/academics/graduate-programs

Anna Jeng, Graduate Program Director

The School of Community and Environmental Health offers a Master of Science in Community Health with an emphasis in environmental health. The emphasis is designed to meet the needs of students seeking graduate education in the environmental health field. The goal of the program is to provide advanced understanding of human health efforts due to interactions with chemical, biological, and physical agents in natural and man-made environments. Students may shape the emphasis area to meet their needs in general environmental health, industrial hygiene, occupational safety, or hazardous materials management.

Admission

The selection of community health students is based on several criteria. To qualify for admission, an applicant must meet the general University admission requirements at the graduate level. In addition, the School of Community and Environmental Health requires:

1. Two letters of recommendation from teachers, supervisors, and/or employers.
2. Evidence of a basic foundation of undergraduate courses in the life sciences, behavioral sciences, and social sciences with a minimum 2.80 grade point average. If it is determined that a student is deficient in one of these three general foundation areas, he or she may be required to take additional course work prior to admission or to enroll in undergraduate course work to strengthen the foundation area.
3. A satisfactory Graduate Record Examination (GRE) aptitude score.
4. Work experience or voluntary participation in a health-related agency or program will be evaluated as part of the student’s admission package. Students can be admitted who do not have work or volunteer experience, however, students without experience will be required to produce a portfolio of health related volunteer or work experiences that they have acquired during their time in the program.
5. A career-goals paper. This paper asks the applicant to discuss his or her career goals and the relationship of the community health graduate program to those goals. This paper is evaluated by the faculty of the school for the applicant’s ability to present a clear sense of professional purpose, as well as his or her ability to write a concise and grammatically acceptable paper.

Prerequisite Requirements for the Environmental Health Concentration

This concentration has specific prerequisite courses at the undergraduate level that must be met. Also, admission to the program is at the discretion of the faculty. In addition to the core course requirements, there are specific course requirements for each emphasis area.

Prerequisite Courses

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>One of the following:</td>
<td>Introduction to Physics (with a lab)</td>
<td>3</td>
</tr>
<tr>
<td>Ocean, Earth, and Atmospheric Sciences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Old Dominion University 206
Degree Requirements

The curriculum includes a total of 42 credit hours with a 24-credit hour core of environmental and community health courses that constitutes the foundation of the program complemented by a minimum of 6 credit hours of practicum experience or 6 credit hours of thesis research and 12 credit hours of electives.

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVH 600</td>
<td>Principles of Environmental Health Science and Protection</td>
<td>3</td>
</tr>
<tr>
<td>CHP 640</td>
<td>Statistical Reasoning for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 603</td>
<td>Environmental Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>CHP 601</td>
<td>Research Design and Evaluation in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 632</td>
<td>Environmental and Occupational Health Risk Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 602</td>
<td>Environmental Health Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 643</td>
<td>Principles of Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>CHP 600</td>
<td>Principles of Community Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Emphasis Area Requirements - Choose One Emphasis Area

Below General Environmental Health

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVH 520</td>
<td>Communicable Diseases</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 521</td>
<td>Food Safety</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 522</td>
<td>Water and Wastewater Technology</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 523</td>
<td>Vector-Borne Diseases and Their Control</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 524</td>
<td>Residential and Institutional Environments</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 545</td>
<td>Air Pollution and Its Control</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 598</td>
<td>Independent Study in Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 595</td>
<td>Topics in Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 570</td>
<td>Industrial Environmental Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Industrial Hygiene

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVH 526</td>
<td>Physical Hazards and Their Control</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 540</td>
<td>Principles of Ergonomics</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 541</td>
<td>Industrial Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 542</td>
<td>Industrial Hygiene Sampling Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 545</td>
<td>Air Pollution and Its Control</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 546</td>
<td>Physical Hazards Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 570</td>
<td>Industrial Environmental Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 822</td>
<td>Control of Hazards in the Workplace</td>
<td>3</td>
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</table>

Hazardous Materials Management

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVH 546</td>
<td>Physical Hazards Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 561</td>
<td>Hazardous Waste Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 565</td>
<td>Hazardous Materials Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 722</td>
<td>Control of Hazards in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 570</td>
<td>Industrial Environmental Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 598</td>
<td>Independent Study in Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 545</td>
<td>Air Pollution and Its Control</td>
<td>3</td>
</tr>
</tbody>
</table>

Occupational Safety

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVH 501</td>
<td>Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 506</td>
<td>Principles of Occupational Safety and Health</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 507</td>
<td>Occupational Safety Standards, Laws and Regulations</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 525</td>
<td>Occupational Safety and Health Program Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 526</td>
<td>Physical Hazards and Their Control</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVH 570</td>
<td>Industrial Environmental Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Thesis or Practicum Option (Select One)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHP 669</td>
<td>Practicum</td>
<td>6</td>
</tr>
<tr>
<td>CHP 698</td>
<td>Thesis Research</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Hours: 42-43

Comprehensive Examinations

All candidates for the Master of Science in community health must pass a written and an oral comprehensive examination covering the course work in the program of study. Comprehensive examinations are administered once a semester during the fall and spring sessions.

Thesis or Practicum Option. Students must complete a six credit practicum (CHP 669) or a six credit thesis (CHP 698).

Graduate Certificate in Occupational Safety

Anna Jeng, Coordinator, hjeng@odu.edu

The certificate program in occupational safety is designed to prepare students to meet safety standards and guidelines in such areas as business, education and industry with the goal of managing operations to minimize financial losses resulting from accidents, health claims, legal actions, and property damage. It is especially attractive to students in majors such as engineering, occupational and technical studies, and business who may reasonably anticipate assignment of safety as an additional duty, or to individuals already employed in the occupational health and safety field. Course taken for the Certificate may also be used to qualify for safety positions, enhance the qualifications of Certified Safety Professional (CSP) and Certified Industrial Hygienist (CIH) candidates, and provide maintenance points for professionals holding the CSP or CIH certifications. Courses in the certificate program may be taken through degree or non-degree programs, and may be applied to degree requirements at the graduate level in environmental health. For completion of the graduate certificate program students must have a minimum cumulative grade point average of 3.00 in all courses taken toward the certificate. After successful completion of the program, a Certificate in Occupational Safety will be awarded.

A total of 15-16 semester hours is required, comprised of three core courses and six to seven hours of electives. All courses, with the exception of the lab course, are provided as distance learning, either as televised or web-based courses. There are no prerequisites.

Core courses include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVH 506</td>
<td>Principles of Occupational Safety and Health</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 525</td>
<td>Occupational Safety and Health Program Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 507</td>
<td>Occupational Safety Standards, Laws and Regulations</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following electives: 6-7

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVH 501</td>
<td>Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 526</td>
<td>Physical Hazards and Their Control</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 540</td>
<td>Principles of Ergonomics</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 541</td>
<td>Industrial Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 542</td>
<td>Industrial Hygiene Sampling Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 546</td>
<td>Physical Hazards Laboratory</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 15-16

Linked Program – Bachelor of Science in Environmental Health (B.S.E.H.) to Master of Science in Community Health

Bachelor of Science in Environmental Health (B.S.E.H.) students who have a 3.00 GPA and have senior standing may apply for acceptance into the Bachelor of Science in Environmental Health to M.S. in Community Health linked program or to a Master of Public Health (MPH) linked program. These programs allow gifted undergraduate B.S.E.H. students the
opportunity to take up to 12 semester hours of graduate course work and apply them to both degrees. Other restrictions apply. Students interested in this program should contact the B.S.E.H. program director James English at 757-683-6010 for more information.

Gene W. Hirschfeld School of Dental Hygiene

**Web Site:** [http://www.odu.edu/dental](http://www.odu.edu/dental)
2011 Health Sciences Building
757-683-3338

**Master of Science - Dental Hygiene**
757-683-5949
[http://www.odu.edu/dental](http://www.odu.edu/dental)

Denise M. Claiborne, PhD, RDH, Graduate Program Director

The challenge of effecting change in the scope and direction of dental hygiene and health care requires competencies in collaborative problem solving, evidence-based ethical decision making, and leadership.

Recipients of the Master of Science degree in dental hygiene develop skills to meet complex national and global health challenges in interprofessional education, knowledge-generation, information transfer, and health care for all members of society. Within a multidisciplinary, multicultural curricular framework that integrates theory, research, and practical experience, the competency-based program links goals and career aspirations of the student with relevant learning experiences, technologies, and resources to facilitate career advancement. Through specialized skills training, graduates are prepared to assume leadership roles necessary for quality professional dental hygiene care and advancing knowledge and practice.

Solutions to complex health problems need the participation of dental hygienists educated in community health, research, management, education, policy, and advocacy, just to name a few. Therefore, the program offers distinct specialty areas in which students may specialize: education, administration, research, marketing, community health, global health and modeling and simulation. Although graduate education focuses on developing a specialty, such specialization is viewed as secondary to generating evidence-based knowledge and theory through research. Demand for master’s level dental hygienists in these key areas of specialization continues to be strong and students are able to develop competencies essential in today’s employment market.

Applicants are encouraged to contact the graduate program director to obtain additional information regarding requirements, experiential credit, cognate offerings, travel abroad, practica and externship opportunities. The program is available on campus, online, or as a hybrid of the two. Up to 12 approved graduate credit hours may be taken at another university and applied toward degree requirements, making this program one of the most flexible in the nation. The student-focused, nationally and internationally recognized faculty are committed to the educational preparation of dental hygienists leading to degrees at advanced levels; and the opportunity to segue to doctoral education in health services research within the College of Health Sciences.

**Admission Information**

To qualify for admission, the applicant must possess a certificate or associate degree from an accredited dental hygiene program and a baccalaureate degree in dental hygiene or a related field. International students who have graduated from a dental hygiene program, other than a CODA accredited dental hygiene program, will be considered on an individual basis. Students who have graduated from an international dental hygiene program, with a 3.0 GPA equivalent or higher (on a 4.0 scale), must take and pass a SODH clinical competency examination to be considered for acceptance into the MSDH program. The applicant must have an overall grade point average (GPA) of at least 2.80 (on a 4.00 scale) in undergraduate education and a minimum of 3.00 in the undergraduate dental hygiene major.

For consideration, the documents listed below must be submitted to the Office of Graduate Admissions, Old Dominion University, 757-683-6010.

**International Students**

International Students must submit their documents for consideration to the Office of International Admissions, Old Dominion University, 2101 Dragas Hall, Norfolk, VA 23529.

Students can apply online at the Office of Admissions (http://www.odu.edu/admission/apply) website.

Visit: International Admissions at [http://www.odu.edu/admission/international](http://www.odu.edu/admission/international)

Visit: VISA & Immigration Services Advising at: [https://www.odu.edu/visa](https://www.odu.edu/visa).

1. Graduate Application.
2. Scores from the National Board Dental Hygiene Examination Note: International dental hygiene students who have not graduated from an CODA accredited dental hygiene program and who do not have National Board Dental Hygiene scores, will be considered for admission on a case-by-case basis. A current active dental hygiene license in at least one state may be submitted for national board scores; consult with the graduate program director.
3. Recommendation from previous dental hygiene clinical supervisor and dental hygiene program director.
4. Two letters of recommendation from academic sources.
5. Written statement of personal goals and objectives related to the anticipated degree.
6. International applicants must present satisfactory evidence of competence in English by submitting score of at least 550 on the TOEFL, 79 on the TOEFL iBT or 6.5 or higher on IELTS.
7. GRE or Millers Analogy scores (only if you are interested in competing for a University Fellowship).
8. Bachelor's degree in dental hygiene or a related field and, in the latter case, have completed an accredited certificate or associate degree program in dental hygiene.
9. Evidence of an undergraduate overall quality point average of at least 2.8 and an average in the dental hygiene major of 3.0 (on a 4.0 scale).
10. Official transcripts of all college work.

Applicants whose qualifications are slightly below the required level will be considered for admission to provisional status and may be required to take additional course work. Students who have not graduated from a CODA accredited program, with a 3.0 GPA equivalent or better, must take and pass a SODH clinical competency examination to be considered for acceptance into the MSDH program.

The master's degree program is available under the Southern Regional Education Board’s (SREB) Academic Common Market. Applicants who are legal residents of Delaware, Kentucky, Mississippi, or South Carolina may enroll, if accepted, as Academic Common Market students at in-state tuition rates. Students also may be required to take undergraduate courses or non-credit courses to make-up deficiencies in other areas.

For additional information, visit [http://www.schev.edu/index/tuition-aid/academic-common-market](http://www.schev.edu/index/tuition-aid/academic-common-market).

**Degree Requirements**

Students must complete all courses within a six-year time period with a minimum GPA of a 3.0 on a 4.0 scale. Students must also successfully present and defend a thesis research or non-thesis project and pass an oral comprehensive examination. Students not graduating from the BSDH program at Old Dominion University must also pass a comprehensive writing examination.

**Thesis degree** requirements include a minimum of 34 semester hours.

**Non-Thesis degree** requirements include a minimum of 37 semester hours.

**Curriculum Core Requirements.** All core requirements may be taken on campus, online or hybrid. Candidates are required to fulfill a 22 credit hour core requirement to include:
Core Courses

DNTH 514 Educational Concepts for the Health Professional I
DNTH 515 Research Methods in the Health Sciences
DNTH 516 Administrative Leadership and Professional Development
DNTH 604 Clinical Administration and Teaching
DNTH 660 Educational Concepts for the Health Professional II
DNTH 668 Internship
CHP 640 Statistical Reasoning for the Health Professions
or FOUN 722 Introduction to Applied Statistics and Data Analysis
or HLSC 746 Epidemiology

Specialty Areas (Sample Courses; others may apply) Courses Subject to Availability

Education

COUN 601 Principles of Professional Counseling and Ethics
COUN 633 Counseling and Psychotherapy Techniques
TLED 640 The Management of Learning and Instruction
IDT 617 Foundations of Instructional Technology
IDT 746 Foundations of Distance Education
IDT 756 Instructional Gaming: Theories and Practice
IDT 763 Instructional Design Theory

Administration/Management

MGMT 602 Organizational Management
MGMT 618 Issues in Human Resource Management
PADM 733 Legal and Ethical Foundations of Public Administration
PADM 724 Administration of Human Services

Research

HLSC 712 Qualitative Research Methods
HLSC 713 Measurement of Health Phenomena
CHP 601 Research Design and Evaluation in the Health Professions
CHP 715 Decision Analysis in Health Care
CHP 773 Developing Grants and Contracts in Health Professions

Marketing

MKTG 603 Marketing Management
MKTG 640 Global Marketing Management
CHP 630 Health Care Marketing
MPHO 630 Social Marketing for Health Populations

Community/Public Health

HLSC 864 Health Economics
HLSC 872 Policy and Politics of Health
HLSC 701 Introduction to Health Services
ELS 610 School Community Relations and Politics
MPHO 613 Environmental Sciences for Public Health Practice
MPHO 610 Introduction to Public Health Practice
MPHO 611 Social and Behavioral Sciences for Public Health
HLSC 772 Policy and Politics of Health
CHP 646 Epidemiology

Modeling and Simulation (Certificate Option) 12 hrs (2 core courses)

MSIM 601 Introduction to Modeling and Simulation
HLSC 815 Decision Analysis in Health Care

Two additional electives as determined by Modeling and Simulation Program Coordinator

Global Health (Certificate Option) 15 hrs

HLSC 746 Epidemiology
HLSC 702 Health Management
HLSC 776 Global Health

Elective courses (4 credit hrs) As determined by Director of Global Health Practicum (2 credit hours) As determined by Director of Global Health

Non-Thesis and Thesis Option

DNTH 698 Research 3
DNTH 699 Thesis 3
Total Hours 34-37

Thesis Option. (34 credit hours). This option requires original thesis research and writing for a total minimum program requirement of 34 credit hours and is considered essential for students interested in developing investigative and data management skills. The student is encouraged to become familiar with possible research areas soon after admission and contact the graduate program director to discuss the research proposal, funding options and the selection of the thesis committee. The student will be provided with a committee consisting of the thesis advisor and two other faculty members selected by the graduate program director and the student. Prior to beginning the research, the student will present a written proposal to the thesis committee for approval. Candidates choosing the thesis option must satisfactorily complete the thesis at least four weeks prior to graduation with copies delivered to the thesis committee. An oral comprehensive examination and thesis defense will be conducted by the student's thesis committee during the last four weeks of the semester prior to graduation. The cost of the thesis is a student expense. The thesis option is not available to distance learning (on-line) students.

Non-Thesis Option. (37 credit hours). Candidates are required to complete: DNTH 698 (3 credits) and a minimum of three (3) additional credits of approved elective course work. This option is designed for students pursuing a less research-oriented program of study. A student in this program is required to complete an in-depth literature or systematic review, or execute a modest project as approved by the faculty. An oral comprehensive examination and project defense will be conducted prior to graduation.

Writing Proficiency Examination. Students who do not hold an undergraduate degree from Old Dominion University are required to participate in diagnostic writing exercises for evaluation by the staff of the Writing Center. Each student is responsible for making an appointment with the Writing Center to complete and pass this requirement early in the first semester of graduate study. Students deemed deficient in writing skills will be required to remedy their deficiency through the services of the Writing Center prior to the completion of 12 graduate credits. Students who fail to participate in the diagnostic writing exercise or to complete recommended developmental work through the Writing Center will not be allowed to register for subsequent semesters. All faculty members in the school require written assignments, which will be evaluated on the basis of form and content. If needed, resources are available through the Writing Center. Graduate students and faculty employ the current edition of the Publication Manual of the American Psychological Association as the standard reference text for written assignments within the School of Dental Hygiene.

Linked Bachelor’s to Master’s Program

Dental hygiene students who have a 3.25 grade point average from each institution attended and who have senior standing may apply to the linked bachelor’s to master’s program. This program allows gifted undergraduate students the opportunity to take up to 12 semester hours of graduate coursework that may be applied to both degrees. Consult with the graduate program director for more information. Taking graduate-level coursework while an undergraduate does not guarantee admission into the master's...
program. Students must formally apply and be accepted into the dental hygiene graduate program.

**International Dental Hygiene**

The School of Dental Hygiene, committed to solving global oral health problems, offers a variety of service learning programs in partnership with non-governmental agencies, academic institutions, and private organizations worldwide. Faculty-led experiences offer unique opportunities for students to travel abroad, develop cross-cultural competence, experience global health challenges, and engage in projects that advance oral health worldwide. International locations are determined by the School of Dental Hygiene in conjunction with the Office of Study Abroad. Program participation requires approval from the School of Dental Hygiene and the Office of Study Abroad. A certificate in Global Health is available, administered through the Center for Global Health and the School of Dental Hygiene.

**School of Medical Diagnostic and Translational Sciences**

**Modeling and Simulation Certificate in Health Sciences**

Steven Morrison, PhD, Program Coordinator

The Modeling and Simulation in Health Sciences certificate program is designed for students to develop competency in the use of modeling and simulation theory, methods and technologies to support health sciences research, policy-making, and training in the health care domain. The core course of this program covers the basic knowledge of Modeling and Simulation while the other three courses focus on the applications of M&S in health care related fields.

This program is targeted to graduate students interested in pursuing a career in modeling and simulation in health care or graduate students enrolled in the PhD program at the College of Health Sciences who desire to focus their research and/or course of study in modeling and simulation. The expected time to complete the certificate is four semesters.

Admission to this certificate program requires a bachelor’s degree (or equivalent) and a previous knowledge of calculus and statistics. The basic certificate requirements are four three-hour courses for a total of twelve required credits. The basic simulation core class called Introduction to Modeling and Simulation of three credits is required, plus nine credits of discipline specific classes. A 3.00 GPA for the four-course sequence is required for successful completion. Total amount of credit: 12.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIM 601 Introduction to Modeling and Simulation</td>
<td>3</td>
</tr>
<tr>
<td>HLSC 815 Decision Analysis in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>Discipline Specific Class</td>
<td>3</td>
</tr>
<tr>
<td>Discipline Specific Class</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
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</tbody>
</table>

Since Modeling and Simulation is a highly multidisciplinary science, other colleges can offer discipline specific classes, such as:

| BIOL 772 Modeling and Simulation in the Life Sciences | 4  |
| PSYC 731 Human Cognition                              | 3  |
| BIOL 732 GIS in the Life Sciences                     | 3  |
| BNAL 722 Agent-Based Simulation and Modeling          | 3  |

**Doctor of Philosophy - Biomedical Sciences**

Lesley Greene, Graduate Program Director

In this interdisciplinary program all students are required to master a broad knowledge of the basic biomedical sciences. Refer to the Graduate School (http://catalog.odu.edu/graduate/graduateschool) page of this catalog for details.

**School of Nursing**

http://www.odu.edu/nursing

3009 Health Sciences Building  
757-683-4298

Karen Karlowicz, Chair  
Carolyn Rutledge, Associate Chair for Graduate Programs

**Graduate Nursing Programs**

The School of Nursing offers graduate programs leading to the Master of Science in Nursing (M.S.N) and the Doctor of Nursing Practice (D.N.P). All graduate nursing programs are offered online with the exception of Nurse Anesthesia. Graduate nursing programs are designed to prepare graduates with expertise in theory, research, and advanced nursing practice. Through academic courses and clinical experiences, graduate students are prepared to meet the present nationwide demand for nurses in advanced practice, leadership and education. The graduate nursing program is fully accredited by the Commission on Collegiate Nursing Education.

Students in the program may specialize in a variety of roles. All specialties emphasize development of the nursing role through advanced theory and research. The program strives to instill in its graduates leadership responsibility, professional commitment, and a holistic approach to health and nursing care.

The number of credits required for the Master of Science in Nursing degree varies and reflects specific courses and practicum requirements necessary for certification in a specialty area of professional nursing practice. Tracks in the MSN program are designed for completion in five consecutive semesters following a full-time schedule; a part-time curriculum schedule is available for selected tracks upon request.

Eight credits of course work, incorporated into the MSN core, represents content common to both the MSN and DNP degrees. Completion of these credits also count toward degree requirements for the DNP. Upon admission to the program, MSN students will be asked to indicate their intent of whether or not to continue their studies to earn the DNP.
Refer to the School of Nursing website at www.odu.edu/nursing for program specific course schedules.

Program Application Deadlines

Master of Science in Nursing

Nurse Practitioner
- Family Nurse Practitioner - March 1st
- Neonatal Nurse Practitioner - June 1st - Completed applications will be reviewed prior to June 1st for fall enrollment.
- Pediatric Nurse Practitioner - March 1st

Nurse Administrator - June 1st

Clinical Nurse Specialist - Completed applications will be reviewed prior to June 1st for fall enrollment for:
- Adult Gerontology Clinical Nurse Specialist/Educator
- Adult Gerontology Clinical Nurse Specialist/Administrator
- Neonatal Clinical Nurse Specialist
- Pediatric Clinical Nurse Specialist

Nurse Midwifery - June 1st

Doctor of Nursing Practice
- Post-Master's Doctor of Nursing Practice (Advanced Practice Track) - August 1
- Post-Master's Doctor of Nursing Practice (Nurse Executive Track) - August 1

Nurse Anesthesia - September 15

Admission Requirements for the MSN Graduate Program

In addition to meeting University requirements, applicants must meet the admission criteria below.

*Note: Some MSN tracks may have additional requirements. See program description for more information.

1. Current, unencumbered license as a registered nurse (RN) with 1 year of current experience in the role.
2. Must have completed an undergraduate physical/health assessment course and an undergraduate statistics course as confirmed by an official college transcript. Applicants who have not completed these prerequisites prior to the application deadline will not be reviewed for admission.
3. Baccalaureate degree in nursing or related science field from a regionally accredited college or university with a minimum of a 3.0 grade point average.
4. Graduate Record Examination (GRE) combined score of 300 or higher or Miller Analogy Test (MAT) score of 400. The tests must have been taken within 5 years of the application. Note: GRE and MAT standardized tests are waived for students with a GPA of 3.5 or above in their baccalaureate nursing degree.
5. Three letters of recommendation, with at least one from a former faculty member and at least one from a former employer while in the RN role.
6. A 500-700 word essay that addresses the applicant's goals and reasons for seeking certification as an advance practice nurse.
7. At least one year of recent clinical nursing practice experience.

MSN Degree Requirements

In addition to general University requirements, the following apply to candidates for the Master of Science in Nursing degree:

1. Only degree-seeking students may take graduate MSN nursing courses.
2. Full-time study only for FNP and Midwifery. Full and part time options are available for Administrator, CNS, PNP and NNP. Contact the graduate nursing office regarding study options for each program at (757) 683-4298 or the program director for the specific role.
3. A written comprehensive examination covering the program of study is required by the final semester of study for MSN students not electing to complete a thesis. A student must be registered in the semester the comprehensive exam is taken.
4. The student must make arrangements three months in advance to take a nursing course with a laboratory or practicum component to assure appropriate and available placement for the learning experience. Arrangements are made through the School of Nursing Student Clinical Services Coordinator.
5. The B grade (3.00) is the minimal acceptable grade for all courses with a NURS prefix or any course required for the degree for continuation in the master’s program. Satisfactory performance in the laboratory or practicum component of a nursing course is required. Students achieving less than a B grade (3.00) in a nursing course may request an opportunity from the role program director to repeat the course once. Two course failures will result in termination from the nursing program. Students may not progress with an incomplete in prerequisite courses as listed in the curriculum plan.

Additional requirements include physical exams, CPR certification, immunization requirements, professional liability insurance, computer competencies and technical standards, background checks and urine drug screening.

Master of Science in Nursing – Core Courses

Tracks in the MSN programs share a set of core courses that meet nursing accreditation and state approval guidelines for the degree. Regardless of the role concentration, all MSN students are required to complete the following 23 credits** of core courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 709</td>
<td>Evidence-Based Research and Theories for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 715</td>
<td>Ethical Concepts of Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 761</td>
<td>Pharmacology for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 770</td>
<td>Pathophysiology for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 771</td>
<td>Physical Assessment for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 800</td>
<td>Introduction to Healthcare Disparities, Vulnerable Populations, and Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 802</td>
<td>The Business of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 805</td>
<td>Application of Practice-Based Research Methods **</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Hours 23

* These courses count toward the DNP.
** Deletion of core course requirement of NURS 805 pending SCHEV approval. Core credit requirement will change to 21.

Transfers Between MSN Programs

Students may not transfer between programs in the MSN. Any student wishing to change programs may apply to a new program for admission during the regularly scheduled application process and deadline for the program. Their applications will be considered and reviewed as a new admission with the entire application pool.

Progression to the DNP

MSN students wishing to pursue a DNP must declare their intention on admission and no later than the end of their first semester in the MSN program. If pursuing the DNP Advanced Practice program, NURS 805 and NURS 865 are taken in the final semester of the MSN program. Any student who has completed their MSN and did not declare their intent to pursue the
DNP must apply and be considered with all post masters applicants as a new admission to the DNP program.

**Transfer Credit Evaluation Policy**

Any transfer credit requests must be submitted to the Associate Chair for Graduate Programs within two weeks of notification of admission to the program. Once coursework has commenced for your program of study, all coursework must be completed at Old Dominion University, and no further transfer credits will be awarded.

**Master of Science in Nursing – Family Nurse Practitioner Role**

Deborah Gray, FNP Advisor

The family nurse practitioner (FNP) role prepares graduate students to provide a full range of primary care services to individuals and families throughout the life span. In collaboration with other health care professionals, graduate students provide health promotion, health maintenance and restorative care to well, at-risk, and chronically ill clients and their families. Student clinical experiences are provided in a variety of primary care settings. Successful completion of the program qualifies students to register for the AANP or ANCC examination for certification as a family nurse practitioner.

**Family Nurse Practitioner Curriculum**

In addition to the 21 credits of MSN core courses the following courses are required for degree completion of the FNP/MSN for a program total of 49 credits.

Each semester in the program students are assessed a non-refundable program fee of $450 to be paid in addition to tuition. The fee covers a variety of program-related expenses outside of tuition and books.

**Core Courses (pending SCHEV approval)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 705</td>
<td>Primary Care Approaches for Children</td>
<td>3</td>
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<tr>
<td>NURS 719</td>
<td>Family and Community Primary Care Assessment</td>
<td>1</td>
</tr>
<tr>
<td>NURS 760</td>
<td>Advanced Family Nursing I Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 762</td>
<td>Advanced Family Nursing I: Management of Acute Illnesses</td>
<td>3</td>
</tr>
<tr>
<td>NURS 763</td>
<td>Health Promotion and Maintenance</td>
<td>2</td>
</tr>
<tr>
<td>NURS 764</td>
<td>Advanced Family Nursing II Practicum</td>
<td>4</td>
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<tr>
<td>NURS 765</td>
<td>Advanced Family Nursing II: Management of Chronic Illnesses</td>
<td>3</td>
</tr>
<tr>
<td>NURS 766</td>
<td>Primary Care Approaches for Women</td>
<td>3</td>
</tr>
<tr>
<td>NURS 767</td>
<td>Advanced Family Nursing III Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 49

**Masters of Science in Nursing - Pediatric Nurse Practitioner Role**

Diana Cartagena, PNP Program Advisor
Rebecca Poston, PNP Admissions Advisor

The pediatric nurse practitioner (PNP) role prepares graduate students to provide a full range of services to pediatric patients in acute or primary care settings. In collaboration with other health care professionals, graduate students provide health promotion, health maintenance and restorative care to well, at-risk, and chronically ill pediatric patients and their families. Student clinical experiences are provided in a variety of primary care settings for students pursuing the primary care pediatric role. Successful completion of the program qualifies students to register for the examination for certification as a pediatric nurse practitioner.

**Pediatric Nurse Practitioner Curriculum**

In addition to the 21 credits of MSN core courses the following courses are required for degree completion of the PNP/MSN for a program total of 49 credits.

Each semester in the program students are assessed a non-refundable program fee of $450 to be paid in addition to tuition. The fee covers a variety of program-related expenses outside of tuition and books.

**Core Courses (pending SCHEV approval)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 705</td>
<td>Primary Care Approaches for Children</td>
<td>3</td>
</tr>
<tr>
<td>NURS 719</td>
<td>Family and Community Primary Care Assessment</td>
<td>1</td>
</tr>
<tr>
<td>NURS 763</td>
<td>Health Promotion and Maintenance</td>
<td>2</td>
</tr>
<tr>
<td>NURS 781</td>
<td>Advanced Pediatric Nursing: Practicum I Primary Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 782</td>
<td>The Growth and Development of Children in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>NURS 783</td>
<td>Management of Acute Pediatric Conditions 1</td>
<td>3</td>
</tr>
<tr>
<td>NURS 784</td>
<td>Advanced Pediatric Nursing: Practicum II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 785</td>
<td>Seminar in Pediatrics: Management of Chronic and Complex Clinical Conditions</td>
<td>3</td>
</tr>
<tr>
<td>NURS 786</td>
<td>Management of Acute/Critical Pediatric Conditions II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 788</td>
<td>Advanced Pediatric Nursing: Practicum III</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 49

**Master of Science in Nursing - Neonatal Nurse Practitioner Role**

Susan Braid, Program Director

The neonatal nurse practitioner (NNP) provides population-focused health care to preterm (<37 weeks) and term neonates, infants, and children up to 2 years of age. As a key member of an interprofessional team, the NNP participates in a wide variety of complex patient care activities in settings that include, but are not limited to, all levels of neonatal inpatient care in both academic and community-based settings; transport, acute care, and chronic care settings; delivery rooms; and outpatient settings. Student clinical experiences are designed to prepare the graduate to practice as an NNP providing direct patient care in a newborn nursery, or in a Level II, III, or IV NICU. Successful completion of the program qualifies students to register for the examination for certification as neonatal nurse practitioner. For admission requirements see the website for the School of Nursing at http://www.odu.edu/nursing or contact the program director.

**Neonatal Nurse Practitioner Curriculum**

In addition to the 21 credits of MSN core courses the following courses are required for degree completion of the NNP/MSN for a program total of 49 credits.

Each semester in the program students are assessed a non-refundable program fee of $450 to be paid in addition to tuition. The fee covers a variety of program-related expenses outside of tuition and books.

**Core Courses (pending SCHEV approval)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<td>NURS 751</td>
<td>Developmental Neonatal Physiology</td>
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</tr>
<tr>
<td>NURS 772</td>
<td>Foundations of Advanced Neonatal Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 773</td>
<td>Pharmacology for Advanced Neonatal Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 774</td>
<td>Advanced Neonatal Care: High Risk Management I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 775</td>
<td>Advanced Neonatal Care: High Risk Management II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 776</td>
<td>Advance Neonatal Nursing Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 778</td>
<td>Advanced Neonatal Nursing: Practicum II</td>
<td>4</td>
</tr>
</tbody>
</table>
The program requires course content in theory, research, education, Adult Gerontology CNS professional and clinical cores, and the advanced practice area with a selected secondary focus. Applicants are admitted for either full-time or part-time study and begin in the fall. The curriculum is designed to prepare nurses as Adult Gerontology Clinical Nurse Specialists with a secondary clinical focus in an area of their choice. Graduates of this program are eligible to sit for the American Nurses’ Association (ANCC) Adult Gerontology Clinical Nurse Specialist Certification Exam or the American Association of Critical Care Nurses (AACN) Acute Care Adult-Gerontology (AACNS-AG) Exam.

In addition to the 21 credits of MSN core courses the following courses are required for degree completion of the CNS/Educator program for a total of 46-49 credits.

<table>
<thead>
<tr>
<th>Course counts toward DNP.</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses (pending SCHEV approval)</td>
<td>21</td>
</tr>
<tr>
<td>Additional Requirements for the Adult Gerontology Clinical Nurse Specialist/Educator Curriculum</td>
<td>21</td>
</tr>
<tr>
<td>NURS 720 Instructional Delivery Methods &amp; Learner Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 721 Aging in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>NURS 730 Nursing Curricular Design and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 734 Educator Internship: Classroom Instruction</td>
<td>3</td>
</tr>
<tr>
<td>NURS 738 Clinical Nurse Specialist I: Introduction to Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 739 Clinical Nurse Specialist I: Role Socialization</td>
<td>4</td>
</tr>
<tr>
<td>NURS 756 Clinical Nurse Specialist II: Transition to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 757 Clinical Nurse Specialist Practicum II: Role Transition</td>
<td>2-5</td>
</tr>
<tr>
<td>NURS 763 Health Promotion and Maintenance</td>
<td>2</td>
</tr>
<tr>
<td>Total Hours</td>
<td>46-49</td>
</tr>
</tbody>
</table>

**Master of Science in Nursing - Nurse Administrator Role**

Nancy Sweeney, Program Director

ODU's Master of Science in Nursing program for the Nurse Administrator role prepares nurses for leadership positions in a variety of health care areas. The curriculum is designed to address the competencies from the American Organization of Nurse Executives (AONE) and the Essentials of Masters Education in Nursing (AACN, 2011). Graduate students are prepared to coordinate health care programs within complex systems in an era of health care reform. Coursework is based on diverse leadership and organizational theories, and is designed to promote critical thinking, creativity, and problem solving skills that result in the application of research findings to address today's clinical and administrative healthcare issues. New models of leadership, management, and the role of the advanced practice nurse in assuring effective organizations are analyzed throughout the program. Graduates are also prepared for doctoral study in nursing and continued personal and professional development.

Note: Curriculum changes that occur over the course of a part-time plan may impact students due to the extended time required to complete the program.

**Nurse Administrator Curriculum**

In addition to the 21 credits of MSN core courses the following courses are required for degree completion of the Administrator/MSN for a program total of 45 credits.

Each semester in the program students are assessed a non-refundable program fee of $450 to be paid in addition to tuition. The fee covers a variety of program-related expenses outside of tuition and books.

<table>
<thead>
<tr>
<th>Course counts toward DNP.</th>
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</thead>
<tbody>
<tr>
<td>Core Courses (pending SCHEV approval)</td>
<td>21</td>
</tr>
<tr>
<td>Additional Requirements for the Nurse Administrator</td>
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<tr>
<td>NURS 716 Organizational Leadership Practicum</td>
<td>3</td>
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<tr>
<td>NURS 717 Strategic Leadership Practicum</td>
<td>3</td>
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<tr>
<td>NURS 718 Practicum Immersion for Novice Nurse Executives</td>
<td>3</td>
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<tr>
<td>NURS 735 Organizational and Management Theory</td>
<td>3</td>
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<tr>
<td>NURS 740 Strategic Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NURS 750 Professional Relationships and Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 780 Financial Issues in Nursing Administration</td>
<td>3</td>
</tr>
<tr>
<td>NURS 801 Roles and Responsibilities for Transforming Practice</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td>45</td>
</tr>
</tbody>
</table>

**Master of Science in Nursing - Adult Gerontology Clinical Nurse Specialist/Administrator Role**

Tina Haney, Co-Program Director

The School of Nursing offers a curriculum leading to the degree of Master of Science in Nursing with an advanced practice area of Adult Gerontology Clinical Nurse Specialist/Administrator. The program of study prepares students as expert clinicians in the application of evidence-based knowledge within the realms of nursing interventions, teaching and research. Students also receive preparation as nurse educators, and are therefore dually prepared for clinical and academic roles.

Pamela Sharp, Co-Program Director

The program requires course content in theory, research, education, Adult Gerontology CNS professional and clinical cores, and the advanced practice area with a selected secondary focus. Applicants are admitted for either full-time or part-time study and begin in the fall. The curriculum is designed to prepare nurses as Adult Gerontology Clinical Nurse Specialists with a secondary clinical focus in an area of their choice. Graduates of this program are eligible to sit for the American Nurses’ Association (ANCC) Adult Gerontology Clinical Nurse Specialist Certification Exam or the American Association of Critical Care Nurses (AACN) Acute Care Adult-Gerontology (AACNS-AG) Exam.

In addition to the 21 credits of MSN core courses the following courses are required for degree completion of the CNS/Administrator program for a total of 46-49 credits.

<table>
<thead>
<tr>
<th>Course counts toward DNP.</th>
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</thead>
<tbody>
<tr>
<td>Core Courses (pending SCHEV approval)</td>
<td>21</td>
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<tr>
<td>Additional Requirements for the Adult Gerontology Clinical Nurse Specialist/Administrator Curriculum</td>
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</tr>
<tr>
<td>NURS 720 Instructional Delivery Methods &amp; Learner Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 721 Aging in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>NURS 730 Nursing Curricular Design and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 734 Educator Internship: Classroom Instruction</td>
<td>3</td>
</tr>
<tr>
<td>NURS 738 Clinical Nurse Specialist I: Introduction to Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 739 Clinical Nurse Specialist I: Role Socialization</td>
<td>4</td>
</tr>
<tr>
<td>NURS 756 Clinical Nurse Specialist II: Transition to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 757 Clinical Nurse Specialist Practicum II: Role Transition</td>
<td>2-5</td>
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<tr>
<td>NURS 763 Health Promotion and Maintenance</td>
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</tr>
<tr>
<td>Total Hours</td>
<td>46-49</td>
</tr>
</tbody>
</table>
Master of Science in Nursing - Neonatal Clinical Nurse Specialist Role

The School of Nursing offers a curriculum leading to the degree of Master of Science in Nursing with an advanced practice area of Neonatal Clinical Nurse Specialist. The program of study prepares students as expert clinicians in the application of evidence-based knowledge within the realms of nursing interventions, teaching and research. The program requires course content in theory, research, education, Neonatal CNS professional and clinical cores, and the advanced practice area with a selected secondary focus. The curriculum is designed to prepare nurses as Neonatal Clinical Nurse Specialists with a secondary clinical focus in an area of their choice. Graduates of this program are eligible to sit for the American Association of Critical Care Nurses (AACN) Acute Care Neonatal (ACCNS-N) Exam.

Neonatal Clinical Nurse Specialist Curriculum

In addition to the 21 credits of MSN core courses the following courses are required for degree completion of the CNS/Neonatal program for a total of 46-49 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 738</td>
<td>Clinical Nurse Specialist I: Introduction to Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 739</td>
<td>Clinical Nurse Specialist I: Role Socialization</td>
<td>4</td>
</tr>
<tr>
<td>NURS 740</td>
<td>Strategic Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NURS 756</td>
<td>Clinical Nurse Specialist II: Transition to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 757</td>
<td>Clinical Nurse Specialist Practicum II: Role Transition</td>
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</tr>
<tr>
<td>NURS 763</td>
<td>Health Promotion and Maintenance</td>
<td>2</td>
</tr>
<tr>
<td>NURS 780</td>
<td>Financial Issues in Nursing Administration</td>
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<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>46-49</strong></td>
</tr>
</tbody>
</table>

Master of Science in Nursing - Pediatric Clinical Nurse Specialist Role

The School of Nursing offers a curriculum leading to the degree of Master of Science in Nursing with an advanced practice area of Pediatric Clinical Nurse Specialist. The program of study prepares students as expert clinicians in the application of evidence-based knowledge within the realms of nursing interventions, teaching and research.

Pediatric Clinical Nurse Specialist Curriculum

In addition to the 21 credits of MSN core courses the following courses are required for degree completion of the CNS/Pediatric program for a total of 49-52 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 721</td>
<td>Aging in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>NURS 735</td>
<td>Organizational and Management Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 738</td>
<td>Clinical Nurse Specialist I: Introduction to Practice</td>
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<tr>
<td>NURS 739</td>
<td>Clinical Nurse Specialist I: Role Socialization</td>
<td>4</td>
</tr>
<tr>
<td>NURS 740</td>
<td>Strategic Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NURS 775</td>
<td>Clinical Nurse Specialist Practicum II: Role Transition</td>
<td>2-5</td>
</tr>
<tr>
<td>NURS 782</td>
<td>The Growth and Development of Children in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>NURS 783</td>
<td>Management of Acute Pediatric Conditions I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 785</td>
<td>Seminar in Pediatrics: Management of Chronic and Complex Clinical Conditions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>49-52</strong></td>
</tr>
</tbody>
</table>

Master of Science in Nursing - Nurse Midwifery (cooperative program with Shenandoah University)

Christi Fowler, ODU Advisor
Karen Feltham, Shenandoah University Program Director

The Master’s in Nursing, with specialization in nurse midwifery, is a joint program with Shenandoah University. The two-year program includes advanced practice nursing content offered by Old Dominion University. Midwifery specific courses taken in the second year are through Shenandoah University. The Master of Science in Nursing is awarded by Old Dominion University and a certificate of midwifery specialty is awarded by Shenandoah University. Graduates are eligible to take the national midwifery certification examination. The program is full time study.

Nurse Midwifery Curriculum

In addition to the 21 credits of MSN core courses the following courses are required for degree completion of the MW/MSN program for a total of 45 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 721</td>
<td>Aging in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>NURS 763</td>
<td>Health Promotion and Maintenance</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NM 610</td>
<td>Primary Care of Women</td>
<td></td>
</tr>
<tr>
<td>NM 620</td>
<td>Comprehensive Antepartal Care</td>
<td></td>
</tr>
<tr>
<td>NM 630</td>
<td>Midwifery Practicum</td>
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</tr>
<tr>
<td>NM 640</td>
<td>Comprehensive Perinatal Care</td>
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</tr>
<tr>
<td>NM 651</td>
<td>Integrated Midwifery Program</td>
<td></td>
</tr>
</tbody>
</table>

Old Dominion University 214
Doctor of Nursing Practice

The Doctor of Nursing Practice program is designed for nurses that are seeking a terminal degree in nursing practice. DNP-prepared nurses are equipped to serve as clinical experts, change agents, and advocates in addressing healthcare in the nation. Specific areas of focus include: advanced practice skills, healthcare policy, organizational and systems leadership, interprofessional collaboration, evidence-based research, healthcare technology, informatics, and patient advocacy. The DNP program at ODU is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

ODU offers three tracks in the DNP programs: 1) Post-Master’s Advanced Practice (build on traditional master’s programs for nurse practitioners, clinical nurse specialists, nurse midwives, and nurse anesthetists), 2) Post-Master’s Nurse Executive, and 3) Post-Baccalaureate Nurse Anesthesia (CRNA). In order to graduate from Old Dominion University’s Post-Master’s DNP program, a student must successfully complete all 37 post-masters credit hours of required course work, including an evidence-based DNP project, and all clinical practicals. It will take a full-time student four semesters (spring, summer, fall and spring) to complete the program. A part-time student will complete the DNP program in seven semesters (spring, summer, fall and spring, summer, fall, and spring). All of the master’s programs in nursing at ODU include 8 credits that also meet requirements for the DNP program allowing students to complete the DNP in three additional semesters.

See detailed information on each track in the following sections. Refer to the School of Nursing (SON) website for program specific curriculum plans www.odu.edu/nursing

Admission Requirements for the DNP Program

*Note: For admission requirements to the Nurse Anesthesia program refer to the website at http://www.odu.edu/nursing.

In addition to meeting University requirements, applicants must meet the admission criteria below:

1. Current, unencumbered license as a registered nurse (RN).
2. Master's degree in nursing or a related field from a regionally accredited college or university with a minimum of 3.0 grade point average.
3. Baccalaureate degree in nursing or related field from a regionally accredited college or university with a minimum of a 3.0 grade point average.
4. Three letters of recommendation, with at least one from a former faculty member and at least two from a former employer.
5. A 500-700 word essay that should speak specifically to the concentration area to which you are applying.

Application Deadlines for the DNP Programs

Post Master's Advanced Practice - August 1
Post Master's Nurse Executive - August 1
Nurse Anesthesia - October 1

Doctor of Nursing Practice - Post Master's Advanced Practice

The Doctor of Nursing Practice (DNP) degree will provide additional education for advanced practice nurses in:

1. Advanced diagnostics and practice skills;
2. Care of the underserved and increasingly diverse population; and
3. Incorporation of emerging care technologies. The program may be completed as a full-time or part-time student and is distance friendly.

In order to graduate from Old Dominion University’s DNP Program, a student must have successfully completed all 36 post-masters credit hours of required course work, including an evidence-based capstone project and all clinical practica. It will take a full-time student four semesters (spring, summer, fall and spring) to complete the program. A part-time student will complete the DNP program in seven semesters (spring, summer, fall, spring, summer, fall, and spring).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 800</td>
<td>Introduction to Healthcare Disparities, Vulnerable Populations, and Epidemiology</td>
</tr>
<tr>
<td>NURS 801</td>
<td>Roles and Responsibilities for Transforming Practice</td>
</tr>
<tr>
<td>NURS 802</td>
<td>The Business of Advanced Nursing Practice</td>
</tr>
<tr>
<td>NURS 803</td>
<td>Leadership and Interprofessional Practice in Healthcare</td>
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<tr>
<td>NURS 805</td>
<td>Application of Practice-Based Research Methods</td>
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<tr>
<td>NURS 806</td>
<td>Proposal Development and Database Management</td>
</tr>
<tr>
<td>NURS 807</td>
<td>Informatics and Healthcare Technology</td>
</tr>
</tbody>
</table>

Doctor of Nursing Practice- Post-Master's Nurse Executive

Nancy Sweeney, Program Director

The Nurse Executive role prepares top level nurse executives for leadership positions in a health system. The program outcomes are consistent with the American Organization of Nurse Executive guidelines for nurse executive practice. Content focuses on executive leadership skills, working with vulnerable populations, fiscal and human resource management, quality magnet achievement, emerging technology, and organizational research in critical issues. Students participate in executive internships throughout the program in their home area. Upon program completion, graduates are eligible to take the national certification examination.

To obtain the DNP degree, students must successfully complete all DNP courses and 1000 hours of supervised clinical practice. The DNP program provides a minimum of 560 clinical hours within four practicum courses. MSN courses with a supervised clinical practicum component will be considered for transfer credit toward the total clinical hour requirement. A review of MSN transcripts or course descriptions/syllabi are helpful to determine whether clinical hours are acceptable. Students entering the Nurse Executive DNP program, who require additional clinical hours, will be advised of their options by the Program Director.

Nurse Executive Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>NURS 800</td>
<td>Introduction to Healthcare Disparities, Vulnerable Populations, and Epidemiology</td>
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<tr>
<td>NURS 805</td>
<td>Application of Practice-Based Research Methods</td>
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<td>NURS 806</td>
<td>Proposal Development and Database Management</td>
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<tr>
<td>NURS 807</td>
<td>Informatics and Healthcare Technology</td>
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</table>

School of Nursing
NURS 809  Advocacy for Healthcare Public Policy for Advanced Practice  3
NURS 810  Leadership in Complex Systems and Organizations  3
NURS 812  Evidence-Based Management for Quality Healthcare  3
NURS 814  Competitive Resource Design and Utilization  3
NURS 816  DNP Executive Practicum I 2-5
NURS 817  DNP Executive Practicum II 2-5
NURS 818  DNP Executive Practicum III 3-5
NURS 819  DNP Executive Practicum IV 3-5
NURS 890  DNP Nursing Capstone 3

Total Hours  37-47

Courses included in the master's program

**Doctor of Nursing Practice - Nurse Anesthesia**

Nathaniel Apatov, Program Director

The Doctor of Nursing Practice (DNP) with specialization in nurse anesthesia prepares the graduate to provide a variety of anesthetics to patients across the lifespan and wellness continuum. Graduates are groomed to translate research and evidence into clinical practice, to care for underserved and diverse populations, incorporate emerging care technologies, develop leadership skills and measure patient outcomes in an effort to improve safety and quality of patient care.

The Old Dominion University DNP program with specialization in nurse anesthesia is 103 credit, 36 month full time program that begins in May each year. The program is a hybrid of on-campus and on-line classes. The curriculum is an assimilation of nurse anesthesia specialty and DNP courses. Each student is required to complete a scholarly project that addresses patient care, quality improvement, process improvement, or practice improvement. The Nurse Anesthesia program is accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs. For admission requirements see the website for the School of Nursing http://www.odu.edu nursing or contact the program director.

**Nurse Anesthesia Curriculum**

<table>
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<th>Course Name</th>
<th>Hours</th>
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<tr>
<td>NURS 709</td>
<td>Evidence-Based Research and Theories for Nursing Practice</td>
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<tr>
<td>NURS 715</td>
<td>Ethical Concepts of Advanced Practice Nursing</td>
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<td>NURS 761</td>
<td>Pharmacology for Advanced Practice Nursing</td>
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<td>NURS 770</td>
<td>Pathophysiology for Advanced Nursing Practice</td>
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<td>NURS 771</td>
<td>Physical Assessment for Advanced Nursing Practice</td>
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<tr>
<td>NURS 800</td>
<td>Introduction to Healthcare Disparities, Vulnerable Populations, and Epidemiology</td>
<td>3</td>
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<tr>
<td>NURS 801</td>
<td>Roles and Responsibilities for Transforming Practice</td>
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<td>The Business of Advanced Nursing Practice</td>
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<td>Leadership and Interprofessional Practice in Healthcare</td>
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<td>Application of Practice-Based Research Methods</td>
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<td>NURS 806</td>
<td>Proposal Development and Database Management</td>
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<td>NURS 807</td>
<td>Informatics and Healthcare Technology</td>
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<td>NURS 809</td>
<td>Advocacy for Healthcare Public Policy for Advanced Practice</td>
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<td>NURS 865</td>
<td>DNP Clinical Practicum I</td>
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<td>DNP Clinical Practicum II</td>
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<td>DNP Clinical Practicum III</td>
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<td>DNP Clinical Practicum IV</td>
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<td>NURS 890</td>
<td>DNP Nursing Capstone</td>
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<td>NURS 745</td>
<td>Applied Chemistry and Physics for Nurse Anesthetists</td>
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<td>NURS 746</td>
<td>Advanced Physiology for Nurse Anesthetists</td>
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<td>NURS 750</td>
<td>Applied Principles of Anesthesia Practice I</td>
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<td>NURS 751</td>
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<td>NURS 763</td>
<td>Nurse Anesthesia Clinical Practicum A</td>
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<td>NURS 866</td>
<td>Evidenced Based Seminar for Anesthesia Practice VI</td>
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</table>

Total Hours  103

**Certificate Programs**

Certificate programs offered by the School of Nursing are post-graduate, non-degree offerings. These highly focused programs are designed to provide nurses or others with knowledge and skills to complement their advance practice roles.

**Admission Requirements for Certificate Programs**

1. School of Nursing Supplemental Application (available at www.odu.edu/nursing)
2. A 500-700 word essay that addresses the applicant's goals and reasons for seeking the certificate.
3. Transcripts
4. One letter of recommendation
5. Resume
6. Non degree application (submitted upon acceptance)

**Nurse Educator Certificate Program**

Karen Karlowicz, Advisor

The Nurse Educator Certificate program offers valuable knowledge and practical experience related to teaching in entry-level or graduate nursing education programs. Courses provide an overview of nursing curriculum design, program evaluation, student assessment, instructional methodologies, and professional/ethical/legal issues in nursing/health professions education. Completion of a teaching practicum is required.

This certificate program is targeted to nurses with at least one graduate degree in nursing who may be seeking faculty positions in entry-level or graduate nursing education programs. Admission is also open to students currently enrolled in a graduate nursing program as well as currently enrolled or graduates of other Health Sciences graduate degree programs.
The expected time to complete the certificate is three semesters. It is recommended that students begin the course sequence in fall semester.

NURS 676  Professional, Ethical and Legal Concepts of Nursing Education  3
NURS 720  Instructional Delivery Methods & Learner Assessment  3
NURS 730  Nursing Curricular Design and Program Evaluation  3
NURS 734  Educator Internship: Classroom Instruction  3

Total Hours  12

Nurse Executive Certificate Program
Nancy Sweeney, Advisor

This program is designed for students to develop competency in serving in leadership or administrative roles within healthcare organizations, hospitals and ambulatory care settings. Core courses in this program cover the basic knowledge of informatics, leadership, evidence-based management, and competitive resources design and utilization. This program is targeted to nurses, particularly those enrolled in the MBA program, who desire to complete the certificate as part of the Health Science concentration. Completion of course credits for the Nurse Executive Certificate program gives qualified students advanced placement and counts toward requirements for the Doctor of Nursing Practice (DNP) degree. Students may also be enrolled in a graduate or an advanced practice nursing program at the master’s or doctoral level (DNP) level. The expected time to complete the certificate is three semesters.

NURS 707/807  Informatics and Healthcare Technology  3
NURS 710/810  Leadership in Complex Systems and Organizations  3
NURS 712/812  Evidence-Based Management for Quality Healthcare  3
NURS 714/814  Competitive Resource Design and Utilization  3

Total Hours  12

Healthcare Executive Certificate Program
Nancy Sweeney, Advisor

This program is designed for students to develop competency in serving in leadership or administrative roles within healthcare organizations, hospitals and ambulatory care settings. Core courses in this program cover the basic knowledge of informatics, leadership, evidence-based management, and competitive resources design and utilization. This program is targeted to non-nurses, particularly those in the MBA program, who desire to complete the certificate as part of the Health Science concentration. As well, students may be enrolled in a graduate program at the master’s or doctoral level (PhD, DPT) level. The expected time to complete the certificate is three semesters.

HLSC 806  Leadership in Complex Systems and Organizations  3
HLSC 807  Informatics and Healthcare Technology  3
HLSC 808  Evidence-Based Management for Quality Healthcare  3
HLSC 816  Competitive Resource Design and Utilization  3

Total Hours  12

Neonatal Physician Assistant Certificate Program
Susan Braid, Advisor

This program is designed to educate licensed physician assistants with sponsored physician support for a role in neonatal care. The program of study will provide didactic instruction to complement the physician assistant’s on-the-job clinical training, as well as offer a unique opportunity for interprofessional education with neonatal nurse practitioner students. All courses are delivered online, with one course requiring an on-campus visit for neonatal care skills verification and interprofessional telehealth training.

In addition to the certificate admission requirements listed above, PA applicants must submit a physician sponsor letter, Physician Assistant transcripts and documentation of Physician Assistant certification.

NURS 751  Developmental Neonatal Physiology  2
HLSC 771  Foundations of Advanced Neonatal Care  3
NURS 773  Pharmacology for Advanced Neonatal Care  3
NURS 774  Advanced Neonatal Care: High Risk Management I  3
HLSC 775  Advanced Neonatal Care: High Risk Management II  3

Total Hours  14

School of Physical Therapy and Athletic Training
3118 Health Sciences Building
757-683-4519
http://www.odu.edu/ptat

Steven Morrison, Chair
Martha Walker, Graduate Program Director

Doctor of Physical Therapy

The Doctor of Physical Therapy (http://www.odu.edu/ptat/curriculum) degree is designed to professionally prepare students with the knowledge and clinical experiences to become licensed physical therapists who will enter general physical therapy practice. Upon graduation, students will be prepared to sit for licensure in any United States jurisdiction and practice in any health care setting where physical therapy is offered. The curriculum consists of 117 credit hours over a three-year period of time including summers. There are five full-time clinical internships totaling 40 weeks. The first three are completed over the second and third summers, with the final 16 weeks of clinical education occurring in the spring semester preceding graduation. A variety of clinical facilities locally, throughout Virginia, and the United States are used for internship experiences. Students are responsible for providing their own transportation to these off-campus clinical sites.

Requirements for Admission

Students are admitted to the program after completion of a bachelor’s degree and prerequisite course work. The application deadline is November 1 of each year, and the program begins the last week in June. Specific procedures for admission must be followed including the verification of meeting the technical standards. Admission into the program is competitive.

An application to the University and a separate application to the Physical Therapy Centralized Application Service (PTCAS) must be submitted. The PTCAS website will be open to applicants August 1 each year at www.PTCAS.org (http://www.PTCAS.org). Deadline for application submission is November 1 each year. Please follow the directions for application found at the PTCAS site.

A competitive admission process is used for determining acceptance. Excellent ODU students may qualify for guaranteed entry into the Doctor of Physical Therapy program. For criteria and additional information, please contact the Pre-Health Undergraduate Advisor from Exercise Science (757) 683-4995 or College of Health Sciences advisor at (757) 683-5137.

Degree Requirements
Prerequisite courses include the following:

STAT 130M  Elementary Statistics  3
BIOL 121N  General Biology I  3
BIOL 122N  General Biology I Lab  1
BIOL 123N General Biology II 3
BIOL 124N General Biology II Lab 1
BIOL 240 Fundamentals of Anatomy and Physiology I 4
or BIOL 250 Human Anatomy and Physiology I
BIOL 241 Fundamentals of Anatomy and Physiology II 4
or BIOL 251 Human Anatomy and Physiology II
Two semesters of Chemistry, including labs 8
Two semesters of Physics, including labs 8
Psychology 3
An introductory course in Biomechanics or Kinesiology recommended but not required
Total Hours 38

Students are required to pass written and oral comprehensive examinations prior to graduation. Comprehensive examinations take place in the final academic semester prior to the terminal two clinical internships.

Curriculum Schedule

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
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</tr>
<tr>
<td>PT 621 Introduction to Physical Therapy 2</td>
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<tr>
<td>AT 691 Gross Anatomy for the Rehabilitation Sciences 4</td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>PT 627 Theory and Practice I 4</td>
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<tr>
<td>PT 630 Concepts in Histology for Physical Therapy 1</td>
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<td>PT 634 Clinical Sciences I 3</td>
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<td>PT 640 Patient Evaluation I 3</td>
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<td>PT 655 Clinical Problem Solving I 2</td>
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<td>PT 665 Biomechanics/Kinesiology I 3</td>
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<tr>
<td>PT 792 Neuroscience I 3</td>
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<td><strong>Spring</strong></td>
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<tr>
<td>PT 628 Theory and Practice II 4</td>
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<td>PT 635 Clinical Sciences II 3</td>
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<tr>
<td>PT 641 Patient Evaluation II 3</td>
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<td>PT 656 Clinical Problem Solving II 2</td>
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<tr>
<td>PT 666 Biomechanics/Kinesiology II 2</td>
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<td>PT 638 Exercise Physiology 2</td>
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<td>PT 793 Neuroscience II 3</td>
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<td><strong>Year 2</strong></td>
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<td><strong>Summer</strong></td>
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<td>PT 669 Clinical Internship I 4</td>
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<td>PT 810 Scientific Inquiry I 3</td>
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<td>PT 826 Theory and Practice III 4</td>
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<td>PT 842 Patient Evaluation III 3</td>
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<td>PT 857 Clinical Problem Solving III 2</td>
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<td>PT 884 Clinical Teaching and Professional Communication 3</td>
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<td><strong>Spring</strong></td>
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<tr>
<td>PT 822 Scientific Inquiry II 2</td>
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<td>PT 827 Theory and Practice IV 4</td>
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<td>PT 881 Inter-Professional Case Management for Special Populations 3</td>
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<tr>
<td>PT 895 Topics in Physical Therapy I 1</td>
<td></td>
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<tr>
<td><strong>Year Three</strong></td>
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<tr>
<td><strong>Summer</strong></td>
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<tr>
<td>PT 871 Clinical Internship II 4</td>
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<tr>
<td>PT 872 Clinical Internship III 4</td>
<td></td>
<td></td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>PT 892 Seminar in Inter-Professional Practice 1</td>
<td></td>
<td></td>
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<tr>
<td>PT 880 Psychosocial Aspects of Patient Care 2</td>
<td></td>
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<td>PT 882 Practice Management 3</td>
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<td>PT 890 Differential Diagnosis Seminar 3</td>
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<td>PT 883 Professional Issues in Physical Therapy 2</td>
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<tr>
<td>PT 891 Seminar in Integrative Case Reports 3</td>
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<tr>
<td>PT 896 Topics in Physical Therapy II 1</td>
<td></td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>PT 873 Clinical Internship IV 4</td>
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<td></td>
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<tr>
<td>PT 874 Clinical Internship V 4</td>
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</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td></td>
<td>115</td>
</tr>
</tbody>
</table>

Master of Science in Athletic Training

Julie Cavallario, Graduate Program Director of Athletic Training
School of Physical Therapy and Athletic Training
3120 Health Sciences Building
757-683-4551

The Master of Science in Athletic Training degree is designed to prepare athletic trainers for advanced study in the areas of research, clinical application, and education. The associated course work will involve exploration of lower extremity injury management strategies, advanced clinical practice techniques, and preparation of the entry level educator.

Admission and Entrance Requirements

Students must have:

1. a bachelor’s degree from an accredited institution with a cumulative undergraduate GPA of 3.0 and a GPA of 3.0 in the undergraduate major courses;
2. the Board of Certification credential for certification as an Athletic Trainer, OR eligibility to take the Board of Certification examination; and
3. a score of at least 291 (900 by former scoring standard) between quantitative and verbal on the Graduate Record Examination (GRE) for admission to regular status.

Acceptance into the graduate school does not imply automatic acceptance into the athletic training program. All applicants must complete the application materials for the Office of Graduate Admissions, and the Athletic Training Selection Committee will then invite qualified candidates for an on-campus interview. If the applicant is unable to interview on campus, then a phone interview will be scheduled. The application deadline is January 1, however applications will be reviewed as soon as they are complete. Applications will also be accepted after the deadline until all positions are filled.

Continuance and Exit Requirements

Students must meet all requirements for continuance as outlined in the graduate continuance policy for the University. Students completing the program of study must:

1. have an overall grade point average of 3.0;
2. have a GPA of 3.0 in the major;
3. demonstrate writing proficiency;
4. satisfy all course competencies;
5. pass a comprehensive examination;
6. complete a research project or thesis;
7. have an exit interview with the program director; and
8. file the necessary paperwork for graduation.
Center for Brain Research and Rehabilitation

The School of Physical Therapy and Athletic Training has opened a 3,800 square foot research facility (http://www.odu.edu/ptat/resources) with a large gait/movement assessment area, a room for virtual reality and rehabilitation studies, a multipurpose room for neurologic testing, and office space for faculty and graduate students. A primary research focus relates to neuromechanical basis of human movement under healthy and pathological conditions, with more clinically oriented studies on methods to improve gait and function in people with neurologic impairments. Lab Director, Dr. Steven Morrison, is a leading researcher in identifying risks for falling and testing interventions to prevent falls. This research laboratory is designed for multidisciplinary use by faculty and graduate students in Athletic Training, Physical Therapy, Human Movement Sciences, and Electrical and Computer Engineering. Collaboration among disciplines and with the Virginia Modeling and Simulation Center (VMASC) allows us to participate in exciting research projects exploring new technology in rehabilitation.

ODU Monarch Physical Therapy

The School of Physical Therapy and Athletic Training, with support from the College of Health Sciences and Old Dominion University, operates a physical therapy clinic on the ODU campus. It is located at 1015 West 47th Street. To contact them, call (757) 683-7041. The clinic provides service to ODU faculty, staff and students as well as the neighboring community. It also serves as a site for students to learn to apply assessment, decision-making, and treatment skills. In addition, clinical research studies coordinated with the Center for Brain Research and Rehabilitation are conducted at the clinic.

Ph.D. in Kinesiology and Rehabilitation

Daniel Russell, Graduate Program Director

The Ph.D. in Kinesiology and Rehabilitation is designed for kinesiologists and rehabilitation professionals (athletic trainers, occupational therapists, physical therapists or speech/language pathologists) who are interested in becoming leaders, teachers and scholars in their respective fields. This inter-professional program features faculty from the College of Health Sciences and the College of Education. The curriculum’s core has a focus on motor control and motor learning as applied to mobility, rehabilitation, daily functional activities, communication and swallowing in individuals with and without physical or neurologic impairments. In addition to 6 core courses, students will complete research courses, teaching and/or research apprenticeship courses, and at least two electives for a total of at least 51 credit hours.

This program is designed for people who have already completed a master’s degree or entry-level clinical doctorate and wish to advance the body of knowledge of their respective profession and to assume the role of educator and mentor in an academic, clinical or industrial setting.

Requirements for Admission

Five to seven students will be admitted to the Ph.D. program annually, starting with the fall term. Applications for admission are reviewed by the Ph.D. In Kinesiology and Rehabilitation admissions committee. To qualify for admission, an applicant must meet the general University admission requirements at the graduate level as well as specific program requirements including:

1. Completed graduate degree (Master’s or Clinical Doctorate) from a regionally-accredited institution in kinesiology, exercise science, athletic training, occupational therapy, physical therapy, speech and language pathology, or a related field.
2. A minimum grade point average (GPA) of 3.25 on a 4.0 scale for the graduate degree.
3. Graduate Record Exam (GRE) scores of at least 150 each in the verbal and quantitative sections of the test, and at least 4 on the written section.
4. Three letters of reference a least two of which are from former professors familiar with the applicant’s academic performance.
5. English Proficiency Requirement for those whose first language is not English. (See Admissions website)

Enrollment in the program is limited by number of available faculty mentors matching an applicant’s desired area of research. Interested individuals are advised to call the program to find out whether a mentor is available for their research area of interest.

Application Dates

Applications are due by March 1 for students planning to enter in the fall semester, however applications will be accepted until the cohort is full. Applications for financial assistantship should be submitted by May 1 each year.

Degree Requirements

1. Satisfactory completion of at least 51 semester hours of graduate level coursework with a grade point average of 3.0 or higher, including all required courses as listed below. (Students who receive two or more grades of C or one grade of F may not continue in the program).
2. Acceptable performance on written and oral candidacy examinations to be completed at the end of the program of coursework. Students may re-take the candidacy exams only once.
4. Completion of a dissertation representing the candidate’s ability to conduct scholarly, original research.
5. Successful oral defense of the dissertation.

Time frames for completion of degree requirement

1. The entire process from admission to dissertation defense must be completed within eight years. Exceptions to this time limit require the approval of the graduate program director, the department chair, and the college dean.

Curriculum

<table>
<thead>
<tr>
<th>Core courses</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 628</td>
<td>The Spine: Evaluation and Rehabilitation</td>
</tr>
<tr>
<td>AT 756</td>
<td>Education in Athletic Training</td>
</tr>
<tr>
<td>AT 657</td>
<td>Lower Extremity Injury Management Strategies</td>
</tr>
<tr>
<td>AT 691</td>
<td>Gross Anatomy for the Rehabilitation Sciences</td>
</tr>
<tr>
<td>AT 626</td>
<td>Advanced Orthopaedic Evaluation and Rehabilitation</td>
</tr>
<tr>
<td>Research Core</td>
<td>6</td>
</tr>
<tr>
<td>AT 650</td>
<td>Integration of Evidence for Clinical Decision Making in Sports Medicine</td>
</tr>
<tr>
<td>AT 651</td>
<td>Statistical Techniques for Clinical Decision Making in Sports Medicine</td>
</tr>
</tbody>
</table>

Requirements for different tracks are as follows: 18

**Thesis Track**

- Includes 6 credit hours for Thesis and 12 credit hours for electives.
- HMS 698 Thesis
- HMS 699 Thesis
- Electives (12 credit hours)

**Research-Problem Track**

- AT 670 Athletic Training Research I
- AT 671 Athletic Training Research II
- AT 672 Athletic Training Research III
- Electives (12 credit hours)

Total Hours 41
2. Academic credit which is more than eight years old at the time of graduation must be re-validated by an examination before the work can be applied to a doctoral degree.

3. The dissertation must be completed within five years after the candidacy exams are passed.

4. Dissertations should be defended at least six weeks prior to the end of the semester in which the student expects to graduate.

Each student is required to have a faculty advisor who will meet with the student upon admission to the program. The faculty advisor, with the graduate program director, approves the student’s plan of study and conducts the written and oral competency exams.

**Curriculum**

Coursework consists of a total of 51 credit hours, including 18 credit hours of core courses, at least 9 credit hours of research courses, 6 credit hours of experiential learning/apprenticeships, and 6 credit hours of electives. Each student will also complete 12 credit hours of dissertation research. Up to 12 hours of graduate credit may be transferred from another program to be applied to non-core courses. Transfer of credits is approved at the discretion of the guidance committee and the graduate program director.

### Kinesiology and Rehabilitation Core Courses (18 Credit Hours Required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>KRS 830</td>
<td>Theoretical Models in Kinesiology and Rehabilitation</td>
</tr>
<tr>
<td>KRS 835</td>
<td>Critical Appraisal and Synthesis of Evidence in Kinesiology and Rehabilitation</td>
</tr>
<tr>
<td>KRS 851</td>
<td>Motor Performance: Rhythmic/Cyclic Tasks</td>
</tr>
<tr>
<td>KRS 852</td>
<td>Motor Performance: Discrete Tasks</td>
</tr>
<tr>
<td>KRS 855</td>
<td>Neurosciences of Motor Control</td>
</tr>
<tr>
<td>KRS 857</td>
<td>Motor Learning in Rehabilitation</td>
</tr>
</tbody>
</table>

### Research Core (9 credit hours required)

Courses to be selected in consultation with advisor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC 811</td>
<td>Quantitative Research Methods in Health Care</td>
</tr>
<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</td>
</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
</tr>
<tr>
<td>FOUN 816</td>
<td>Single Subject Research Designs</td>
</tr>
</tbody>
</table>

### Experiential Learning/Apprenticeships (6 credit hours required)

Courses may be taken more than one time.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>KRS 887</td>
<td>Structured Teaching Experience for Kinesiology and Rehabilitation Professions</td>
</tr>
<tr>
<td>KRS 898</td>
<td>Supervised Research</td>
</tr>
</tbody>
</table>

### Electives (6 credit hours required)

Courses to be selected in consultation with advisor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 672</td>
<td>Responsible Conduct in Research</td>
</tr>
<tr>
<td>PT 792</td>
<td>Neuroscience I</td>
</tr>
<tr>
<td>PT 793</td>
<td>Neuroscience II</td>
</tr>
<tr>
<td>SPED 802</td>
<td>Cognitive Processes and Learning Strategies for Students with Special Needs</td>
</tr>
<tr>
<td>CSD 850</td>
<td>Neuromotor Speech Disorders</td>
</tr>
<tr>
<td>KRS 856</td>
<td>Balance and Postural Control</td>
</tr>
<tr>
<td>HLSC 873</td>
<td>Development of Grants and Contracts in the Health Professions</td>
</tr>
</tbody>
</table>

### Dissertation Research (12 credit hours required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>KRS 899</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

Total Hours 51
College of Sciences

http://www.odu.edu/sci
143 Oceanography & Physics Building
Norfolk, VA 23529
757-683-3274

Gail Dodge, Dean
Debra A. Major, Associate Dean
Terri M. Mathews, Associate Dean

Ph.D.
- Chemistry
- Clinical Psychology
- Computational and Applied Mathematics
- Computer Science
- Ecological Sciences
- Oceanography
- Physics
- Psychology

Master’s
- Biology
- Chemistry
- Computational and Applied Mathematics
- Computer Science
- Ocean and Earth Sciences
- Physics
- Psychology

Overview
The College of Sciences is committed to providing graduate programs of the highest quality. Our degree programs are designed to prepare students for careers in the sciences and to lay broad foundations for specialized training in these fields of knowledge. We offer a strong academic environment where students can grow and discover. Students learn in the classroom, in the laboratory, in the field, and around the world.

The college is comprised of the Departments of Biological Sciences, Chemistry and Biochemistry, Computer Science, Mathematics and Statistics, Ocean, Earth and Atmospheric Sciences, Physics, and Psychology. The Departments of Biological Sciences, Chemistry and Biochemistry, Mathematics and Statistics, Ocean, Earth and Atmospheric Sciences, and Physics cooperate with the Darden College of Education to provide the necessary courses for a Masters of Science in Education in the respective field.

Programs
The College of Sciences has developed graduate programs in the basic and applied sciences that meet the needs of the region, the state, the nation and the world. These programs address a variety of challenges, ranging from basic research to the quest for solutions to contemporary problems in science. The importance of these challenges is reflected by the more than $16 million in research and training grant expenditures generated by the college. The college provides the nation with much-needed graduate programs in broad fields of concentration leading to both master’s and doctoral degrees. Related program emphases within the major areas of study are designed to meet the professional needs of the students and communities served.

The college’s faculty of 200 highly skilled professional educators is devoted to guiding students toward an assimilation of the most current scientific theories, research, and practices.

College Financial Aid
The College of Sciences has established teaching and research assistantship stipends that are distributed by each department. In addition, each department has fellowship and tuition exemption funds available for competitive distribution.

Dominion Graduate Scholars
Programs in the College of Sciences offer a number of very competitive awards for graduate students newly admitted into Ph.D. programs. Some of these are Dominion Graduate Scholar appointments that carry a stipend of $18,000 for a 12-month period and full tuition. These Scholars must be enrolled in at least nine hours of graduate courses each semester, and three graduate credits during the summer to meet institutional eligibility requirements. These students are expected to be scholars in residence and spend full time in pursuit of their studies. Since the teaching or research experience will be more limited than for other awards, the Scholars will have sufficient time to devote to their academic studies.

All admission materials are considered as a part of the evaluation process. Students apply to specific graduate programs and may inquire about the Dominion Graduate Scholarship. After a student has been appointed to a Dominion Scholarship, the graduate program director will submit a copy of their letter-of-offer, letter-of-acceptance and the awardee's credential summary.

Minimum criteria for eligibility are as follows:
1. GRE scores: 310 combined verbal and quantitative, and at least a 4.0 on the analytical writing section.
2. GRE scores (older version): 1200 combined verbal and quantitative, or 1300 in any two of verbal, quantitative, or analytical.
3. Undergraduate GPA of 3.20 overall and 3.50 in the major, out of 4.00 maximum.
4. Evidence of research aptitude by undergraduate thesis/research, publications, M.S. thesis and/or letters of reference.
5. Information concerning the Dominion Graduate Scholar Program may be obtained from the graduate program director for the program of interest.
6. Written acknowledgment from a faculty member agreeing to serve as the student’s major advisor, if the student is accepted.

Department of Biological Sciences
110 Mills Godwin Building
Norfolk, Virginia 23529-0266
(757) 683-3595
https://www.odu.edu/biosci

Christopher Osgood, Chair
Holly Gaff, Ecological Sciences Ph.D. Graduate Program Director
Wayne Hynes, Biology Master’s Graduate Program Director

The Department of Biological Sciences provides a broad selection of course offerings. The degree program in biology allows for the selection of elective subjects most suited to the individual’s vocational interests. In addition, the Department of Biological Sciences partners with the Graduate School to offer an interdisciplinary Ph.D. in Biomedical Sciences.

Master of Science—Biology
Wayne Hynes, Graduate Program Director

The Department of Biological Sciences provides a broad selection of course offerings. The degree program in biology allows for the selection of elective subjects most suited to the individual’s vocational interests.

The curriculum for the Master of Science program is developed around one’s interests such as:
- botany,
- ecology,
- immunology,
- infectious diseases,
- marine biology,
- microbiology.
Deadlines for application to the program are:

- February 1 for summer admission, early fall admission and consideration for a graduate teaching assistantship;
- June 1 for fall semester admission; and
- October 1 for spring semester admission.

**Degree Requirements**

Two degree options are available — thesis and non-thesis. A minimum of 31 semester hours of graduate credit is required; three-fifths of these credits must be at the 600-level or above and 20 credits must be Biology department coursework. Students must pass a course with a grade of C (2.0) or better for the course to count towards the 31 degree required hours. Research (BIOL 698) is required of all students. All students must deliver a scientific presentation in an appropriate public forum; for thesis students, the presentation should be at a scientific meeting. Coursework will include 5 core courses; the remaining credits are selected according to the interest of the student, with the guidance and approval of the student’s faculty advisory committee. A substantial research project and a defense of the written thesis (BIOL 699) are required of students selecting the thesis option. Thesis students will complete a thesis defense (final oral exam) covering the research and appropriate coursework. Non-thesis students will complete a comprehensive written and/or oral examination on the program of study.

**Curriculum**

Many pertinent graduate courses are offered for the Master of Science in Biology programs that can be applied toward the degree requirements. A program of study is developed by the student with approval of advisory committee and the Graduate Program Director.

A set of five core courses is required:

**MS Biology - Core Courses**

<table>
<thead>
<tr>
<th>RCR Course</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 672</td>
<td>Responsible Conduct in Research</td>
</tr>
<tr>
<td>Biometry</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 620</td>
<td>Biometry</td>
</tr>
<tr>
<td>Fundamentals Course - Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 523</td>
<td>Cellular and Molecular Biology</td>
</tr>
<tr>
<td>BIOL 524</td>
<td>Comparative Animal Physiology</td>
</tr>
<tr>
<td>BIOL 759</td>
<td>Foundations and Principles in Ecology</td>
</tr>
<tr>
<td>Data Analysis Course - Select one of the following:</td>
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</tr>
<tr>
<td>BIOL 701</td>
<td>Practical Computing for Biology</td>
</tr>
<tr>
<td>BIOL 772</td>
<td>Modeling and Simulation in the Life Sciences</td>
</tr>
<tr>
<td>BIOL 732</td>
<td>GIS in the Life Sciences</td>
</tr>
<tr>
<td>Research Course**</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 698</td>
<td>Research in Biology</td>
</tr>
<tr>
<td>Elective Coursework ***</td>
<td>16</td>
</tr>
</tbody>
</table>

| Total Hours | 31 |

* BIOL 620 is the recommended statistics course for this program. However, depending upon your area of research/concentration, another course may be approved by your graduate program director.

** No more than three credits of BIOL 698 can be applied to the total number of credits required.

*** Remaining credits are elective, based on student interests, with guidance and approval of the student’s faculty advisory committee. Students choosing the thesis option will need to take BIOL 699. Additional core courses, beyond the five required, can be used as elective credits.

**Master of Science - Biology, Microbiology and Immunology Concentration**

The Microbiology and Immunology concentration is designed to enable the student to learn basic skills related to Microbiology and Immunology.

In addition, excellent opportunities exist for research and instruction off-campus at field research sites including:

- Blackwater Ecological Preserve,
- Virginia Coast Reserve-Long Term Ecological Research Site,
- Virginia Institute of Marine Sciences Eastern Shore Marine Laboratory, and
- other regional agencies and facilities.

**Admission Information**

Students who wish to enter this program should apply to the Master of Science in biology program and indicate their proposed field of study in the Statement of Interest, a required component of the application. Applications for admission can be obtained via the Internet at http://www.odu.edu/admission/graduate or from:

Office of Graduate Admissions
Old Dominion University
Norfolk, VA 23529-0050
(757) 683-3685

Requirements for regular admission to the master’s program in biology are:

1. a bachelor’s degree in biology or a related field from an accredited college or university;
2. a grade point average of at least 3.00 on a 4.00 scale;
3. Satisfactory scores on the General portion of the Graduate Record Examination (Verbal+Quantitative >300) or at least 500 on the Medical College Admission Test
4. two letters of recommendation;
5. an essay describing the area of biology of interest for graduate study, professional goals and motivation for graduate study in biology; and
6. written acknowledgment from a Department of Biological Sciences faculty member agreeing to serve as the student’s major advisor, if the student is accepted.

The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English: minimum scores are 550 for the paper-based test, 213 for the computer-based or 79 on internet-based test.

Deadlines for application to the program are:

- February 1 for summer admission, early fall admission and consideration for a graduate teaching assistantship;
- June 1 for fall semester admission; and
- October 1 for spring semester admission.

In addition, there are specially designed concentration areas in:

- Microbiology and Immunology
- One Health

Facilities and Equipment in the Department of Biological Sciences include:

- microscopy: electron, fluorescence and confocal,
- animal care facilities: terrestrial and aquatic,
- spectroscopy,
- cell culture,
- DNA sequencing: Sanger and Next-Generation,
- GIS (Geographic Information System),
- digital imaging,
- a greenhouse,
- herbarium,
- zoological museum, and
- field science wet laboratories.

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</tr>
<tr>
<td>Fundamentals Course - Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 523</td>
<td>Cellular and Molecular Biology</td>
</tr>
<tr>
<td>BIOL 524</td>
<td>Comparative Animal Physiology</td>
</tr>
<tr>
<td>BIOL 759</td>
<td>Foundations and Principles in Ecology</td>
</tr>
<tr>
<td>Data Analysis Course - Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 701</td>
<td>Practical Computing for Biology</td>
</tr>
<tr>
<td>BIOL 772</td>
<td>Modeling and Simulation in the Life Sciences</td>
</tr>
<tr>
<td>BIOL 732</td>
<td>GIS in the Life Sciences</td>
</tr>
<tr>
<td>Research Course**</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 698</td>
<td>Research in Biology</td>
</tr>
<tr>
<td>Elective Coursework ***</td>
<td>16</td>
</tr>
</tbody>
</table>

| Total Hours | 31 |

* BIOL 620 is the recommended statistics course for this program. However, depending upon your area of research/concentration, another course may be approved by your graduate program director.

** No more than three credits of BIOL 698 can be applied to the total number of credits required.

*** Remaining credits are elective, based on student interests, with guidance and approval of the student's faculty advisory committee. Students choosing the thesis option will need to take BIOL 699. Additional core courses, beyond the five required, can be used as elective credits.
with the flexibility to develop a curriculum in their area of interest such as infectious diseases or immunology.

Curriculum

All students in the MS in Biology – Microbiology and Immunology concentration will complete at least 31 credits, consisting of the set of five core courses and at least an additional 12 credits selected from the following:

MS Biology - Core Courses

**RRC Course**  
BIOL 672 Responsible Conduct in Research
Statistics Course  
BIOL 620 Biometry
**Fundamentals Course**  
BIOL 523 Cellular and Molecular Biology
Data Analysis Course - Select one of the following:  
BIOL 701 Practical Computing for Biology
BIOL 772 Modeling and Simulation in the Life Sciences
BIOL 732 GIS in the Life Sciences
Research Course  
BIOL 698 Research in Biology

Concentration Courses - Select 4 of the following:  
BIOL 503 Medical Microbiology
BIOL 516 Clinical Immunology
BIOL 525 Cancer Biology
BIOL 530 Microbial Pathogenesis
BIOL 536 Infectious Disease Epidemiology
BIOL 537 One Health: People, Animals and the Environment
BIOL 557 General Virology
BIOL 562 Microbial Genetics
BIOL 563 Cell Signaling in Host Pathogen Interactions
BIOL 565 Biotechnology
BIOL 570 Diseases that Changed our World
BIOL 582 Human and Veterinary Parasitology
BIOL 640 Microbial Toxins
BIOL 702 Biomedical Sciences Journal Club
BIOL 705 Advanced Microbiology
BIOL 730 Emerging Infectious Diseases
BIOL 745 Advanced Immunology
BIOL 748 Functional genomics and proteomics in animal models
BIOL 771 Vector-Borne Diseases

Elective Courses (**
Total Hours  4

*  No more than three credits of BIOL 698 can be applied to the total number of credits required.
**  Remaining credits are elective, based on student interests, with guidance and approval of the student's faculty advisory committee. Students choosing the thesis option will need to take BIOL 699. Additional core courses, beyond the five required, can be used as elective credits.

Master of Science - Biology, One Health Concentration

The One Health concentration is for students in the MS program that have a specific interest in aspects of the interdisciplinary One Health paradigm, a strategy for expanding interdisciplinary collaborations and communications in aspects of health for humans, animals and the environment. The concentration will introduce students to the concepts of One Health and their application. Students will be admitted to the concentration after selection of their guidance committee and approval of their program of study.

Curriculum

All students in the MS in Biology – One Health concentration will complete at least 31 credits, consisting of the set of five core courses, two required courses, and an additional 6 credits of coursework chosen from the concentration courses listed below:

MS Biology - Core Courses

**RRC Course**  
BIOL 672 Responsible Conduct in Research
Statistics Course  
BIOL 620 Biometry
**Fundamentals Course**  
BIOL 523 Cellular and Molecular Biology
Data Analysis Course - Select one of the following:  
BIOL 701 Practical Computing for Biology
BIOL 772 Modeling and Simulation in the Life Sciences
BIOL 732 GIS in the Life Sciences
Research Course  
BIOL 698 Research in Biology

Concentration Courses - Required  
BIOL 536 Infectious Disease Epidemiology
BIOL 537 One Health: People, Animals and the Environment

Concentration Electives - Select 2 of the following:  
BIOL 557 General Virology
BIOL 570 Diseases that Changed our World
BIOL 730 Emerging Infectious Diseases
BIOL 771 Vector-Borne Diseases
BIOL 772 Modeling and Simulation in the Life Sciences
ECON 535 Health Economics: A Global Perspective
ENVH 520 Communicable Diseases
ENVH 523 Vector-Borne Diseases and Their Control
HLSC 776 Global Health

Elective Courses (**)  
Total Hours  4

No more than three credits of BIOL 698 can be applied to the total number of credits required.
Remaining credits are elective, based on student interests, with guidance and approval of the student's faculty advisory committee. Students choosing the thesis option will need to take BIOL 699. Additional core courses, beyond the five required, can be used as elective credits.

Doctor of Philosophy - Biomedical Sciences

Lesley Greene, Graduate Program Director

In this interdisciplinary program all students are required to master a broad knowledge of the basic biomedical sciences. Refer to the Graduate School (http://catalog.odu.edu/graduate/graduateschool) page of this catalog for details.

Doctor of Philosophy - Ecological Sciences

Dr. Holly Gaff, Graduate Program Director

Program Description

The primary goal of the doctoral program in ecological sciences is to provide advanced training in ecological, evolutionary and integrative biology.
The program has notable strengths in a broad range of biological sub-disciplines, including:

- ecosystem studies,
- experimental ecology,
- community ecology,
- behavioral ecology,
- marine biology,
- molecular genetics,
- conservation biology,
- systematics,
- modeling,
- evolutionary biology,
- biomechanics,
- parasitology, and
- functional morphology.

Program faculty conduct studies in a variety of terrestrial, freshwater, and marine environments on several continents, and their research focuses on a broad spectrum of taxa, including, but not limited to:

- vascular plants,
- polychaetes,
- mollusks,
- crustaceans,
- insects,
- arachnids,
- birds,
- fishes, and
- amphibians.

Many faculty combine active field research with parallel laboratory studies. Quantitative approaches are encouraged and the opportunity exists to obtain a master’s degree in statistics while pursuing a doctorate in ecological sciences. The program is enhanced by excellent on-campus resources that include a scanning electron microscopy lab, genetic sequencing facilities, herbarium, aquatics laboratory, water tunnel and flow quantification facility, GIS facilities, greenhouse, and digital imaging facilities. Field research sites have been established in:

- the Virginia Coastal Reserve,
- Blackwater Ecologic Preserve,
- Great Dismal Swamp,
- Atlantic Ocean,
- Chesapeake Bay, and
- other areas.

Admission

Application forms for admission to the Ph.D. program in ecological sciences are available from the Office of Admissions and online (http://www.odu.edu/admission/graduate). The following should be sent to the Admissions Office:

1. the completed application form;
2. official transcripts from all universities attended;
3. Graduate Record Examination (GRE) scores;
4. test of English as a Foreign Language (TOEFL) score (from students whose native language is not English);
5. three letters of recommendation, including one from the applicant’s major advisor; and,
6. a statement of professional goals that includes specific research interests.

If an applicant is interested in requesting financial aid, an application for institutional graduate financial assistance should be completed during the application process (see Office of Admissions web page for form). The deadline for application to the program is February 1 for the subsequent fall semester. Students may be admitted during the spring and summer semesters as well, provided they obtain permission from the Graduate Program Director.

To qualify for admission, a student needs:

1. a satisfactory academic average (overall GPA score of at least 3.0 on a 4.0 scale, and overall GPA in the sciences of at least 3.0);
2. GRE scores near the 70th percentile on each of the examination sections (verbal, quantitative, and analytical) with a combined total of at least 1,000 to 1,200 preferred on the verbal and quantitative sections;
3. a TOEFL score of at least 550 (paper-based test), 213 (computer-based test), or 79 (internet-based test) for applicants whose native language is not English;
4. satisfactory letters of recommendation; and
5. a statement of professional goals as stated above.

A master’s degree is desirable but not required. The applicant is expected to have a background in the sciences, with an appropriate undergraduate degree and substantial course work in biology, chemistry or geology.

Applicants are strongly advised to contact the ODU faculty member closest to their area of interest prior to submitting an application to determine whether that faculty member is accepting new graduate students. No student, regardless of qualifications, is admitted to the Ecological Sciences Program without the approval of a specific faculty advisor. Potential applicants therefore should initiate a dialogue, preferably by email, with an appropriate member of the program faculty. Applicants should consult the list of faculty in the Department of Biological Sciences, which includes a brief description of their research interests. Applicants may also find it desirable to visit the campus for an interview with a potential advisor and the Graduate Program Director.

It is important for potential applicants to realize that many considerations enter into the decision to accept a student into the program. In addition to the strength of an applicant’s credentials (GRE scores, transcripts, and letters of recommendation), the availability of space in the appropriate faculty advisor’s lab and availability of adequate financial aid may influence the decision. Of these, space in an appropriate advisor’s lab is the most important consideration after an applicant’s academic qualifications. For this reason, applicants are strongly encouraged to contact a potential advisor directly.

Program Requirements

Program requirements are designed to provide a firm foundation in conceptual elements of ecological, evolutionary, and integrative biology, while moving students expeditiously toward their own research. In general, students must complete:

- 48 hours beyond the master’s degree, or
- in the absence of a master’s, 78 hours beyond the bachelor’s degree.

The student’s program of study should be broad and balanced. Coursework varies with each student, depending on background and goals. Enrollment in a weekly ecology seminar is required, on average, one semester each year. Professional experience (environmental management or teaching) is encouraged. A five-member advisory committee of faculty is selected to guide the student through his or her course of study and to provide initial approval of the dissertation research. This committee also administers the comprehensive written and oral candidacy examinations, which are taken after all required coursework is completed and the research skill requirement (proficiency in one foreign language, computer programming, or a quantitative skill approved by the advisory committee) is satisfied. The written exam must be passed before the oral exam may be taken. Once the candidacy exams are completed and a dissertation committee approves a written dissertation prospectus, the student advances to candidacy. At least three of the members of the original advisory committee, including the committee chair (student’s major advisor), will compose the dissertation committee. This committee approves a written dissertation prospectus and will supervise the research. At this time, the student’s attention turns almost exclusively to his or her own research. However, students continue to participate in seminar courses on a variety of topics, and an average of one seminar course per year of residency on campus is required. At
Graduate Certificate in Conservation Leadership

Tatyana Lobova, Certificate Coordinator

In this interdisciplinary program, students will learn how to address the challenges for conservation posed by a changing climate and sea level rise. Refer to the Graduate School (http://catalog.odu.edu/graduate/graduateschool) page of this catalog for details.

Graduate Certificate in Modeling & Simulation for Biological Sciences

Holly Gaff, Certificate Coordinator

The graduate certificate in Modeling & Simulation (M&S) for Biological Sciences is designed for those who wish to broaden their knowledge of modeling and simulation principles and techniques as applied to Biological Sciences. Courses cover important aspects of biological data, discovery, identification, collection, analysis (time-series and GIS), simulation, and visualization.

Admission

Admission to the M&S for Biological Sciences certificate program requires a bachelor's degree (or equivalent).

Curriculum

The certificate requires between 12 to 15 credit hours to complete, to include a basic modeling and simulation core course and then additional coursework in biological and ecological modeling. A 3.0 GPA for the four-course sequence is required for successful completion.

**Modeling & Simulation Core Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIM 601</td>
<td>Introduction to Modeling and Simulation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Biology Modeling & Simulation Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 707/807</td>
<td>Ecosystem Ecology</td>
</tr>
<tr>
<td>BIOL 732/832</td>
<td>GIS in the Life Sciences</td>
</tr>
<tr>
<td>BIOL 772/872</td>
<td>Modeling and Simulation in the Life Sciences</td>
</tr>
</tbody>
</table>

Total Hours: 12-15

* Students can substitute M&S approved courses from other departments with the approval of the certificate coordinator.

Department of Chemistry and Biochemistry

Web Site: http://www.odu.edu/chemistry

110 Alfriend Chemistry Building
Norfolk, VA 23529-0126
(757) 683-4078

John B. Cooper, Interim Chair
John Donat, Graduate Program Director

Overview

The Department of Chemistry and Biochemistry strives to provide high quality of education in Chemistry and Biochemistry for both graduate and undergraduate students and to engage in scholarly research at the forefront in both the fields of chemistry and biochemistry. The department's variety of research programs provide with a high quality, broad based education, which not only prepares graduates for successful careers, it also prepares graduates for a lifetime of learning. In addition to offering the Master of Science program and Doctor of Philosophy program in Chemistry, the Department of Chemistry and Biochemistry also partners with the Graduate School to offer an interdisciplinary Ph.D. program in Biomedical Sciences.

Master of Science – Chemistry

The Department of Chemistry and Biochemistry offers a program of study leading to the degree of master of science. This program offers a sound academic background of coursework and research to prepare the student for further graduate study or employment in fields requiring an advanced degree. Areas of specialization within the program include: analytical chemistry, biochemistry, environmental chemistry, inorganic chemistry, materials chemistry, organic chemistry, and physical chemistry.

Admission

An application (http://www.odu.edu/admission), transcripts, two letters of recommendation from former college instructors, a resume, a writing sample, an essay about career goals, and Graduate Record Examination (GRE) scores (general only) are required for consideration of admission to the program. International students are also required to submit an Internet Based TOEFL Score (iBT) which includes a Speaking Portion. Admission to regular status requires a grade point average of 3.00 in the major and 2.80 overall (on a 4.00 scale). General university admission requirements also apply. In addition, a Bachelor of Science degree (or equivalent) with a major in chemistry (or another science) is required, although applications from majors in all science disciplines are encouraged. Undergraduate courses in organic chemistry, inorganic chemistry, analytical chemistry (quantitative and instrumental analysis), physical chemistry, and calculus are required for regular admission. Deficiencies in any of these areas will be identified and must be rectified by taking undergraduate coursework.

Program Requirements

Writing Proficiency Policy

The departmental graduate committee will request a writing sample from each new student. The graduate committee will refer students in need of remedial assistance to the Writing Center.

Options

Candidates for the master’s degree have two options in their program: the Research/Thesis option and the Non-Thesis option.

Courses

Thesis option, 30 hours minimum, including:

- Research and Thesis: 24 hours
- Independent study: 6 hours

Total Hours: 30

Non-thesis option, 33 hours minimum, including:

- Independent study: 30 hours
- Total Hours: 33

Up to 15 hours may be taken in related courses given by other departments pending approval from the Graduate Studies Committee of the Department of Chemistry and Biochemistry. At least 60 percent of the credit hours must be from 600-level courses or higher.

Students who earn a grade of less than a B- in any two graduate courses will not be allowed to continue in the M.S. program.

Core Courses

There are six core areas. These are:

- analytical chemistry,
- biochemistry,
- environmental chemistry,
- inorganic chemistry,
- organic chemistry, and
- physical chemistry.
Students enrolled in the research/thesis option must take one course from three different core areas; non-thesis option students must take one course from three of the core areas.

Seminar
All students are required to register for seminar (CHEM 790, one credit, pass/fail) and attend departmental seminars for one semester.

Research and Thesis
During their first semester (and not later than the end of their first academic year), students electing the Research/Thesis Option are required to interview the chemistry graduate faculty, choose a graduate faculty research advisor, and select a research committee in consultation with their advisor and the Graduate Program Director. Upon completion of their research, students must write a formal thesis describing their research, present their work in a public seminar, and pass an oral examination by their research committee.

Non-Thesis Option
Not later than the end of their first academic year, students electing the Non-Thesis Option are required to interview the chemistry graduate faculty and choose an independent study advisor. Non-thesis students and their independent study advisor will then agree upon an independent study project. Upon completion of their independent study project, non-thesis students must write a formal Independent Study Report acceptable to their independent study advisor and the Graduate Studies Committee and pass an oral exam on their project.

Doctor of Philosophy – Chemistry
The Ph.D. program in Chemistry prepares students in the application of chemical principles to address many of society’s technical, environmental, and biomedical problems. Students will be able to provide leadership in industrial, governmental, and educational institutions in directing research and/or development to solve these problems. The Ph.D. degree is granted to students who have:

1. mastered advanced knowledge of definite sub-fields of chemistry
2. become familiar with research in these specific fields and developed perceptions of opportunities for further scientific advances
3. demonstrated the capacity to perform original, independent, and scholarly scientific investigation in their specific field and interpret their results.

All students admitted to the program must read and understand the regulations and policies described here and elsewhere throughout this catalog relevant to Old Dominion University’s requirements for Ph.D. degrees. The essential credit requirements for the Ph.D. are:

A minimum of 78 credit hours beyond the Bachelor’s degree, and 48 credit hours beyond the Master’s degree.

Admission
An application (http://www.odu.edu/admission), transcripts, three letters of recommendation from former college instructors, an essay about career goals and Graduate Record Examination (GRE) scores (aptitude section) are required for consideration of admission to the program. International students are also required to submit an Internet Based TOEFL Score (iBT) which includes a Speaking Portion. Admission to regular status requires a grade point average of 3.00 in the major and 3.00 overall (based on a 4.00 scale). General university admission requirements apply. In addition, a bachelor’s degree (or equivalent) with a major in chemistry (or another science) is required, although applications from majors in all science disciplines are encouraged. Undergraduate courses in inorganic chemistry, organic chemistry, analytical chemistry (quantitative and instrumental analysis), physics, and calculus are required for regular admission. Deficiencies in any of these areas will be identified and must be rectified by taking undergraduate coursework in these areas.

Program Requirements
Writing Proficiency Policy
The departmental graduate committee will request a writing sample from each new student. If the graduate committee feels that remedial assistance in writing is needed, the student will be referred to the Writing Center.

Courses
A minimum of 78 semester hours beyond the undergraduate degree or 48 hours past the master’s degree is required by this program. The broad requirements for granting the Ph.D. are as follows:

• satisfactory performance in core and elective courses.
• successful completion of both written and oral portions of the Candidacy Examination,
• completion of the dissertation prospectus,
• and completion of a satisfactory dissertation and defense of the dissertation.

Students who earn a grade of less than a B- in any two graduate courses will not be allowed to continue in the Ph.D. program.

Core Courses
Students must choose one course from three different core areas. The core areas are:

• analytical chemistry
• biochemistry
• environmental chemistry
• inorganic chemistry
• organic chemistry, and
• physical chemistry.

Classes from each area are listed on the following pages.

Elective Courses
Students are required to take nine credit hours of elective courses. The courses are to be chosen upon consultation with their advisor and/or their guidance committee.

Teaching
Students are required to spend at least one semester as a teaching assistant.

Seminar
All students are required to register for seminar CHEM 890 (one credit, graded pass/fail) and attend departmental seminars throughout their graduate career. Twice during their career, students will register for CHEM 891 (two credits) and present a seminar, which will receive a letter grade. In the second year, students will give a background literature talk on their research. The second semester of CHEM 891 may not be taken in the same semester as graduation.

Advisor Selection
During their first semester (and not later than the end of their first semester), students are required to interview the chemistry graduate faculty (a signed sheet of at least three faculty members is required), choose a graduate faculty research advisor, and select a guidance committee in consultation with their advisor and the Graduate Program Director.

Candidacy Examination
A student enrolled in the Ph.D. program in chemistry becomes a candidate for the doctoral degree by passing the Ph.D. candidacy examination. This examination consists of a written portion and oral portion. The student is required to submit a written description of a novel research idea in the form of a grant proposal, and then present and defend the idea to his or her guidance committee.

Dissertation
The dissertation is the final and most important part of the work required for the Ph.D. degree. The dissertation must be based on original research and
make a contribution to existing knowledge of sufficient interest to warrant publication in a refereed journal. The candidate normally works closely with the research advisor, who is chair of the dissertation committee.

Dissertation Defense
The final examination of the candidate consists of the oral defense of the dissertation. This public examination is conducted by the dissertation committee with the research advisor serving as chair.

Doctor of Philosophy - Biomedical Sciences
Dr. Lesley Greene, Graduate Program Director

In this interdisciplinary program all students are required to master a broad knowledge of the basic biomedical sciences. Refer to the Graduate School (http://catalog.odu.edu/graduate/collegeofsciences/chemistrybiochemistry/catalog.odu.edu/graduate/graduateschool) page of this catalog for details.

Department of Computer Science

Web Site: http://www.cs.odu.edu

Engineering & Computational Sciences Bldg.
4700 Elkhorn Ave. Suite 3300
Norfolk, VA 23529-0162

Ravi Mukkamala, Department Chair
Michele Weigle, Graduate Program Director
Yaohang Li, Graduate Program Director

Programs

The Department of Computer Science offers programs leading to the Master of Science with a major in computer science, a linked five year combined B.S.C.S. and M.S. with a major in computer science, and the Doctor of Philosophy in computer science. The Department of Computer Science also offers a Master of Science in computer science with a computer information sciences emphasis (jointly with the Information Technology Department in the Strome College of Business).

Computer science traces its foundation to mathematics, logic, and engineering. Studies in computer science encompass theory, experimental techniques, and engineering methodology. The computer science curriculum exposes students to aspects of each of these disciplines and fosters an appreciation and understanding of them. Students are exposed to the broad theoretical basis of computer science through lecture and laboratory experience. The Computer Science Department has a unique curricular model that applies computer science education to the real world. In addition, the Computer Science Department offers a set of courses to professionals who need supplementary experience. A graduate of the computer science program will have a broad fundamental knowledge of the field and in-depth knowledge in a particular subject area. To acquire breadth, graduate students in the department are required to take core courses which together with the undergraduate core courses cover major aspects of computers and computation. At the master’s level, the department supports in-depth study in the following areas:

- bioinformatics,
- data mining,
- web science and digital libraries,
- high performance computing,
- networking,
- cybersecurity,
- software engineering, and
- computational foundations.

At the Ph.D. level, areas of specialization are limited only by the interests of the available faculty. The department has an excellent state of the art computing facility. Please visit the department’s home page for details: http://www.cs.odu.edu.

Master of Science - Computer Science

Entrance Requirements

Students entering the Master of Science program in computer science should meet the minimum university graduate admission requirements (http://www.odu.edu/admission/graduate). In addition, an applicant must have a strong background in computer science. Students who do not have a sufficient background in computer science may enter the graduate program as provisional students and make up for their deficiencies by taking appropriate courses. Applicants are required to take the GRE general test. For the Computer Information Sciences emphasis area (described below), the GMAT aptitude test may be used. Two letters of recommendation from faculty members of academic institutions are required in addition to all transcripts at the postsecondary level. For students whose native language is not English, either a TOEFL score of 550 (paper-based) and 79 (internet-based) or IELTS score of 6.5 is also required.

Requirements

The departmental requirements for the Master’s degree are described below. All these requirements must be satisfied in addition to the University requirements outlined under the Academic Information section of this Catalog.

Core Courses

The following core courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 665</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>and one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS 500</td>
<td>Foundations of Computing</td>
<td>3</td>
</tr>
<tr>
<td>CS 600</td>
<td>Algorithms and Data Structures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>6</td>
</tr>
</tbody>
</table>

MS students in the thesis option are required to take CS 665 and CS 600 to satisfy the core requirement.

Colloquium

Each student is required to take a one-credit CS 690 (Computer Science Colloquium) and attend at least 10 departmental colloquia during their MS study.

Course Options

Three options are available for candidates for master’s degrees:

- thesis option,
- project option, and
- course-only option.

Thesis Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course work</td>
<td>24</td>
</tr>
<tr>
<td>Thesis research</td>
<td>6</td>
</tr>
<tr>
<td>Colloquium</td>
<td>1</td>
</tr>
<tr>
<td>Total Hours</td>
<td>31</td>
</tr>
</tbody>
</table>

A minimum of 31 credit hours is required. The candidate is required to write a thesis and make an oral presentation of the results.

Project Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course work</td>
<td>30</td>
</tr>
<tr>
<td>Project work</td>
<td>3</td>
</tr>
<tr>
<td>Colloquium</td>
<td>1</td>
</tr>
<tr>
<td>Total Hours</td>
<td>34</td>
</tr>
</tbody>
</table>

A minimum of 34 credit hours is required. The candidate is required to prepare a written report on the project and to present it orally.
A minimum of 34 credit hours is required. In addition, the candidate is required to appear for an exit examination that requires a comprehensive written report and an oral examination.

**Course Restrictions**

No more than nine credits of the following courses may be counted towards the degree:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 697</td>
<td>Independent Study in Computer Science</td>
</tr>
<tr>
<td>CS 791</td>
<td>Graduate Seminar</td>
</tr>
<tr>
<td>CS 796</td>
<td>Topics in Computer Science</td>
</tr>
</tbody>
</table>

A maximum of four 500-level courses can be applied to the program.

At least three credits counted toward the computer science degree must be taken at the 700-level from courses other than CS 791 and CS 796.

**Time Limit**

All requirements for the master’s degree must be completed within six years.

### Master of Science - Computer Information Systems Emphasis

**Requirements**

This area, offered jointly with the Information Systems and Technology Department of the Strome College of Business, is appropriate for students with either a bachelor’s degree in business administration with a major in information systems and a computer science minor or with a bachelor’s degree in computer science with a business administration minor.

**Colloquium**

Each student is required to take a one-credit CS 690 (Computer Science Colloquium) and attend at least 10 departmental colloquiums during their MS study.

**Course options**

Same as described above in the M.S. in Computer Science, with the following conditions:

- Project option: 15 credits (5 courses) must be CS graduate courses, and 15 credits (5 courses) must be IT graduate courses.
- Course-only option: 18 credits (6 courses) must be CS graduate courses, and 15 credits (5 courses) must be IT graduate courses.

**Course restrictions**

Same as described above in the M.S. in Computer Science.

In addition, at least two of the CS graduate courses (6 credits) must be taken at the 600-level or 700-level from courses other than CS 697, CS 791, and CS 796.

**Time Limit**

All requirements for the master’s degree must be completed within six years.

### Linked B.S. and M.S. in Computer Science

This program allows for exceptionally successful students to earn both a B.S. and M.S. in Computer Science by allowing them to count up to 12 credits of graduate coursework toward both their bachelor’s and master’s degree in Computer Science. All options available under the MS program are available under this program.
In addition to the listed courses, certain CS 795/CS 895 topics courses may be allowed to count as advanced elective courses, subject to recommendation by the course’s instructor and approval by the GPD.

**Doctor of Philosophy - Computer Science**

**Admission**

Students entering the Ph.D. program in the Computer Science Department should meet the minimum university graduate admission requirements (http://www.odu.edu/admission/graduate). Students may be admitted directly to the Ph.D. program with either a bachelor's or a master's degree. Prior to applying for admission, students are encouraged to visit the department's website and ensure that their research interests match with that of a faculty member. Students are expected to show proficiency in Problem Solving and Programming, Introduction to Computer Architecture, Advanced Data Structures and Algorithms, Introduction to Theoretical Computer Science, and Operating Systems at an undergraduate level. Those entering the Ph.D. program with deficiencies in these areas will have to make them up.

**Requirements**

A candidate for the doctoral degree in computer science must meet all of the following requirements in addition to the university requirements outlined under the Academic Information section in this Catalog:

1. Pass the Ph.D. qualifying process that consists of breadth oral examination, research ability oral examination, and advanced course requirement.
2. Complete a minimum of 78 credit hours beyond the bachelor’s degree and 48 credit hours beyond the master’s degree.
3. Pass the candidacy examination.
4. Attend at least 10 colloquia as detailed below.
5. Successfully defend the dissertation.

The above must be completed within eight years after admission to the Ph.D. program. Note that students with a degree in a discipline outside of computer science will be required to take prerequisite undergraduate courses that will not be counted towards the 78 credit hours requirement.

**Advisor**

Upon admission to the Ph.D. program, a faculty advisor will be assigned to the student for general guidance. The student, however, is expected to find a dissertation advisor by the time he or she completes the qualifying process. The guidelines for advising are outlined under Student Advising in the University Requirements for Graduate Degrees (http://catalog.odu.edu/graduate/universityrequirementsforgraduatedegrees) section of the Graduate Catalog.

**Course Requirements**

Students with a master's degree in computer science or related field must complete at least 48 credit hours of coursework as specified below:

1. A minimum of 24 credit hours of post-master's coursework at 800-level.
   a. This includes the advanced-level course requirement of 12 credit hours of regular 800-level courses with three different faculty members.
2. 24 credit hours or more of dissertation work (CS 899).
3. A maximum of six hours may be transferred into the Ph.D. program from post-master's coursework done elsewhere.

Students without a master's degree in computer science or related field must complete at least 78 credit hours of coursework as specified below:

1. 12 credit hours of core coursework approved by the GPD from a list of courses: CS 500, CS 517, CS 550, CS 555, CS 600, and CS 665.
2. A minimum of 42 credit hours of coursework at 600-level or above, of which at least 30 credit hours must be at 800-level.
   a. This includes the advanced-level course requirement of 12 credit hours of regular 800-level courses with three different faculty members.

3. 24 credit hours or more of dissertation work (CS 899).

**Candidacy Examination**

Upon completing coursework, before becoming heavily involved in dissertation work, and no later than three years after acceptance into the Ph.D. program (preferably during the first 18 months after admission into the program), the student must pass a candidacy examination. This examination is designed to test the student’s knowledge of background material related to the dissertation topic and to determine if the student has identified a significant problem, has a plan of attack, and is ready to proceed with the dissertation research.

At least one week before the scheduled examination time (and preferably two weeks before), the student must provide the examination committee with a dissertation research proposal. The proposal should contain the following items (not necessarily in this order):

- a comprehensive literature review on the dissertation topic that should in particular discuss limitations of current approaches and open problems in the topic area
- a description of the research problem
- a discussion of how the problem relates to other work in the field
- a detailed research plan, including proposed tasks and a timeline for completion
- a list of expected contributions.

During the examination, the student will give a 45-minute presentation of the dissertation proposal to be followed by questions from the committee. The exam is expected to last no more than 2 hours.

The presentation of the dissertation proposal is open to the public and will be publicized by the GPD at least one week in advance of the exam. Once the presentation has concluded and the audience has asked general questions, the audience will be excused. The examination by the committee will be held in private, but graduate faculty members are welcome to observe the exam.

**Dissertation Committee**

After the candidacy exam has been passed and dissertation topic approved, the Dissertation Committee is formed to supervise the dissertation research.

A Dissertation Committee is formed according to the following procedure:

1. The faculty advisor selects the members of the Dissertation Committee in cooperation with the student and the Graduate Studies Committee.
2. The Dissertation Committee consists of at least three ODU faculty members. At least two of these must be from the Computer Science Department and one must be from outside of the Computer Science Department. All committee members must be certified for graduate instruction. The current research interests of the computer science members of the committee should be related to the research goals of the student.
3. Additional members may be appointed to the committee. Adjuncts (approved for graduate instruction) and non-university members may be added with approval of the GPD.
4. The committee must complete a Ph.D. Dissertation Committee Form. This form is submitted to the Graduate Program Director by the Graduate Studies Committee and to the Dean of the College of Sciences for approval.

**Dissertation**

A minimum of 24 credit hours of dissertation work is required. The work must represent an achievement in research and must be a significant contribution in the field. Students are required to publish (or have in the revision process) at least one paper in a refereed journal or refereed conference proceedings based on their dissertation work.
Dissertation Defense
The examination will be oral and the examination committee must have the completed dissertation at least two weeks before the examination date. In addition to the examination, students are required to give a public oral presentation on their dissertation results.

Time Requirement
Ph.D. students should normally be full-time. A full-time student can be expected to satisfy all the Ph.D. requirements in three to four years when entering with an M.S. degree or four to five years with a bachelor’s degree. No student (full-time or part-time) will be allowed to study for the Ph.D. degree beyond eight years from the date of admission into the program.

Colloquium
Students are expected to actively participate in the colloquium activities of their research area for at least four semesters, attend at least 10 departmental colloquium events, and take the 1 credit hour CS 690 Colloquium.

Ph.D. Qualifying Process
Students who have been admitted to study toward the doctoral degree in computer science must complete the qualifying process which may take up to 18 months after a student has been admitted in the Ph.D. program. The Ph.D. qualifying process consists of three components:

1. Advanced Course Requirement
2. Breadth Oral Examination
3. Research Skills Requirement

Advanced-level Course Requirement
Ph.D. students are expected to take at least four 800-level regular courses. These four courses should be taught by at least three different faculty members. Ph.D. students are expected to maintain a minimum grade of B in each of these courses. Regular 800-level courses do not include CS 891 seminars or CS 896 topics courses. If you have any doubt whether a course is a regular 800-level course and will be counted toward this requirement, please check with the GPD. This requirement should be completed no later than 18 months after admission into the program. Note that these courses will be counted toward the minimum 800-level credit hour requirement for Ph.D. students.

Breadth Oral Examination
The examination should be passed no later than 12 months after admission into the Ph.D. program (preferably during the first 6 months after admission into the program). In case a student fails the examination, it is still expected that the student will pass the examination within 12 months of admission. The examination may be repeated at most once.

The scheduling of this examination will be on-demand. A student wanting to take the breadth examination will contact the GPD at least six weeks before the suggested date of the examination. Once a student has requested an examination, a committee of four faculty members will be formed that will be responsible for evaluating the student.

The examination will last for two hours. On the day of the examination, the student will be given an initial list of questions two hours before the oral examination. Note that this list will not contain follow-on questions which the committee is free to ask. Students will be evaluated on their familiarity with core computer science topics. We have organized these topics under the undergraduate computer science course categories. The list of courses is given below. For the most recent syllabi for these courses, please visit: http://www.cs.odu.edu.

- Problem Solving & Programming (CS 250)
- Introduction to Computer Architecture (CS 270)
- Advanced Data Structures and Algorithms (CS 361)
- Introduction to Theoretical Computer Science (CS 390)
- Operating Systems (CS 471)

Research Skills Requirement
Each PhD student is expected to demonstrate competency in research skills. In the Department of Computer Science, we define this as making a contribution to computer science research.

Students may satisfy this requirement in one of three ways:

1. publish a peer-reviewed publication in computer science as first author while at ODU
2. complete a Master’s thesis in computer science
3. petition the GPD for special examination, with recommendation from the Ph.D advisor

To use option 1 or 2, the student must provide the GPD and the chair of the appropriate area committee a copy of the document used to satisfy the requirement. The document will be evaluated by the area committee. The chair of the area committee will notify the student and the GPD of the outcome of the evaluation (sufficient or insufficient). If the evaluation is insufficient, the student may try again with another publication or attempt option 3.

As publishing original research is a requirement for the PhD, it is expected that most students will use option 1 to satisfy the research skills requirement.

Department of Mathematics and Statistics
2300 Engineering and Computational Sciences Building
Norfolk, VA 23529
757-683-3882
http://www.odu.edu/math

N. Rao Chaganty, Statistics Program Director
Raymond Cheng, Graduate Program Director

Graduate Study in Computational and Applied Mathematics
The master’s and doctoral programs in computational and applied mathematics offered by the Department of Mathematics and Statistics are designed to produce applied mathematicians and statisticians who can meet the growing demand for analytical and computational skills in traditional scientific and multi-disciplinary fields. Students in the program can choose to pursue an option in either applied mathematics, statistics, or biostatistics.

Applied mathematics is the application of mathematics to the solution of non-mathematical problems. Such problems may originate in math-oriented fields (physics, chemistry, and engineering) as well as in such areas such as geology, oceanography, meteorology, biology, ecology, environmental health, economics, actuarial science, business (operations and market research), banking, and medicine. Students will learn to use methods of applied mathematics, probability, statistics, biostatistics, numerical analysis, and scientific computing in seeking solutions to such problems. For work in computational and applied mathematics, training in an additional field of application is a necessity.

The desire and ability to use mathematics to bring together various disciplines is the unique characteristic of an applied mathematician. Not only has mathematical modeling and solving of societal and scientific problems increased the demand for applied mathematicians, but the flexibility and breadth of knowledge inherent in this discipline make it attractive for those who do not want to become irreversibly specialized.

Old Dominion University is one of the few American institutions offering a program expressly in applied mathematics. There are approximately 22 graduate program faculty members in the Department of Mathematics and Statistics, and current enrollment in the program is about 50 students. Areas of faculty research include analytical and numerical modeling in oceanography and meteorology, computational fluid dynamics and stability theory, elasticity and fracture mechanics, combustion theory, magnetohydrodynamics, mathematical biology, numerical analysis and
approximation, optimization, applied probability, statistical inference, reliability, multivariate statistics, generalized linear models, estimating equations, biostatistics, nonparametric statistics, bioinformatics, and high performance computing.

Facilities within the metropolitan area include the NASA/Langley Research Center, the Virginia Modeling, Analysis and Simulation Center (VMASC), and the Eastern Virginia Medical School.

Program Financial Aid. Graduate assistantships in the Department of Mathematics and Statistics offer stipends ranging from $15,000 to $18,000. The level of award is determined on the basis of previous experience and performance as a graduate assistant and on the student’s academic achievement and potential in applied mathematics or statistics. In addition, a number of teaching and research positions are available for financial support of graduate assistants during the summer months (June and July).

Writing Proficiency. All students in the graduate program are expected to demonstrate an acceptable level of writing ability. Students needing help to remedy their writing deficiencies will be referred to the Writing Center for diagnosis and assistance. All M.S. candidates will enroll in MATH 632 or in STAT 632 for a master’s project.

Master of Science - Computational and Applied Mathematics

Admission

An applicant to the master’s program in computational and applied mathematics should have a bachelor’s degree in mathematics, statistics, computer science, or an application area with a strong mathematics component (e.g., physics or engineering). Undergraduate mathematics preparation should include course work in linear algebra, advanced calculus, differential equations, probability, and numerical methods. Undergraduate averages of 2.80 overall (4.00 scale) and 3.00 in the major and related mathematics courses are required.

A student who does not fully meet all requirements for admission as a regular graduate student may be allowed, with permission of the program director, to enroll as a provisional graduate student. Students lacking adequate preparation will be required to make up their deficiencies by taking appropriate undergraduate courses in addition to those specified for the master’s program.

A formal application form, official transcripts, and two letters of recommendation should be forwarded to the Office of Admissions. It is recommended that applicants supply Graduate Record Examination aptitude scores.

The following material should be mailed directly to the director of the graduate program in computational and applied mathematics, Department of Mathematics and Statistics: a list of all mathematics courses taken and other courses closely allied to the applicant’s primary interests in applied math or statistics along with the texts used (titles and authors), chapters studied or topics covered, and grades. This information should be enclosed with the financial aid application (if the applicant is submitting one).

Students may enroll in the program on either a full-time or part-time basis. Courses are offered on a regular basis during the late afternoon and early evening hours which allows part-time students to obtain master’s degrees or post-master’s graduate credit.

Requirements

The M.S. candidate must complete a minimum of 31 normal credit hours of course work designed to fulfill an option in either applied mathematics, statistics or biostatistics. With approval of the graduate program director, up to six of these credits may be chosen from a field of application (e.g., geology, oceanography, ecosystem analysis, computer science, economics, health sciences, operations research, physics and engineering mechanics) in which the student applies analytical and numerical techniques to another discipline. All programs of study must be approved by the graduate program director, and substitutions may be made only with his or her approval.

Master’s Project Requirement

The M.S. candidate will be assigned to a faculty advisor for a master’s project. Each student will enroll in MATH 632 or STAT 632 to complete his/her project. The master’s project is designed not only to broaden students’ analytical competency but also to enhance students’ writing and reporting skills on a technical subject.

Colloquium Requirement

In order to develop an appreciation for the breadth of contemporary research in applied mathematics and statistics, all M.S. candidates will attend and succinctly summarize and evaluate in writing at least eight professional seminars given by research faculty or external seminar visitors. The Richard F. Barry Colloquium Series is run by the department throughout the academic year. The department also conducts seminars jointly with other departments.

Prerequisites

Prerequisite courses for the applied mathematics concentration are:

- At most, three from the following can be applied towards the 31-credit degree requirement:
  - MATH 501 Partial Differential Equations 3
  - MATH 508 Applied Numerical Methods I 3
  - MATH 509 Applied Numerical Methods II 3
  - MATH 517 Intermediate Real Analysis I 3
  - MATH 518 Intermediate Real Analysis II 3
  - MATH 522 Applied Complex Variables 3

Prerequisite courses for the statistics and biostatistics concentrations are:

- MATH 316 Introductory Linear Algebra 3
- STAT 331 Theory of Probability 3
- STAT 431/531 Theory of Statistics 3
- STAT 532 Sampling Theory * 3
- STAT 535 Design and Analysis of Experiments * 3
- STAT 537 Applied Regression and Time Series Analysis * 3

* Only these courses can be applied towards the 31-credit degree requirement.

Applied Mathematics Concentration

- MATH 617 Measure and Integration 3
- MATH 618 Applied Functional Analysis 3
- MATH 632 Master’s Project 3
- MATH 637 Tensor Calculus and Differential Geometry 3
- MATH 693 Engineering Analysis III 3
- MATH 622 Numerical Solutions to Differential Equations or MATH 721 Advanced Applied Numerical Methods I 3

And at least 13 additional credit hours of approved graduate course work.

Statistics Concentration

- STAT 505 Introduction to Data Handling 3
- STAT 535 Design and Analysis of Experiments 3
- STAT 537 Applied Regression and Time Series Analysis 3
- STAT 625 Mathematical Statistics I 3
- STAT 626 Mathematical Statistics II 3
- STAT 627 Linear Statistical Models or STAT 628 Applied Multivariate Analysis 3
- STAT 632 Master’s Project 3

Total Hours 31

231 Department of Mathematics and Statistics
Modeling and Simulation courses in Statistics

At least 7 additional credits of approved graduate work 7

Total Hours 31

Biostatistics Concentration

STAT 505 Introduction to Data Handling 3
STAT 535 Design and Analysis of Experiments 3
STAT 537 Applied Regression and Time Series Analysis 3
STAT 550 Categorical Data Analysis 3
or STAT 547 Analysis of Longitudinal Data

Total Hours 31

Graduate Certificate in Modeling and Simulation for Mathematics and Statistics

The Department of Mathematics and Statistics at Old Dominion University plays an integral part in the University’s campus-wide initiative to promote its research in Modeling and Simulation. The Department offers a Graduate Certificate in Modeling and Simulation for Mathematics and Statistics. In order to obtain this certificate, a student must complete four graduate courses that include MSIM 601 (Introduction to Modeling and Simulation). MSIM 601 is offered by the Department of Engineering Management and System Engineering. Students may select three other simulation courses from the following Modeling and Simulation courses.

Modeling and Simulation courses in Computational Mathematics

Required Course 3

MSIM 601 Introduction to Modeling and Simulation

Select three from the following: 9

MATH 508 Applied Numerical Methods I
MATH 509 Applied Numerical Methods II
MATH 622 Numerical Solutions to Differential Equations
MATH 632 Master’s Project
MATH 721/821 Advanced Applied Numerical Methods I
MATH 722/822 Advanced Applied Numerical Methods II

Total Hours 12

Modeling and Simulation courses in Statistics

Required Course 3

MSIM 601 Introduction to Modeling and Simulation

Select three from the following: 9

STAT 535 Design and Analysis of Experiments
STAT 537 Applied Regression and Time Series Analysis
STAT 560 Statistical Simulation/Programming Using Statistical Software Packages
STAT 597/697 Topics in Statistics
STAT 630 Time Series Models
STAT 632 Master’s Project
STAT 640 Survival Analysis

Total Hours 12

Doctor of Philosophy - Computational and Applied Mathematics

Admission

Applicants who appear to be qualified for study at an advanced graduate level may be admitted to the doctoral program in computational and applied mathematics. These will be students with very strong backgrounds in mathematics, statistics, computer science, or application areas with a mathematics component (e.g. physics or engineering).

Students may be admitted directly to the Ph.D. program with either a bachelor’s or a master’s degree. A grade point average of 3.00 (4.00 scale) in the major and related mathematics courses is required.

Students are required to submit three letters of recommendation, and GRE aptitude scores, if the student will not have completed a master’s degree in the mathematical sciences by the intended date of admission.

Requirements

Course Requirements

A minimum of 55 normal credit hours of course work beyond the bachelor’s degree (24 credit hours beyond the master’s degree) and exclusive of doctoral dissertation work is required. Each student will be assigned a guidance committee, and together they will plan a complete program of course work designed to meet the student’s objectives and to fulfill an option in applied mathematics, statistics or biostatistics. The student is strongly encouraged to select courses in more than one of these option areas and in a field of application whenever such courses contribute appropriately to his or her program. Each program, however, must be directed and approved by the student’s guidance committee. A student receiving a grade of C+ or lower in any graduate course may be suspended from the program.

While the individual program will depend on the nature of the student’s preparation prior to entering, each participant will ordinarily be required to complete one of the following concentrations:

Applied Mathematics Concentration

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<tr>
<th>Course</th>
<th>Credit</th>
<th>Hours</th>
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<tr>
<td>MATH 605</td>
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<td>MATH 617</td>
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<td>MATH 618</td>
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<td>MATH 622</td>
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<td>MATH 637</td>
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<td>MATH 693</td>
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<tr>
<td>MATH 803</td>
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<tr>
<td>or MATH 825</td>
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<tr>
<td>Computational Fluid Dynamics</td>
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Total Hours 36

Statistics or Biostatistics Concentrations

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<tr>
<th>Course</th>
<th>Credit</th>
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<td>STAT 547</td>
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<td>STAT 827</td>
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Old Dominion University 232
Students who wish to concentrate in Biostatistics must take STAT 540 and at least six credits at the 700-level from either the College of Health Sciences or the Eastern Virginia Medical School offerings in epidemiology, community health, or history of diseases.

Colloquium Requirement
In order to develop an appreciation for the breadth of contemporary research in applied mathematics and statistics, all Ph.D. candidates will attend and succinctly summarize and evaluate in writing at least 16 professional seminars given by research faculty or external seminar visitors. The Richard F. Barry Colloquium Series is run by the department throughout the academic year. The department also conducts seminars jointly with other departments.

Foreign Language
A foreign language is not required.

Residency Requirement
An essential feature of doctoral study is the provision of total concentration on the field of study for significant periods of time. Students who wish to pursue a part of their doctoral study on a part-time basis may do so, but all doctoral students shall spend at least two academic years engaged in full-time graduate study.

Admission to Candidacy Examination
At the end of the core mathematics or statistics course work and prior to selecting a dissertation advisor, the student must pass an Admission to Candidacy Examination designed to test scholarly competence and knowledge and to give the examiners a basis for constructive recommendations on subsequent study. The written portion of this examination will be based upon an examination syllabus that will be provided to each student. The outcome of this examination will be reported to the vice provost for graduate studies and research as passed, failed, additional work to be completed, or to be re-examined. In the event of a re-examination, the outcome must be reported as passed or failed. This decision is final. The examination must be passed at least eight months prior to the granting of the degree.

Dissertation
A doctoral dissertation representing an achievement in research and a significant contribution to the field is required. Students must register for MATH 898 or MATH 899 each semester in which they are doing substantial work on their dissertations. A minimum of 24 hours of such research credit is required.

Defense of Dissertation
This examination will be oral and must be completed at least four weeks before the date on which the degree is to be conferred. The dissertation committee members must have the completed dissertation at least two weeks before the date of the oral examination. Under normal circumstances, it is expected that the student will have had a research paper accepted for publication prior to the dissertation defense.

Graduate Certificate in Modeling & Simulation in Oceanography
The certificate targets graduate students in all disciplines of oceanography (biological, chemical, geological, and physical) or industry or government professionals who can benefit from a working understanding of modeling and simulation applications to ocean sciences. Rendered upon completion of the requirements, the certificate is an academic affidavit comprised of courses in modeling and simulation, as well as ocean, earth, and atmospheric sciences. The certificate is administered by the OEAS Department (Contact: Dr. Tai Ezer; tezer@odu.edu). Students must take courses in the areas listed below and complete them with a cumulative GPA of 3.00 or higher and no grade below a C (2.00). The certificate is available to postgraduate professionals who meet the requirements.
**Required Courses:**

- MSIM 601 Introduction to Modeling and Simulation
- OEAS 551 Data Collection and Analysis in Oceanography
- OEAS 605 Introduction to Ocean Modeling and Prediction

**Elective Courses (Select one):** 3

- OEAS 519 Spatial Analysis of Coastal Environments
- OEAS 704 Time Series in Oceanography
- OEAS 708 Simulation Techniques for Ocean Circulation
- OEAS 755 Mathematical Modeling of Marine Ecosystems

**Total Hours: 13**

**Graduate Certificate in Spatial Analysis of Coastal Environments**

The Certificate in Spatial Analysis of Coastal Environments provides an interdisciplinary program for students wishing to pursue careers in coastal management or research, remote sensing, or applications of geographic information systems (GIS). Rendered upon completion of the requirements, the certificate is an academic affidavit comprised of courses in geography, biology, and ocean, earth, and atmospheric sciences and is administered by the Department of Ocean, Earth and Atmospheric Sciences and the Department of Political Science and Geography. Students must take courses in the areas listed below and complete them with a cumulative GPA of 3.00 or higher and no grade below a C (2.00). The certificate is available to postgraduate professionals who meet the requirements. Students with comparable professional experience may be able to show competence in selected courses through examination.

**I. Core Courses (Both courses are required) 6**

- GEOG 502 Geographic Information Systems
- GEOG 504 Digital Techniques for Remote Sensing

**II. Interpretive Analysis Courses (Select two from the following) 6**

- BIOL 504 Conservation Biology
- GEOG 520 Marine Geography
- GEOG 522 Coastal Geography
- GEOG 590 Applied Cartography/GIS
- GEOG 595 Topics in Geography
- OEAS 551 Data Collection and Analysis in Oceanography

**III. Capstone Seminar (Select one from the following) 3**

- GEOG 519 Spatial Analysis of Coastal Environments
- OEAS 519 Spatial Analysis of Coastal Environments

**Total Hours: 15**

**Master of Science - Ocean and Earth Sciences**

Gregory A. Cutter, Graduate Program Director

**Admission**

Applicants who have obtained a bachelor’s degree in a science (e.g., biology, chemistry, geology, physics), mathematics, or engineering, with a minimum 3.00 grade point average in their major and a 2.80 overall grade point average, are eligible for regular admission to the program. At least two semesters of calculus are also required. Ocean and earth sciences is an interdisciplinary endeavor and it is expected that applicants have science courses outside their major.

For students wishing to study geological/earth sciences, an undergraduate major in geology is required for regular admission. Students wishing to study physical oceanography should have majored in physics, mathematics, engineering, computer science, meteorology or a related physical sciences.

Such applicants must have completed 36 hours in one of these fields and completed mathematics through partial differential equations.

An applicant who does not meet all requirements for admission as a regular graduate student may be admitted as a provisional graduate student. Students lacking adequate preparation for the program may make up deficiencies by taking appropriate undergraduate courses.

**Requirements**

The student shall meet all university requirements for graduate degrees outlined in the Requirements for Graduate Degree section in this catalog, including at least 30 hours of graduate study. A maximum of 12 hours of credit may be transferred into a graduate degree program from non-degree status at Old Dominion University or from another accredited institution, except in the case of an approved inter-institutional program. All students are expected to demonstrate competency in oral communication and proficiency in writing.

**Course Distribution**

A minimum of 13 hours of basic course work in the four sub-disciplines of oceanography is required of all M.S. students. This core program consists of:

**Required Core Courses:**

- OEAS 604 Introduction to Physical Oceanography 3
- OEAS 610 Advanced Chemical Oceanography 3
- OEAS 620 Advanced Geological Sciences 3
- OEAS 640 Advanced Biological Oceanography 4

**Electives:**

Courses to be approved by the student's guidance committee.

**Total Hours: 30**

Students must achieve a grade of B or better in each of the four core courses. Students may repeat any individual core course only once; if a student fails to earn a grade of B or better on repeating a core course, then the student will be dismissed from the program.

The remaining 17 credits are chosen from a list of graduate courses approved by the student’s guidance committee. At least 60 percent of all courses must be at the 600 level or above. For the non-thesis option, up to three hours of research may be used to meet course requirements. For the thesis option, up to six hours of research may be used to meet the course requirements.

**Non-Thesis Option**

A student in the non-thesis program must pass a written comprehensive examination testing breadth of knowledge in oceanography. The examination is given twice yearly, normally in October and March. The examination grades are fail, pass, or pass with distinction. A student who has failed the examination may retake it only once.

**Thesis Option**

Before a student embarks on thesis research, a thesis advisory committee must be formed. Further information on university guidelines for forming this committee can be found in the Requirements for Graduate Degrees section of this catalog. The student must also submit a thesis proposal which outlines the research to be undertaken and identifies the resources required for completion of the research. Guidelines for the preparation of the thesis proposal are available from the graduate program director. Any student whose thesis research requires departmental funding must obtain prior approval from the department chair and graduate program director. No funds will be given without this approval. The thesis proposal requires the approval of the graduate program director and the student’s thesis advisory committee.

As part of the thesis requirement, the student is required to present a public defense of the research. The public defense and approval of the thesis by the student’s Thesis Committee satisfy the comprehensive examination requirement. Students in the thesis program should consult the graduate program director regarding the preparation of the M.S. thesis, scheduling a thesis defense, and the final submission of the thesis.

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Time Requirement and Field Work

Each student is required to have at least ten days of shipboard experience, fieldwork, or a combination of the two. Scheduled class field trips may not be counted toward this requirement.

Request to Graduate

The student should complete an Application for Graduation form through the Registrar’s Office. The deadline for submitting this application is listed in the class schedule each semester and usually falls near the end of the semester preceding the one during which graduation is anticipated. It is the student’s responsibility to meet these deadlines and submit the necessary paperwork for graduation.

Removal of Incompletes

At least one month prior to graduation, all incomplete grades should be cleared. An Academic Record Change form is used for this purpose, and the instructor of the course and the department chair need to sign this form.

Doctor of Philosophy - Oceanography

Gregory A. Cutter, Graduate Program Director

Admission

The doctoral degree in oceanography is granted to students who have:

1. mastered definite fields of knowledge, become familiar with research in these specific fields, and developed an informed understanding of opportunities for further advances;
2. demonstrated the capacity to do original, independent, scholarly work in their specific fields; and
3. shown the ability to integrate the field of specialization with the larger domains of knowledge and understanding.

All students are expected to demonstrate competency in oral communication and proficiency in writing.

All students in the oceanography Ph.D. program are responsible for reading and understanding the regulations and policies set forth throughout this catalog regarding requirements for the Ph.D. degree. The essential credit requirements for the Ph.D. are as follows: the student shall complete 48 credit hours beyond the master’s degree or 78 credit hours for students with no help from others. The results will be evaluated by the advisor and

Requirements

Major Advisor and Guidance Committee

A major advisor must be identified to the graduate program director (GPD), at least provisionally, prior to admission to the program. After receiving admission to the program and enrollment, students should consult with the GPD and their major advisor for guidance on initial course work. Before the completion of nine semester hours (i.e. before the end of the student’s first semester), the student will form a guidance committee in consultation with the major advisor. Please see the graduate program director and the Requirements for Graduate Degrees section of this catalog for further information on forming a guidance committee.

Plan of Study—Curriculum Plan

Sometime in the first year of study, the student shall plan a complete program of course work designed to meet their objectives. In consultation with the advisor and guidance committee, students will plan a complete program of course work designed to meet their objectives. Depending on the entry status of the student, the following credit hours are also required:

- Those entering the Ph.D. program with an M.S. degree in oceanography must complete any needed core courses (see above), and a minimum of 48 credit hours of lecture courses and dissertation research.
- Those entering the Ph.D. program with a B.S. or M.S. degree in a discipline outside of oceanography shall complete 13 credit hours of the core courses listed above, and a minimum of 65 hours of additional lecture courses and dissertation research, for a total of 78 credit hours.

A maximum of 12 graduate credit hours may be transferred into a graduate program from non-degree status at Old Dominion University or from another accredited institution, except in the case of an approved interinstitutional program.

Diagnostic Examination

The guidance committee shall administer a written and oral diagnostic examination during the first semester of residence (or before nine credit hours have been completed) for students entering the program with an M.S. degree in oceanography. For students matriculating with a bachelor’s degree or an M.S. degree in another field, the guidance committee shall administer the diagnostic examination no later than the third semester of residence (or before completion of 27 credit hours). The diagnostic examination will be prepared by the student’s guidance committee in consultation with the graduate program director. The results of this examination are used as guidance for the curriculum plan. The guidance committee may also recommend to the graduate program director, based on the student’s performance in the four oceanography core courses, that the diagnostic examination be waived.

Computer Language Skills

To satisfy this requirement the student must either take a course in MATLAB programming (OEAS 595) or solve a substantial problem by writing an original computer program. The student’s advisor in consultation with the guidance committee develops the problem and a reasonable timetable for its completion. The problem must be solved independently with no help from others. The results will be evaluated by the advisor and guidance committee who will determine whether the student has solved the posed problem to their satisfaction. This computer language skills requirement should be completed before taking the candidacy exam.

Ship Time Requirement and Fieldwork

Each student is required to have at least ten days of shipboard experience, fieldwork, or a combination of the two. Scheduled class field trips may not be counted toward this requirement.

Candidacy Exam

Near the completion of course work and before becoming heavily involved in dissertation work, the student shall pass a candidacy examination designed to test scholarly competence and knowledge of oceanography. The exam has written and oral portions prepared by the guidance committee. Additional details on the structure, form and content of the candidacy exam are available from the graduate program director and in the Requirements for Graduate Degrees section in this Catalog.

Formation of a Dissertation Committee

After the candidacy examination has been passed and the dissertation committee formed, the guidance committee’s responsibilities are completed. The dissertation committee is a new committee and is formed to supervise
the student’s dissertation research. Students should see the graduate program director or refer to the Requirements for Graduate Degrees section in this Catalog for further information on the formation of a dissertation committee.

Changes to the dissertation committee must be made in advance of the oral dissertation defense. Such changes are made only with the approval of the GPD and college dean.

Admission to Candidacy
Admission to candidacy is a formal step that occurs after the student has:

1. passed both parts of the Ph.D. candidacy examination;
2. filed a dissertation prospectus approved by the student’s dissertation committee; and,
3. completed all formal course work.

The student must be admitted to candidacy at least 12 months before the time the degree is expected to be received, but usually not before the completion of one-and-a-half years of graduate work.

Dissertation Preparation
General regulations and procedures governing the submission of a doctoral dissertation are given in the Guide for Preparation of Theses and Dissertations (obtained at https://www.odu.edu/content/dam/odu/offices/graduate-studies/thesis-dissertation/docs/thesis_dissertation_guide.pdf). Students should read this guide carefully before beginning to write their dissertation. Writing the dissertation as chapters that can be submitted for publication is encouraged.

Please note that the thesis and dissertation guide in place at the start of the semester will remain in force for the entire semester, and any changes made to the guide over the academic year (and the dates of these changes) will be listed on the cover page of the guide. Changes to the previous guide will also be noted on the cover page of the guide, or in a separate document that can be downloaded from the same site as the complete guide. For more information on dissertation preparation and approval in the College of Sciences, contact your graduate program director.

Dissertation Defense
The format of a dissertation defense is determined by the dissertation committee with the approval of the GPD. The defense is chaired by the director of the dissertation committee. The chair will act as moderator, ruling on questions of procedure and protocol that may arise during the defense. Students should see the graduate program director or refer to the Requirements for Graduate Degrees section in this catalog for further information on the format of the dissertation defense.

Satisfactory performance on this examination (oral dissertation defense) and adherence to all regulations outlined above complete the requirements for the Ph.D. degree. All requirements for the doctoral degree must be completed within eight calendar years from the date of initial registration in the program.

Dissertation Acceptance and Submission
Once the dissertation committee has approved the dissertation, the student and major advisor must review the entire dissertation to ensure that it adheres to the format described in the Guide for Preparation of Theses and Dissertations before submitting the dissertation to the GPD for final review. Ten days should be allowed for GPD review. Once the GPD has approved the dissertation, the student submits the dissertation to the associate dean in the College of Sciences for approval. All approvals must be completed by the day before commencement. However, the associate dean generally requires that all dissertations be submitted prior to this deadline. Students should consult with the GPD for further details.

Request to Graduate
The student should obtain a copy of the form Application for Graduation from the Registrar’s Office and complete this application. The deadline for submitting this application is listed on the Registrar’s Office website at www.odu.edu/registrar and usually falls near the end of the semester preceding the one during which graduation is anticipated. It is the student’s responsibility to meet these deadlines and submit the necessary paperwork for graduation.

Removal of Incompletes
At least one month prior to graduation, all incomplete grades should be cleared. An Academic Record Change form is used for this purpose, and the instructor of the course and the department chair need to sign this form.

Department of Physics
306 Oceanography & Physical Sciences Building (OCNPS)
(757) 683-3468
http://www.odu.edu/physics
Charles E. Hyde, Chair
Leposava Vuskovic, Graduate Program Director

The Department of Physics offers programs of study leading to both the M.S. degree in physics and the Ph.D. degree in physics. Primary focus is placed on the Ph.D. program, and most students enrolled for graduate study are enrolled in that program. Students have the opportunity to perform research in state-of-the-art facilities under faculty direction. Graduates are prepared for research at the highest levels in academia, government laboratories, and corporate laboratories.

Admission
Applicants for admission to graduate study must have an earned bachelor's degree in physics or a closely related discipline from an accredited institution or an equivalent degree from a foreign institution. The applicant is normally required to have a minimum cumulative grade point average of 3.0 on a 4.0 scale. In addition, the general portion of the Graduate Record Examination (GRE) is required for application to either the master’s or the doctoral program; applicants to the doctoral program are strongly encouraged to take the GRE specialized physics test as well. The Test of English as a Second Language (TOEFL) is required of all nonnative speakers of English who have resided in the U.S. for less than ten years.

It is normally expected that most incoming graduate students will be supported as teaching assistants. Old Dominion University requires that all graduate teaching assistants who do not speak English as a first language pass a test of spoken English.

Admission decisions are based on undergraduate achievement, GRE scores, and personal reference letters. Graduate study may commence at the beginning of any academic term. Decisions regarding financial support for students entering in the fall term are normally made by April 15, so a student’s completed application must be received by January 15. Anyone who applies after January 15 should communicate directly with the Department of Physics concerning the availability of support.

Master of Science - Physics
Requirements
A student may select either the thesis or non-thesis option. For either option, each student’s course of study must have the advance approval of the graduate program director.

Non-Thesis Option
Thirty graduate credits that must include the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 556</td>
<td>Intermediate Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>or PHYS 621</td>
<td>Quantum Mechanics I</td>
<td></td>
</tr>
<tr>
<td>PHYS 603</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 604</td>
<td>Classical Electrodynamics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 791</td>
<td>Seminar I</td>
<td>1</td>
</tr>
</tbody>
</table>

No more than 12 credits numbered at the 500 level may be used to meet this requirement.

Up to 12 credits from other University departments may be used to meet this requirement if approved by the graduate program director.
Written Examination
In addition to these course requirements, the candidate must pass a written comprehensive examination. It is usually taken just before the student’s third semester of study. If a student fails this examination, he or she is allowed a second attempt, which must be at the time when the Written Examination is next given. In all but the most extraordinary circumstances, a student will not be allowed any additional attempts to pass this examination. Normally, this written examination is the same as the written portion of the Ph.D. Candidacy Examination, graded at the master’s level.

Thesis Option
Thirty graduate credits that must include the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 556</td>
<td>Intermediate Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>or PHYS 621</td>
<td>Quantum Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 603</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 604</td>
<td>Classical Electrodynamics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 698</td>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 699</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 791</td>
<td>Seminar I</td>
<td>1</td>
</tr>
</tbody>
</table>

No more than 12 credits numbered at the 500 level may be used to meet this requirement.

Up to 12 credits from other university departments may be used to meet this requirement if approved by the graduate program director.

Thesis Research
A student’s research is supervised by his or her MS thesis committee. The committee is composed of three faculty members from the Physics Department (thesis advisor plus two additional faculty).

The format of the thesis is specified by the Guide for Preparation of Theses and Dissertations. The thesis defense is the final examination that a student must pass to receive a master’s degree. This is a public presentation of the results contained in his or her thesis.

Doctor of Philosophy - Physics
Requirements
The broad requirements for the Ph.D. degree are
1. satisfactory performance in a designated core of graduate courses,
2. successful completion of the Ph.D. Candidacy Examination, which has both written and oral parts,
3. successful completion of a teaching requirement, and
4. satisfactory completion of a dissertation.

Each student’s course of study must have the advance approval of the graduate program director.

Course Requirements
Seventy-eight graduate credits beyond the undergraduate degree or 48 graduate credits beyond the master’s degree must be taken and must include the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 601</td>
<td>Mathematical Methods of Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 602</td>
<td>Mathematical Methods of Physics II</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 603</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 604</td>
<td>Classical Electrodynamics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 621</td>
<td>Quantum Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 804</td>
<td>Classical Electrodynamics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 807</td>
<td>Statistical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 811</td>
<td>Computational Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 821</td>
<td>Quantum Mechanics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 891</td>
<td>Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 892</td>
<td>Seminar II</td>
<td>1</td>
</tr>
</tbody>
</table>

A minimum of six additional credits for specialized full-semester courses at the 800 level must be taken. A student may waive or substitute for any of these courses with the approval of the graduate program director.

Up to 12 credits from other university departments may be used to meet this requirement if approved by the graduate program director. A student may waive PHYS 892, with the approval of the Graduate Program Committee, if he or she presents a paper at a scientific meeting. Before formation of his or her dissertation committee, a student is formally advised about these courses and other academic matters by graduate faculty advisors.

Ph.D. Candidacy Examination
A student admitted to the Ph.D. program in physics becomes a bona fide candidate for the Ph.D. degree by passing the Ph.D. Candidacy Examination. The purpose of this comprehensive examination is to determine if a student has the foundation and maturity to begin research in physics. A student who does not pass the Ph.D. Candidacy Examination within the allowed number of attempts explained below will be dismissed from the Ph.D. program. However, that student would still have the opportunity to satisfy the requirements for the M.S. degree in physics.

The Ph.D. Candidacy Examination consists of two parts—the Written Examination and the Oral Examination. Each part must be passed independently in order to pass the Ph.D. Candidacy Examination.

After passing the Written Examination, a student has to form a dissertation committee. Details of the committee are stated in the Dissertation section below.

Written Examination
The written examination is given two times each year—in late August and early January. A student admitted to the Ph.D. program must take this examination the by beginning of his or her third semester of graduate study. In circumstances such that the student has not had the appropriate courses to meet this deadline, he or she may petition the Graduate Program Committee for an extension. If a student fails this examination, he or she is allowed a second attempt, which must be at the time when the Written Examination is next given. In all but the most extraordinary circumstances, a student is dismissed from the Ph.D. program after failing the written examination twice.

Oral Examination
The Oral Examination is a one-hour presentation given by a student to an oral examination committee (normally consisting of his or her dissertation committee, minus the external member), meeting in closed session, normally on a topic relevant to the student’s dissertation research. This presentation must be made within one year after a student passes the written examination. A request for extension of the deadline must be made in writing to the Graduate Program Committee.

A student’s dissertation advisor, in consultation with the student, may choose from two possible formats for this presentation:
1. a presentation by the student directly on his or her dissertation research
2. a presentation on a specific topic that the student has been assigned to investigate for several months.

For either option, the student must write a short paper of 10 or fewer pages on his or her presentation topic and give it to all members of the oral examining committee at least two weeks before the scheduled date of the examination. The committee will determine whether the student passes or fails the oral examination. More than one negative vote from the examining committee will result in failure. A student who fails the oral examination will be allowed a second attempt. The student’s dissertation advisor will decide the format and timing of such a second attempt, with the provision that the second attempt must be completed within six months of the first attempt. Extensions of the deadline for completing this requirement must be requested in writing to the Graduate Program Committee.
Dissertation
The dissertation is the final and most important requirement that must be completed by a candidate for the Ph.D. degree in physics. It must be based on original research in physics that makes a contribution to existing knowledge and be of sufficient quality and interest to merit publication in a refereed physics journal. Research that is classified by the U.S. Government (in a way that restricts its distribution) is not a suitable basis for a dissertation, as one essential characteristic of a dissertation is that its contents must be disseminated freely.

The candidate’s dissertation research is supervised generally by his or her dissertation committee. Close supervision is provided by the candidate’s research advisor, who is a member of the dissertation committee and may be a tenured, tenure-track, research, or adjunct member of the graduate-certified faculty of the Department of Physics. If the research advisor is a tenured or tenure-track member of the faculty, he or she is the chair of the candidate’s dissertation committee. If the research advisor is an adjunct or research faculty member, a tenured or tenure-track graduate-certified faculty member must serve as co-advisor and also serve as chair of the dissertation committee. The dissertation committee is composed of five members, a majority of whom must be tenured or tenure-track members of the graduate-certified faculty of the Department of Physics and one of whom must be a tenured or tenure-track faculty member of the graduate-certified faculty in a department of Old Dominion University other than the Department of Physics. It is the responsibility of the research advisor and the candidate to nominate prospective members for the dissertation committee to the graduate program director, who must formally approve the membership of the dissertation committee.

The format of the dissertation is specified by the Guide for Preparation of Theses and Dissertations, and variations allowed within the Department of Physics are specified by the graduate program director.

Dissertation Defense
The final examination that a candidate must pass in order to receive the Ph.D. is an oral examination by the dissertation committee based on the candidate’s public presentation of the results contained in his or her dissertation. This defense is conducted in two phases:

1. a public presentation in front of the dissertation committee that is open to any person who may wish to attend and direct relevant questions to the candidate and
2. a closed session between the candidate and the dissertation committee in which the candidate is questioned further by that committee.

The dissertation committee determines by majority vote whether the candidate passes or fails this final oral defense. If the candidate fails, he or she is allowed only one additional attempt to pass at a later time.

Teaching Requirement
Each candidate for the Ph.D. degree must earn a minimum of four teaching credits, which are defined in the following way:

• One such credit is awarded for teaching a one-hour recitation for one semester in the Department of Physics, and
• Two such credits are awarded for teaching a one-semester laboratory course in the Department of Physics.

The graduate program director may approve the substitution of an equivalent amount of teaching experience for this requirement.

Department of Psychology
Web Site: http://sci.odu.edu/psychology/
Mills Godwin Bldg
Norfolk, VA 23529
Michelle Kelley, Chair

Graduate Study
The Department of Psychology offers a program of study leading to the degree of Master of Science with a major in psychology and programs leading to the Doctor of Philosophy with majors in applied psychological sciences, human factors psychology and industrial/organizational psychology.

The department also participates in a program leading to the degree of Doctor of Philosophy in clinical psychology. This program, under the direction of the Virginia Consortium Program in Clinical Psychology, is a joint venture of the Departments of Psychology at Old Dominion University and Norfolk State University and the Department of Psychiatry and Behavioral Sciences at Eastern Virginia Medical School.

Master of Science - Psychology
Matt Henson, Graduate Program Director
The master’s program in psychology offers a course of study leading to the Master of Science with a major in general psychology. The master’s degree program is appropriate for individuals wishing to gain additional research experience prior to enrolling in a psychology doctoral program at Old Dominion University or another university or for those individuals who are seeking the master’s as a terminal degree. The curriculum is designed to provide a strong background in statistics, research methods, and general psychology so that the student will have a wide range of choices for future professional education and development. The master’s degree is not a licensing or practicing degree.

The master’s program uses a mentor-model, such that an applicant is admitted based on the recommendation of a faculty member who is interested in mentoring that applicant. In addition to reasonable GRE scores and GPAs, successful applicants have research interests and/or experiences that coincide with their mentor. Therefore, it is recommended that applicants explicitly identify the desired mentor(s) whose research program best fits with their career goals in their application. Applicants are also encouraged to contact potential mentors prior to applying.

Once admitted, graduate students are expected to work closely with members of the faculty and to participate in the research and other professional activities that are available within the department. Faculty are involved in research in the general areas of clinical, health, developmental, human factors, organizational, personnel, and community psychology. Individual faculty research interests can be found on the ODU Psychology Department website.

Admission
To qualify for admission, a candidate must meet the general university admission requirements. In addition, applicants are highly encouraged to meet the following preferred minimum qualifications:

1. The applicant should have taken at least five undergraduate psychology courses, including undergraduate courses in psychological statistics and psychological research methods.
2. The applicant should submit official scores for the Graduate Record Examination (GRE) (applicants who do not have a bachelor’s degree in psychology should also take the advanced psychology GRE test).
3. The applicant should submit transcripts of all undergraduate and graduate work.

A brief statement by the student outlining personal goals, academic objectives, and research interests should be submitted with three letters of reference (at least two of which are from former college or university teachers). All credentials in support of applications should be sent to the Office of Admissions or uploaded into the Office of Admissions website.

Degree Requirements
To qualify for the Master of Science in psychology, a student must meet the following requirements:

1. The student must maintain a B average (3.00 on a 4.00 scale) in a minimum of 36 hours of course work.
2. The student is required to successfully complete a core of courses established by the faculty with at least a B (3.00) average in these courses. The core courses consist of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 713</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 727</td>
<td>Analysis of Variance and Experimental Design</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 728</td>
<td>Regressional and Correlational Design</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Hours: 11

In addition, students are required to take at least 2 of the following courses for a total of at least 6 credit hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 651</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 661</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 731</td>
<td>Human Cognition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 741</td>
<td>Sensation and Perception</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 749</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 750</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 763</td>
<td>Personnel Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

3. In addition to completing the core requirements (17 credit hours), students must complete an additional 13 credit hours of course work (electives) plus 3 credit hours of Research PSYC 698 and 3 hours of Thesis PSYC 699; therefore, students are required to complete a minimum of 36 credit hours for the degree. Recommended electives are listed in the Areas of Concentration section below. Students’ enrolled in the Master’s program cannot enroll in 800-level courses without instructor permission.

4. Prior to beginning the thesis research, the student will submit a request to the graduate program director to form a thesis committee. The student will identify two members of the committee and the graduate program director will appoint the third member. When the student has completed the research, a written thesis must be submitted to the thesis committee. Completion of the thesis depends on acceptance of the thesis by the thesis committee and the graduate program director, as well as passing an oral exam in a public defense of the thesis.

To maintain their standing in the program students must demonstrate progress toward completing degree requirements, i.e., enrollment and satisfactory performance in courses during the fall and spring semesters. Students who have completed all course work and are working on their thesis must register for PSYC 998 (one credit) in fall and spring semesters continuously until graduation. The graduate catalog requires students who are using university resources or consulting with faculty to be registered for a minimum of one credit. Students who fail to register for one credit may be terminated from the program in at the end of the semester in which they failed to register.

If students have not completed their thesis by the end of their third year, they must submit a plan to their advisor and the graduate program director outlining target dates for completing the various elements of the thesis. Students may be terminated from the program if they fail to meet their target dates.

Students will not be allowed to validate courses that are older than eight years. They must retake the course(s), or an alternative course that meets the current requirements, that have exceeded the eight-year limit.

Areas of Concentration

Students receiving a master’s degree in psychology may choose to concentrate their studies in one of a few possible areas. These Areas of Concentrations were designed by the faculty as curriculum recommendations to help students meet their post-master’s goals. Areas of Concentration are not certificate programs. The following is a list of the three areas and relevant courses for each area.

### Industrial/Organizational Psychology Concentration

**Critical Coursework**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 745</td>
<td>Psychometric Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 750</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 763</td>
<td>Personnel Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Other relevant courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 836</td>
<td>Multilevel Models: HLM</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 846</td>
<td>Structural Equation Modeling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 851</td>
<td>Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 853</td>
<td>Job Attitudes and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 864</td>
<td>Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 865</td>
<td>Psychology of Personnel Selection</td>
<td>3</td>
</tr>
</tbody>
</table>

### Human Factors Concentration

**Critical Coursework**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 731</td>
<td>Human Cognition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 741</td>
<td>Sensation and Perception</td>
<td>3</td>
</tr>
</tbody>
</table>

**Other relevant courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 632</td>
<td>Human-Computer Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 770</td>
<td>Human Factors Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 771</td>
<td>Ergonomics</td>
<td>3</td>
</tr>
<tr>
<td>MSIM 601</td>
<td>Introduction to Modeling and Simulation</td>
<td>3</td>
</tr>
</tbody>
</table>

### Quantitative and Assessment Concentration

**Critical Coursework**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 745</td>
<td>Psychometric Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Other relevant courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 763</td>
<td>Personnel Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 836</td>
<td>Multilevel Models: HLM</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 846</td>
<td>Structural Equation Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses that are not listed but are relevant to the student’s goals may be used to fulfill the requirements for the degree as approved by the student’s advisor. Courses that are taken outside the Psychology Department to be used to fulfill degree requirements need to be approved by the master’s graduate program director.

**Doctor of Philosophy - Psychology, Applied Psychological Sciences**

Barbara Winstead, Graduate Program Director

### Admission

The graduate program in applied psychological sciences (APS) admits students at two levels: with a master’s degree or with a bachelor’s degree. Degrees held must be in psychology or a related field. Each applicant must submit:

1. Official scores on the General Test of the Graduate Record Examination (GRE); Applicants with degrees from fields outside psychology must also submit GRE scores for the Subject Test in psychology.
2. A brief statement outlining personal goals and academic objectives; three letters of reference, at least two of which are from former college/university teachers or research supervisors.
3. Transcripts of all prior academic work.
4. Applicants are encouraged to submit a writing sample.

### Overview of Topical Areas

The AP sciences program is designed to provide:
1. Broad doctoral training firmly based on psychological theory and basic behavioral science;
2. Great depth of knowledge broadly spread over the fundamental areas of experimental psychology; and
3. Concentration in an area of experimental psychology for applied settings.

The general philosophy and plan of the AP psychology program at Old Dominion University is to provide graduate training consisting of four phases:

1. A core of basic psychology, acquired primarily at the master’s level;
2. In-depth training in statistics, methodology, and grant and manuscript writing;
3. Research experience in a field of AP sciences; and
4. Completion of a dissertation representing a significant contribution to AP sciences. For example, two research fields with which numerous faculty members are involved are health psychology and developmental psychology.

**Requirements**

The Ph.D. degree in APS requires at least 84 semester hours of credit beyond the bachelor’s degree or at least 48 semester hours of post-master’s training. Students entering the program with a bachelor’s degree must complete the first phase of the program by meeting the requirements for the master’s degree in general psychology (i.e., 36 semester hours with appropriate course work). For the student with a bachelor’s degree, completion of the program requires approximately five years of study. For the student who holds the master’s degree upon entering the Ph.D. program, completion requires approximately three years. The student is required to complete a core of master’s-level courses with at least a B average. If the GPA falls below 3.0 the student may be placed on probation or suspended from course work. For the student with a bachelor’s degree, completion of the bachelor’s degree or at least 48 semester hours of post-master’s training.

**TOTAL CORE COURSE HOURS = 20**

Attaining the master’s degree requires two years of study.

Following the master’s degree requirements, the student forms a guidance committee of graduate faculty members who assist in developing a plan of study tailored to the student’s needs and interests. The plan of study outlines the minimum of 48 hours of post-master’s training, including:

1. Completion of the remaining required course (PSYC 833, Grant and Manuscript Writing);
2. Completion of one additional quantitative course (3 credits);
3. Maintenance of a strong focus in research methods and statistics;
4. Completion of supplementary courses to support the chosen specialty (e.g., health-related courses to be taken by health specialists); and
5. Development of a viable research program.

**Candidacy Examination**

Prior to admission to candidacy (i.e., the beginning of formal work on the dissertation), each student is required to pass a written and oral candidacy examination. A student must pass both the written and oral parts to pass the candidacy examination. The examination may not be reported as passed if there is more than one dissenting vote. A candidacy examination cannot be passed conditionally. A pass on the examination cannot be made contingent upon other factors such as the completion of additional course work, the preparation of extra research projects, and so on. If either part (written or oral) of the candidacy examination is failed, the faculty may permit the student to take it once more at a time mutually satisfactory but within 12 months from the date of the first examination. If either part of the examination is failed, the student may be required by the faculty to retake only that part. The student is allowed two attempts on the candidacy exam. If the student fails the exam twice, he or she may be asked to leave the program. When determining failure, the faculty considers a complete scheduled exam as one attempt. Failure of one part of the exam on the first attempt (such as the written part), but then failure of a different part of the exam (even the oral part) at the attempt is considered two failures. There are two options for AP sciences candidacy examination depending on the student's specialty and faculty approval:

1. Qualifying Exam: questions assess
   a. Written questions assess core experimental psychology topics and those related to the student’s specialty (e.g., statistics, methodology, experimental principles, ethics, health, developmental, cognitive, etc.).
   b. An oral examination follows the written, during which the student defends answers to the written components (two hours).

2. Major Area Paper
   a. A review paper (quantitative or qualitative) or theoretical analysis of a research area designated by the student as an important area for contemporary applied psychological sciences.
   b. The resulting paper should define the student as an expert in that area, and be of publishable quality.
   c. The student must defend the work to the guidance committee, and submit the work for publication in a journal relevant to the student’s research specialty, as a book chapter, or as an approved grant proposal before this option is passed.

**Research Emphasis**

A major objective of the APS program is to provide the student with substantial experience in planning, designing, conducting, and reporting results of independent research. Toward this end, a student is expected to engage in a variety of research activities. This expectation is reflected in the program’s few traditional classroom course requirements beyond the master’s degree. The time should be spent on mostly research-related activities (e.g., reading, individual study [research], and dissertation). The student is expected to acquire research experiences that go well beyond formal course requirements. These research experiences may take a variety of forms and occur in a variety of settings. For example, the student is encouraged to engage in both laboratory and field research related to the AP sciences specialty, to serve as a member of a larger research team when appropriate or available (perhaps serving as a graduate research assistant on an externally sponsored grant), and to engage in independent non-sponsored research. The student is also encouraged to seek out opportunities to conduct research projects (including grants and contracts funded through the Old Dominion University Research Foundation) on his or her own and in collaboration with faculty members. The accumulation of these research experiences should result in presentation of papers at professional meetings, the publication of manuscripts in refereed journals, the publication of technical reports, and the submission of grant/contract proposals.

**Graduate Student Teaching**

Teaching a course is an experience that is worthwhile regardless of the eventual career role(s) that a student envisions, and the experience should be taken seriously for its professional value. Benefits associated with teaching a course include expanding and solidifying knowledge about general and AP sciences, polishing communication skills, and establishing professional...
Dissertation

The doctoral dissertation must represent an achievement in research and a significant contribution to knowledge in the major area of study. It is equivalent to no more than 24 semester hours of course work.

Dissertation Defense

An oral examination in defense of the dissertation is required. The aim of the defense is to explore with the candidate the methodological and substantive contributions of the completed dissertation.

Research Opportunities

AP sciences faculty conduct numerous research projects on health and public health, quantitative, cognitive, developmental, social, and ethics topics. Students have access to laboratory facilities as well as field settings in which faculty work. Research is supported by a variety of funding agencies from federal (including the National Institutes of Health) to state agencies. Students are encouraged to become engaged in one of these research programs early in the process of their education.

Doctor of Philosophy - Psychology, Human Factors Psychology

Debra Major, Graduate Program Director

Admission

The graduate program in human factors (HF) psychology, accredited by the Human Factors and Ergonomics Society, admits students with bachelor’s or master’s degrees from psychology or related fields. Each applicant must submit:

1. Official scores from General Test of the Graduate Record Examination (GRE). Applicants with degrees from fields outside psychology must also submit GRE scores for the Subject Test in psychology.
2. A brief statement by the student outlining the prospective student’s personal goals and academic objectives.
3. Three letters of reference, at least two of which are from former college or university teachers.
4. Transcripts of all prior academic work including grades for experimental methods and statistics courses or equivalent.
5. Applicants are also encouraged to submit a writing sample.

Overview of the Topical Areas

The HF doctoral program follows the scientist-practitioner model with emphasis on psychological theory and behavioral science, statistics and research methodology, practical experience, and fundamental and innovative areas of human factors/engineering psychology. The following is a partial list of these areas:

- Aviation psychology
- Behavioral modeling
- Complex system operation
- Display design
- Driving and navigational performance
- Ergonomics
- Human-computer interaction
- Perception and performance
- Medical systems
- Neuroergonomics
- Simulation
- Team performance
- Training
- Usability testing
- Warnings and alarms
- Virtual environments
- Information processing and workload
- Human-robot interaction

Requirements

The program requires at least 84 semester hours of credit beyond the bachelor’s degree with at least 48 hours being post-master’s education. For the individual entering with a bachelor’s degree, the general plan of graduate education consists of four phases:

1. A core of basic psychology, acquired while working toward the master’s degree;
2. Broad education in the general area of human factors psychology;
3. Research and applied experience in human factors psychology; and
4. Completion of a dissertation representing a significant professional contribution to human factors psychology.

For the individual entering with a master’s degree, a minimum of 48 hours of doctoral-level credits is required, based on the faculty’s and the Ph.D. program director’s review of the student’s educational background. Students who enter with a master’s degree will typically pursue a plan of study identical in spirit to the latter three phases of the plan of study followed by a student entering with a bachelor’s degree (see phases listed above). The student will form a guidance committee within the first year of entry. These are graduate faculty members who assist in developing the plan of study tailored to the student’s needs and interests. This plan of study outlines the minimum 48 hours of post-master’s education. For the student who holds the master’s degree upon entering the Ph.D. program, completion will require approximately three years.

For the student with a bachelor’s degree, completion of the program requires approximately five years of study. A student entering the program with a bachelor’s degree must complete the first phase of the program by meeting the requirements for the master’s degree in general psychology (i.e., 36 semester hours with appropriate course work). The student is required to complete successfully a core of master’s-level courses, with at least a B average in these courses. If the GPA falls below 3.0 the student may be placed on probation or suspended from graduate study as specified in the University Catalog. Further, if the student receives a C grade or less he or she will also be placed on probation; a second C or worse may result in dismissal from the program.

The core courses consist of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 713/813</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 727/827</td>
<td>Analysis of Variance and Experimental Design</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 728/828</td>
<td>Regressional and Correlational Design</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 731/831</td>
<td>Human Cognition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 741/841</td>
<td>Sensation and Perception</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 17

Completion of the first phase requires two years of study. Following the student’s second year, the student forms a guidance committee of faculty members who assist in developing a plan of study tailored to the student’s needs and interests. The plan of study outlines the student’s minimum 48 hours of post-master’s education.

Candidacy Examination

Prior to admission to candidacy (i.e., the beginning of formal work on the dissertation), each student is required to pass a qualifying examination covering the breadth of the general HF discipline as well as the student’s primary area of concentration. The examination consists of a written part.
human-computer interaction laboratory. Access to university computing include personal computers, local area networked testing stations, sound-performance, modeling and simulation, and psychophysiology. Facilities Lab facilities are available for research in cognition, human perception and processing, learning, and perception are applied to the design of technology. Knowledge of human factors helps create a better match between user capabilities and system demand. Further, an understanding of human capabilities helps designers generate more veridical models of human behavior. Applying principles of human factors can create more effective simulator training systems. This modeling and simulation certificate provides students with a focus on psychological principles that address end-user capabilities with models of human behavior and with knowledge/skill acquisition.

This certificate is designed for graduate students in psychology who are interested in pursuing a career in modeling and simulation or for doctoral students who wish to focus on human factors issues in modeling and simulation. It is anticipated that students will complete the program in 2 semesters (full time enrollment) or 2 years (part-time enrollment or working to complement a graduate degree).

Admissions
Requirements for this program include a strong background in basic and applied areas of psychology as well as quantitative research methods. All applicants admitted to the certificate program must meet ODU requirements for admission to a graduate program in psychology—holding a baccalaureate or master’s degree from a regionally-accredited institution or an equivalent degree from a foreign institution.

Curriculum Requirements
A 3.00 GPA for the four-course sequence is required for successful completion. Total amount of credit: 12.

<table>
<thead>
<tr>
<th>Core Course</th>
<th>MSIM 601 Introduction to Modeling and Simulation</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Courses</td>
<td>PSYC 731/831 Human Cognition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 741/841 Sensation and Perception</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 770/870 Human Factors Psychology</td>
<td>3</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td><strong>12</strong></td>
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</tbody>
</table>

Doctor of Philosophy
- Psychology, Industrial/Organizational Psychology
Debra Major, Graduate Program Director

Admission
The Doctorate of Philosophy (Ph.D.) program in industrial and organizational (I-O) psychology admits students with bachelor’s or master’s degrees from psychology or related fields. Each applicant must submit:
1. Official scores on the Graduate Record Examination including the verbal, quantitative, and analytical writing scores. Applicants with degrees from fields outside psychology must also submit GRE scores for the Subject Test in psychology;
2. A brief statement outlining the prospective student’s personal goals and academic objectives;
3. A sample of recent academic writing (e.g., a paper required in an undergraduate course);
4. Three letters of reference, at least two of which are from former college or university teachers; and
5. Transcripts for all prior academic work.

Overview of the Topical Areas
The program covers current theoretical and practical issues and topics within I-O psychology. The following is a partial list of these areas:

- Job Analysis
- Psychological Testing
- Selection Systems
- Personnel Training
- E-Training
- Human Resource Development
- Human Resource Management
- Occupational Safety and Health
- Work Motivation
- Work-Family Interface
- Job Satisfaction
- Organizational Commitment
- Leadership
- Group and Team Processes
- Organization Development and Change and Perceived Fairness in the Workplace
- New Forms of Work Organization, such as Telework and Virtual Teams
- International Aspects of I-O Psychology

Requirements
The program requires at least 84 semester hours of credit beyond the bachelor’s degree with at least 48 hours being post-master’s education. Post-master’s credits include up to 24 dissertation research credits. For the individual entering with a bachelor’s degree, the general plan of graduate education consists of four phases:

1. Course work in general psychology, acquired while working toward the master’s degree;
2. Broad education in the general area of I-O psychology;
3. Research and professional-practice experience in I-O psychology; and
4. Completion of a dissertation representing a significant professional contribution to I-O psychology.

For the individual entering with a master’s degree, a minimum of 48 hours of doctoral-level credits is required, based on a review of the student’s educational background by the faculty and the Ph.D. programs director. The entering student holding a master’s degree must pursue a plan of study identical in spirit to the latter three phases of the student with the bachelor’s degree (see phases listed above).

For the student with a bachelor’s degree, completion of the program requires approximately five years of study. For the student who holds the master’s degree upon entering the Ph.D. program, completion requires approximately three years. A student entering the program with a bachelor’s degree must meet the requirements for the master’s degree in general psychology (i.e., 36 semester hours with appropriate course work). The student is required to complete a core of master’s-level courses with at least a B average. If the GPA falls below 3.0 the student may be placed on probation or suspended from graduate study as specified in the University Catalog. Further, if the student receives a C grade or less he or she will also be placed on probation; a second C or worse may result in dismissal from the program.

The core courses consist of the following:

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<td>4</td>
</tr>
<tr>
<td>PSYC 745/845</td>
<td>Psychometric Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 750/850</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 763/863</td>
<td>Personnel Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>20</td>
</tr>
</tbody>
</table>

Attaining the master’s degree requires two years of study.

By November 1 of the third fall of study for a student entering with a bachelor's degree, or the first fall of study for a student entering with a master's degree, a plan of study must be prepared with the aid and approval of the academic mentor. The plan of study is then given to the Ph.D. programs director for approval. The plan of study outlines the student’s minimum 48 hours of post-master’s education. The student must include a plan to complete three of the following four courses: Organizational Leadership (PSYC 851); Job Attitudes and Motivation (PSYC 853); Human Resource Development (PSYC 864); and Psychology of Personnel Selection (PSYC 865). The student must also complete three other elective courses, one of which can be the fourth course taken from the previous list if the student chooses to complete all four.

Candidacy Examination
Prior to admission to candidacy (i.e., the beginning of formal work on the doctoral dissertation), each student is required to pass a candidacy exam. A student must pass both the written and oral parts to pass the candidacy examination. The examination may not be reported as passed if there is more than one dissenting vote. A candidacy examination cannot be passed conditionally. A pass on the examination cannot be made contingent upon other factors such as the completion of additional course work, the preparation of extra research projects, and so on. If either part (written or oral) of the candidacy examination is failed, the faculty may permit the student to take it once more at a time mutually satisfactory but within 12 months from the date of the first examination. If either part of the examination is failed, the student may be required by the faculty to retake only that part. The student is allowed two attempts on the candidacy exam. If the student fails the exam twice, he or she may be asked to leave the program. When determining failure, the faculty considers a complete scheduled exam as one attempt. Failure of one part of the exam on the first attempt (such as the written part), but then failure of a different part of the exam (even the oral part) at the attempt is considered two failures. There are two methods a IO student might use to pass the candidacy exam:

1. The student publishes a series of manuscripts (see the IO Guide for details), at least one as first author, in peer-reviewed journals and completes an oral defense based on those manuscripts; or
2. The student completes a qualifying examination covering the student’s areas of specialization. The candidate is examined broadly in the areas, not merely in a single aspect of concentration. The examination consists of a written part (12 hours) and an oral part (two hours).

Practical Experience
The student must obtain professional practice experiences during the course of graduate education. An internship is one excellent option for meeting this requirement. However, the student can also meet the requirement by active involvement in applied research or consulting activities under the direct supervision of one or more Ph.D. psychologists. The student’s academic mentor establishes the criteria for meeting the professional-practice experience requirement and judges the adequacy of the experiences.

Graduate Student Teaching
Teaching a course is an experience that is worthwhile regardless of the eventual career role(s) that a student envisions, and the experience should be
taken seriously for its professional value. Benefits associated with teaching a course include expanding and solidifying knowledge about general and I-O psychology, polishing communication skills, and establishing professional identification. Although there are other ways to acquire these benefits (e.g., presentations at conferences, consulting experiences, organizing and conducting workshops), teaching a course systematically builds these experiences into a student’s plan of study. Moreover, any student who plans an academic career should teach one or more courses in preparation for that career. The student should also recognize that during the course of graduate training, financial support is often provided by the Psychology Department from graduate teaching assistant or adjunct teaching funds. This type of financial support almost always requires that the student be partially or fully responsible for teaching a course.

Dissertation
The doctoral dissertation is a significant and creative research achievement and a significant contribution to knowledge in I-O psychology. An oral examination in defense of the dissertation is required. The aim of the defense is to evaluate the doctoral candidate’s mastery of the methodological and substantive contributions of the completed dissertation.

Research Opportunities
Laboratory and field research programs are conducted by the I-O faculty on such diverse topics as selection systems, training systems, development and implementation of performance appraisal systems, team performance and assessment, work-family interface, workplace diversity and inclusion, organizational change, occupational safety and health, innovation management, telework, virtual teams, and international I-O issues. Research is supported by a variety of agencies such as the National Science Foundation; National Institutes of Health; National Institute for Occupational Safety and Health; the NASA/Langley Research Center; the Virginia Modeling, Analysis and Simulation Center; and the military services. Students are encouraged to become engaged in one of these research programs early in the process of their education.

Doctor of Philosophy - Clinical Psychology
Robin Lewis, Graduate Program Director
The Department of Psychology participates in the Virginia Consortium Program in Clinical Psychology. This unified program is offered jointly by Old Dominion University, Eastern Virginia Medical School, and Norfolk State University and is accredited by the American Psychological Association. The combined efforts of these institutions give considerable breadth and depth to this unique program. Students take classes at all three institutions and are engaged in research activities and clinical work throughout their training. The Program follows a scientist-practitioner training model. The Virginia Consortium emphasizes the following areas in its training model: (1) ethics; (2) multiculturalism; (3) research; (4) assessment; (5) intervention; (6) consultation, supervision, and leadership.

Detailed information about the program is available at the program’s website: http://www.odu.edu/vcpcp. (http://www.odu.edu/vcpcp)

Admission
Admission information is available at the program’s website: http://www.odu.edu/vcpcp. To be considered for admission to the Clinical Ph.D. program, an applicant must have a baccalaureate degree, an acceptable background in psychology, and clinical and research experience. A personal interview is also required.

The applicant must also submit:
1. Official scores on the Graduate Record Examination and transcripts of academic coursework.
2. The Consortium's supplemental application that includes:
   a. A personal statement outlining academic objectives and career goals and how the Virginia Consortium will assist in achieving these goals.
   b. A summary of clinical, research and teaching interests and experience.
   c. A resume or curriculum vitae.

Degree Requirements
The Clinical Ph.D. program provides students with a high level of professional training. The program consists of a minimum of five years of post-baccalaureate training. Degree requirements include 123 credit hours (at least 72 credit hours in residence), a foundational research project or master's thesis, oral and written comprehensive examination, empirical dissertation, practicum training, and full-time year-long APA or APPIC approved internship. The internship is not provided by the Virginia Consortium.

Student Evaluation
Students are regularly evaluated in academic course work, research activities, clinical work, and professional behavior. A formal evaluation of student’s progress is conducted annually. Each student is also evaluated through a written and oral comprehensive examination that covers coursework and research and clinical competence.

Dissertation Award
The David Leigh Pancoast Award is given to the student in the Virginia Consortium Program in Clinical Psychology with the outstanding doctoral dissertation.
The Graduate School

Web Site: http://www.odu.edu/graduateschool

Robert Wojtowicz, Dean
Bryan Porter, Associate Dean
Missy Barber, Program Manager
Liz Smith, Interdisciplinary Initiatives Administrator
2102 Monarch Hall
757-683-4885

Overview - Interdisciplinary Graduate Programs

The Graduate School supports excellence and diversity in graduate education and scholarship. As a part of that support, the Graduate School houses the University's graduate interdisciplinary programs, the Ph.D. in Biomedical Sciences program, the M.S. in Cyber Security program, and the Graduate Certificate in Conservation Leadership. By managing these interdisciplinary programs centrally, the Graduate School will be able to coordinate efforts across departments and colleges.

Doctor of Philosophy - Biomedical Sciences

Lesley Greene, Graduate Program Director

In this interdisciplinary program all students are required to master a broad knowledge of the basic biomedical sciences. Integration of the basic courses is reinforced by a rotation of laboratory experiences and by special seminars that highlight disciplinary interrelationships and approaches to biomedical research. The student progresses from a core of basic courses to in-depth study of specific biomedical problems. This includes advanced doctoral courses and the doctoral research project. Under the guidance of the graduate faculty, the student will integrate knowledge from the broad spectrum of biomedical disciplines into his or her focus on an area of specialization.

The program graduate will be a scientist with a broad biomedical education and a demonstrated ability to carry out original and creative research, cognizant of the disciplinary interfaces and implications and capable of pursuing and/or recommending continuing lines of study. He/she will be prepared to bridge the gap between practice and discovery in the art of medicine and the practice of science. The graduate is capable of serving in an industrial, governmental, or academic teaching or research setting, either independently or as a member of a team.

Admission

The requirements for admission to the biomedical sciences Ph.D. program are as follows:

1. A bachelor’s degree from an accredited college or university with a B (3.00) average. Students with advanced degrees are encouraged to apply.
2. GRE scores: 300 combined verbal and quantitative, and at least a 3.5 on the analytical writing section.
3. GRE scores (older version): 1000 combined verbal and quantitative.
4. Prior training in biology (two years), calculus and/or statistics, and organic chemistry (one year). Additional courses in biology, chemistry, and physics are recommended.

Curriculum and Requirements

To accomplish the objectives of the program, the student:

1. Enrolls in the basic biomedical sciences courses to develop a broad foundation for more advanced course work and dissertation research;
2. Selects appropriate advanced course work approved by the guidance committee;
3. Completes at least 79 credit hours beyond the bachelor’s degree or 48 credit hours beyond the master’s degree;
4. Presents two seminars;
5. Passes either

a. written and oral qualifying examinations on course work or
b. an NIH-style grant proposal written on a research question in an area not specific to the planned research in the mentor’s laboratory and an oral exam on the grant proposal and on coursework;
6. Develops an interdisciplinary research proposal in NSF or NIH format that is accepted by the guidance committee;
7. Performs publishable research to demonstrate the ability to complete original and creative research projects; and
8. Prepares and successfully defends a dissertation.

Application Procedures

The completed application for the biomedical sciences Ph.D. program will include the following items:

1. Transcripts of all college course work. Transcripts will be official transcripts sent by the registrars of the colleges attended.
2. Graduate Record Examination (GRE) test scores, sent directly from the Educational Testing Service to the Old Dominion University Graduate Admissions Office. The Medical College Admissions Test (MCAT) can substitute for the GRE (minimum score 26).
3. A statement of personal goals and academic objectives.
4. Three letters of recommendation, preferably from faculty members at colleges attended who are familiar with the applicant’s academic and research capabilities.
5. A completed application form.
6. Receipt of the application fee. Checks should be made payable to Old Dominion University.
7. Test of English as a Foreign Language (TOEFL) test scores, sent directly from the ETS to ODU International Graduate Admission Office must accompany international applications for applicants with a degree issued outside of the United States.

Applications to Old Dominion University can be completed on-line at http://www.odu.edu/admission/graduate.

The applicant is responsible to ensure that all application materials are received and the application is complete in all respects.

Financial Aid

Sources of financial aid available to biomedical sciences Ph.D. students include

1. waivers of tuition,
2. research and teaching assistanships and
3. loans.

Master of Science in Cybersecurity

Hongyi Michael Wu, Graduate Program Director

The Master of Science in Cybersecurity is a 30-credit hour non-thesis degree program. It is designed to prepare cyber security technology leaders.

Graduates will develop skills and competencies in technical aspects of cybersecurity and will be prepared to assume responsibility for the management of cybersecurity projects and coordination of cyber operation teams. It also provides preparation for students desiring to pursue doctoral studies or teach cybersecurity courses in 2- and 4-year colleges and universities.

The program is offered in online format and with the option for local students to attend classes on campus. The required core courses focus on the fundamental knowledge of cybersecurity, covering advanced cybersecurity principles, techniques, and operations, as well as advanced topics in law, policy, management and leadership in cybersecurity. Students will have opportunities to choose five restricted electives to learn about different aspects of cybersecurity. The capstone course provides opportunities to synthesize and apply the knowledge and skills to solve real-world cybersecurity problems.
Admission

The requirements for admission to the Master of Science in Cybersecurity program are as follows:

1. A bachelor’s degree from an accredited college or university in the U.S. or an equivalent foreign institution.
2. GRE scores with a 50% or better attainment on quantitative reasoning.
3. Current scores on the Test of English as a Foreign Language (TOEFL) of at least 550 from applicants whose native language is not English (waived if applicant has earned a college degree from an accredited institution in an English-speaking country.)

Students with previously completed work at a regionally-accredited institution may submit a request for a maximum of 12 elective graduate credit hours to be transferred into the program. If approved by the admission committee, it will be added to the transcript.

Curriculum and Requirements

This program consists of four core courses (12 credit hours), five electives (15 credit hours), and one capstone course (3 credit hours). The four core courses focus on the fundamental knowledge of cybersecurity, covering advanced cybersecurity principles, techniques, and operations, as well as advanced topics in law, policy, management, and leadership in cybersecurity.

The five electives provide students with opportunities to learn about different aspects of cybersecurity, e.g., in information systems, network systems, mobile and wireless systems, operating systems, and cyber-physical systems. Courses are also offered to address such important cybersecurity topics as reverse software engineering, digital forensics, thread modeling, and ethical hacking and penetration testing.

The capstone course brings together students in their final semester of study to synthesize knowledge from their previous coursework and apply it to solve real-world cybersecurity problems. The faculty member who teaches the capstone course will work with industrial and academic partners who will serve as external mentors of the capstone course. Each student in the capstone course will discuss—with both faculty member and mentor—the development of her/his master’s project that aims to solve a cybersecurity problem in a real-world business setting.

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYSE 600</td>
<td>Cybersecurity Principles</td>
<td>3</td>
</tr>
<tr>
<td>CYSE 601</td>
<td>Advanced Cybersecurity Techniques and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Operations</td>
<td></td>
</tr>
<tr>
<td>CYSE 603</td>
<td>Advanced Cybersecurity Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>CYSE 605</td>
<td>Leadership and Management in Cybersecurity</td>
<td>3</td>
</tr>
</tbody>
</table>

Restricted Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 564</td>
<td>Networked Systems Security</td>
</tr>
<tr>
<td>CS 565</td>
<td>Information Assurance</td>
</tr>
<tr>
<td>CS 595</td>
<td>Topics in Computer Science</td>
</tr>
<tr>
<td>CYSE 607</td>
<td>Advanced Digital Forensics</td>
</tr>
<tr>
<td>CYSE 615</td>
<td>Mobile and Wireless Security</td>
</tr>
<tr>
<td>CYSE 615</td>
<td>Mobile and Wireless Security</td>
</tr>
<tr>
<td>CYSE 625</td>
<td>Advanced Ethical Hacking and Penetration</td>
</tr>
<tr>
<td></td>
<td>Testing</td>
</tr>
<tr>
<td>CYSE 697</td>
<td>Independent Study in Cybersecurity</td>
</tr>
<tr>
<td>ECE 516</td>
<td>Cyber Defense Fundamentals</td>
</tr>
<tr>
<td>ECE 519</td>
<td>Cyber Physical System Security</td>
</tr>
<tr>
<td>IT 624</td>
<td>Information Technology Assurance Services</td>
</tr>
<tr>
<td>IT 664</td>
<td>Project Management in Information</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td>IT 685</td>
<td>Introduction to Information Security</td>
</tr>
<tr>
<td>MSIM 670</td>
<td>Cyber Systems Engineering</td>
</tr>
<tr>
<td>MSIM 673</td>
<td>Threat Modeling and Risk Analysis</td>
</tr>
<tr>
<td>MSIM 773</td>
<td>Networked System Security</td>
</tr>
</tbody>
</table>

Capstone Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYSE 698</td>
<td>Master’s Project</td>
<td>3</td>
</tr>
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</table>

Total Hours: 30

Recommended Plan of Study for Full-Time Students

<table>
<thead>
<tr>
<th>First Year</th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
<th>Summer Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYSE 600</td>
<td>3</td>
<td>CYSE 601</td>
<td>3</td>
<td>CYSE 698</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CYSE 605</td>
<td>3</td>
<td>CYSE 603</td>
<td>3</td>
<td>Restricted Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Restricted Elective</td>
<td>3</td>
<td>Restricted Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total credit hours: 30

Recommended Plan of Study for Part-Time Students

<table>
<thead>
<tr>
<th>Second Year</th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYSE 603</td>
<td>3</td>
<td>Restricted Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Restricted Elective</td>
<td>3</td>
<td>Restricted Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total credit hours: 6

<table>
<thead>
<tr>
<th>Third Year</th>
<th>First Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYSE 698</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Restricted Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total credit hours: 27

Application Procedures

The completed application for the Master of Science Cybersecurity program will include the following items:

1. Official copies of transcripts from all colleges/universities attended.
2. GRE test scores, sent directly from the Educational Testing Service (ETS) to the ODU Graduate Admission Office.
3. Two letters of recommendation from individuals familiar with applicant’s professional and/or academic background.
4. A current resume.
5. A statement of professional goals and academic objectives.
6. A completed application form.
7. Receipt of the application fee. Checks should be made payable to Old Dominion University.
8. TOEFL test scores, sent directly from the ETS to ODU International Graduate Admission Office must accompany international applications for applicants with a degree issued outside of the United States.

Applications to Old Dominion University can be completed on-line at http://www.odu.edu/admission/graduate.
The applicant is responsible to ensure that all application materials are received and the application is complete in all respects.

Financial Aid

Sources of financial aid available to biomedical sciences Ph.D. students include

1. waivers of tuition,
2. research and teaching assistantships and
3. loans.

Graduate Certificate in Conservation Leadership

Tatyana Lobova, Certificate Coordinator

This interdisciplinary certificate in Conservation Leadership was developed, and is implemented by Old Dominion University, in collaboration with the U.S. Fish and Wildlife Service (USFWS) as a part of a long-term, sustainable program of conservation-related service-learning, internships, and leadership programs. The certificate will facilitate the development of the next generation of professionals who can address the challenges for conservation posed by a changing climate and sea level rise.

Degree Requirements

The certificate requires four core courses (3 credit hours each) and one elective (3 credit hours). One of the core courses is a mentored internship, preferably at a USFWS or related facility. A unique aspect of this certificate is the requirement to take one course (3 credit hours) that is designated as a service-learning course in which the student will be engaged in a project at a USFWS (or related) facility.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL/OEAS 566</td>
<td>Introduction to Mitigation and Adaptation</td>
</tr>
<tr>
<td>BIOL/OEAS 567</td>
<td>Sustainability Leadership</td>
</tr>
<tr>
<td>OEAS 658</td>
<td>Participatory and Agent-Based Modeling, Simulation, and Visualization</td>
</tr>
<tr>
<td>CPS 669</td>
<td>Internship in Conservation Leadership</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 504</td>
<td>Conservation Biology</td>
</tr>
<tr>
<td>BIOL 545</td>
<td>Community Ecology</td>
</tr>
<tr>
<td>BIOL 732</td>
<td>GIS in the Life Sciences</td>
</tr>
<tr>
<td>COMM 600</td>
<td>Intercultural Communication: History, Theory and Application</td>
</tr>
<tr>
<td>HLSC 778</td>
<td>Global Environmental Health</td>
</tr>
<tr>
<td>POLS 555</td>
<td>The Politics of Climate Change</td>
</tr>
<tr>
<td>PHIL 542</td>
<td>Studies in Applied Ethics</td>
</tr>
</tbody>
</table>

Total Hours: 15-17
College of Continuing Education and Professional Development

Web Site: http://www.odu.edu/cepd

James M. Shaeffer, Dean
Clair M. Dorsey, Executive Director
David Silvis, Director, English Language Center

The College of Continuing Education and Professional Development is focused on delivering practical, applied knowledge through its non-credit, and credit-bearing courses, certificates and certification preparatory classes. Staff in the college interact with each of the academic colleges to utilize the existing courses in an interdisciplinary fashion, frequently at the request of the military, businesses and various industry sectors.

Mission

The College of Continuing Education and Professional Development will meet the evolving needs of our local, regional and global community via online and face-to-face offerings. We help students, professional and lifelong learners move ahead and stay ahead.

Vision

The College of Continuing Education and Professional Development will engage and inspire students of all ages within the global community to achieve their personal and/or professional goals through state-of-the-art lifelong learning opportunities.

English Language Center

The English Language Center (ELC) provides effective, quality instruction of English for non-native speakers. Students will improve their English language skills, gain confidence, develop critical reasoning skills, learn about American culture, and prepare for university-level courses. The ELC’s rigorous full-time Intensive English Program is designed for students who want to develop the academic English proficiency necessary to succeed in ODU’s undergraduate and graduate programs. The ELC offers six seven-week sessions each year. Each week, full-time students spend at least 20 hours in class studying grammar, listening/speaking, reading/vocabulary, and writing. Part-time learning opportunities are also available.

Conditionally admitted students can join the ELC’s Monarch English Transition Program (formerly known as the Bridge Program). The Undergraduate and Graduate Monarch English Transition (MET) Programs combine two English language support courses with one to two courses in the student’s academic field. Conditionally admitted students may enter the MET by successfully meeting the level 5 exit requirements of the ELC’s Intensive English Program or by scoring a 500 on the TOEFL ITP, 61 on the TOEFL iBT, or 5.5 on the IELTS. Successful completion of the semester-long MET Program satisfies the University’s English proficiency requirement. Students in the Undergraduate MET Program have the option to enroll in the language support courses for academic credit.

The ELC administers the institutional TOEFL and SPEAK exams several times a year. TOEFL and GRE preparation courses are also available. For more information, please visit the ELC website at www.odu.edu/esl and contact the ELC (ELC@ODU.EDU, 757-683-4424). Admission and subsequent enrollment in ELC courses do not imply admission to the ODU academic programs.

Graduate Certificate in Mission Analysis & Engineering

The graduate certificate in Mission Analysis and Engineering provides students and professionals with the necessary understanding to manage engineering and systems engineering activities such that mission supporting capabilities are achieved in even the most complex conditions. The program is designed to elevate understanding of the difficulties that are endemic to working with complex, socio-technical systems, or systems of systems, in extremely transient and uncertain situations. It provides the student with the opportunity to hone planning, decision-making, and/or execution skills necessary to work transformational environments. It is recommended that students intending to take the certificate contact the certificate director to develop a plan of study that will most benefit the student’s goals.

Transferability of courses: The certificate is listed as a graduate certificate by the State Council for a higher Education in Virginia. The program offers “for-credit”, graduate-level, courses listed in the Old Dominion University Graduate Catalog. Courses taken for the certificate may be used towards graduate studies with approval of the student’s Advisor or Graduate Program Director. Non-degree seeking students completing the certificate may later apply the credit hours earned towards graduate degrees in engineering and other disciples with approval of the Graduate Program Director of the program to which the student has been admitted or is seeking admission.

The certificate may be customized to specific domains such as the U.S. Navy or Department of Defense when offered through the College of Continuing Education and Professional Development. Students or organizations should contact the College of Continuing Education and Professional Development for additional details.

Admission Requirements

All degree-seeking applicants admitted to the certificate program must meet ODU requirements for graduate admission: an earned baccalaureate degree from a regionally-accredited institution or an equivalent degree from a foreign institution. Those whose native language is not English must submit a minimum score of 230 on the computer-based TOEFL or 80 on the TOEFL iBT.

Non-degree seeking students are required to have these same credentials, though documentation is not required. Ultimately, students must apply to the program in order to obtain the certificate.

Curriculum Requirements

Required Course

| ENMA 650 | Mission Analysis and Engineering | 3 |

Electives

| ENMA 660 | Systems Architecture and Modeling | 3 |
| ENMA 702 | Systemic Decision Making | 3 |
| ENMA 715 | Systems Analysis | 3 |
| ENMA 750 | System of Systems Engineering | 3 |
| ENMA 755 | Human System Engineering | 3 |

Capstone Course

| ENMA 605 | Program Capstone (Required) * | 1 |

* Instrucr approval required. Pre- or co-requisite: ENMA 650.

Graduate Certificate in Project Management

This certificate program addresses the demand from professionals seeking to enhance their project management leadership skills in a variety of technology-focused organizations. The certificate will include concepts, management tools, and processes designed for overseeing projects in the workplace. Several key areas in the certificate are agile project management, the systems approach to planning projects, project monitoring and control, project management evaluation, capital budgeting, and leadership for engineering managers.

Graduates will gain skills and knowledge to oversee a wide variety of technology-focused projects in business and industry, military, government, and education. They will be able to oversee projects from launch to completion. They will manage capital budgets that are part of these projects, and apply agile approaches to their work.
Admission Requirements
All degree-seeking applicants admitted to the certificate program must meet ODU requirements for graduate admission: an earned baccalaureate degree from a regionally-accredited institution or an equivalent degree from a foreign institution. Those whose native language is not English must submit a minimum score of 230 on the computer-based TOEFL or 80 on the TOEFL iBT.

Non-degree seeking students are required to have these same credentials, though documentation is not required. Ultimately, students must apply to the program in order to obtain the certificate.

Curriculum Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMA 510</td>
<td>Agile Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ENMA 604</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ENMA 700</td>
<td>Economic Analysis of Capital Projects</td>
<td>3</td>
</tr>
<tr>
<td>ENMA 780</td>
<td>Leadership for Engineering Managers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Graduate Certificate in Public Sector Leadership
This certificate program is interdisciplinary in nature and is focused on organizational leadership within non-profit, military, governmental, and other public sector entities. Leadership theories, best practices, and competencies are addressed for students enrolled in this program. Four key competency areas within the scope of leadership are presented to those employed or seeking employment in military and other public organizations: financial management, strategic management, contracting principles, and network security.

Members of the Armed Forces in Hampton Roads requested this program in order to provide officers with enhanced knowledge and understanding of leadership components pertinent to public sector work. Graduates will be prepared to lead teams in contract negotiations, finance, and strategic initiatives. In addition, they will have a strong understanding of cyber security within this arena. The courses are ones that will meet the needs of both military and other public sector organizations.

Admission Requirements
All applicants admitted to the certificate program must meet ODU requirements for graduate admission: an earned baccalaureate degree from a regionally-accredited institution or an equivalent degree from a foreign institution. Those whose native language is not English must submit a minimum score of 230 on the computer-based TOEFL or 80 on the TOEFL iBT.

Curriculum Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 603</td>
<td>Social Change and Communication Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 562</td>
<td>Cybersecurity Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>PADM 671</td>
<td>Public Budgeting and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PPCM 726</td>
<td>Introduction to Public Procurement</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Continuing Education Programs

Executive Development Program. The mission of this unit is to provide businesses, organizations, and individuals with high quality professional development and continuing education programs in virtually all areas of business, management, and executive education. The unit offers public programs for individuals seeking professional certificate programs, preparation for certification exams, career advancement and career change. In addition, the unit develops and delivers custom programs and consulting services to meet specific organizational and employee development needs of businesses and organizations regionally, nationally and internationally.

Education Programs and Career Switchers Program. The purpose of this unit is to extend to the community special conferences, workshops, seminars, in-service training, and short courses. Drawing on the faculty of the academic colleges and experts in the field, programs are designed in areas such as leadership, counseling/interpersonal skills, learning and curriculum design, training and development, health education, and physical fitness. Clients consist of educators as well as professionals in business, industry, and public, private and governmental agencies. Programs are designed to help professionals increase and upgrade their development activities. Professional and personal development programs are awarded continuing education credit (CEUs).

Continuing Education Programs in Engineering. This unit offers certificates, workshops, courses and conferences. The courses are designed primarily for adult learners in content and logistics. Most courses are delivered in the late afternoon to early evening at a variety of locations and are delivered online. The courses are delivered in an open enrollment format (open to the general public) as well as in contract training settings.

Continuing Education Programs in Health Sciences. Short courses, national conferences, workshops, refresher courses, certificate programs and seminars are offered by the different schools in the College of Health Sciences on and off campus on a noncredit continuing education (CEU) basis. Professional continuing education programs cover a wide range of topics, including environmental health, occupational safety, industrial hygiene, dental hygiene, dental assisting, nursing, nuclear medicine technology, health-care management, medical technology, physical therapy, and community health.

Continuing education serves the following functions:
- Licensure and certification for professionals and practitioners,
- Credential and degree achievement and
- Professional development to update knowledge and skills.

Clientele served by the programs include nursing, public health and allied health professionals, human service workers, managers and supervisory personnel, technicians, laboratory personnel, and health educators.
Officers of the Administration and Department Chairs

Officers of the Administration

John R. Broderick, M.S., President
Augustine O. Agho, Ph.D., Provost and Vice President for Academic Affairs
Morris W. Foster, Ph.D., Vice President for Research
Alonzo C. Brandon, B.S., Vice President for University Advancement
Ellen J. Neufeldt, Ed.D., Vice President for Student Engagement and Enrollment Services
September Sanderlin, M.S.Ed., Vice President for Human Resources
Gregory DuBois, Vice President for Administration and Finance
Kent L. Sandstrom, Ph.D., Dean of the College of Arts and Letters
John F. Tanner Jr., Ph.D., Dean of the Strome College of Business
James M. Shaeffer, Ph.D., Dean of the College of Continuing Education and Professional Development
Jane S. Bray, Ed.D., Dean of the Darden College of Education and Professional Studies
Stephanie G. Adams, Ph.D., Dean of the Batten College of Engineering and Technology
Bonnie Van Lunen, Ph.D., Dean of the College of Health Sciences
Gail Dodge, Ph.D., Dean of the College of Sciences
David Metzger, Ph.D., Dean of the Honors College
Robert Wojtowicz, Ph.D., Dean of the Graduate School
George Fowler, Ph.D., University Librarian

Department and School Chairs

ROYCE BURNET, Ph.D., Accountancy
PETER EUDENBACH, M.F.A., Art
CHRISTOPHER OSGOOD, Ph.D., Biological Sciences
JOHN B. COOPER, Ph.D., Chemistry and Biochemistry
SHERIF ISHAK, Ph.D., Civil and Environmental Engineering
AVI SANTO, Communication and Theatre Arts
STACIE RAYMER, Ph.D., Communication Disorders and Special Education
MUGE AKPINAR-ELCI, M.D., Community and Environmental Health
RAVI MUKKAMALA, Ph.D., Computer Science
JEFFRY MOE, Ph.D., Counseling and Human Services
ANN BRUHN, M.S., Dental Hygiene
CHRISTOPHER COLBURN, Ph.D., Economics
STEVEN P. MYRAN, Ph.D., Educational Foundations and Leadership
OSCAR GONZALEZ, Ph.D., Electrical and Computer Engineering
ANDRES SOUSA-POZA, Ph.D., Engineering Management and Systems Engineering
ISAAC L. FLORY, IV, Ph.D., Engineering Technology
SHERI REYNOLDS, M.F.A., English
JOHN M. GRIFFITH, Ph.D., Finance
AUSTIN T. JERSILD, Ph.D., History
LYNN L. RIDINGER, Ph.D., Human Movement Sciences
AVI SANTO, Ph.D., Humanities
LING X. LI, Ph.D., Information Technology/Decision Sciences
ANIL NAIR, Ph.D., Management
MAHESH GOPINATH, Ph.D., Marketing
HIDEAKI KANEKO, Ph.D., Mathematics and Statistics
SEBASTIAN BAWAB, Ph.D., Mechanical and Aerospace Engineering
HAROLD RIETHMAN, Ph.D., Medical Diagnostic and Translational Sciences
RHANA KURDI, M.S., Military Science and Leadership
FREDERIC D. MCKENZIE, Ph.D., Modeling, Simulation and Visualization Engineering
NANCY KLEIN, Ph.D, Music
LEONARD E. REED, M.S., Naval Science
KAREN KARLOWICZ, Ed.D., Nursing
FRED DOBBS, Ph.D., Ocean, Earth, and Atmospheric Sciences
YYETTE E. PEARSON, Ph.D., Philosophy and Religious Studies
STEVEN MORRISON, Ph.D., Physical Therapy and Athletic Training
CHARLES HYDE, Ph.D., Physics
JONATHAN I. LEIB, Ph.D., Political Science and Geography
MICHELLE KELLEY, Ph.D., Psychology
SAMUEL BROWN, Ph.D., Public Service
PETROS J. KATSIOLOUDIS, Ed.D., STEM Education and Professional Studies
MONA DANNER, Ph.D., Sociology and Criminal Justice
KAAVONIA HINTON, Ph.D., Teaching and Learning
JENNIFER FISH, Ph.D., Women's Studies
MARTHA M. DAAS, Ph.D., World Languages and Cultures
Faculty

Nicholas Abbott (2017; 2017). Assistant Professor of History. B.A., Lindenwood University; M.A., Ph.D., University of Wisconsin-Madison.


Francis Adams (2011; 1995). Professor of Political Science and Geography. B.A., Saint Thomas College, M.A., Syracuse University; Ph.D., Cornell University. Designated as a University Professor.


Stephanie G. Adams (2016; 2016). Dean of the Frank Batten College of Engineering and Technology and Professor of Engineering Management and Systems Engineering. B.S., North Carolina A&T State University; M.E., University of Virginia; Ph.D., Texas A&M University.

Vinod B. Agarwal (1992; 1981). Professor of Economics. A.B., Delhi University (India); A.M., University of Delhi; Ph.D., University of California at Santa Barbara.

Augustine O. Agho (2016; 2016). Provost and Vice President for Academic Affairs and Professor of Community and Environmental Health. B.A., Alaska Pacific University; M.H.A., Governors State University; Ph.D., University of Iowa.

Muge Akpinar-Eli (2016; 2013). Professor of Community and Environmental Health. M.D., Dokuz Eylul University School of Medicine (Turkey); M.P.H., Tulane University.

Thomas E. Alberts (1999; 1986). Professor of Mechanical and Aerospace Engineering. B.S., M.S., University of Wisconsin-Milwaukee; Ph.D., Georgia Institute of Technology.

Tami C. Al-Hazza (2010; 2003). Associate Professor of Teaching and Learning. B.S., Old Dominion University; M.Ed., Trenton State College; Ph.D., Old Dominion University.

Michael J. Allen (2014; 2014). Assistant Professor of Political Science and Geography. B.A., California University of Pennsylvania; M.A., Ph.D., Kent State University.

Thomas R. Allen (2017; 1996; 2016). Professor of Political Science and Geography. B.S., Old Dominion University; Ph.D., University of North Carolina - Chapel Hill.

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<th>Designation and Institutions</th>
</tr>
</thead>
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James H. Yuan, Professor Emeritus of Chemistry and Biochemistry

Donald Zeigler, Professor Emeritus of Political Science and Geography

Michelle L. Zimmerman, Associate Professor Emerita of Nursing
ACCT 522. Tax Research. 3 Credits.
An intensive course in taxation. Focuses on the choice of business entity by covering taxation of corporations (both C and S corporations), partnerships and sole proprietorships. The course emphasizes research skills and professional ethics. Prerequisites: Enrollment in a Strome College of Business Master's program, a B- or better in ACCT 301 and ACCT 421 or the equivalent, 3 hours of ACCT 302, or ACCT 311 with a B- or better, and an overall grade point average of 3.00 in all coursework taken at Old Dominion University.

ACCT 550. International and Advanced Accounting. 3 Credits.
The study of accounting for international operations and business combinations. Prerequisites: Enrollment in a Strome College of Business Master's program, a B- or better in ACCT 301 and ACCT 311 or ACCT 421 with a B- or better, and an overall grade point average of 3.00 in all coursework taken at Old Dominion University.

ACCT 601. Accounting for Managers. 3 Credits.
A study of the concepts of financial and managerial accounting. Covers the financial reporting process and the development of financial statements for external users while exposing students to internally generated accounting information. The overall objective of the course is to provide students with sufficient knowledge and competency to be intelligent users of accounting information.

ACCT 609. Managerial Accounting. 2 Credits.
A study of concepts of managerial accounting. This course focuses on the techniques and approaches to organizing and understanding internally generated accounting information. The objective of the course is to provide students with a set of tools that utilize managerial accounting information for solving business problems. Prerequisites: Admission to the MBA Program, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

ACCT 611. Financial Accounting. 2 Credits.
A study of the concepts of financial accounting. This course covers the financial reporting process and the development of financial statements for external users. The overall objective of the course is to provide students with a sufficient fluency to be intelligent readers of financial accounting information. Prerequisites: Admission to the MBA Program, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

ACCT 623. Operational Assurance Services. 3 Credits.
Standards, ethics, and practice of operational auditing particularly as it concerns the internal auditing profession, as well as exposure to financial auditing. Prerequisites: ACCT 601 or ACCT 611 or equivalent.

ACCT 624. Information Technology Assurance Services. 3 Credits.
Standards, ethics, and practice of information technology assurance services particularly as it concerns the governance and control of information systems. Prerequisites: ACCT 601 or ACCT 611 or equivalent.

ACCT 625. Fraud Examination and Forensic Accounting. 3 Credits.
Standards, ethics, and practice of fraud examination and forensic accounting particularly as it concerns the accounting profession. Prerequisites: ACCT 601 or ACCT 611 or equivalent.

ACCT 626. Financial and Global Accounting. 3 Credits.
This course covers current financial accounting standards and the problems faced by national and multinational corporations in reporting financial information to external users in a global economy. There will be a discussion of the various techniques for presenting and analyzing financial statements and the ethical issues related to those presentations. Prerequisites: ACCT 601 or equivalent.

ACCT 627. Operational Cost Control. 3 Credits.
Covers cost concepts and analysis in both a manufacturing and service operational environment. Provides an introduction to activity based costing and standard cost systems, methodology for measuring productivity changes and cost of quality and measurement and control of operating performance. Prerequisites: ACCT 601 or equivalent.
ACCT 630. Financial Statement Analysis. 3 Credits.
This course covers the analysis and interpretation of financial statements, including the significant accounting issues involved in performing an effective evaluation of a company. Prerequisites: Enrollment in a Strome College of Business master's program and a B- in ACCT 301 and ACCT 302 or the equivalent.

ACCT 631. Advanced Financial Auditing. 3 Credits.
Advanced concepts associated with the public accounting profession, generally accepted auditing standards, public accounting reporting, and recent developments, such as Sarbanes-Oxley/Public Company Accounting Oversight Board, are emphasized.

ACCT 640. Professional Ethics and Legal Issues In Accounting. 3 Credits.
An intensive course covering ethical and legal issues confronted by practicing accountants. The course emphasizes rigorous analysis of complex situations leading to appropriate solutions. Prerequisites: Enrollment in a Strome College of Business master's program and a B- or better in ACCT 301 and ACCT 302 or the equivalent.

ACCT 650. Tax Strategies for Business Decisions. 3 Credits.
An intensive course in taxation. Focuses on the choice of business entity by covering taxation of corporations (both C and S corporations), partnerships and sole proprietor-ships. The course emphasizes research skills and professional ethics.

ACCT 651. Taxation of Corporations I. 3 Credits.
Covers federal income taxation of corporations and shareholders. Includes organizing a corporation; establishing capital structure; determining tax liability; dividends and other non-liquidating distributions; stock redemptions; and liquidations.

ACCT 652. Taxation of Partners and Partnerships. 3 Credits.
Taxation of partners and partnerships: formation, termination, distributions and liquidations, and sales of partnership interests. Limited partnerships in conjunction with their use as tax shelters, and the multifaceted attributes of family partnerships. Prerequisite: ACCT 521 or equivalent.

ACCT 653. Taxation of Estates and Gifts. 3 Credits.
Examines transfers under federal estate and gift tax laws. Includes property owned by the decedent; retained life estates; transfers taking effect at death; transfers with retained powers; concurrent property interest; powers of appointment; valuation problems; expenses, debts, and taxes; charitable bequests; marital deduction; taxable inter vivos gifts; gift splitting and credits; consideration of Chapter 14 and asset freezing techniques; and transfer taxation of life insurance. Prerequisite: ACCT 521 or equivalent.

ACCT 654. Income Taxation of Estates, Trusts & Beneficiaries. 3 Credits.
Examines simple, complex, and revocable trusts; trusts accumulation distributions; income in respect of decedents; trust accounting income; distributable net income; terminations; excess deductions; basis rules; and the decedent's final income tax return. Prerequisite: ACCT 653.

ACCT 655. Taxation of Corporations II. 3 Credits.
Analyzes the different types of taxable and tax-free acquisitions and reorganizations. Includes determining tax consequences for corporations and shareholders involved in an acquisition or reorganization and analyzing necessary requirements for a tax-free corporate division (spin-off). Covers aspects of filing consolidated federal income tax returns. Prerequisite: ACCT 651.

ACCT 656. Taxation of Deferred Compensation. 3 Credits.
Discusses federal income taxation of deferred compensation plans with emphasis on qualified retirement plans. Reviews plan qualification requirements, reporting and disclosure requirements, and distribution rules. Includes discussion of specific types of plans such as Sec. 401(K) and ESOPs. Prerequisite: ACCT 651.

ACCT 657. State and Local Taxation. 3 Credits.
Examines state levying of individual income, corporate income, property, sales, and excise taxes. Prerequisite: ACCT 521 or equivalent.

ACCT 658. Tax Aspects of International Business. 3 Credits.
Taxation of foreign persons conducting business in the U.S. including FIRPTA, source of income rules, and residency requirements; taxation of U.S. individuals and businesses doing business abroad including FSCs, CFCs, FHP Co's and possessions corporations. Prerequisite: ACCT 521 or equivalent.

ACCT 660. Taxation of Property Transactions. 3 Credits.
Covers determination of realized and recognized gains and losses and their tax treatment on property dispositions. Includes consequences of property transactions, such as depreciation, depletion, basis and capital gains problems. Prerequisite: ACCT 521 or equivalent.

ACCT 661. Taxation of the Small Business Corporation. 3 Credits.
Covers federal income taxation of S corporations including election eligibility; termination of status; treatment of income and deduction items; distributions; and basis of stock and debt. Also discusses compensation arrangements in closely held corporations; fiscal year issues; personal service corporations; the advantages of C corporations versus S corporations; corporation liquidation and redemption rules; and the S corporations' built-in gains tax. Prerequisite: ACCT 521 or equivalent.

ACCT 662. Tax Procedure and Practice. 3 Credits.
Discusses procedures for dealing with the IRS. Includes sources of IRS policy; processing returns; auditing returns; rulings and determination letters; assessments and collections; and interest and civil penalties. Prerequisite: ACCT 521 or equivalent.

ACCT 666. Cooperative Education. 1-3 Credits.
Student participation in a full-time professional work experience. Prerequisites: Permission of the departmental chair in accordance with departmental Cooperative Education policies and approval of Career Development Services.

ACCT 668. Accounting Internship. 1-3 Credits.
The course is a practicum in the profession of accounting where theories, concepts, and financial management techniques are applied in a business environment. Prerequisites: Permission of the departmental chair.

ACCT 695. Selected Topics in Accounting. 3 Credits.
Study designed for students who have had one of the required courses waived or for students desiring additional work in an area of particular interest in accounting. Prerequisites: Permission of the chair of the School of Accountancy and the graduate program director, and a minimum B average in graduate work.

ACCT 697. Independent Study. 3 Credits.
Individually supervised research projects in selected tax areas. Approval of supervising professor as to topic and evaluation of project required at time of registration. Prerequisite: ACCT 521 or equivalent.

ACCT 727. Strategic Cost Management. 3 Credits.
This course focuses on advanced costing concepts, current management accounting practices, and analytical techniques employed by controllers in supporting their organizations' strategic planning processes. Prerequisites: Enrollment in a Strome College of Business master's program and a B- or better in ACCT 301 and ACCT 302 or equivalent.

ACCT 747. Seminar in Controllership. 3 Credits.
This course is the capstone course for the study of management accounting. It includes a review of management accounting practices and analytical techniques employed by controllers in supporting their organization's strategic decision-making process. Prerequisites: ACCT 627 or equivalent.

ACCT 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of graduation.

ACCT 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.
AL - Arts and Letters

ARTS AND LETTERS Courses

AL 595. Topics in Humanities. 1-3 Credits.
An advanced study of selected topics in humanities.

AL 596. Topics in Social Studies. 3 Credits.
An advanced study of selected topics in social studies.

AL 597. Tutorial Work in Arts and Letters Topics. 3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisites: Permission of instructor.

AL 598. Tutorial Work in Art History. 3 Credits.
Independent research on a topic to be selected under the guidance of the instructor.

AL 599. Topics in Humanities. 1-3 Credits.
An advanced study of selected topics in humanities.

AL 695. Topics. 1-3 Credits.
An interdisciplinary study of selected topics in arts and letters.

AL 795. Topics. 1-3 Credits.
1-3 credits. Seminar on special interdisciplinary topics for small groups of qualified students. Prerequisites: Advanced graduate standing.

AL 797. Tutorial Work in Arts and Letters Topics. 1-3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate.

AL 895. Topics. 1-3 Credits.
Seminar on special interdisciplinary topics for small groups of qualified students. Prerequisites: Advanced graduate standing.

AL 897. Tutorial Work in Arts and Letters Topics. 1-3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate.

ANTR - Anthropology

ANTHROPOLOGY Courses

ANTR 697. Tutorial Work in Special Topics in Anthropology. 3 Credits.
Independent reading and study on a topic to be selected under the direction of a member of the graduate faculty. Conferences and papers as appropriate.

ANTR 698. Tutorial Work in Special Topics in Anthropology. 3 Credits.
Independent reading and study on a topic to be selected under the direction of a member of the graduate faculty. Conferences and papers as appropriate.

ARTH - Art History

ART HISTORY Courses

ARTH 534. Romantic Architecture. 3 Credits.
A survey of the aesthetic, technological and social forces that transformed international architecture in the 18th and 19th centuries.

ARTH 535. Modern Architecture. 3 Credits.
An examination of the architecture, planning, and related design of the twentieth and twenty-first centuries around the globe. Special emphasis is placed on the formation of the international style between the world wars and its disintegration in the recent past.

ARTH 550. Public Art. 3 Credits.
This course is a collaborative exploration of the problems and opportunities of national and international public art that combines the practical with the theoretical, and the studio with the art-historical. (This course also satisfies the Arts and Society requirement for the Institute of Humanities Arts & Entrepreneurship certificate.).

ARTH 595. Topics in Art History. 3 Credits.
A study of selected topics in art history to be specified in the class schedule each semester. May be repeated for credit as topics vary.

ARTH 596. Topics in Art History. 3 Credits.
A study of selected topics in art history to be specified in the class schedule each semester. May be repeated for credit as topics vary.

ARTH 597. Tutorial Work in Art History. 3 Credits.
Independent research on a topic to be selected under the guidance of the instructor.

ARTH 598. Tutorial Work in Art History. 3 Credits.
Independent research on a topic to be selected under the guidance of the instructor.

ARTH 600. Graduate Seminar: Art Criticism. 3 Credits.
An examination of critical methodologies as they relate to the visual arts, with readings drawn from the contemporary scene and the recent past.

ARTH 610. Visual Arts Across Media and Time. 3 Credits.
This course is an introduction to emerging creative, curricular, and research activities in contemporary art, design, art education, and art history. Through lectures, readings, discussion, critical analysis, and creative work, students will engage with ideas and artwork across the broad spectrum of contemporary practice.

ARTH 668. Internship. 3 Credits.
A structured work experience in a museum, gallery, archive, or related environment, either with or without remuneration. Criteria for evaluation will be determined by work supervisor and cooperating faculty advisor. May be repeated for credit. Available for pass/fail grading only.

ARTH 695. Topics in Art History. 1-3 Credits.
Topics to be specified in the class schedule. Intensive critical investigations of specialized areas in art history. May be repeated for credit as topics vary.

ARTH 697. Tutorial in Art History. 1-3 Credits.
Independent research on a topic to be selected under the guidance of the instructor.

ARTS - Art, Studio

ART, STUDIO Courses

ARTS 512. Photo Seminar 1. 3 Credits.
The first of a two-semester sequence of concentrated individual work. Students will identify a topic and create a complete body of work. Lectures, readings, discussion, critique, and field trips to develop the articulation of ideas and the clarification of purpose.

ARTS 513. Photo Seminar 2. 3 Credits.
This is the second in a two-semester sequence of concentrated individual work. Through readings, discussion, critiques, field trips, and intense individual work, students will compile a body of work realizing their personal vision and articulate their ideas through the crafting of an artist statement.

ARTS 531. Drawing Studio. 3 Credits.
Further concentration on conceptual content and drawing skills, development of individual body of work exploring preferred concepts, subject matter, techniques, and media. May be repeated for credit.

ARTS 532. Figure Drawing Anatomy. 3 Credits.
A study of visually important aspects of the structural, skeletal and muscular systems of the body. Anatomical study will be related to drawing from the live model.

ARTS 533. Figure Drawing/Composition. 3 Credits.
This course places the emphasis on advanced composition using the figure as the central theme. The figure's expressive potential, along with a study of historical responses to figure drawing, will be examined in depth. Prerequisites: ARTS 532.

ARTS 542. Painting Studio. 3 Credits.
Independent work in painting with focus on developing content. Frequent critiques. May be taken for repeat credit.

ARTS 550. Printmaking Studio. 3 Credits.
Experimental work in selected print media.

ARTS 555. Letterpress Printmaking. 3 Credits.
A visual and literary investigation of language and wordplay using foundry and wood type and a Vandercook SP-20 proofing press. Projects include expressive printed impressions of personal poetry and song lyric, political rant, and broadsides for entertainment or proselytizing. A theme group project such as a folio or a bound book, is usually assigned.

ARTS 561. Sculpture Studio. 3 Credits.
Experimental work reflecting individual initiative and attitude.
ARTS 563. Advanced Ceramics. 3 Credits.
An advanced course in the science and art of ceramics. Students will engage in guided independent research, developing their own direction by investigating clay bodies, glazes, firing methods and contemporary ceramic art.

ARTS 569. Assemblage. 3 Credits.
Assemblage combines elements of various art and non-art media and materials. Lectures will be comprised of presentations about relevant artists, gallery and studio visits, and critiques. Studio time allows students to explore personal directions in the medium.

ARTS 572. Art Therapy. 3 Credits.
This class is designed to initiate students from both studio art and non-studio backgrounds to the study of art therapy. It examines the history of art therapy in the United States, introduces the Expressive Therapies Continuum (ETC), and explores the application of art therapy techniques and their underlying rationales.

ARTS 573. The Book. 3 Credits.
The book as a work of art. Lecture will explore historical and technical aspects of book design and production. Studio work will be devoted to the production of a series of books involving page design, paper selection, printing and binding.

ARTS 575. Editorial Design. 3 Credits.
An examination of conceptual and design strategies associated with the layout of multi-page publication. Emphasis is placed on organizational and hierarchical systems, continuity and pacing, and the integration of image and type.

ARTS 581. Crafts III: Fibers. 3 Credits.
Advanced work in pattern drafting, loom techniques, off-loom weaving and fabric painting.

ARTS 591. Crafts III: Metalsmithing and Jewelry. 3 Credits.
Further exploration in casting and soldering with concentration in the metal-forming techniques of raising and forging. Additional introduction to the techniques of working in steel.

ARTS 593. Metalsmithing Studio. 3 Credits.
This course offers further exploration and concentration on metalsmithing skills and techniques. Through readings, discussions, self-directed and self-determined projects students will explore methods and content to develop individual body of work.

ARTS 595. Topics in Studio Art. 3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on studio projects of mutual interest. Prerequisites: permission of the instructor.

ARTS 597. Tutorial Work in Special Studio Topics. 3 Credits.
Independent investigation of a subject to be selected under the advisement of the instructor.

ARTS 610. Visual Arts Across Media and Time. 3 Credits.
This course is an introduction to and overview of emerging creative, curricular, and research activities in contemporary art, design, art education, and art history. Through lectures, readings, discussions, critical analysis, and creative work, students will engage with ideas and artwork across the broad spectrum of contemporary art education, production, and investigation.

ARTS 668. Internship. 3 Credits.
A structured work experience involving aspects of art, design or craft; film or video making; and/or museum/gallery work.

ARTS 695. Graduate Seminar: Special Topics in Contemporary Art. 3 Credits.
Topics to be specified in the class schedule. Intensive critical investigations of selected aspects of the visual arts which focus on the role of the artist in contemporary urban society. May be repeated for credit as topics vary.

ARTS 697. Independent Study. 3-6 Credits.
Supervised individual inquiry in specific studio projects relating to the areas of major interest. Prerequisites: permission of graduate program director required.

ARTS 698. Graduate Studio. 3-6 Credits.
Supervised individual inquiry in specific studio projects relating to the areas of major interest. Prerequisites: permission of graduate program director required.

ARTS 700. Directed Field Experience. 3-6 Credits.
Intern experiences in museums, community centers and arts programs, teaching assistantships, special apprenticeships, and field projects under the supervision of graduate faculty. Required of all M.F.A. candidates. Prerequisites: permission of graduate program director required.

ARTS 701. Thesis Exhibition. 3 Credits.
Required of M.F.A. candidates. Course requirements to be determined by the student's advisory committee. Final grade to be determined by the student's thesis review committee. Prerequisites: permission of graduate program director required.

ARTS 702. Documentation. 3 Credits.
Studio work in preparation for required graduate exhibition. Public exhibition to be approved by the student's advisory committee and must be accompanied by final review. Documentation may be required. Required of all M.A. and M.F.A. candidates. Final grade to be determined by the student's thesis review committee. Prerequisites: permission of graduate program director required.

ARTS 797. Graduate Studio. 3-6 Credits.
Supervised individual inquiry in specific studio projects relating to areas of major interest. Individual studio spaces will be assigned. Prerequisites: permission of graduate program director required.

ARTS 798. Graduate Studio. 3-6 Credits.
Supervised individual inquiry in specific studio projects relating to areas of major interest. Individual studio spaces will be assigned. Prerequisites: permission of graduate program director required.

ARTS 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

ASIA - Asian Studies

ASIAN STUDIES Courses

ASIA 595. Topics in Asian Studies. 3 Credits.
This course is designed for small groups of qualified students to conduct advanced study of selected topics on Asian Studies, topics which may not be taught in regularly scheduled classes. The description of the course for each offering will appear in the course schedule that is distributed to each advisor. Prerequisites: Appropriate survey source or permission of the instructor.

AT - Athletic Training

ATHLETIC TRAINING Courses

AT 618. Current Research in Athletic Training. 1 Credit.
Designed to provide an understanding of evidence-based practice to the sports medicine setting and the intricacies of performing evidence-based practice research projects.

AT 623. Athletic Training Practicum I. 1 Credit.
This course is designed to provide practical experience in the athletic training setting and an understanding of evidence-based practice in sports medicine.

AT 626. Advanced Orthopaedic Evaluation and Rehabilitation. 4 Credits.
This course is designed for sports medicine clinicians and will focus on advanced topics in the study of orthopaedic evaluation, assessment, management, and rehabilitation of common athletic injuries. A combination of discussion, lecture, critical review of literature, laboratory activities, and student presentations will be employed throughout the course.

AT 628. The Spine: Evaluation and Rehabilitation. 3 Credits.
A course designed to provide information relative to the recognition, evaluation, and treatment of athletic injuries involving the spine.
**AT 630. Interprofessional Healthcare in Clinical Practice.** 3 Credits. This clinical experience entails interaction with healthcare providers associated with sports medicine specialties and general medical concerns.

**AT 633. Athletic Training Practicum II.** 1 Credit. This course is designed to provide practical experience in the athletic training setting and an understanding of evidence-based practice in sports medicine.

**AT 643. Athletic Training Practicum III.** 1 Credit. This course is designed to provide practical experience in the athletic training setting and an understanding of evidence-based practice in sports medicine.

**AT 650. Integration of Evidence for Clinical Decision Making in Sports Medicine.** 3 Credits. This course is designed to introduce the graduate student to research processes in the athletic training field. The focus is on understanding and recognizing principles of EBP in athletic training, understanding the elements of evidence, appraising the evidence, and considering the evidence for use in clinical practice.

**AT 651. Statistical Techniques for Clinical Decision Making in Sports Medicine.** 3 Credits. This course includes conceptual and computational applications associated with the common statistical techniques relevant to sports medicine clinicians. The intent is to provide students with an introduction to frequently used descriptive and inferential statistical methods for clinical or research purposes in sports medicine. Lectures and laboratory exercises will be utilized to instruct students on using statistics to be intelligent consumers of the research literature. Emphasis will be placed on using statistics to make informed, evidence-based clinical decisions with the goal of enhancing patient care. Prerequisite: AT 650.

**AT 653. Athletic Training Practicum IV.** 1 Credit. This course is designed to provide practical experience in the athletic training setting and an understanding of evidence-based practice in sports medicine.

**AT 655. Teaching Strategies and Assessment.** 3 Credits. This course is designed to provide information related to teaching strategies and techniques along with supervised and mentored teaching experiences within fields applicable to athletic training.

**AT 657. Lower Extremity Injury Management Strategies.** 3 Credits. Stresses clinical techniques used in the management and assessment of the lower extremity and spine through utilization of evidence-based practice.

**AT 670. Athletic Training Research I.** 1 Credit. This course is designed to systematically guide post-professional athletic training students through the research process. Coursework will focus on development of an original research idea, building the theoretical background, and identifying the rationale for a research project. Based on the nature of this course, students will be required to meet with a research supervisor outside of the time permitted for class. Prerequisite: AT 650.

**AT 671. Athletic Training Research II.** 2 Credits. This is a course designed to guide post-professional athletic training students through aspects of the research process. Coursework will focus on writing the Methods section for a research manuscript, writing the results section for a research manuscript and proper data entry techniques for a research project. Based on the nature of this course, students will be required to meet with a research supervisor and collect data for their respective project outside of the time permitted for class. Prerequisites: AT 670.

**AT 672. Athletic Training Research III.** 3 Credits. This course is designed to guide post-professional athletic training students through aspects of the research process. Coursework will focus on writing the discussion section for a research manuscript, writing a research abstract for submission to a conference, developing an oral research presentation for a conference, and creating a poster presentation for a conference. Based on the nature of this course, students will be required to meet with a research supervisor outside of the time permitted for class. Prerequisites: AT 671.

**AT 691. Gross Anatomy for the Rehabilitation Sciences.** 4.6 Credits. This course will include dissection of a human cadaver and will be supplemented with classroom lectures. The course is designed to teach graduate athletic training students the principles and concepts of human gross anatomy as they apply to clinical practice. Emphasis will be on the musculoskeletal, nervous, and vascular systems of the extremities.

**AT 711. Analysis of Human Motion for Sports Medicine Clinicians.** 3 Credits. This course includes theories and applications of techniques concerning the analysis of human motion for the sports medicine clinician. The intent of this course is to provide students with an introduction to quantitative analysis of human motion and the concepts and equipment to collect objective quantifiable data for clinical or research purposes.

**AT 756. Education in Athletic Training.** 4 Credits. Designed to introduce current concepts of curriculum development, evaluation methods, course construction and testing as related to the athletic training clinical and didactic experience. Designed to introduce the graduate student to aspects of the management of learning and instruction; how learners learn and how teachers can facilitate their learning as related to the athletic training didactic and clinical experience.

**AT 811. Analysis of Human Motion for Sports Medicine Clinicians.** 3 Credits. This course includes theories and applications of techniques concerning the analysis of human motion. It is designed to provide opportunities for the advanced study of motion analysis techniques for the study of human movement. The intent of this course is to provide students with an extensive knowledge concerning quantitative analysis of human motion and the concepts and equipment to collect objective quantifiable data to be used for clinical or research purposes.

**AT 998. Master’s Graduate Credit.** 1 Credit. This course is a pass/fail course for master’s students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master’s students are required to be registered for at least one graduate credit hour in the semester of their graduation.

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### BDA - Big Data Analytics

#### BIG DATA ANALYTICS Courses

**BDA 511. Introduction to Machine Learning I.** 3 Credits. An introductory course on machine learning. Machine Learning is the science of discovering pattern and structure and making predictions in data sets. It lies at the interface of mathematics, statistics and computer science. The course gives an elementary summary of modern machine learning tools. Topics include regression, decision trees, artificial neural networks, genetic algorithms, clustering, dimension-reduction, learning sets of rules, support vector machines, hidden Markov models, and Bayesian learning. The course will also discuss applications of machine learning that include data mining, bioinformatics, speech recognition, and text and web data processing. Students enrolled are expected to have some ability to write computer programs, some knowledge of probability, statistics and linear algebra. Prerequisites: MATH 312, MATH 316, and STAT 331.

**BDA 513. Introduction to Machine Learning II.** 3 Credits. Due to the rapid development of technology, vast amount of data is being generated in social media, genomics, financial industry, business and health care. We rely increasingly on mathematical and statistical tools to analyze this big data. From the vast array of tools available, in this course students will study the most relevant ones. Topics that will be covered are Logistic Regression, Lasso and Related Methods, Support Vector and Kernel Methodology, Principal Components (SVD) and Variations, Multidimensional Scaling, Boosting, Random Forests, Graphical Models, False Discovery Rates and Permutation Tests. Prerequisite: A grade of C or better in BDA 411.
BDA 531. Modern Statistical Methods for Big Data Analytics. 3 Credits.
The statistical perspective of data mining is emphasized for the majority of the
course. Both applied aspects (programming, problem solving, and data
analysis) and theoretical concepts (learning, understanding, and evaluating
methodologies) of data mining will be covered. Topics may include data
preparation, data cleaning, exploratory data analysis, statistical estimation
and prediction, regression modeling, clustering, classification and regression
trees. An elementary knowledge of concepts in probability and statistics and
basic computing proficiency are required. Prerequisites: A grade of C or
better in STAT 331 and STAT 405.

BDA 532. Introduction to Optimization and Inverse Problems. 3
Credits.
Topics considered include the solution of non-smooth optimization problems
arising in data science, including unconstrained and constrained optimization
problems, Lagrange multiplier methods, inequality constraints, Kuhn-Tucker
conditions, and applications. Also considered are linear and nonlinear
inverse problems, regularization of ill-posed problem including singular
value decomposition, and Tikhonov regularization methods and sparse
regularization methods, inverse eigenvalue problems and applications
such as compressed sensing, image reconstruction and machine learning.
Prerequisites: MATH 307, MATH 312 and MATH 316.

BIOL - Biological Sciences

BIOLOGICAL SCIENCES Courses

BIOL 500. Vascular Plant Families. 5 Credits.
An evolutionary survey of vascular plant families and the principles
and methodologies that define them; emphasis on recognition and skills
of identification. A field intensive hands-on course. A research project
including a written paper and presentation is required. Prerequisites: A
botany course.

BIOL 501. Entomology. 4 Credits.
A comprehensive survey of the insects, including taxonomy, morphology,
physiology, reproductive and developmental biology, and ecology. Research
techniques in entomology will be learned through both field and laboratory
work.

BIOL 503. Medical Microbiology. 3 Credits.
This course integrates the disciplines of microbiology, immunology, and
biochemistry with the pathophysiology of infections and the appropriate
pharmacology in a problem-based learning setting. Students will learn the
fundamental concepts and terminologies of infectious diseases. The material
will be case studies in small group tutorials and emphasize independent
learning. Prerequisites: Microbiology and Biochemistry courses, anatomy
course recommended, or instructor approval.

BIOL 504. Conservation Biology. 5 Credits.
The application of fundamental biological principles to the preservation
of biodiversity, including the role of ecological and evolutionary theory to the
preservation of biotas on a regional and global basis. Lectures will cover
modern approaches to conservation biology, including conservation ethics
and management issues. Laboratories will include discussion of case studies,
introduction to software applicable to conservation biology, presentations by
regional conservation practitioners, and visits to relevant field sites.

BIOL 508. Introduction to Pharmacology. 4 Credits.
This is a general introductory course in pharmacology dealing with
chemistry, general properties and pharmacological effects on various
physiological systems, therapeutic usefulness and toxicities of drugs. The
course is designed to prepare upper-level undergraduate and graduate
students for more advanced courses in pharmacology.

BIOL 511. Zymology: Fermentation Science. 4 Credits.
This is an introductory course in the theory and practice of zymology
(fermentation). Edible and potable products of fermentation (beer, wine,
mead, yogurt, cheese) have been known since antiquity and play an
important role in today's society. The science of fermentation touches on
many biological disciplines, such as microbiology and biochemistry, and
the study of yeasts has provided considerable foundation to the fields of cell
biology and molecular biology. In this course, we will cover fundamentals
of fermentation and its practical application to production of beer, one of the
oldest beverages produced by humans. Prerequisite: BIOL 293.

BIOL 512. Plant Physiology. 4 Credits.
A study of the physiological processes which occur in plants. A laboratory
and greenhouse oriented course stressing plant nutrients, cell metabolism-
respiration, photosynthesis, nitrogen metabolism, and plant hormones.

BIOL 515. Marine Ecology. 5 Credits.
A lecture and laboratory course designed to introduce students to important
ekological processes operating in coastal marine environments. The course
covers synthetic topics as well as the ecology of specific marine habitats.
The laboratory is designed to provide students with experience in marine
research and the organisms and ecological conditions common in various
marine habitats visited by the class. A field trip of several days over fall
break is required. Prerequisites: BIOL 291 and BIOL 331 and ENGL 211C
or ENGL 221C or ENGL 231C must be passed with a grade of "C" or
higher; instructor approval required.

BIOL 516. Clinical Immunology. 3 Credits.
A description of common immunological problems seen in the clinic.
Prerequisite: Coursework in cell biology and immunology.

BIOL 519. Wetland Plants. 5 Credits.
A field-oriented course on the identification and ecology of aquatic and
wetland plants with emphasis on plants used to delineate wetlands following
federal guidelines. Activities include the use of identification databases,
apps, and traditional floras, and monographs to develop identification skills
using plants from the diversity of habitats in the region. A research project
including a written paper and presentation is required. Prerequisites: A
botany course.

BIOL 520. Ichthyology. 5 Credits.
The biology of marine and freshwater fishes including morphology,
physiology, evolution, distribution, ecology, and reproduction.

BIOL 522. Field Studies in Ornithology. 4 Credits.
A combined lecture and field study of birds with emphasis on identification,
behavior, and field methods. Extensive field trips, including at least one
weekend, are taken.

BIOL 523. Cellular and Molecular Biology. 3 Credits.
The molecular organization of eukaryotic cells is presented along with
cell evolution, molecular genetics, the internal organization of the cell
and the behavior of cells in multicellular organisms. Prerequisites: course
background in cell biology and genetics or permission of the instructor.

BIOL 524. Comparative Animal Physiology. 5 Credits.
An introduction to the basic mechanisms by which different animals
function. How organisms acquire and use energy, regulate their internal
environment, circulate and exchange gases and wastes, receive and conduct
information about their environment, and move and use muscles will be
some of the topics covered. Emphasis will be on how organisms make
changes in these basic mechanisms to deal with different environmental
conditions.

BIOL 525. Cancer Biology. 3 Credits.
This course will examine how mutation leads to altered gene products
and expression, subverted cell activity, cell immortalization, and tumor
formation. Students will explore the differences between benign tumors and
malignant tumors as well as the factors involved in malignancy. The course
will conclude with the exploration of current cancer therapy. Prerequisites:
Cell Biology and Genetics courses.

BIOL 526. Histology. 5 Credits.
The structure and function of cells, tissues and organs at both the light
microscopic and ultrastructural levels.
BIOL 530. Microbial Pathogenesis. 3 Credits.
Examination of bacterium-host interactions with an emphasis on how bacteria cause disease, particularly the means by which the bacterium is able to circumvent host defense mechanisms. Prerequisites: microbiology course.

BIOL 535. Marine Conservation Biology. 3 Credits.
This highly interdisciplinary science of conserving marine biodiversity will be taught through a review of old and new literature. This will include its history, marine ecology related to conservation biology, threats to marine biodiversity, assessment of extinction risk, conservation challenges of marine habitats and regions, and methods for conserving marine biodiversity.

BIOL 536. Infectious Disease Epidemiology. 3 Credits.
This lecture/lab course will focus on concepts related to the spread and control of infectious diseases. The lectures will focus on concepts while the labs will provide quantitative skills essential to the study of infectious diseases. Prerequisites: Undergraduate coursework in statistics and biology.

BIOL 537. One Health: People, Animals and the Environment. 3 Credits.
A course that examines the interdependence between human health, animal health and environmental health. The One Health approach to the threat of emerging infectious diseases includes understanding the interconnectedness of human and animal pathogens, epidemic zoonoses and corresponding environmental factors, insights into mechanisms of microbial evolution towards pathogenicity, new technologies and approaches towards disease surveillance, and political and bureaucratic strategies. Pre- or corequisite: A Microbiology course is recommended.

BIOL 538. The Biology of Woody Plants. 4 Credits.
The study of trees and shrubs (dendrology), their identification, ecology, structure and anatomy, lore, and uses are emphasized in this field-oriented course. A research project including a written paper and presentation is required. Prerequisite: A grade of "C" or higher in a botany course.

BIOL 541. Animal Behavior. 5 Credits.
Animal behavior with special attention to its evolution and ecological significance. Field and laboratory activities will emphasize observational and experimental techniques used to study behavior.

BIOL 544. Field Studies in Marine Biology. 5 Credits.
An intensive study abroad field course offered during the summer at a foreign marine laboratory where students will be engaged in lectures and field studies of coastal marine environments. Check with the Director of the Marine Biology Concentration Program for details. Prerequisite: BIOL 331.

BIOL 545. Community Ecology. 3 Credits.
The goal of this course is to introduce and evaluate both classical and emerging paradigms in community ecology. This will be achieved by examining those processes (biotic and abiotic) that structure ecological communities, and by exposing students to quantitative and theoretical aspects of these paradigms. Prerequisites: Ecology course.

BIOL 546. Comparative Biomechanics. 3 Credits.
The principles of fluid and solid mechanics will be applied to a variety of plant and animal systems to understand how organisms deal with the immediate physical world and its accompanying constraints. A diverse range of topics will be covered, including aerial flight in insects, wind resistance in trees, jet propulsion in squid, flow within blood vessels, forces on intertidal organisms, viscoelasticity in biological materials, and energy storage during terrestrial movement. Prerequisites: Cell biology course and physics course recommended.

BIOL 550. Principles of Plant Ecology. 4 Credits.
Course covers the general theoretical concepts in plant ecology with statistical methods. The structure, development, processes, and history of plant communities are studied. Laboratories involve extensive fieldwork. A weekend field trip is required.

BIOL 553. Molecular Ecology. 4 Credits.
This course will explore the biology of organisms by using molecular (nucleic acid and/or protein) techniques and data. It covers a wide variety of subdisciplines within Biology, including genetics, physiology, ecology, and evolution. This course will explore basic theory in population genetics, ecology, and evolution and cover DNA, RNA, and Protein techniques and their application to biological research.

BIOL 557. General Virology. 3 Credits.
A basic course covering the history of virology, viral taxonomy, genetics, and the molecular biology and host responses to the major mammalian virus groups. Examples of recent impacts of viruses on human health such as influenza pandemics will also be covered. Prerequisites: courses in cell biology and genetics.

BIOL 560. Frontiers in Nanoscience and Nanotechnology. 1 Credit.
Review of the structure, synthesis and properties of key nano-materials and their impact on living systems. Prerequisite: graduate standing.

BIOL 561. Human Cadaver Dissection. 5 Credits.
Students will dissect a human cadaver fully and learn all of the major structures. The course will divided into three sections: backs and limbs, TAP (thorax, abdomen and pelvis), and head and neck. Instructor demonstrations include brain removal and dissection. Prerequisite: BIOL 241 or BIOL 251, or its equivalent, must be passed with a grade of C (2.0) or higher.

BIOL 562. Microbial Genetics. 3 Credits.
This course emphasizes the fundamental concepts of microbial genetics including the study of gene structure, gene regulation, operons, DNA replication, RNA biology, protein synthesis, plasmid biology, mobile genetic elements, and recombinant DNA technology. Prerequisites: Courses in cell biology, genetics and general microbiology.

BIOL 563. Cell Signaling in Host Pathogen Interactions. 3 Credits.
This course will emphasize cell dynamics including host and pathogen induced cellular signaling, the regulation of actin cytoskeleton rearrangement, and the modulation of host transcription and translation by different pathogens. Prerequisites: A cell biology course.

BIOL 564. Biomedical Applications of Low Temperature Plasmas. 3 Credits.
This course is cross listed between ECE and Biology. It is intended for senior undergraduate students and first year graduate students. The course contents are multidisciplinary, combining materials from engineering and the biological sciences. The course covers an introduction to the fundamentals of non-equilibrium plasmas, low temperature plasma sources, and cell biology. This is followed by a detailed discussion of the interaction of low temperature plasma with biological cells, both prokaryotes and eukaryotes. Potential applications in medicine such as wound healing, blood coagulation, sterilization, and the killing of various types of cancer cells will be covered.

BIOL 565. Biotechnology. 3 Credits.
This course provides an overview of how microbes are manipulated to solve practical problems through biotechnology. Topics to be covered include basic concepts in microbial technology, industrial microbiology, microbes in drug development, food microbiology, microbial interactions, gut microbiota, and metagenomics.

BIOL 566. Introduction to Mitigation and Adaptation. 3 Credits.
Students will be introduced to the science underpinning mitigation of human-induced changes in the Earth system, including but not limited to climate change and sea level rise, and adaptation to the impacts of these changes. The course will cover the environmental hazards and the opportunities and limitations for conservation, mitigation and adaptation. Cross listed with OEAS 566.
BIOL 567. Sustainability Leadership. 3 Credits.
In this class, students will discover what makes a leader for sustainability. They will consider a range of global and local crises from a leadership point of view in the context of sustainability science, which addresses the development of communities in a rapidly changing social, economic, and environmental system-of-systems environment. The course will be based on taking a problem-motivated and solution-focused approach to the challenges considered. The course includes a service learning project focusing on a leadership experience in solving a real-world environmental problem. Prerequisite: BIOL 566 or OEAS 566.

BIOL 570. Diseases that Changed our World. 3 Credits.
Despite advancements in the development of antimicrobials and vaccines and in securing clear water and food supplies, modern civilizations are not immune to epidemic diseases. This course will provide insight into the role of different technologies in the struggle to contain disease control and eradication and explore the challenges of forecasting emerging plagues, describing the nature and evolution of diseases and conveying their significance in shaping Western culture and civilization, their impact, their consequences, their costs, and the lessons learned.

BIOL 571. Marine Vertebrate Ecology, Management & Conservation. 3 Credits.
Course will explore the biology, diversity and major life history patterns of a suite of marine megafauna, including sea turtles, marine mammals, seabirds and sharks. Students will determine the major drivers behind large-scale declines of many marine megafauna species and be challenged to understand and attempt to solve conservation and management issues. Prerequisite: A Marine Biology course.

BIOL 574. Mushrooms. 4 Credits.
The identification, classification ecology, culture, and uses of mushrooms and other fleshy fungi. A field oriented course.

BIOL 575. Neurobiology. 3 Credits.
This course will focus on understanding brain structure as well as the morphology and function of the central nervous system in general. Fundamental processes such as neuron morphogenesis, guidance, polarity, migration, and growth cone motility will be emphasized. The cellular and molecular basis of neurological disorders will also be discussed. Prerequisites: BIOL 250 or BIOL 293 must be passed with a grade of "C" or higher or permission of instructor.

BIOL 576. Cancer Immunology and Immunotherapy. 3 Credits.
Introduction to the immune system, tumor antigens, immunosuppressive cells and molecules, and cancer immunotherapy treatment approaches. Prerequisites: BIOL 123N, BIOL 124N, and BIOL 293 (Cell Biology), or equivalent undergraduate coursework or permission of the instructor.

BIOL 578. Microbial Ecology. 3 Credits.
Study of the interactions between microorganisms, particularly bacteria, and their environment. Emphasis is placed on nutrient cycling and the influence of microbes on global mineral dynamics. The effects of physical and chemical factors on distribution and activity of microbes in their environments and applications of these interactions are studied (biotechnology). Prerequisites: A general microbiology course.

BIOL 579. Microbial Ecology Laboratory. 1 Credit.
A laboratory for measurement of microbial numbers and activity in natural environments. Pre- or corequisite: BIOL 578.

BIOL 581. Forensic and Medical Entomology. 5 Credits.
This course provides a comprehensive survey of the insects used in legal investigations and medically important insects. Topics covered include the taxonomy, morphology, physiology, reproductive and developmental biology, and ecology of these insects along with the diseases they may vector. Research techniques in forensic and medical entomology will be learned through both field and laboratory activities.

BIOL 582. Human and Veterinary Parasitology. 3 Credits.
The course will emphasize the principles of parasitism, including biology, physiology, genetics, morphology, and phylogeny of the major parasitic groups with a specific focus on the significant parasites of humans and animals of veterinary importance. The general biology of parasites including their life cycles, diagnosis, and treatment will be included as well. Pre- or corequisite: A cell biology course.

BIOL 590. Advanced Human Physiology. 4 Credits.
All major physiological systems with emphasis on normal physiology. Some clinical applications made but not stressed.

BIOL 596. Topics in Biology. 1-3 Credits.
A specially designed course concerning specific topics in the biological, environmental, or allied health fields. Prerequisites: Permission of the instructor.

BIOL 598. Independent Study in Biology. 1-3 Credits.
Supervised (non-lab/field) project selected to suit the needs of the individual student. Requires completion of formal scientific paper documented with appropriate technical literature (see GPD for details). Unstructured course. Prerequisites: permission of the GPD and permission of instructor.

BIOL 609. Special Readings in Biology. 3 Credits.
Reading and discussion course designed to explore a field of specific interest.

BIOL 620. Biometry. 4 Credits.
A first course, or a refresher course, in statistical methods and experimental design for graduate students in biology and the natural sciences. The focus is on application and hypothesis testing with examples drawn from the field of biology. The course requires a significant amount of work outside the classroom on homework exercises and an independent project. Prerequisites: A Statistics course.

BIOL 640. Microbial Toxins. 3 Credits.
This course will focus on the mechanisms of action of microbial toxins, including those affecting the host's nervous system, immune function, metabolism, protein synthesis, and homeostasis. The structure and function of representatives of several toxin types will be analyzed for their potential applications to biotechnology and medicine. Prerequisites: A general microbiology course required and a microbial pathogenesis course recommended.

BIOL 661. Topics in Biology. 1-3 Credits.
Supervised projects and practica selected to meet the specific objectives of the student.

BIOL 669. Internship in Biology. 3 Credits.
With approval of Advisory Committee.

BIOL 671. Molecular and Immunological Techniques. 4 Credits.
A lab-intensive course emphasizing current methods in molecular biology.

BIOL 672. Responsible Conduct in Research. 2 Credits.
Required of all graduate students admitted to Biology programs. The course will introduce students to the responsible conduct of science and scientific research.

BIOL 695. Topics in Biology. 1-3 Credits.
A specially designed course concerning specific topics in the biological, environmental or allied health fields.

BIOL 698. Research in Biology. 1-3 Credits.
This course is selected with the recommendation of the faculty advisor.

BIOL 700. Cardiovascular Physiology. 4 Credits.
This physiology course will focus solely on cardiovascular physiology. Lectures will focus on basic and advance cardiovascular principles. The laboratory will focus on the use of current cardiovascular research.
BIOL 701. Practical Computing for Biology. 3 Credits.
This hands-on training course emphasizes the use of general computing tools to work more effectively in the biological sciences. It integrates a broad range of powerful and flexible tools that are applicable to ecologists, molecular biologists, physiologists, and anyone who has struggled analyzing large or complex data sets. Text file manipulation with regular expressions, basic shell scripting, programming in Python and R, interaction with remote devices, and basic graphical concepts will be reviewed.

BIOL 702. Biomedical Sciences Journal Club. 1 Credit.
Review and discussion of current papers in the areas of biomedical sciences. Student presentation, discussions and readings in this field required.

BIOL 705. Advanced Microbiology. 4 Credits.
Investigate microbiology from historical perspectives to modern molecular microbiology; ecological and biomedical components; bacteria and viruses. Laboratory will involve designing experiments conducting and evaluating results. Prerequisite: A microbiology course.

BIOL 707. Ecosystem Ecology. 5 Credits.
Ecological principles at ecosystem level of biological organization. Discussion of energy flow, nutrient cycling, ecosystem stability and ecosystem modeling. Laboratory involves field trips and methods of measuring ecosystem parameters. Prerequisites: a general ecology course.

BIOL 708. Ecological Sciences Seminar. 1 Credit.
A graduate seminar course in the ecological sciences. The format of the course depends on the faculty running the seminar, but most seminars involve student-led discussions on current research articles.

BIOL 712. Biological Microscopy. 4 Credits.
Lectures will cover theory and concepts of specimen preparation and operation of various microscopes used in the biological sciences. The laboratory experience will include specimen preparation to viewing. Prerequisites: permission of the instructor.

BIOL 714. Biomedical Sciences Laboratory. 2 Credits.
Three laboratory rotations (6 credits) are required by the curriculum. Prerequisite: approval of the program director.

BIOL 715. Biomedical Sciences Laboratory. 2 Credits.
BIOL 716. Endocrinology. 5 Credits.
The biochemical integration of hormones and related agents on vertebrate physiology with emphasis on human endocrinology. Recent literature will be stressed.

BIOL 720. Systematic Ichthyology. 3 Credits.
A systematic survey of fishes emphasizing life history, anatomy, identification and classification. Prerequisites: BIOL 520.

BIOL 724. Neuromuscular Physiology. 3 Credits.
This course will provide a comprehensive discussion of the physiological and chemical properties of nerve and muscle cells.

BIOL 730. Emerging Infectious Diseases. 3 Credits.
Discussion on current studies into new and reemerging infectious diseases with an examination of the infectious agent and factors involved in disease emergence, prevention and elimination. Prerequisite: A microbiology course.

BIOL 731. Systematics and Speciation. 3 Credits.
Principles of systematic biology and discussion of speciation theory, with emphasis on generation, analysis, and interpretation of taxonomic data and application of these data to a better understanding of classification and speciation processes. Modern theories of evolutionary biology and phylogenetics will be stressed. A research paper is required.

BIOL 732. GIS in the Life Sciences. 3 Credits.
This course is designed to introduce students to geographic information systems through examples and applications in the life sciences.

BIOL 745. Advanced Immunology. 3 Credits.
Current concepts in cellular and molecular immunology and host defense based on critical review of the primary literature.

BIOL 748. Functional genomics and proteomics in animal models. 3 Credits.
The purpose of this course is to show how animal models of human diseases can be created and analyzed using genomic and proteomic technologies. The course will overview high throughput methods of generating disease models in mice and describe ongoing efforts in this field. Attempts to identify molecular mechanisms of the disease will be presented with particular emphasis on drug target discovery. Pre- or corequisite: An immunology course.

BIOL 749. Biogeography. 3 Credits.
Emphasis on historical biogeography, utilizing both dispersal and vicariance models for explanations of the geographic distribution of organisms. Ecological explanations are also considered. Useful techniques for biogeographic analyses, such as comparison of area cladograms are discussed at length.

BIOL 750. Marine Benthic Ecology. 4 Credits.
Application of ecological principles at the community level to marine benthic environments. Discussion of community structure, animal-sediment relationships, roles of benthic communities in marine ecosystems. Prerequisites: BIOL 515 or equivalent.

BIOL 751. Advanced Practices in Ethnobotany. 3 Credits.
The major objective of this course is modern methods used to study plants influencing human culture. Objectives include plant systematics and applications of DNA bar coding and fingerprinting; phytochemical techniques in drug discovery and food supplements; intellectual property rights; ecological methods for sustainable harvesting of natural products; the ethnobotanical interview and questionnaire development; methods for studying crop origins, history, and development; archeobotany; mining historical data; and importance of identification, vouching, efficacy, and conservation. This course provides a survey of interdisciplinary methodologies used in modern ethnobotanical research. A multi-day field trip is a required component.

BIOL 754. Phylogeny and Molecular Lecture and Laboratory. 5 Credits.
This course is intended to be an introduction to the processes and procedures used to reconstruct the evolutionary history of living organisms. Topics include project planning, sampling strategies, molecular techniques, and analytical and tree-building programs used to infer phylogeny. Lab provides computer experience in multiple phylogenetic software packages. Prerequisites: Instructor approval required.

BIOL 755. Molecular Genetics. 3 Credits.
Current molecular understanding of genetic processes will be reviewed. Applications to areas such as development and evolution will also be covered.

BIOL 756. Phylogeny and Molecular Systematics. 5 Credits.
This course is intended to be an introduction to the processes and procedures used to reconstruct the evolutionary history of living organisms. Topics include project planning, sampling strategies, molecular techniques, and analytical and tree-building programs used to infer phylogeny. Lab provides computer experience in multiple phylogenetic software packages.

BIOL 758. Molecular Ecology. 4 Credits.
Scientist are increasingly using molecular methods to help them address fundamental questions in the population ecology and evolution of biological species. This class will introduce graduate students to the basic concepts and methods in molecular evolution, phylogenetics and methods into their research. Theory and concepts from lecture will be illustrated through reading and discussion of current scientific literature. Students will also directly apply the course material to a class project investigating population structure of marine species from the tropical Indo-Pacific, for which they will be trained in methods of DNA extraction, PCR and sequencing. They will present their results orally in a mini-symposium at the end of the course. Prerequisites: BIOL 671.

BIOL 759. Foundations and Principles in Ecology. 3 Credits.
A survey of the seminal ideas and perspectives in historical and contemporary ecology. The course is designed to provide a broad overview of the important theoretical and conceptual paradigms in ecology.
BIOL 770. Advanced Study in Biology. 3 Credits.
Under the guidance of members of the graduate faculty and with the approval of the program track coordinator, the student will carry out in-depth studies of selected topics relevant to the area of specialization. Extensive surveys and analyses of the literature. Written reviews, comprehensive and synoptic, and oral presentations are required of each student.

BIOL 771. Vector-Borne Diseases. 3 Credits.
Study of the role of insects, ticks and other invertebrates in the transmission of disease. Different areas of disease transmission will be examined, including physiological and biochemical aspects of microbial survival in the vector and transmission to vertebrate hosts, as well as ecological aspects.

BIOL 772. Modeling and Simulation in the Life Sciences. 4 Credits.
Course is designed to introduce students to modeling and simulation techniques using examples and applications in the life sciences.

BIOL 775. Grant Writing for the Life Sciences. 3 Credits.
Provides students with the skills to write competitive grant proposals to both private and federal funding sources (emphasis on NIH and NSF). Students will learn how to find the most appropriate funding mechanisms and how to position themselves to be competitive. Different grant writing formats will be illustrated through proposal development projects.

BIOL 789. Gross Anatomy. 6 Credits.
An intense study of all systems from a regional approach. Extensive dissections required in lab. Clinical applications utilized. Prerequisites: An anatomy course recommended.

BIOL 795. Special Topics in Biology. 1-4 Credits.
Study of special topics. Prerequisite: permission of the instructor.

BIOL 800. Cardiovascular Physiology. 4 Credits.
This physiology course will focus solely on cardiovascular physiology. Lectures will focus on basic and advance cardiovascular principles. The laboratory will focus on the use of current cardiovascular research.

BIOL 801. Practical Computing for Biology. 3 Credits.
This hands-on training course emphasizes the use of general computing tools to work more effectively in the biological sciences. It integrates a broad range of powerful and flexible tools that are applicable to ecologists, molecular biologists, physiologists, and anyone who has struggled analyzing large or complex data sets. Text file manipulation with regular expressions, basic shell scripting, programming in Python and R, interaction with remote devices, and basic graphical concepts will be reviewed.

BIOL 802. Biomedical Sciences Journal Club. 1 Credit.
Review and discussion of current papers in the areas of biomedical sciences. Student presentation, discussions and readings in this field required.

BIOL 805. Advanced Microbiology. 4 Credits.
Investigate microbiology from historical perspectives to modern molecular microbiology; ecological and biomedical components; bacteria and viruses. Laboratory will involve designing experiments conducting and evaluating results. Prerequisite: A microbiology course.

BIOL 807. Ecosystem Ecology. 5 Credits.
Ecological principles at ecosystem level of biological organization. Discussion of energy flow, nutrient cycling, ecosystem stability and ecosystem modeling. Laboratory involves field trips and methods of measuring ecosystem parameters. Prerequisites: a general ecology course.

BIOL 808. Ecological Sciences Seminar. 1 Credit.
A graduate seminar course in the ecological sciences. The format of the course depends on the faculty running the seminar, but most seminars involve student-led discussions on current research articles.

BIOL 812. Biological Microscopy. 4 Credits.
Lectures will cover theory and concepts of specimen preparation and operation of various microscopes used in the biological sciences. The laboratory experience will include specimen preparation to viewing. Prerequisites: permission of the instructor.

BIOL 814. Biomedical Sciences Laboratory. 2 Credits.
Three laboratory rotations (6 credits) are required by the curriculum. Prerequisite: approval of the program director.

BIOL 816. Endocrinology. 5 Credits.
The biochemical integration of hormones and related agents on vertebrate physiology with emphasis on human endocrinology. Recent literature will be stressed.

BIOL 820. Systematic Ichthyology. 3 Credits.
A systematic survey of fishes emphasizing life history, anatomy, identification and classification. Prerequisites: BIOL 520.

BIOL 824. Neuromuscular Physiology. 3 Credits.
This course will provide a comprehensive discussion of the physiological and chemical properties of nerve and muscle cells.

BIOL 830. Emerging Infectious Diseases. 3 Credits.
Discussion on current studies into new and reemerging infectious diseases with an examination of the infectious agent and factors involved in disease emergence, prevention and elimination. Prerequisite: A microbiology course.

BIOL 831. Systematics and Speciation. 3 Credits.
Principles of systematic biology and discussion of speciation theory, with emphasis on generation, analysis, and interpretation of taxonomic data and application of these data to a better understanding of classification and speciation processes. Modern theories of evolutionary biology and phylogenetics will be stressed. A research paper is required.

BIOL 832. GIS in the Life Sciences. 3 Credits.
This course is designed to introduce students to geographic information systems through examples and applications in the life sciences.

BIOL 845. Advanced Immunology. 3 Credits.
Current concepts in cellular and molecular immunology and host defense based on critical review of the primary literature.

BIOL 848. Functional genomics and proteomics in animal models. 3 Credits.
The purpose of this course is to show how animal models of human diseases can be created and analyzed using genomic and proteomic technologies. The course will overview high throughput methods of generating disease models in mice and describe ongoing efforts in this field. Attempts to identify molecular mechanisms of the disease will be presented with particular emphasis on drug target discovery. Pre- or corequisite: An immunology course.

BIOL 849. Biogeography. 3 Credits.
Emphasis on historical biogeography, utilizing both dispersal and vicariance models for explanations of the geographic distribution of organisms. Ecological explanations are also considered. Useful techniques for biogeographic analyses, such as comparison of area cladograms are discussed at length.

BIOL 850. Marine Benthic Ecology. 4 Credits.
Application of ecological principles at the community level to marine benthic environments. Discussion of community structure, animal-sediment relationships, roles of benthic communities in marine ecosystems. Prerequisites: BIOL 515 or equivalent.

BIOL 851. Advanced Practices in Ethnobotany. 3 Credits.
The major objective of this course is modern methods used to study plants influencing human culture. Objectives include plant systematics and applications of DNA bar coding and fingerprinting; phytochemical techniques in drug discovery and food supplements; intellectual property rights; ecological methods for sustainable harvesting of natural products; the ethnobotanical interview and questionnaire development; methods for studying crop origins, history, and development; archeobotany; mining historical data; and importance of identification, vouching, efficacy, and conservation. This course provides a survey of interdisciplinary methodologies used in modern ethnobotanical research. A multi-day field trip is a required component.
BIOL 854. Phylogeny and Molecular Lecture and Laboratory. 5 Credits.
This course is intended to be an introduction to the processes and procedures used to reconstruct the evolutionary history of living organisms. Topics include project planning, sampling strategies, molecular techniques, and analytical and tree-building programs used to infer phylogeny. Lab provides computer experience in multiple phylogenetic software packages. Prerequisite: Instructor approval required.

BIOL 855. Molecular Genetics. 3 Credits.
Current molecular understanding of genetic processes will be reviewed. Applications to areas such as development and evolution will also be covered.

BIOL 856. Phylogeny and Molecular Systematics. 5 Credits.
This course is intended to be an introduction to the processes and procedures used to reconstruct the evolutionary history of living organisms. Topics include project planning, sampling strategies, molecular techniques, and analytical and tree-building programs used to infer phylogeny. Lab provides computer experience in multiple phylogenetic software packages.

BIOL 858. Molecular Ecology. 4 Credits.
Scientist are increasingly using molecular methods to help them address fundamental questions in the population ecology and evolution of biological species. This class will introduce graduate students to the basic concepts and methods in molecular evolution, phylogenetics and methods into their research. Theory and concepts from lecture will be illustrated through reading and discussion of current scientific literature. Students will also directly apply the course material to a class project investigating population structure of marine species from the tropical Indo-Pacific, for which they will be trained in methods of DNA extraction, PCR and sequencing. They will present their results orally in a mini-symposium at the end of the course. Prerequisites: BIOL 671.

BIOL 859. Foundations and Principles in Ecology. 3 Credits.
A survey of the seminal ideas and perspectives in historical and contemporary ecology. The course is designed to provide a broad overview of the important theoretical and conceptual paradigms in ecology.

BIOL 861. Ecological Sciences Internship. 3-6 Credits.
Internship experience. Prerequisites: approval of advisory committee.

BIOL 871. Vector-Borne Diseases. 3 Credits.
Study of the role of insects, ticks and other invertebrates in the transmission of disease. Different areas of disease transmission will be examined, including physiological and biochemical aspects of microbial survival in the vector and transmission to vertebrate hosts, as well as ecological aspects.

BIOL 872. Modeling and Simulation in Life Sciences. 4 Credits.
Course is designed to introduce students to modeling and simulation techniques using examples and applications in the life sciences.

BIOL 875. Grant Writing for the Life Sciences. 3 Credits.
Provides students with the skills to write competitive grant proposals to both private and federal funding sources (emphasis on NIH and NSF). Students will learn how to find the most appropriate funding mechanisms and how to position themselves to be competitive. Different grant writing formats will be illustrated through proposal development projects.

BIOL 880. Advanced Study in Biology. 3 Credits.
Under the guidance of members of the graduate faculty and with the approval of the program track coordinator, the student will carry out in-depth studies of selected topics relevant to the area of specialization. Extensive surveys and analyses of the literature. Written reviews, comprehensive and synoptic, and oral presentations are required of each student.

BIOL 889. Gross Anatomy. 6 Credits.
An intense study of all systems from a regional approach. Extensive dissections required in lab. Clinical applications utilized. Prerequisites: Anatomy and Physiology course.

BIOL 895. Special Topics in Biology. 1-4 Credits.
Study of special topics. Prerequisite: permission of the instructor.

BIOL 898. Research in Biology. 1-6 Credits.

BIOL 899. Dissertation. 1-6 Credits.

BIOL 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

BIOL 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

BME - Biomedical Engineering

BIOMEDICAL ENGINEERING Courses

BME 501. Biomedical Engineering I: Principles. 3 Credits.
The course exposes students to principles used in biomedical engineering. The major focus is on physiology including cell, muscle, and the cardiovascular, respiratory, gastrointestinal and central nervous systems. Furthermore, there will be modules on biomechanics, biomaterials, biochemistry, tissue engineering and moral and ethical principles in biomedical engineering.

BME 502. Biomedical Engineering II: Applications. 3 Credits.
The course is a continuation of BME 401 and BME 501. This course exposes students to modern biomedical engineering applications aligned with the principles and physiological processes covered in the previous course. Selected topics include: prosthetic devices, tissue engineering applications, neural interfaces, cardiac devices and imaging techniques. Prerequisites: BME 401 or BME 501.

BME 554. Introduction to Bioelectricity. 3 Credits.
This course covers the electrical properties of cells and tissues as well as the use of electrical and magnetic signals and stimuli in the diagnosis and treatment of disease. Typical topics to be covered include basic cell physiology, endogenous electric fields in the body, electrocardiography, cardiac pacing defibrillation, electrotherapy, electroporation, electrotherapy in wound healing. In addition ultra-short electrical pulses for intracellular manipulation and the application of plasmas to biological systems will be covered.

BME 562. Introduction to Medical Image Analysis. 3 Credits.
Introduction to basic concepts in medical image analysis. Medical image registration, segmentation, feature extraction, and classification are discussed. Basic psychophysics, fundamental ROC analysis and FROC methodologies are covered. Cross-listed with ECE 562/MSIM 562.

BME 564. Biomedical Applications of Low Temperature Plasmas. 3 Credits.
This course is cross listed between ECE and Biology. It is designed to be taken by senior undergraduate students and first year graduate students. The course contents are multidisciplinary, combining materials from engineering and the biological sciences. The course covers an introduction to the fundamentals of non-equilibrium plasmas, low temperature plasma sources, and cell biology. This is followed by a detailed discussion of the interaction of low temperature plasma with biological cells, both prokaryotes and eukaryotes. Potential applications in medicine such as wound healing, blood coagulation, sterilization, and the killing of various types of cancer cells will be covered. Prerequisites: Senior standing.

BME 612. Digital Signal Processing I. 3 Credits.
This course will present the fundamentals of digital signal processing. Topics will include frequency domain analysis of discrete-time linear systems, sampling and reconstruction of signals, the Discrete Fourier Transform (DFT) and Fast Fourier Transform (FFT), and digital filter design and implementations. Practical applications and examples will be discussed. Problem solving using MATLAB is required. Cross-listed with ECE 612. Prerequisite: ECE 381 or equivalent.
BME 630. Advanced Bioelectricity. 3 Credits.
A one-semester course covering advanced topics in bioelectricity. The course will cover advanced applications of pulsed power and plasma in the medical, biological and environmental fields. (Cross listed with ENGN 630.)

BME 695. Topics in Biomedical Engineering. 3 Credits.
This course will be offered as needed, depending upon the need to introduce special subjects to target specific areas of master’s-level specializations in biomedical engineering.

BME 699. Master’s Thesis. 1-9 Credits.
Directed research for the master’s thesis. Prerequisite: departmental approval.

BME 720. Modern Biomedical Instrumentation. 3 Credits.
This course covers the design of modern biomedical instruments including select diagnostic, assistive, therapeutic, prosthetic, imaging, and virtual devices and systems. Techniques for mechanical, electrical, and chemical sensor and transducer design; stimulation and measurement; data acquisition; digital signal processing; and data visualization will be examined.

BME 721. Mathematical Modeling in Physiology I. 3 Credits.
The first of a two-course series covering human physiology and pathophysiology, with an emphasis on quantitative modeling, simulation, and analysis of the function of cells, organs, and systems. This course focuses on cellular physiology, including homeostasis, membrane ion channels, excitability, calcium dynamics, and intercellular communication.

BME 722. Mathematical Modeling in Physiology II. 3 Credits.
The second course of a two-course series covering human physiology and pathophysiology with an emphasis on quantitative modeling, simulation, and analysis of the function of cells, organs, and systems. This course focuses on systems physiology, including the heart, respiration, muscle, kidneys, and the endocrine system. Prerequisites: BME 721 or BME 821.

BME 724. Neural Engineering. 3 Credits.
This course presents engineering techniques for the restoration and augmentation of human function via direct interactions between the nervous system and artificial devices, with particular emphasis on brain-computer interfaces. Novel interfaces, hardware and computational issues, and practical and ethical considerations will also be covered.

BME 751. Computational and Statistical Methods in Biomedical Engineering. 3 Credits.
This course covers the theoretical foundation and application of commonly used techniques in biomedical engineering. Topics include linear algebra, partial differential equations, regression analysis, applied probabilities, multivariate distributions, Bayesian statistics, hypothesis tests, multiple comparisons, ANOVA, solution of non-linear equations, numerical methods and optimization. Programming software will be used to perform simulations and analyze biomedical data. Prerequisites: Graduate status.

BME 755. Biomembranes and Ion Channels. 3 Credits.
This course will give an overview of the structure and dynamics of biomembranes, the ion channels that are embedded in them, and the electrical properties of biomembranes. Topics include molecular dynamics modeling of biomembranes, membrane damage and repair, ion channel dynamics and their experimental assessment using patch clamping, and excitability in neurons and cardiomyocytes. Prerequisite: ECE 454 or ECE 554 or BIOL 523.

BME 762. Applied Medical Image Analysis. 3 Credits.
Course explores hands-on exposure to state-of-the-art algorithms in medical image analysis, which builds on open-source software (Insight Segmentation and Registration Toolkit - ITK), as well as the principles of medical image acquisition in the modalities of clinical interest. Medical imaging modalities - X-rays, CT, and MRI/ITK image pipeline; image enhancement, feature detection; segmentation - basic techniques, feature-based classification and clustering, graph cuts, active contour and surface models; surface and volume meshing; registration - transformations, similarity criteria; shape and appearance models are all explored and discussed in this course. Prerequisites: Knowledge of C++ and object-oriented programming.

BME 783. Digital Image Processing. 3 Credits.
Principles and techniques of two-dimensional processing of images. Concepts of scale and spatial frequency. Image filtering in spatial and transform domains. Applications include image enhancement and restoration, image compressing, biomedical imaging for diagnosis of disease, and image segmentation for computer vision. Prerequisites: ECE 782 or ECE 882.

BME 791. Biomedical Engineering Innovation Seminar. 1-3 Credits.
This course is for students interested in research that originates from a clinical need, is developed in the laboratory and is then implemented clinically. Seminars by healthcare professionals emphasize clinical needs. Students follow the biodesign innovation process toward creation of biotechnologies and devices that address needs.

BME 795. Special Topics in Biomedical Engineering. 1-3 Credits.
Special courses covering selected graduate-level topics in biomedical engineering.

BME 797. Independent Study. 1-3 Credits.
This course allows students to develop specialized expertise by independent study (supervised by a faculty member). Prerequisites: departmental approval.

BME 820. Modern Biomedical Instrumentation. 3 Credits.
This course covers the design of modern biomedical instruments including select diagnostic, assistive, therapeutic, prosthetic, imaging, and virtual devices and systems. Techniques for mechanical, electrical, and chemical sensor and transducer design; stimulation and measurement; data acquisition; digital signal processing; and data visualization will be examined.

BME 821. Mathematical Modeling in Physiology I. 3 Credits.
The first of a two-course series covering human physiology and pathophysiology, with an emphasis on quantitative modeling, simulation, and analysis of the function of cells, organs, and systems. This course focuses on cellular physiology, including homeostasis, membrane ion channels, excitability, calcium dynamics, and intercellular communication.

BME 822. Mathematical Modeling in Physiology II. 3 Credits.
The second course of a two-course series covering human physiology and pathophysiology with an emphasis on quantitative modeling, simulation, and analysis of the function of cells, organs, and systems. This course focuses on systems physiology, including the heart, respiration, muscle, kidneys, and the endocrine system. Prerequisites: BME 721 or BME 821.

BME 824. Neural Engineering. 3 Credits.
This course presents engineering techniques for the restoration and augmentation of human function via direct interactions between the nervous system and artificial devices, with particular emphasis on brain-computer interfaces. Novel interfaces, hardware and computational issues, and practical and ethical considerations will also be covered.

BME 851. Computational and Statistical Methods in Biomedical Engineering. 3 Credits.
This course covers the theoretical foundation and application of commonly used techniques in biomedical engineering. Topics include linear algebra, partial differential equations, regression analysis, applied probabilities, multivariate distributions, Bayesian statistics, hypothesis tests, multiple comparisons, ANOVA, solution of non-linear equations, numerical methods and optimization. Programming software will be used to perform simulations and analyze biomedical data. Prerequisites: Graduate status.

BME 855. Biomembranes and Ion Channels. 3 Credits.
This course will give an overview of the structure and dynamics of biomembranes, the ion channels that are embedded in them, and the electrical properties of biomembranes. Topics include molecular dynamics modeling of biomembranes, membrane damage and repair, ion channel dynamics and their experimental assessment using patch clamping, and excitability in neurons and cardiomyocytes. Prerequisite: ECE 454 or ECE 554 or BIOL 523.
BME 862. Applied Medical Image Analysis. 3 Credits.
Course explores hands-on exposure to state-of-the-art algorithms in medical image analysis, which builds on open-source software (Insight Segmentation and Registration Toolkit - ITK), as well as the principles of medical image acquisition in the modalities of clinical interest. Medical imaging modalities - X-rays, CT, and MR/ITK image pipeline; image enhancement, feature detection; segmentation - basic techniques, feature-based classification and clustering, graph cuts, active contour and surface models; surface and volume meshing; registration - transformations, similarity criteria; shape and appearance models are all explored and discussed in this course. Prerequisites: Knowledge of C++ and object-oriented programming.

BME 883. Digital Image Processing. 3 Credits.
Principles and techniques of two-dimensional processing of images. Concepts of scale and spatial frequency. Image filtering in spatial and transform domains. Applications include image enhancement and restoration, image compression, biomedical imaging for diagnosis of disease, and image segmentation for computer vision. Prerequisites: ECE 783 and ECE 883.

BME 891. Biomedical Engineering Innovation Seminar. 1-3 Credits.
This course is for students interested in research that originates from a clinical need, is developed in the laboratory and is then implemented clinically. Seminars by healthcare professionals emphasize clinical needs. Students follow the biodesign innovation process toward creation of biotechnologies and devices that address needs.

BME 895. Special Topics in Biomedical Engineering. 1-3 Credits.
Special courses covering selected graduate-level topics in biomedical engineering.

BME 897. Independent Study. 1-3 Credits.
This course allows students to develop specialized expertise by independent study (supervised by a faculty member). Prerequisites: departmental approval.

BME 899. PhD Dissertation Research. 1-9 Credits.
Directed research for the doctoral dissertation.

BME 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

BNAL - Business Analytics

BUSINESS ANALYTICS Courses

BNAL 503. Data Visualization and Exploration. 3 Credits.
This course introduces students to processes, technologies, and methodologies that are commonly used in understanding data to be able to effectively analyze the data. Emphasis is placed on data visualization. Prerequisite: A grade of C or better in BNAL 306 or an equivalent course or instructor's permission.

BNAL 507. Management Science. 3 Credits.
Students are introduced to the formulation and solution of mathematical models, with a particular focus on optimization models. The business use of the models, as well as their limitations, is emphasized. Topics include linear, integer, non-linear programming, network models, and genetic algorithms. Extensive analysis of results using duality theory and other techniques is incorporated to aid in the decision making process. Prerequisite: A grade of C or better in BNAL 306 or an equivalent course or permission of the instructor.

BNAL 515. Advanced Business Analytics/Big Data Applications. 3 Credits.
This course addresses advanced business analytics techniques and the application of such techniques to large data sets. Some alternative business analytics strategies are introduced. Descriptive, predictive, and prescriptive models are included. Topics covered in this course include data visualization and exploration, cluster analysis, and developing and calibrating predictive models for big data. Applications of multivariate, logistic, and probit regression to business analytics are discussed. Software packages such as SAS/JMP/SPSS may be used. Prerequisite: A grade of C or better in BNAL 306 or BNAL 606 or an equivalent course or instructor's permission.

BNAL 532. Forecasting. 3 Credits.
Applications include both shorter term forecasting for sales and operations management as well as forecasting for long term planning. Emphasis is on statistical methods to obtain and evaluate forecasts. Statistical models are implemented using standard software such as MINITAB or EXCEL. Prerequisite: BNAL 306 or an equivalent course or permission of the instructor.

BNAL 576. Simulation Modeling and Analysis for Business Systems. 3 Credits.
Methods and techniques of digital computer simulation of business systems utilizing knowledge of data processing, statistics, probability theory and operations research. Areas of application include systems that experience waiting problems. Topics include the methodology for the construction of computer simulation models, model verification, validation, and analysis of results.

BNAL 606. Statistics for Managers. 2 Credits.
Statistical tools for solving business problems. Topics include: sampling distributions, confidence intervals, hypothesis testing, simple and multiple regressions, and time series forecasting. Emphasis is placed on the application of the tools to business problems. The Minitab Software is used to do most of the analysis. Prerequisites: Admission to the MBA Program, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

BNAL 610. Fundamentals of Business Analytics. 2 Credits.
This course provides students with some common tools and techniques that are deployed in business analytics. Topics include big data and related terminology, data management, working with data, and statistical and quantitative methods used in descriptive, predictive, and prescriptive analytics. Prerequisites: Admission to the MBA Program, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

BNAL 621. Simulation Modeling for Business Systems. 3 Credits.
This course covers both the theory and application of simulation modeling and analysis to business systems. Both discrete-event and continuous simulation modeling approaches are covered, using a major commercial simulation package. Emphasis will be on the use of simulation as a tool to support business decision making. Prerequisites: MBA 600 or instructor approval.

BNAL 641. Supply Chain Management and Logistics. 3 Credits.
Supply chain management integrates all activities associated with the flow of materials and information from product start to customers. Examples include order processing, warehousing, inventory management, transportation and logistics, and the costs and information systems supporting these activities. Particular application is made to global logistics systems supporting port and maritime activities. Supply chain relationships can be improved through effective integration of management and via such technologies as the World Wide Web, electronic data exchange, and enterprise resource planning (ERP).

BNAL 667. Cooperative Education. 1-3 Credits.
Approval for enrollment and allowable credits are determined by the department and Career Development Services in the semester prior to enrollment.

BNAL 668. Internship in Business Analytics. 1-3 Credits.
Approval for enrollment and allowable credits are determined by the department and Career Development Services in the semester prior to enrollment.
BNAL 695. Selected Topics in Business Analytics. 3 Credits. Advanced topics in business analytics offered periodically. Prerequisites: Permission of the department chair and graduate program director.

BNAL 697. Independent Study. 3 Credits. Affords students the opportunity to undertake independent study under the direction of a faculty member. Prerequisite: Permission of the instructor.

BNAL 700. Linear Methods for Business Decisions. 1 Credit. An introduction to matrix algebra and optimization with emphasis on those techniques necessary for mathematical analysis of advanced statistical models used in business research. Applications of use of matrix algebra for analyzing statistical models are discussed throughout the course.

BNAL 711. Multivariate Statistical Methods for Business. 3 Credits. An applied study of statistical methods including analysis of variance, ANCOVA, multiple regression, discriminant analysis, time series regression, and exploratory factor analysis. Data analyzed using a computerized statistical package. Emphasizes development of the student's ability to use statistics for independent research. Prerequisites: BNAL 606 or equivalent.

BNAL 712. Advanced Statistical Models in Business Research. 3 Credits. Advanced statistical models that are commonly encountered in business research. Topics include confirmatory factor analysis as well as structural equation modeling. Emphasis is on model development as well as use of statistical software in analyzing realistic business-oriented data sets. Prerequisites: BNAL 711.

BNAL 715. Multilevel Modeling in Business Research. 1 Credit. This course introduces the fundamentals of multilevel modeling. Alternative methods of analysis are discussed and critiqued. Use of specialized multilevel modeling software is demonstrated. Topics include a detailed discussion of the issues associated with variable centering. Applications to business research investigations are emphasized. Prerequisites: BNAL 711 or permission of the instructor.

BNAL 721. Simulation Modeling for Business Systems. 3 Credits. This course covers both the theory and application of simulation modeling and analysis to business systems. Both discrete-event and continuous simulation modeling approaches are covered, using a major commercial simulation package. Emphasis will be on the use of simulation as a tool to support business decision making. Prerequisites: BNAL 606 or STAT 330 or MSIM 601 or BNAL 476 or BNAL 576 or BNAL 721 or BNAL 822.

BNAL 722. Agent-Based Simulation and Modeling. 3 Credits. This course will explore both the conceptual and technical aspects of agent-based simulation, particularly as utilized for modeling of business systems. Students will explore the roots and literature of agent-based modeling and related fields. Students will also learn to develop agent-based simulation models using a major commercial simulation package. Prerequisites: MBA 600 or BNAL 606 or MSIM 601 or BNAL 476 or BNAL 576 or BNAL 721 or BNAL 821.

BUSN - Business Administration

BUSN 501. Business Planning for Entrepreneurs I. 2 Credits. Students are introduced to readily available resources to research and analyze a comprehensive feasibility process including a clear statement of the business idea/model, selection of the North American Industry Classification System (NAICS) codes, and research and analysis of the applicable industry, market and competitors. A marketing strategy, to include pricing, is developed, with emphasis on social media and similar outreach tools.

BUSN 600. Foundations of Business. 12 Credits. This course is a team-taught, integrated series of modules that addresses the basic skills and concepts required to deal with intra-organizational issues and local business challenges and opportunities within the GEMBA program. While this is an interdisciplinary course, there is special emphasis on financial and managerial accounting, the language of business, and operations management, the basis of organizational excellence. In addition, each student will learn their leadership strengths and weaknesses, and develop a personal development plan to work on during the year.

BUSN 601. Action Learning I. 3 Credits. Under the direction of a core faculty advisor, students in the GEMBA program will propose to study a business challenge which has strategic significance to their sponsoring organization and builds on concepts and skills taught in the program. Special emphasis is placed on defining the challenge and the scope of the intended work.

BUSN 602. Organizational Issues in Business. 12 Credits. This course is a team-taught, integrated series of modules that address the intermediate skills and concepts required to deal with interorganizational issues and national business challenges and opportunities within the GEMBA program. While this is an interdisciplinary course, special emphasis is placed on marketing, human resource management, and logistics. In addition, one residency period will be conducted in a country outside of the United States and students will work one-on-one with an executive coach on their personal development plans. Prerequisites: BUSN 600.

BUSN 603. Action Learning II. 3 Credits. Under the direction of a core faculty advisor, students in the GEMBA program will collect and analyze data on their strategic issue. Special emphasis will be placed on reading deeply about concepts and frameworks related to the strategic issue. Prerequisites: BUSN 601.

BUSN 604. International Issues in Business. 12 Credits. This course is a team-taught, integrated series of modules that address the advanced skills and concepts required to deal with global business and international business challenges and opportunities within the GEMBA program. While this is an interdisciplinary course, special emphasis will be placed on international strategies and tactics, as well as leadership and organizational change. In addition, one residency period will be conducted in a country outside of the United States and students will work one-on-one with an executive coach on their personal development plans. Prerequisites: BUSN 602.

BUSN 605. Action Learning III. 3 Credits. Under the direction of a core faculty advisor, students in the GEMBA program will write up and provide an oral presentation on their strategic issue. Special emphasis will be placed on estimating the return on investment to the sponsoring organization if it adopts the strategic recommendations. Prerequisites: BUSN 603.
BUSN 800. Seminar in International Business. 3 Credits.
This course will provide students with a comprehensive understanding of
the environmental issues, institutions, opportunities, challenges, problems
and managerial processes that are unique to international business. Both the
micro and macro contexts in which international business is conducted will
be examined.

BUSN 801. Research/Teaching Colloquium. 1 Credit.
The one-hour Research/Teaching Colloquium is mainly intended to promote
research/teaching competencies of doctoral students through their exposure
to presentations on and discussions of various topics dealing with research,
writing, publishing and effective teaching. The presentations may be by
faculty members, outside speakers or doctoral students.

BUSN 999. Doctoral Graduate Credit. 1-10 Credits.
This course is a pass/fail course doctoral students may take to maintain
active status after successfully passing the candidacy examination. All
doctoral students are required to be registered for at least one graduate credit
hour every semester until their graduation.

CDSE - Communication Disorders
and Special Education

COMMUNICATION DISORDERS AND SPECIAL
EDUCATION Courses

CDSE 595. Topics in Education. 1-6 Credits.
Selected topics in education.

CDSE 597. Independent Study in Special Topics in Education. 1-4
Credits.
Independent study of selected topics.

CDSE 636. Problems in Education. 3 Credits.
Application of research procedures culminating in student study of selected
topics.

CDSE 695. Topics in Education. 1-3 Credits.
This course offers selected topics designed to permit small groups of
qualified students to work on subjects of mutual interest in the special
education field. Prerequisite: permission of the instructor.

CDSE 697. Independent Study in Communication Disorders & Special
Education. 1-3 Credits.
Independent study of special topics in communication disorders and special
education. Prerequisite: permission of the instructor.

CDSE 699. Thesis. 3-6 Credits.
Supervised graduate student research. Prerequisites: permission of instructor.

CDSE 795. Topics in Education. 1-3 Credits.
The advanced study of selected topics and emergent research related issues
that permits small groups of qualified students to study subjects of mutual
interest, which, due to their specialized nature, may not be offered regularly.
Prerequisite: permission of instructor.

CDSE 797. Independent Study in Communication Disorders & Special
Education. 1-3 Credits.
Independent study of special topics in communication disorders and special
education for advanced graduate students. Prerequisite: permission of the
instructor.

CDSE 895. Topics in Education. 1-3 Credits.
The advanced study of selected topics and emergent research related issues
that permits small groups of qualified students to study subjects of mutual
interest, which, due to their specialized nature, may not be offered regularly.
Prerequisite: permission of instructor.

CDSE 897. Independent Study in Communication Disorders & Special
Education. 1-3 Credits.
Independent study of special topics in communication disorders and special
education for doctoral students. Prerequisite: permission of the instructor.

CDSE 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester.
It may be taken to fulfill the registration requirement necessary for
graduation. All master's students are required to be registered for at least one
graduate credit hour in the semester of their graduation.

CDSE 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain
active status after successfully passing the candidacy examination. All
doctoral students are required to be registered for at least one graduate credit
hour every semester until their graduation.

CEE - Civil and Environmental
Engineering

CIVIL AND ENVIRONMENTAL ENGINEERING
Courses

CEE 514. Masonry Structures Design. 3 Credits.
Masonry materials, reinforced beams and lintels, walls, columns and
pilasters, shear walls, and buildings. Prerequisites: CEE 310.

CEE 515. Steel Structures Design. 3 Credits.
Load and resistance factor design methods for steel structures. Prerequisites:
CEE 310.

CEE 516. Wood Structures Design. 3 Credits.
Design of wood structures based on national design specification and load
and resistance factor design. Prerequisites: CEE 310.

CEE 530. Foundation Engineering. 3 Credits.
Subsurface exploration, site preparation, design of shallow and deep
foundations, and retaining structures. Prerequisites: CEE 323 with a grade of
C or better.

CEE 531. Earth Structures Design with Geosynthetics. 3 Credits.
Seepage and stability analysis and design of manmade and natural slopes
and retaining structures. Applications of geosynthetic material to seepage
control, reinforcement of earth works, and containment of hazardous
materials. Prerequisites: CEE 323.

CEE 532. Introduction to Earthquake Engineering. 3 Credits.
An overview of earthquake processes and details of the characteristics of
destructive ground motion; the effects of such motion on civil engineering
structures; reviews of current design practice in mitigating earthquake
hazards for various civil engineering structures such as buildings, bridges,
Dams, lifelines, ports and harbors. Prerequisites: permission of the instructor.

CEE 533. Geomaterials Stabilization. 3 Credits.
This course studies soil and aggregate's physical, chemical and biological
stabilization procedures. Students are introduced to chemical stabilization
analysis and design using materials such as cement, lime, and fly ash.
Physical ground modification, compaction methods and mechanical
stabilization application and design are also studied. Prerequisite: CEE 323.

CEE 540. Hydraulic Engineering. 3 Credits.
Hydraulic transients; flow control structures; computer analysis of hydraulic
systems; design of pipelines, open channels and culverts. Prerequisites:
CEE 340.

CEE 546. Urban Stormwater Hydrology. 3 Credits.
Storm rainfall analysis, design rainfall hyetographs, runoff calculation
procedures, detention basins, use of mathematical models to analyze and
design urban storm drainage systems. Prerequisites: CEE 340.

CEE 547. Groundwater Hydraulics. 3 Credits.
Description of well hydraulics in single and multiple well systems.
Determination of aquifer parameters from pumping tests. Use of computer
models to determine drawdowns due to multiple well systems. Prerequisites:
CEE 340.

CEE 550. Water Distribution and Wastewater Collection System
Design. 3 Credits.
Design of water distribution systems, sanitary sewer systems and
appurtenances. Prerequisites: CEE 330. Pre- or corequisite: CEE 340.
CEE 552. Air Quality. 3 Credits.
Study of air quality management standards and regulations and pollutant
dynamics. Design and operation of emission control equipment for mobile
and stationary sources of air pollution. Prerequisites: CEE 350.

CEE 554. Hazardous Waste Treatment. 3 Credits.
Study of sources, generation rates and characteristics of hazardous wastes
and their regulation, handling, and design of treatment and disposal facilities.
Prerequisites: CEE 350.

CEE 558. Sustainable Development. 3 Credits.
Overview of social, economical, technical environmental aspects of regional,
national and international efforts to achieve sustainable development.
Discussion of the integration of industrial activity and ecological concerns
utilizing principles of zero emissions, pollution prevention and design for the
environment. Prerequisites: permission of instructor.

CEE 559. Biofuels Engineering. 3 Credits.
Course covers the overview of renewable energy sources; fundamentals of
biofuels; biomass and types of biomass (e.g., woody biomass, forest
residues, agricultural residues, energy crops); composition of lignocelluloses
(cellulose, hemicellulose, and lignin); biomass conversion technologies;
thermochemical, supercritical water, and biochemical conversion processes;
types of biofuels from biomass; liquid fuels (bioethanol, bio-oil, biocrude,
and hydrocarbons); gaseous fuels (synthesis gas, hydrogen, biodiesel);
solid fuels (biochar, torrefied biomass); biodiesel from vegetable oils,
algae to biofuels; value-added processing of biofuel residues; economic
and environmental assessments; policies and future R&D. Prerequisite:
permission of the instructor.

CEE 560. Advanced Analytical Techniques in Environmental
Engineering. 3 Credits.
The objective of this class is to introduce students to the analytical,
experimental, and process engineering techniques that are utilized to support
decision making in environmental engineering.

CEE 571. Transportation Operations I. 3 Credits.
This is the first course in transportation operations and traffic flow theory.
Topics include traffic engineering studies, capacity analysis, intersection
control, traffic flow models, shockwave analysis, signal warrant analysis,
and safety analysis. Course includes applications of modeling and simulation
to isolated intersections. Prerequisite: CEE 370.

CEE 574. Transportation Data Analytics. 3 Credits.
This course presents the basic techniques for transportation data analytics.
It will discuss statistical modeling, prominent algorithms, and visualization
approaches to analyze both small- and large-scale data sets generated from
transportation systems. Practices of using different data for various real-
world traffic/transportation applications and decision making will also be
discussed. Prerequisites: Basic probability and statistics (e.g., STAT 330);
young programming language such as C, Python or Java is beneficial but not
required.

CEE 582. Introduction to Coastal Engineering. 3 Credits.
Classical small amplitude wave theory, wave transformations in shallow
water, shoaling, refraction, diffraction, reflection, breaking. Wave induced
near shore currents and sediment transport processes. Alternatives to
mitigate coastal erosion processes. Introduction to coastal structures.
Prerequisites: permission of the instructor.

CEE 595. Topics in Civil and Environmental Engineering. 1-3 Credits.
Special topics of interest with emphasis placed on recent developments in
civil and/or environmental engineering. Prerequisites: Permission of the
instructor.

CEE 650. Pollution Prevention. 3 Credits.
Application of engineering methods to the prevention of pollution. Review
of the Pollution Prevention Act and related regulations. Study of source
reduction methods analysis for manufacturing, materials, and processing
changes. Pollution prevention case studies.

CEE 659. Carbon-Free Clean Energy. 3 Credits.
The course presents an overview of carbon-free energy sources (nuclear,
wind, solar, hydropower, and geothermal). The current status, conversion
processes, economics, and environmental issues of these forms of energy
will be discussed.

CEE 667. Cooperative Education. 1-3 Credits.
Available for pass/fail grading only. May be repeated for credit. Student
participation for credit based on the academic relevance of the work
experience, criteria, and evaluative procedures as formally determined by
the department and Career Development Services prior to the semester in
which the work experience is to take place. Prerequisites: approval by the
department and Career Development Services in accordance with the policy
for granting credit for cooperative education programs.

CEE 668. Internship. 1-3 Credits.
Academic requirements will be established by the department and will
vary with the amount of credit desired. Allows students an opportunity to
gain short duration career-related experience. Prerequisites: approval by
department and Career Development Services.

CEE 695. Topics in Civil and Environmental Engineering. 1-3 Credits.
Special topics of interest with emphasis placed on recent developments in
civil and/or environmental engineering. Prerequisites: Permission of the
instructor.

CEE 697. Independent Study in Civil and Environmental Engineering.
1-3 Credits.
Individual analytical, experimental and/or design study selected by the
student. Approved and supervised by the advisor. Prerequisites: permission
of the instructor.

CEE 698. Master’s Project. 1-3 Credits.
Individual project, investigation under the direction of the student’s major
professor.

CEE 699. Thesis. 1-6 Credits.
Research leading to the Master of Science thesis.

CEE 700. Civil and Environmental Engineering Experimental Design. 3
Credits.
Graduate-level overview of engineering experimental design and analysis
with emphasis on statistical methods; practical and proper statistical
methods applicable to multidisciplinary, real-world civil and environmental
engineering problems.

CEE 701. Applied Mathematics for Civil and Environmental Engineers.
3 Credits.
An examination of numerical and approximate mathematical methods for
civil and environmental engineers with applications; finite-difference and
finite-integral techniques for single and simultaneous ordinary differential
equations; classical and finite-difference solutions of partial differential
equations such as heat, wave, Laplace, and plate equation; and finite element
applications selected from geotechnical, environmental, hydraulics/water
resources, ocean, transportation, and structural engineering.

CEE 710. Structural Dynamics. 3 Credits.
Free and forced vibration of discrete and continuous systems; elastic and
inelastic response of structures under dynamic loads.

CEE 711. Finite Element Analysis. 3 Credits.
To provide an understanding of the finite element method (FEM) as derived
from an integral formulation perspective. To demonstrate the solutions of (1-
D and 2-D) continuum mechanics problems such as solid mechanics, fluid
mechanics and heat transfer.

CEE 712. Advanced Reinforced Concrete. 3 Credits.
Ultimate-strength theory, yield line methods, limit design, and other relevant
advanced topics in the theory and design of concrete structures.

CEE 713. Prestressed Concrete. 3 Credits.
Analysis and design of prestressed concrete members and structures.
Shrinkage, creep and losses, shear, bond and anchorages are discussed.

CEE 714. Advanced Structural Analysis. 3 Credits.
Elastic analysis of framed structures using matrix and numerical techniques.
CEE 715. Engineering Optimization I. 3 Credits.
Formation and solution algorithms for Linear Programming (LP) problems. Unconstrained and constrained nonlinear programming (NLP) problems. Optimum solution for practical engineering systems. (Cross-listed with MAE 715 and MAE 815).

CEE 717. Bridge Structures Design. 3 Credits.
Design of steel, concrete, and composite bridges using modern techniques and current specifications. Prerequisites: CEE 410 and CEE 415/CEE 515 or equivalent.

CEE 719. Inelastic Structures. 3 Credits.
Inelastic analysis and behavior of framed structures.

CEE 720. Structural Stability. 3 Credits.
Fundamentals of elastic and inelastic stability of beams, columns and frames.

CEE 721. Plates. 3 Credits.
Classical and modern methods for the solution of plates of various shapes and boundary conditions, continuous and axially loaded plates and plates on elastic supports. Design examples.

CEE 722. Cluster Parallel Computing. 3 Credits.
Detailed numerical step-by-step procedures to exploit parallel and sparse computation under MPI (Message, Passing, Interface) computer environments are explained. Large-scale engineering/science applications are emphasized. Simultaneous linear equations are discussed.

CEE 723. Seismic Design of Steel Structures. 3 Credits.
Analysis and design of steel structures under seismic loading conditions, introduction to design specifications for steel structures. Prerequisites: CEE 310 or equivalent.

CEE 724. Retrofitting Methods for Bridges and Buildings. 3 Credits.
Retrofitting methods for bridges and buildings combined with related advanced structural analysis and design techniques. Prerequisites: CEE 310 or equivalent.

CEE 725. Smart Structures. 3 Credits.
This course covers structural systems integrated with sensing, data processing, and control devices, which control and reduce the vibration of structures. Students will learn about basic theories of smart structures, smart materials, sensors, structural health monitoring (SHM) as well as their application to civil infrastructures.

CEE 726. Green Buildings. 3 Credits.
This course covers fundamental concepts in design, construction and operation of Green Buildings, including introduction to Green Buildings rating systems and assessment of energy consumption in buildings.

CEE 730. Advanced Foundation Engineering. 3 Credits.
Advanced analysis and design of shallow and deep foundations and retaining structures. Prerequisites: CEE 430/CEE 530.

CEE 731. Advanced Soil Mechanics. 3 Credits.
Detailed study of shear strength of soils and its application to slope stability and embankment design and analysis. Advanced laboratory shear tests are included. Prerequisites: CEE 323.

CEE 732. Engineering Behavior of Soils. 3 Credits.
Detailed study of physicochemical behavior of soils, fabric, rheology, effective stress path, and their applications to various geotechnical engineering problems. Prerequisites: CEE 323.

CEE 733. Soil Dynamics. 3 Credits.
Study of soil behavior under dynamic loadings. Laboratory and field techniques for determining soil properties and liquefaction potential. Design examples. Prerequisites: CEE 323.

CEE 734. Marine/Offshore Geotechnology. 3 Credits.
Understand the dynamic nature of the offshore environment and the available in-situ geotechnical tools to investigate and characterize offshore soils. Study static and dynamic behavior of marine sediments. Design different types of foundation systems such as suction bucket, pile-supported, and gravity base foundations for different offshore structures.

CEE 741. Open Channel Flow. 3 Credits.
Momentum and energy principles, design of open channels, use of mathematical models for flow calculations in rivers, introduction to unsteady open channel flow. Prerequisites: CEE 340.

CEE 747. Groundwater Flow. 3 Credits.

CEE 751. Physicochemical Treatment Processes. 3 Credits.
Physical and chemical processes used in the treatment of water and waste water are covered. Separation, isolation and reaction processes are characterized as well as reactor engineering. Prerequisites: CEE 350.

CEE 752. Biological Wastewater Treatment. 3 Credits.
The use of microorganisms to treat domestic and industrial waste waters for organics and nutrient removal are studied. Characteristics of individual waste water components and the appropriate treatment processes to remove these components are covered. Prerequisites: CEE 350.

CEE 753. Advanced Processes for Water and Wastewater Treatment. 3 Credits.
Theory, operation and application of advanced water and waste water treatment systems, including land application, dissolved solids, organic contaminant and nutrient removal processes. Emphasis on system development for waste water reclamation/recycling. Prerequisites: CEE 751 and CEE 752.

CEE 754. Environmental Engineering Microbiology. 3 Credits.
A lecture and laboratory course dealing with the study of the principles and applications of microbiology in waste water treatment, water treatment, stream self-purification and their effects in environmental engineering. Prerequisites: CEE 350.

CEE 755. Water Quality Management. 3 Credits.
Characterization of water quality in natural systems and the human activities that result in contaminant input to these systems are studied. Management practices for minimizing contaminant input and for restoring contaminated waters are discussed.

CEE 756. Water Quality Modeling. 3 Credits.
Formulation of mathematical equations to describe the fate and transport of aqueous contaminants in dynamic surface water systems. Use of water quality computer models to predict various contamination scenarios. Prerequisites: MATH 307, CEE 340, CEE 350 or permission of the instructor.

CEE 761. Water Resources Processes and Analysis Methods. 3 Credits.
This course examines interactive hydrologic processes in water resource; modifications of climate change to these processes; and modern simulation and systematic analysis methods incorporating the modifications into practices of water resource planning, utilization, protection, and engineering.

CEE 762. Aquatic Chemistry in Environmental Engineering. 3 Credits.
Chemical reactions in natural and engineered systems are studied with emphasis placed on developing kinetic expressions and assessing chemical equilibrium. Kinetic and equilibrium expressions are applied to engineering problems to predict the reaction time and products of specific reactions. Prerequisites: CHEM 123N.

CEE 770. Transportation Safety. 3 Credits.
This course focuses on major transportation safety issues including transportation safety goals, safety of various transportation modes, identification of problematic locations, selection of safety countermeasures and their evaluation, safety data and modeling issues. Prerequisite: CEE 471/CEE 571.

CEE 771. Transportation Operations II. 3 Credits.
This is the second course in transportation operations and traffic flow theory. Topics covered include design of progressive signal systems, queuing theory, car following models, and applications of microscopic traffic simulation to corridor studies. Prerequisite: CEE 471/CEE 571.
CEE 772. Intelligent Transportation Systems. 3 Credits.
This course examines how ITS can be used to enhance mobility and safety. The topics covered in the course include systems engineering approach to ITS, traveler response to technologies and information, ITS planning and evaluation, and ITS deployment and operational performance. Prerequisite: CEE 370.

CEE 773. Transportation Planning. 3 Credits.
This course covers transportation planning processes that include policy direction, transportation data, travel demand forecasting models, and decision-making/stakeholders issues.

CEE 774. Transportation Network Flow Models. 3 Credits.
This course provides a rigorous introduction to transportation network modeling, with special emphasis on network equilibrium problems. Topics include: elementary graph theory, shortest path problem nonlinear optimization, optimization of univariate functions, deterministic and stochastic user equilibrium. Prerequisite: CEE 370 or equivalent.

CEE 775. Transportation Network Algorithms. 3 Credits.
Fundamental models and algorithms in optimization, stochastic modeling and parallel computing will be discussed and illustrated with transportation applications.

CEE 776. Simulation in Transportation Networks. 3 Credits.

CEE 777. Discrete Choice Theory and Modeling in Transportation. 3 Credits.
This course will provide the student with an understanding of the theory and models that are capable of analyzing discrete choices. While the first part of the course covers topics including data assembly, preliminary descriptive analysis, and multivariate regression methods, the second part of the course focuses extensively on discrete econometric models such as binary logit, multinomial logit, mixed logit/probit, ordered response, count, and multiple-discrete continuous choice models. Methods of model estimation with particular emphasis on maximum likelihood and composite likelihood approaches will also be discussed. Prerequisites: Graduate student status.

CEE 782. Design of Coastal Structures. 3 Credits.
Nonlinear wave theories; wave forces on slender piles and seawalls; design of rubble mound structures; design philosophy, initial costs, maintenance costs, optimized design using stochastic methods; design of renourished beaches. Advanced alternative solutions for shore protection. Prerequisites: CEE 482/CEE 582.

CEE 787. Dredging and Beach Engineering. 3 Credits.
Types of dredges, factors affecting dredge performance; hydraulic dredges (cutter, hopper) and mechanical dredges systems (bucket, clamshell, etc.); shouling rate determination; inlet sand bypassing systems; beach renourishment schemes. Design of beach renourishment/projects. Prerequisites: CEE 330.

CEE 788. Coastal Hydrodynamics and Sediment Processes. 3 Credits.
This course discusses the hydrodynamics of the coastal environment and reviews waves, low-frequency motions, and coastal responses, including sediment processes and beach evolution. Specific topics to be covered include: review of linear wave theory; introduction to nonlinear waves; wave-averaged motions and radiation stresses; wave and current boundary layers; wave setup, longshore current, rip current, undertow, and nearshore circulation; wave dissipation mechanisms; and fluid-sediment interaction. An introduction to cohesive sediments, sediment concentration and transport models, and beach morphology will also be addressed. Prerequisites: CEE 482/CEE 582.

CEE 789. Computational Environmental Fluid Dynamics. 3 Credits.

CEE 795. Topics in Civil and Environmental Engineering. 1-3 Credits.
Special topics of interest with emphasis placed on recent developments in civil and/or environmental engineering. Prerequisites: Permission of the instructor.

CEE 797. Independent Study. 1-3 Credits.

CEE 800. Civil and Environmental Engineering Experimental Design. 3 Credits.
Graduate-level overview of engineering experimental design and analysis with emphasis on statistical methods; practical and proper statistical methods applicable to multidisciplinary, real-world civil and environmental engineering problems.

CEE 801. Applied Mathematics for Civil and Environmental Engineers. 3 Credits.
An examination of numerical and approximate mathematical methods for civil and environmental engineers with applications; finite-difference and finite-integral techniques for single and simultaneous ordinary differential equations; classical and finite-difference solutions of partial differential equations such as heat, wave, Laplace, and plate equation; and finite element applications selected from geotechnical, environmental, hydraulics/water resources, ocean, transportation, and structural engineering.

CEE 810. Structural Dynamics. 3 Credits.
Free and forced vibration of discrete and continuous systems; elastic and inelastic response of structures under dynamic loads.

CEE 811. Finite Element Analysis. 3 Credits.
To provide an understanding of the finite element method (FEM) as derived from an integral formulation perspective. To demonstrate the solutions of (1-D and 2-D) continuum mechanics problems such as solid mechanics, fluid mechanics and heat transfer.

CEE 812. Advanced Reinforced Concrete. 3 Credits.
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This course covers transportation planning processes that include policy direction, transportation data, travel demand forecasting models, and decision-making/stakeholders issues.

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Fundamental models and algorithms in optimization, stochastic modeling and parallel computing will be discussed and illustrated with transportation applications.

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CHEM 877. Discrete Choice Theory and Modeling in Transportation. 3 Credits.
This course will provide the student with an understanding of the theory and models that are capable of analyzing discrete choices. While the first part of the course covers topics including data assembly, preliminary descriptive analysis, and multivariate regression methods, the second part of the course focuses extensively on discrete econometric models such as binary logit, multinomial logit, mixed logit/probit, ordered response, count, and multiple-discrete continuous choice models. Methods of model estimation with particular emphasis on maximum likelihood and composite likelihood approaches will also be discussed. Prerequisites: Graduate student standing.

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Nonlinear wave theories; wave forces on slender piles and seawalls; design of rubble mound structures; design philosophy, initial costs, maintenance costs, optimized design using stochastic methods; design of renourished beaches. Advanced alternative solutions for shore protection. Prerequisites: CEE 482/CEE 582.

CHEM 887. Dredging and Beach Engineering. 3 Credits.
Types of dredges, factors affecting dredge performance; hydraulic dredges (cutter, hopper) and mechanical dredges systems (bucket, clamshell, etc.); shoaling rate determination; inlet sand bypassing systems; beach renourishment schemes. Design of beach renourishment/projects. Prerequisites: CEE 330.

CHEM 888. Coastal Hydrodynamics and Sediment Processes. 3 Credits.
This course discusses the hydrodynamics of the coastal environment and reviews waves, low-frequency motions, and coastal responses, including sediment processes and beach evolution. Specific topics to be covered include: review of linear wave theory; introduction to nonlinear waves; wave-averaged motions and radiation stresses; wave and current boundary layers; wave setup, longshore current, rip current, undertow, and nearshore circulation; wave dissipation mechanisms; and fluid-sediment interaction. An introduction to cohesive sediments, sediment concentration and transport models, and beach morphology will also be addressed. Prerequisites: CEE 482/CEE 582.

CHEM 889. Computational Environmental Fluid Dynamics. 3 Credits.

CHEM 892. Doctor of Engineering Project. 1-12 Credits.
Directed individual study applying advanced level technical knowledge to identify, formulate, and solve a complex, novel problem in Civil and Environmental Engineering.

CHEM 895. Topics in Civil and Environmental Engineering. 1-3 Credits.
Special topics of interest with emphasis placed on recent developments in civil and/or environmental engineering. Prerequisites: Permission of the instructor.

CHEM 897. Independent Study. 1-3 Credits.
Individual analytical, experimental and/or design study selected by the student. Approved and supervised by the advisor. Prerequisites: permission of the instructor.

CHEM 899. Dissertation Research. 1-9 Credits.
Research for the dissertation.

CHEM 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

CHEM 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

CHEM - Chemistry and Biochemistry

CHEMISTRY AND BIOCHEMISTRY Courses

CHEM 511. Natural Products Chemistry in the Caribbean. 4 Credits.
A bioinorganic and natural products course that entails the chemistry of the use of chromium, vanadium, and herbs in medicine and the use of tunicates as biomarkers of heavy metal pollution in Jamaica. This is a study abroad course intended for the Maymester term. Prerequisites: CHEM 211 and CHEM 212 with a C or better.

CHEM 515. Intermediate Organic Chemistry. 3 Credits.
An in-depth look at organic reaction mechanisms, including polar, pericyclic, radical and organometallic reactions.

CHEM 521. Instrumental Analysis Lecture. 3 Credits.
Designed to be taken concurrently with CHEM 522. A study of the basic principles of spectroscopic, chromatographic, and electrochemical methods of quantitative chemical analysis. Methods of chemical instrumentation are also included.

CHEM 522. Instrumental Analysis Laboratory. 3 Credits.
An intensive laboratory study of the principles of analytical chemistry. Experiments in spectroscopic, chromatographic, and electrochemical methods are conducted to illustrate fundamental principles and to provide the opportunity to develop skills in the use of instrumentation for chemical measurement. Pre- or corequisite: CHEM 521 with a grade of C or better.

CHEM 539. Introduction to Pharmaceutical Chemistry. 3 Credits.
An introduction to the fundamental concepts of drug action including pharmacodynamics (effect of drugs on the body) and pharmacokinetics (ADME: absorption, distribution, metabolism and elimination) of drugs; an introduction to the process of new drug discovery and synthesis will also be taught. Prerequisites: CHEM 213 and CHEM 214 with a grade of "C" or better; CHEM 321 and CHEM 441 recommended.

CHEM 541. Biochemistry Lecture. 3 Credits.
This course is a one-semester survey of the major molecular constituents, bioenergetics, enzymes, nucleic acid structure, and genetic information transfer pathways fundamental to biochemistry.

CHEM 542. Biochemistry Laboratory. 4 Credits.
Principles and techniques of biochemical and immunological procedures involving protein characterization and isolation, enzymology, bioinformatics, and common molecular biology techniques for nucleic acids will be presented. (This is a writing intensive course.) Pre- or corequisite: CHEM 541 with a grade of C or better.

CHEM 543. Intermediate Biochemistry. 3 Credits.
This course presents and in-depth study of protein structure, folding, and synthesis. The major metabolic pathways will be studied in detail regarding thermodynamics and mechanism of regulation or control of individual enzymes and entire metabolic pathways. Concepts of metabolic disease will be introduced and effects on integrated metabolism will be presented. Prerequisite: CHEM 541 with a grade of C or better or equivalent.

CHEM 549. Environmental Chemistry. 3 Credits.
An overview of the natural chemical systems operating in the atmosphere, in the terrestrial environment (both water and soils), and in the oceans, and the potential effects that human activities may have on them. Specific topics include the origin and evolution of the earth and life, the chemistry of the atmosphere (including the ozone layer and greenhouse effect), the organic and inorganic components of soil and water, chemical weathering of rocks, metal complexation, biological processes in soil and water, and global-scale chemical processes.

CHEM 551. Advanced Inorganic Chemistry. 3 Credits.
Theoretical aspects of modern inorganic chemistry: bonding theories, stereochemistry, acid-base theories, coordination compounds, organometallic and bioinorganic compounds.

CHEM 552. Advanced Inorganic Chemistry Laboratory. 2 Credits.
Advanced topics in inorganic synthesis. Prerequisite: CHEM 551 with a grade of C or better.
CHEM 553. Essentials of Toxicology. 3 Credits.
Fundamental principles of toxicology: dose-response relationship, toxicologic testing, chemical and biological factors influencing toxicity, organ toxicity, carcinogenesis, mutagenesis, teratogenesis.

CHEM 560. Frontiers in Nanoscience and Nanotechnology. 1 Credit.
Nanotechnology presents unparalleled opportunities for advances in technology and medicine. Simultaneously, nanotechnology presents new challenges to organisms and to our environment. These undefined risk factors threaten to slow the development of new technologies and novel medical therapies. This course will review: structure, synthesis and properties of key nanomaterials; key applications of nanomaterials in technology and medicine; and impacts of nanomaterials on plant and animal physiology and the environment more generally. This course will be team-taught by faculty members in Biological Sciences, Chemistry and Biochemistry, and Engineering.

CHEM 669. In-Service Practicum. 3-6 Credits.
6 credits; 50 hours per credit. Prerequisites: CHEM 631 632. One semester of work experience in local hospital, forensic, or industrial laboratory. Available for pass/fail grading only.

CHEM 670. Graduate Orientation. 3 Credits.
An introduction to graduate studies in chemistry. Topics include responsible conduct of research (RCR), grant writing skills, oral presentation of chemical research and methods for searching the chemical literature. Attendance at departmental seminars is required. Limited to first-year chemistry doctoral students.

CHEM 685. Frontiers in Chemistry. 1-3 Credits.
Topics representing the most recent advances in various fields of chemistry or ones which represent an interdisciplinary advancement. Prerequisite: permission of the department chair.

CHEM 695. Topics in Chemistry. 1-3 Credits.
Study of selected topics in chemistry. Prerequisite: permission of the department chair.

CHEM 698. Master’s Research. 1-9 Credits.
CHEM 699. Master’s Thesis. 3 Credits.
Prerequisites: Departmental permission required.

CHEM 701. Advanced Analytical Chemistry. 3 Credits.
The theoretical and practical foundation of analysis with emphasis on recent analytical developments and current literature; topics may include figures of merit and data treatment, sampling and extraction, HPLC, electrochemistry, circular dichroism, FT-IR, Raman, MS, electrophoresis and NMR. Lectures are given by experts in those techniques.

CHEM 702. Advanced Analytical Chemistry II. 3 Credits.
This course will review the most cutting-edge advanced analytical chemistry instrumentation and methods, spanning three core areas of analytical chemistry (spectroscopy, separation, and electrochemistry) and offering an in-depth understanding of objectives, motivations, and future directions. The course will focus on advanced instrumentation and methodologies that can achieve ultra-sensitive analysis and detection, including single molecular spectroscopy, nanoparticle probes, high-speed separation in microfluidic devices, and ultramicroelectrodes for sensing and imaging. Prerequisites: Instrumental Analysis (or its equivalent).

CHEM 703. Chromatographic Separations by HPLC and GC. 3 Credits.
This course covers basic principles of chromatography emphasizing high performance liquid chromatography (HPLC) and gas chromatography (GC), as well as separation modes, instrumentation, detection methods, quantification, and sample preparation including solid phase extraction. Examples from environmental sciences, biosciences and industry will be stressed.

CHEM 704. HPLC and GC Laboratory. 2,3 Credits.
This lab course consists of six to seven independent HPLC and GC exercises based on examples from environmental, bioscience, and industrial applications.

CHEM 715. Automation and Management of the Clinical Chemistry Laboratory. 1 Credit.
The basic principles of management of the clinical chemistry laboratory and regulatory issues in laboratory management are presented. Prerequisite: permission of the instructor.

CHEM 716. Electrochemical Methods of Analysis. 1,2 Credit.
This course presents the fundamental principals and practical applications of modern electrochemical methods of analysis. Lectures and text readings cover the basic concepts and fundamental principals of this division of analytical techniques. Detailed descriptions and demonstrations of modern electrochemical research instrumentation will be provided. Students will obtain hands-on experience with this instrumentation by performing a required chemical determination using an electroanalytical method, and by undertaking a special analytical project. Research applications of other electroanalytical techniques and instrumentation, in addition to those actually used by the students in this course, will be discussed and/or demonstrated.

CHEM 720. Experimental Design and Data Treatment. 3 Credits.
A hands-on approach to experimental design and multivariate data analysis. Modern computer-based chemometric theories will be presented.

CHEM 722. Bonding and Group Theory. 3 Credits.
Introduction to group theory and application to problems in bonding and spectroscopy.

CHEM 723. Modern Synthetic Organic Chemistry. 3 Credits.
An examination of the design of complex organic molecules. Topics covered will include retrosynthetic analysis, stereochemical control, and contemporary methods.

CHEM 724. Bioinorganic Chemistry. 3 Credits.
This course is a survey of the mechanisms of biochemical activity of the trace elements. Topics include oxygen uptake, oxidation-reduction, metabolism, and toxicity.

CHEM 725. Physical Organic Chemistry. 3 Credits.
Approaches to the study of reaction mechanisms, including molecular orbital theory, thermochemistry, kinetics, isotope effects, solvent and substituent effects (including linear free energy relationships), acidity, acid catalysis, and detection of reactive intermediates.

CHEM 726. Medicinal Chemistry. 3 Credits.
Study of the chemistry and mode of action of various medicinal and physiologically active compounds. Prerequisites: CHEM 211 and CHEM 213 or one-year equivalent organic chemistry courses; CHEM 415/ CHEM 515 and CHEM 441/CHEM 541 are helpful.

CHEM 734. Organic Spectroscopy. 3 Credits.
Organic functional group and structure analysis with ultraviolet, infrared, nuclear magnetic resonance, mass, and other spectroscopic techniques.

CHEM 736. Introduction to Organic Synthesis. 3 Credits.
Detailed coverage of fundamental organic transformations with emphasis on reduction, oxidation, carbon-carbon bond formation, and protecting group strategy.

CHEM 740. Coordination and Transition Metal Chemistry. 3 Credits.
This course is based on the coordination and transition metal chemistry of first row, second row, and third row transition metals. Prerequisites: CHEM 351.

CHEM 742. Advanced Mass Spectroscopy. 3 Credits.
This course trains students in the theory and application of advanced mass spectrometric methods as used in all subdisciplines of chemistry and biochemistry.

CHEM 743. Organic Geochemistry. 3 Credits.
Organic geochemistry is the study of organic compounds originally produced by photosynthesis and altered as they cycle through the soils, atmosphere, rivers, oceans, and crustal rocks. This course will include the carbon/oxygen cycles, biomarkers, organic matter diagenesis/catagenesis, analytical techniques used in organic geochemistry, and an introduction to carbon isotopes.
CHEM 744. NMR Spectroscopy. 3 Credits.
NMR is a highly specific spectroscopic technique. It can probe the individual atoms in molecules via a limitless array of distinct experiments tailored to nearly every need. While NMR experiments can contain up to several hundred magnetic pulses, the effect of the pulses and therefore the utility of each experiment can be understood via a primarily visual approach. This course offers a visual-based approach to discuss spectrometer hardware, basic NMR theory, and a series of one, two and three-dimensional NMR experiments, with applications to small molecules, proteins, nucleic acids and their interactions.

CHEM 747. Medical Biochemistry. 3 Credits.
This course focuses on the applied biochemistry associated with human biological systems. Topics to be covered include the hormonal control of metabolism, vitamins, minerals, diagnostic tests; the biochemistry of the digestive system; connective tissue and bone; the immune system; the urinary system; and the nervous systems, among others. Exams involve answering United States Medical Licensing Exam type questions in some instances. Medical biochemistry case studies are presented and discussed in class that relate to the biochemical basis of disease to enhance the learning experience. Students will also write a research paper and give an in-class presentation on selected topics. Prerequisites: CHEM 541 and CHEM 543 (or) CHEM 765.

CHEM 748. Environmental Chemistry Laboratory. 3 Credits.
Study of the basic principles and methods of trace chemical analysis of environmental systems, including spectroscopic, chromatographic, and electrochemical instrumental methods, in addition to wet chemical methods.

CHEM 749. Environmental Chemistry. 3 Credits.
An overview of the natural chemistry systems operating in the atmosphere, in the terrestrial environment (both water and soils), and in the oceans, and the potential effects that human activities may have on them. Specific topics include the origin and evolution of the earth and life, the chemistry of the atmosphere (including the ozone layer and greenhouse effect), the organic and inorganic components of soil and water, chemical weathering of rocks, metal complexation, biological processes in soil and water, and global-scale chemical processes.

CHEM 754. Quantum Chemistry. 3 Credits.
Overview of the development and application of quantum mechanics from a chemical perspective.

CHEM 755. Computational Chemistry. 3 Credits.
Comprehensive overview of ab initio (quantum) calculations and molecular dynamic simulations, the two most widely used computational methods. Plus a brief overview of other computational applications in chemistry and biology. Prerequisites: CHEM 754 or permission of the instructor.

CHEM 756. Inorganic Reaction Mechanisms. 3 Credits.
This course is a survey of the major mechanisms of inorganic and organometallic chemistry. Topics include kinetics, ligand substitution, electron transfer, and photochemistry.

CHEM 757. Organic Chemistry Mechanisms. 3 Credits.
The application of physical organic techniques to study the mechanisms of key organic reactions and the structures of reaction intermediates. Includes photochemistry and pericyclic reactions. Prerequisites: CHEM 725 or CHEM 825.

CHEM 758. Atmospheric Chemistry. 3 Credits.
An introductory survey of atmospheric chemistry and physics. Topics to be covered include atmospheric composition, atmospheric pressure, simple models, atmospheric transport, geochemical cycles, the greenhouse effect, aerosols, stratospheric ozone, the oxidizing power of the troposphere, ozone air pollution, satellite orbits, and radiative transfer. The course will also provide a survey of satellite remote sensing. It will conclude with the basics of satellite remote sensing, including a brief survey of satellite instruments.

CHEM 760. Molecular Spectroscopy. 3 Credits.
An introductory survey of the rotational, vibrational and electronic spectroscopy of molecules from the perspective of quantum mechanics and group theory. Prerequisite: CHEM 333.

CHEM 762. Advanced Techniques in Biochemistry. 1-3 Credits.
A laboratory course in modern experimental methodology and instrumentation in biochemistry.

CHEM 765. Advanced Biochemistry. 3 Credits.
This course will cover macromolecular structure, function, thermodynamic stability and folding kinetics; protein chemistry; molecular biology; and molecular mechanisms of disease and bioinformatics.

CHEM 769. Nucleic Acids Biochemistry. 3 Credits.
A comprehensive presentation of the chemistry of RNA and DNA, including modern concepts of gene regulation, the control over transcription, RNA processing and translation, cell cycle control and molecular carcinogenesis.

CHEM 775. Physical Biochemistry. 3 Credits.
This course will examine the physical characterization of macromolecules, polarized light, absorption and fluorescence, sedimentation and transport hydrodynamics, electrophoretic mobility, light scattering, and structural x-ray crystallography of proteins and nucleic acids.

CHEM 779. Kinetics and Thermodynamics. 3 Credits.
A survey of modern theories of reaction rates and mechanisms, classic thermodynamic functions, and an introduction to statistical thermodynamics.

CHEM 790. Master's Seminar. 1 Credit.
Master's students attend seminars given by researchers from across the country in order to expose them to additional areas of research in chemistry and biochemistry.

CHEM 791. Master's Seminar. 2 Credits.
Master's students attend seminars, attend a class on giving seminars, and present a seminar on their own research.

CHEM 795. Selected Topics in Chemistry and Biochemistry. 3 Credits.
Thorough coverage of areas selected to meet special needs and interests. Prerequisite: permission of the instructor.

CHEM 801. Advanced Analytical Chemistry. 3 Credits.
The theoretical and practical foundation of analysis with emphasis on recent analytical developments and current literature; topics may include figures of merit and data treatment, sampling and extraction, HPLC, electrochemistry, circular dichroism, FT-IR, Raman, MS, electrophoresis and NMR. Lectures are given by experts in those techniques.

CHEM 802. Advanced Analytical Chemistry II. 3 Credits.
This course will review the most cutting-edge advanced analytical chemistry instrumentation and methods, spanning three core areas of analytical chemistry (spectroscopy, separation, and electrochemistry) and offering an in-depth understanding of objectives, motivations, and future directions. The course will focus on advanced instrumentation and methodologies that can achieve ultra-sensitive analysis and detection, including single molecular spectroscopy, nanoparticle probes, high-speed separation in microfluidic devices, and ultramicroelectrodes for sensing and imaging.

CHEM 813. Biomedical Sciences Laboratory. 2 Credits.
This course is designed to enable graduate students to learn a broad range of basic and modern biochemical and biomedical techniques, methods, and state-of-the-art instrumentation, to train students how to apply these techniques and knowledge to their future research, and to gain the essential training and skills to conduct original and independent research projects. It includes: (i) conducting an effective literature search; (ii) selecting a research topic; (iii) formulating new ideas and hypotheses; (iv) designing new experiments to test the hypotheses and ideas; (v) carrying out experiments; and (vi) recording, interpreting and presenting findings. Prerequisites: approval of the program director.
CHEM 814. Biomedical Sciences Laboratory. 2 Credits.
This course is designed to enable graduate students to learn a broad range of basic and modern biochemical and biomedical techniques, methods, and state-of-the-art instrumentation, to train students how to apply these techniques and knowledge to their future research, and to gain the essential training and skills to conduct original and independent research projects. It includes: (i) conducting an effective literature search; (ii) selecting a research topic; (iii) formulating new ideas and hypotheses; (iv) designing new experiments to test the hypotheses and ideas; (v) carrying out experiments; and (vi) recording, interpreting and presenting findings. Prerequisites: approval of the program director.

CHEM 815. Biomedical Sciences Laboratory. 2 Credits.
This course is designed to enable graduate students to learn a broad range of basic and modern biochemical and biomedical techniques, methods, and state-of-the-art instrumentation, to train students how to apply these techniques and knowledge to their future research, and to gain the essential training and skills to conduct original and independent research projects. It includes: (i) conducting an effective literature search; (ii) selecting a research topic; (iii) formulating new ideas and hypotheses; (iv) designing new experiments to test the hypotheses and ideas; (v) carrying out experiments; and (vi) recording, interpreting and presenting findings. Prerequisites: approval of the program director.

CHEM 816. Electrochemical Methods of Analysis. 1,2 Credit.
This course presents the fundamental principals and practical applications of modern electrochemical methods of analysis. Lectures and text readings cover the basic concepts and fundamental principals of this division of analytical techniques. Detailed descriptions and demonstrations of modern electrochemical research instrumentation will be provided. Students will obtain hands-on experience with this instrumentation by performing a required chemical determination using an electroanalytical method, and by undertaking a special analytical project. Research applications of other electroanalytical techniques and instrumentation, in addition to those actually used by the students in this course, will be discussed and/or demonstrated.

CHEM 822. Bonding and Group Theory. 3 Credits.
Introduction to group theory and application to problems in bonding and spectroscopy.

CHEM 823. Modern Synthetic Organic Chemistry. 3 Credits.
An examination of the design of complex organic molecules. Topics covered will include retrosynthetic analysis, stereochemical control, and contemporary methods.

CHEM 824. Bioinorganic Chemistry. 3 Credits.
This course is a survey of the mechanisms of biochemical activity of the trace elements. Topics include oxygen uptake, oxidation-reduction, metabolism, and toxicity.

CHEM 825. Physical Organic Chemistry. 3 Credits.
Approaches to the study of reaction mechanisms, including molecular orbital theory, thermochemistry, kinetics, isotope effects, solvent and substituent effects (including linear free energy relationships), acidity, acid catalysis, and detection of reactive intermediates.

CHEM 826. Medicinal Chemistry. 3 Credits.
Study of the chemistry and mode of action of various medicinal and physiologically active compounds.

CHEM 834. Organic Spectroscopy. 3 Credits.
Organic functional group and structure analysis with ultraviolet, infrared, nuclear magnetic resonance, mass, and other spectroscopic techniques.

CHEM 836. Introduction to Organic Synthesis. 3 Credits.
Detailed coverage of fundamental organic transformations with emphasis on reduction, oxidation, carbon-carbon bond formation, and protecting group strategy.

CHEM 840. Coordination and Transition Metal Chemistry. 3 Credits.
This course examines the coordination and transition metal chemistry of first row, second row, and third row transition metals.

CHEM 842. Advanced Mass Spectrometry. 3 Credits.
This course trains students in the theory and application of advanced mass spectrometric methods as used in all subdisciplines of chemistry and biochemistry.

CHEM 843. Organic Geochemistry. 3 Credits.
Organic geochemistry is the study of organic compounds originally produced by photosynthesis and altered as they cycle through the soils, atmosphere, rivers, oceans, and crustal rocks. This course will include the carbon/oxygen cycles, biomarkers, organic matter diagenesis/catagenesis, analytical techniques used in organic geochemistry, and an introduction to carbon isotopes.

CHEM 844. NMR Spectroscopy. 3 Credits.
NMR is a highly specific spectroscopic technique. It can probe the individual atoms in molecules via a limitless array of distinct experiments tailored to nearly every need. While NMR experiments can contain up to several hundred magnetic pulses, the effect of the pulses and therefore the utility of each experiment can be understood via a primarily visual approach. This course offers a visual-based approach to discuss spectrometer hardware, basic NMR theory, and a series of one, two and three-dimensional NMR experiments, with applications to small molecules, proteins, nucleic acids and their interactions.

CHEM 847. Medical Biochemistry. 3 Credits.
This course focuses on the applied biochemistry associated with human biological systems. Topics to be covered include the hormonal control of metabolism, vitamins, minerals, diagnostic tests; the biochemistry of the digestive system; connective tissue and bone; the immune system; the nervous system, and other organ systems, among others. Exams involve answering United States Medical Licensing Exam type questions in some instances. Medical biochemistry case studies are presented and discussed in class that relate to the biochemical basis of disease to enhance the learning experience. Students will also write a research paper and give an in-class presentation on selected topics.

CHEM 849. Environmental Chemistry. 3 Credits.
An overview of the natural chemistry systems operating in the atmosphere, in the terrestrial environment (both water and soils), and in the oceans, and the potential effects that human activities may have on them. Specific topics include the origin and evolution of the earth and life, the chemistry of the atmosphere (including the ozone layer and greenhouse effect), the organic and inorganic components of soil and water, chemical weathering of rocks, metal complexation, biological processes in soil and water, and global-scale chemical processes.

CHEM 854. Quantum Chemistry. 3 Credits.
Overview of the development and application of quantum mechanics from a chemical perspective.

CHEM 855. Computational Chemistry. 3 Credits.
Comprehensive overview of ab initio (quantum) calculations and molecular dynamic simulations, the two most widely used computational methods. Plus a brief overview of other computational applications in chemistry and biology.

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This course is a survey of the major mechanisms of inorganic and organometallic chemistry. Topics include kinetics, ligand substitution, electron transfer, and photochemistry.

CHEM 857. Organic Chemistry Mechanisms. 3 Credits.
The application of physical organic techniques to study the mechanisms of key organic reactions and the structures of reaction intermediates. Includes photochemistry and pericyclic reactions. Prerequisites: CHEM 725 or CHEM 825.

CHEM 858. Atmospheric Chemistry. 3 Credits.
An introductory survey of atmospheric chemistry and physics. Topics to be covered include atmospheric composition, atmospheric pressure, simple models, atmospheric transport, geochemical cycles, the greenhouse effect, aerosols, stratospheric ozone, the oxidizing power of the troposphere, ozone air pollution, satellite orbits, and radiative transfer. The course will also provide a survey of satellite remote sensing. It will conclude with the basics of satellite remote sensing, including a brief survey of satellite instruments.
CHEM 859. Statistical Thermodynamics in Chemistry. 3 Credits.
An introduction to statistical mechanics from a chemical perspective. Topics to be covered include ensembles and postulates and their mathematical background; basic thermodynamics; distinguishable and indistinguishable systems; ideal monatomic gas; monatomic crystals; ideal diatomic gas; ideal polyatomic gas; chemical equilibrium; rates of chemical reactions; and quantum statistics. Prerequisites: Permission from department chair.

CHEM 860. Molecular Spectroscopy. 3 Credits.
An introductory survey of the rotational, vibrational and electronic spectroscopy of molecules from the perspective of quantum mechanics and group theory.

CHEM 862. Advanced Techniques in Biochemistry. 1-3 Credits.
A laboratory course in modern experimental methodology and instrumentation in biochemistry.

CHEM 865. Advanced Biochemistry. 3 Credits.
This course will cover macromolecular structure, function, thermodynamic stability and folding kinetics; protein chemistry; molecular biology; and molecular mechanisms of disease and bioinformatics.

CHEM 868. Internship - Chemistry & Biochemistry. 1 Credit.
This course is designed to provide individual students with advanced on-the-job professional experience. Internship assignments must be approved within the student's program of study. Direct supervision is given by an experienced professional at the internship site.

CHEM 869. Nucleic Acids Biochemistry. 3 Credits.
A comprehensive presentation of the chemistry of RNA and DNA, including modern concepts of gene regulation, the control over transcription, RNA processing and translation, cell cycle control and molecular carcinogenesis.

CHEM 875. Physical Biochemistry. 3 Credits.
This course will examine the physical characterization of macromolecules, polarized light, absorption and fluorescence, sedimentation and transport hydrodynamics, electrophoretic mobility, light scattering, and structural x-ray crystallography of proteins and nucleic acids.

CHEM 879. Kinetics and Thermodynamics. 3 Credits.
A survey of modern theories of reaction rates and mechanisms, classic thermodynamic functions, and an introduction to statistical thermodynamics.

CHEM 890. Chemistry Seminar. 1 Credit.
Students attend seminars given by researchers from across the country on order to expose them to additional areas of research in chemistry and biochemistry.

CHEM 891. Doctoral Seminar. 2 Credits.
Students attend seminars; attend a class on giving seminars; and present a seminar on their own research.

CHEM 895. Intern in Clinical Laboratory Management. 1-3 Credits.
Lecture and discussion of recent advances in the field of biomedical sciences.

CHEM 898. Doctoral Research. 1-9 Credits.

CHEM 899. Dissertation. 1-9 Credits.

CHEM 998. Master’s Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

CHEM 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

CHP - Community Health Professions

COMMUNITY HEALTH PROFESSIONS Courses

CHP 500. Ethics in Health Administration. 3 Credits.
A survey of philosophical problems common to health sciences, including an analysis of the nature of health in its historical and contemporary contexts. Prerequisite: permission of the instructor.

CHP 515. Critical Issues in Public/Community Health Administration. 3 Credits.
Identification and analyses of critical issues currently facing public/community health and the American health care system. Prerequisites: Permission of the instructor.

CHP 520. Foundations of Gerontology. 3 Credits.
Focuses on changes in the characteristics, status, and roles of the elderly; personality development, mental health, and adjustment of individuals with emphasis on biophysical and psychosocial processes as they influence capacity and performance in the elderly. Prerequisite: permission of instructor.

CHP 525. Health Aspects of Aging. 3 Credits.
Identifies major issues and problems in meeting health care needs of the aged. Emphasis on role of social assets and supports in determining effects of life changes on the aging process. Prerequisite: CHP 520 or permission of the instructor.

CHP 530. Community Health Resources and Health Promotion. 3 Credits.
Designed to provide information about community health resources. Prerequisite: permission of instructor.

CHP 540. Finance and Budgeting in Healthcare. 3 Credits.
This course covers financial management functions in healthcare organizations including operating and capital budgeting processes along with budgeting and financial controls.

CHP 545. Health Services Research. 3 Credits.
This course focuses on health services research and its assessment abilities and application in health care. Topics include the use of EXCEL, SAS, and SPSS to analyze data. An exploration of the issues and challenges of health services research for health related organizations and other organizations. Statistical procedures and practices will also be conducted. Prerequisite: STAT 130M.

CHP 550. Public and Community Health Administration. 3 Credits.
A review of the principles and practice of administering public and community health organizations and programs at federal, state, and local levels. Constitutional, statutory and administrative bases for organizing and conducting public/community health programs will be discussed. Prerequisite: permission of instructor.

CHP 556. Substance Use and Abuse. 3 Credits.
Focuses on facts about drugs and drug abuse, on value judgments concerning drugs, and on interaction of facts and value judgments. Emphasis is on drug abuse prevention. Prerequisite: permission of instructor.

CHP 561. Managerial Epidemiology. 3 Credits.
This course will blend theory and application of epidemiology. This course will also provide a comprehensive introduction to epidemiology and explain how to use epidemiological concepts and tools to improve decisions about the management of health services. Prerequisites: CHP 200 and a declared major in the University or approval of the program director.

CHP 565. Policy and Politics of Health. 3 Credits.
This course will explore both health policy and the politics of health. Students will develop an understanding of the systematic and analytical framework for developing health and health care policy issues.
CHP 570. Death, Dying and Survivorship. 3 Credits.
Utilizes readings from sociology, psychology, literature, art, law, religion, and the medical and nursing sciences to explore death in its personal, cultural and professional significance. Audiovisual presentations and guest speakers will provoke thought and discussion to allow students to come to terms with their attitudes toward death and assist others in dealing with this important life experience. Prerequisite: permission of instructor.

CHP 575. Healthcare Marketing. 3 Credits.
This course provides a basic understanding of marketing in a health care setting. This course will cover the following: the history of marketing in a health care setting, health care markets, marketing techniques, and leadership skills in managing and supporting the marketing efforts. Prerequisite: a declared major in the University or approval of the program director.

CHP 580. Health Ethics and the Law. 3 Credits.
This course provides the students with a basic knowledge of health law and examines legal issues confronting health services administrators in various health care environments. Prerequisite: a declared major in the University or approval of the program director.

CHP 585. Health Informatics. 3 Credits.
This course focuses on healthcare informatics (information systems) and application in health care organizations. It provides an overview of health information system concepts, management, and integration of technology in healthcare organizations.

CHP 595. Topics in Public/Community Health Administration. 1-3 Credits.
This course provides the opportunity for the study of selected topics in public/community health, including informatics, under the supervision of a faculty member. Prerequisite: permission of the instructor.

CHP 596. Topics in Public/Community Health Administration. 1-3 Credits.
This course provides the opportunity for the study of selected topics in public/community health, including informatics, under the supervision of a faculty member. Prerequisite: permission of the instructor.

CHP 597. Readings in Public/Community Health Administration. 1-3 Credits.
This course provides the opportunity for advanced investigations of selected issues/concerns in public/community health administration, under the supervision of a faculty member. It must be taken by students who wish to pursue topics not covered by regularly scheduled courses. Prerequisite: permission of the instructor.

CHP 600. Principles of Community Health. 3 Credits.
The course will provide an introduction to the relationship between health status, the current multifaceted delivery system and the social and political aspects of the community. Topics of this course include community health education, sanitation, mental health, maternal and child health, and others.

CHP 601. Research Design and Evaluation in the Health Professions. 3 Credits.
This course is designed for graduate students in the health professions to explore the concepts, problems, needs, and issues in both conducting research and evaluation and in analysis of research related to the health professions. An understanding of statistics is strongly advised.

CHP 602. Principles of Environmental Health Science and Protection. 3 Credits.
An introduction to the chemical, physical and biological factors affecting human health and well being. The emphasis is on the application of controls to prevent disease and maximize environmental quality. (Cross-listed with ENVH 600).

CHP 611. Social and Cultural Aspects of Public Health and Illness. 3 Credits.
Scholars will gain an understanding of social and cultural issues associated with public health and illness through discussion, application of principles and theories and an interactive case study. Scholars will identify personal and social influences on public health and discuss health disparities and community health needs. Special attention will be paid to populations bound by shared risks and behaviors.

CHP 630. Health Care Marketing. 3 Credits.
This course is devoted to exploring the fundamentals of marketing as they relate to the health care environment. Emphasis will be placed on marketing of new programs, including health-promotion programs. It provides a survey of marketing activities as they relate to the health care environment.

CHP 633. Financing Health Care. 3 Credits.
Students will examine financial evaluation of the health care industry, the source of funds, and the effects of changing patient policies. Other topics of interest will be financial strategies, budgets, and capital outlay.

CHP 635. Managed Care. 3 Credits.
This course provides the student all the basic information needed to learn critical concepts of managed care. It explores topics ranging from the roots of managed care to types of managed care organizations, negotiating and contracting for services, controlling utilization and using data reports in the management of managed care organizations. In addition, the course addresses the future of managed care in the turbulent, dynamic health care environment.

CHP 637. Issues In Health Care Administration. 3 Credits.
This course explores current issues/trends faced by health care/institutions in the constantly evolving health care environment. Topics such as the impact of shift in service delivery from inpatient to outpatient care, development of multihospital systems and hospital alliances, prospective payment systems, retrospective payment systems and many other critical issues will be addressed.

CHP 640. Statistical Reasoning for the Health Professions. 3 Credits.
This course introduces the application of quantitative reasoning through the use of fundamental concepts in statistics and quantitative analyses in health care. Main topics include univariate, bivariate and multivariate procedures appropriate with parametric and non-parametric data. Related topics include: sampling distribution, statistical inference, and hypothesis testing.

CHP 646. Epidemiology. 3 Credits.
This course examines epidemiology as a method for viewing inborn community health problems and as a body of knowledge derived from this method. Skills in using epidemiology as a method and as knowledge to solve community health problems will be included.

CHP 651. Public and Community Health Administration. 3 Credits.
A review of the principles and practice of administering public and community health organizations and programs at federal, state and local levels. Constitutional, statutory and administrative bases for organizing and conducting public and community health programs will be discussed.

CHP 669. Practicum. 1-6 Credits.
Field experience. The student is provided an opportunity to apply academic philosophy, theory, and principle during a period of supervised practice.

CHP 690. MSCH Comprehensive Exam. 0 Credits.
The Master of Science in Community Health Comprehensive Examination offers the student an opportunity to synthesize the learning experience of the graduate program and demonstrate mastery of program outcomes. The student must receive a grade of pass on the comprehensive exam to successfully complete the MSCH degree.

CHP 695. Topics in Community Health. 1-3 Credits.
This course provides the opportunity for the study of selected topics in community health, under the supervision of a faculty member. Prerequisites: permission of the instructor.

CHP 697. Readings in Community Health. 1-3 Credits.
This course provides an opportunity for advanced investigations of selected issues/concerns in public/community health administration, under the supervision of a faculty member. It must be taken by students who wish to pursue topics not covered by regularly scheduled courses. Prerequisite: permission of the instructor.

CHP 698. Thesis Research. 1-6 Credits.
Devoted to research, writing of the thesis and scheduled conferences with the candidate's advisor and thesis committee. Student must submit an acceptable written thesis demonstrating knowledge of problem selection, data classification, analysis and interpretation and defend it.
CHP 699. Thesis Research. 1-6 Credits.
Devoted to research, writing of the thesis.

CHP 711. Health Care Research. 3 Credits.
This course is a conceptual approach to the selection and application of univariate, bivariate and multivariate statistical techniques in health research data analysis. Emphasis is placed on handling large data sets and the use of a computer for manipulation of quantitative data.

CHP 715. Decision Analysis in Health Care. 3 Credits.
This course is a conceptual approach and teaches students the art and science of decision making. It covers expected utility theory, decision tree analysis, cost benefit analysis, and the psychological aspects of the decision-making process in the context of health policy research. (cross-listed with HLSC 815).

CHP 720. Health Care Delivery Systems. 3 Credits.
This course provides the student with an opportunity to analyze the American health-care system. Like any other system in our society, the health care system is composed of complex organizational dynamics and structures which predicate the interaction between the major components of the system: personnel who provide service; institutions in which care is provided; financing mechanisms that pay for care; and the government which attempts to regulate it. This course is designed for in-depth analysis and synthesis of all aspects of health care delivery with an emphasis on improving the delivery and access to care.

CHP 750. Educational Processes for the Health Professional. 3 Credits.
The teaching/learning process is the focus of this course for application to the many teaching roles which the health professional faces. The course is designed to meet the needs of the health professional in the areas of patient instruction, educational programs, and continuing education. The course is designed to assist students in identifying and gaining proficiency in the application of a variety of skills utilized by the health professional in designing, organizing, coordinating and evaluating health-education programs.

CHP 764. Health Economics. 3 Credits.
This course introduces economic analysis in health, health care, and health policy. It aims to provide the background of using economic approaches to understand the behaviors of consumers, producers, and insurers in the health care market. Main topics include economic determinants of health, supply and demand for medical care and insurance.

CHP 772. Policy and Politics of Health. 3 Credits.
The course enables the student to develop a systematic and analytical framework for understanding health care policy issues. The policy process is covered in detail. Timely policy issues are also discussed.

CHP 773. Developing Grants and Contracts in Health Professions. 3 Credits.
Designed as a "hands-on" approach in effective grantsmanship, this course will guide the student from the identification of potential funding sources through proposal development. Highlights include program planning, nonprofit status, governmental/foundation corporate trends, local resources and grants administration.

CHP 775. Comprehensive Health Planning. 3 Credits.

CHP 787. Legal Aspects of Health Services. 3 Credits.
This course covers legal aspects related to health services, including regulatory processes and implementation, and policy choices.

CHP 795. Topics. 1-3 Credits.
Designed to provide the student with an opportunity to study independently or in small groups and investigate specific topics of current interest in the health services.

CHP 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

CHP 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

CCL - Community College Leadership

COMMUNITY COLLEGE LEADERSHIP Courses

CCL 766. Seminar on the Modern Community College: Foundations, Philosophy, and Vision. 3 Credits.
A critical examination of the future of the community college, considering the current strengths and weaknesses within the higher education community. Ultimately, the course strives to prepare students to understand, assess, and contribute to the betterment of community college education. Students develop and articulate thoughts, ideas, and opinions on how to re-imagine the community college in order to improve institutional performance and to more effectively serve all students.

CCL 820. Community College Leadership. 3 Credits.
Provides students with the theory, knowledge and skills needed to be an effective leader within the community college system. Course assignments take a practical approach to identifying and applying theoretical principles and personal leadership style. Prerequisites: Acceptance into the doctoral program or permission of the instructor.

CCL 824. Community College Finance, Fundraising, and Resource Management. 3 Credits.
An examination of the necessary financial knowledge and skills required for community college leaders through the exploration of how the mission and goals of the community college are directly connected to financial considerations. Course activities help prepare students to take leadership roles in budget decisions, development of state and local government appropriations, fundraising, resource management, and financial decisions that are based on data and realistic institutional goals. Prerequisite: Acceptance into the doctoral program or permission of the instructor.

CCL 826. Community College Curriculum, Program Development, and Quality Assurance. 3 Credits.
A critical examination of community college curricula and program development. Students will develop the knowledge to understand and defend curricular issues related to developmental education, transfer education, career, technical and vocational education, continuing education, and general education. Prerequisite: Acceptance into the doctoral program or permission of the instructor.

CCL 830. Community College Politics, Policy, and Advocacy. 3 Credits.
An analysis of the political factors that influence educational policy decisions at community colleges and other higher education institutions. The course will examine policy-in-action in order to help students understand the relationships community college leaders build with community college boards of trustees, county commissioners, state legislators, and federal representatives. Prerequisites: Acceptance into the doctoral program or permission of the instructor.

CCL 866. Seminar on the Modern Community College: Foundations, Philosophy, and Vision. 3 Credits.
A critical examination of the future of the community college, considering the current strengths and weaknesses within the higher education community. Ultimately, the course strives to prepare students to understand, assess, and contribute to the betterment of community college education. Students develop and articulate thoughts, ideas, and opinions on how to re-imagine the community college in order to improve institutional performance and to more effectively serve all students.
CCL 868. Internship in Community College Leadership. 3-6 Credits.
Provides students an opportunity to obtain hands-on experience in a leadership role at a community college setting. The students learn about leadership skills at the community college by observing a mentor/site supervisor and by being given leadership tasks associated with the site chosen. Prerequisites: acceptance into the doctoral program or permission of the instructor.

CCL 881. Dissertation Seminar. 3 Credits.
A seminar that focuses on the design, implementation, and evaluation of community colleges under real-life conditions in the field. Students and faculty work with community college decision makers utilizing problem solving skills and analysis.

CCL 895. Topics in Community College Leadership. 1-3 Credits.
Study of selected topics in community college leadership. Prerequisite: permission of the instructor.

CCL 897. Independent Study. 1-3 Credits.
Independent study of special topics in community college leadership for doctoral students. Prerequisites: Permission of the instructor.

CCL 899. Dissertation. 1-12 Credits.
Directed research for the doctoral dissertation. Prerequisites: Permission of faculty advisor.

CCL 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after advancement to candidacy. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

COMM - Communications

COMMUNICATIONS Courses

COMM 500. Intercultural Communication. 3 Credits.
This course is designed to introduce students to the study of communication in cultural contexts, the purpose of which is to prepare students to live and work within an increasingly multicultural world. This is accomplished by first defining and critically analyzing concepts of culture. Throughout the semester, the course will investigate theories of culture and communication that address the development of cultural identity, intercultural communication competence, the role of verbal and nonverbal communication across cultures, the cultural composition of the U.S., and finally ethical communication and challenges in a globalized era.

COMM 501. Communication Theory. 3 Credits.
An overview of general and contextual theories of communication. Focus is on the nature of communication theory, the role of theory in communication inquiry, and the relationships among theory, research, and practice.

COMM 503. Public Relations and Crisis Communications. 3 Credits.
This course introduces students to the basic elements of public relations as it pertains to assisting organizations avoid, mitigate and recover from crisis situations. Students will have the opportunity to both observe and participate in crisis communications situations.

COMM 505. Communication and Culture in the Middle East. 3 Credits.
The course examines the tensions between modernity and tradition in the context of Middle East culture. Cultural variables for study include myth and religion, family structures and the use of science and technology.

COMM 507. Communication and Culture in Asia. 3 Credits.
This course provides theoretical models for examining the values, communication patterns and cultural perspectives of the peoples of Asia. Films, folklore, newspapers and literature from Asia are investigated.

COMM 512. Interpersonal Communication Theory and Research. 3 Credits.
A survey of classic and contemporary theories and research of communication in personal and social relationships across the lifespan. Emphasizes communication as a means to facilitate conditions for development of positive relational outcomes.

COMM 521. Communication and Conflict Management. 3 Credits.
Focus on theory and research of communication processes in conflict episodes across social and personal relational contexts. Applications of communication approaches to conflict management are emphasized.

COMM 522. Listening to Self, Others, Nature, & the Divine. 3 Credits.
The listening course introduces students to: 1) Practices for exploring and developing listening competencies, 2) Theoretical perspectives and models of listening, and 3) Research on listening. Practice, theory, and research are all integrated across the contexts of self, others, nature, and the divine. Prerequisite: Graduate standing.

COMM 523. Nonviolent Communication and Peace. 3 Credits.
Perspectives on nonviolent communication and peace are covered from the macro level (e.g., individual beliefs and worldviews) to interpersonal relationships (e.g., conflict management), groups (e.g., tribes, gangs), organizational systems (e.g., businesses, governments), and macro or global level (e.g., political relationships between nations).

COMM 525. Family Communication Theory and Research. 3 Credits.
A survey of classic and contemporary theories and research of communication in family units, family relationships, and family interfacings with society. The course emphasizes communication in the social construction of evolving "family" realities as well as communication as means to facilitate conditions for development of positive domestic outcomes.

COMM 527. Children's Communication Theory and Research. 3 Credits.
A survey of theories and research of communication during childhood. Emphasis is on children as developing communicators, their relationships, and their interactions with media. Factors affecting optimal development of children's communication and development of applications to enhance children's communication development are emphasized.

COMM 534. African-American Rhetoric Voices of Liberation. 3 Credits.
With the goals of examining the rhetorical strategies and their historical context, students will study and critique original speeches and various forms of discourse by African-American speakers.

COMM 543. Hispanic Film. 3 Credits.
A topical study of the major works of Spanish and Latin American film from Buneul to the present. The course explores many issues, including those related to gender, race, symbolism, and class struggle. Prerequisites: COMM 270A or THEA 270A or permission of instructor.

COMM 544. German Cinema 1. 3 Credits.
The first half of the 20th century was the most creative and destructive period in German and European history. Its rich cultural achievements included Viennese psychoanalytical theory of the turn of the century, Art Nouveau, German Expressionism, and the avant garde aesthetics of the Weimar Republic. Conversely, World War I and II exposed the cultural agony and human depravity of modern civilization. This course will trace these various aspects and developments in a variety of exemplary genres. Readings and discussions in German. (Cross-listed with WCS 445/WCS 545 and GER 445/GER 545).

COMM 545. Communication Analysis and Criticism. 3 Credits.
A survey of the key methods used in critiquing various forms of human and mediated communication for the purpose of becoming more discerning consumers of public and mass mediated messages. Analysis will include films, television, and radio programs, advertisements, newspapers, public discourses, speeches, and conversations.

COMM 547. Electronic Media Law and Policy. 3 Credits.
This course focuses on legal and policy issues related to modern media systems and technologies, with an emphasis on legal considerations of electronic media. Subjects include First Amendment issues concerning news, programming, and advertising; station licensing; and challenges to traditional legal thought brought about by new technologies.
COMM 548. Transnational Media Systems. 3 Credits.
An examination of the rise of broadcast technology and world flow of information and entertainment. Theory and policy issues of systems of broadcast ownership, access, regulation, programming, transborder, broadcasting and cultural imperialism and dominance of Western programming will be addressed.

COMM 555. Critical Analysis of Journalism. 3 Credits.
A critical examination of the news industry as practiced in the printed press, network and cable television, magazines, the Internet, and alternative press. Class examines the political economy of journalism, the sociology of journalistic practice, international news flows, ideological/political control of news, and mythological narrative forms within news.

COMM 556. Organizations and Social Influence. 3 Credits.
Focuses on theories, research and applications of the social influence function of communication in a variety of organizational contexts. Examines traditional and nontraditional social influence theories and research as applied to organizational change.

COMM 561. Arts Administration. 3 Credits.
This course is an examination of the arts institutions, issues, and forces that shape the contemporary arts world including artists' rights, public art, corporate support, censorship, and multiculturalism. The course will cover Community Involvement, Collaborative Processes and Civil Societies, Theory and Practice of Planning, Public and Non-Profit Management, Organizational Behavior, Labor Management Relations, and Entrepreneurial Leadership.

COMM 571. International Film History. 3 Credits.
An examination of world cinema as a technology, a business, an institution, and an art form from inception to the present. Emphasis is on the narrative fiction film, its technological and aesthetic development, economic organization, and socio-cultural context. Representative classic and contemporary works will be screened and analyzed.

COMM 572. New Media Topics: Theories and Practices. 3 Credits.
This seminar investigates one or two particular emergent new media practices and theories. The topics will be chosen at the discretion of the instructor but may include issues such as "mobile media," "micro media and audiences," and "social media."

COMM 573. Television and Society. 3 Credits.
The role of television in the cultural, psychological, and economic life of America. The structure and design of television programs; and the history and function of television in reinforcing or altering public perceptions of ideas, events, and people. Major critical approaches are employed in examining television's social impact and global reach.

COMM 578. Principles of Media Marketing and Promotion. 3 Credits.
Course introduces students to the ways in which different media forms are used for advertising and marketing purposes. Emphasis is on electronic media, though other approaches, such as direct marketing techniques and the increasing use of new media technologies for marketing, are also examined.

COMM 579. American Film History. 3 Credits.
An examination of American motion pictures as an art form, a business and an institution from inception to the present. Primary attention is accorded to the narrative fiction film, its technological and aesthetic development, economic organization and social impact. This course highlights the many connections between film history and American culture.

COMM 580. The Video Documentary II. 3 Credits.
Discussion/presentation topics range from production field work to post-production editing. The final third of the semester will be devoted to compiling the rough footage in post production.

COMM 581. The Documentary Tradition. 3 Credits.
An in-depth investigation of the history and theory of the documentary tradition in film, television, and radio. Examining both American and international examples, the course looks at major schools, movements, goals, and styles of documentary production. Representative texts will be studied for their socio-political influences, persuasive techniques, and aesthetic formulas.

COMM 585. Film and Television Genres. 3 Credits.
This course is designed to examine the conventions and meanings of various film and television genres within their broader aesthetic, socio-historical, cultural, and political contexts. Each time the class is offered it will focus in depth on a different genre, such as the gangster, the Western, the musical, the comedy, science fiction, among others. Class may be repeated for credit as long as the genres are different.

COMM 586. Advanced Filmmaking. 3 Credits.
This course offers students an opportunity to collaborate on a project beyond the scope of previous classroom projects. Students will execute an assigned duty for the duration of the semester. Prerequisites: Permission of the instructor.

COMM 589. Health and Interpersonal Communication. 3 Credits.
This course is designed to give an overview of contemporary scholarship on phenomena within the scope of interpersonal health communication.

COMM 591. Communication and Activism. 3 Credits.
This course will delve into activism and social change from a local and global perspective in order to enhance students' perspectives of social change as it manifests via popular media and community action.

COMM 595. Topics in Communication. 1-3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule, and will be more fully described in information distributed to all academic advisors.

COMM 596. Topics in Communication. 1-3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule, and will be more fully described in information distributed to all academic advisors.

COMM 597. Tutorial Work in Special Topics in Communication. 3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate.

COMM 598. Tutorial Work in Special Topics in Communication. 3 Credits.
Topic to be selected under the direction of an instructor. Conferences and papers as appropriate.

COMM 600. Intercultural Communication: History, Theory and Application. 3 Credits.
Students begin with an overview and then cover (1) past intercultural communication research, (2) the philosophical underpinning and ethics behind intercultural communication research, and (3) current developments in intercultural communication theory. They then address the application of intercultural communication theory in specific intercultural communication contexts (e.g. business, education, health and international travel).

COMM 601. Lifespan Communication Research and Theory. 3 Credits.
This course takes a developmental approach to the study of communication by exploring the culminating effects of communication as it evolves across our lifetime. It encompasses all phases of life (birth-death) across interactions within family, work, social, health, and spiritual contexts. The focus is on foundational and contemporary lifespan theories and research.

COMM 602. Digital Communication Theory and Research. 3 Credits.
This course looks at emerging theories of new media and their transformative effects on industrial practices, news dissemination, cultural production, social interaction, and political engagement across the lifespan. Students engage in ongoing theoretical debates and participate in various online endeavors that offer real world research opportunities.

COMM 603. Social Change and Communication Systems. 3 Credits.
Examines the role of various communication systems in enacting social change involving commercial, governmental and not-for-profit contexts. Topics include persuasive techniques, community engagement, mobilizing large-scale social movements, and the political consequences of human and digital communication across the lifespan.
COMM 604. Lifespan Communication Research Methods. 3 Credits.
An overview of social scientific and qualitative methods used in lifespan development communication research. Includes survey, experiment, observations, content and conversation analyses with an emphasis on developmental methods. Approaches to studying communication of children, adolescents, and later life are included. Prerequisites: COMM 601.

COMM 605. Critical Methods and Digital Communication. 3 Credits.
This class surveys the major methodological approaches available to critical communication researchers, such as semiology, structuralism, post-structuralism, neo-Marxism, and psychoanalysis, among others, within a cultural studies tradition. Special attention is paid to various digital communication technologies and how they are utilized throughout the lifespan. Prerequisites: COMM 602.

COMM 607. Framing Theory. 3 Credits.
This course will investigate extant scholarship in framing theory and examine some real world applications of framing theory through case studies of how journalists cover news and the ways that "brand managers" position products and institutions.

COMM 615. Construction of the Gendered Body. 3 Credits.
This course will examine: (1) the nature-nurture controversy as reflected in current theories about gender as a significant factor in the transformation of physical bodies into social bodies, (2) cultural objects and institutions that shape our gender roles and expectations, and (3) nonverbal language and power and the status of the sexes.

COMM 623. Relational Communication Across the Lifespan. 3 Credits.
This course explores theories and research of communication in everyday relationships across the lifespan from early childhood relationships until relationships at the end of life. Communication in personal and social relationships, within age cohorts (early childhood, adolescence, adulthood) are highlighted. Prerequisites: Permission of the instructor.

COMM 624. Positive Communication Across the Lifespan. 3 Credits.
This course examines communication theories and research in light of the theories and research of positive psychology. Topics include: strengths-based communication theorizing, communication and happiness, positive communication functions, creative communication, and positive communication outcomes (health, wellness, peace, hope). Prerequisites: Permission of the instructor.

COMM 626. Lifespan Communication, Geography, and Food. 3 Credits.
This course examines the intersections of communication, geography, and food from lifespan and global perspectives. Topics to be covered include communication and cooking; dinner table talk; food and folk culture; ritual; the portrayals of food in media (e.g., film, television, CMC, print); the roles of race, class, and gender in food production/consumption; the commercialization of food; fast food and slow food; globalization vs. the 'locavore' movement; visualization and symbolic communication about food and nutrition; and market and supermarket geographies.

COMM 628. Mediated Human Communication in the Digital Age. 3 Credits.
This course conceptualizes the relationship established by the processes of human communication that are mediated by new media technologies. The course examines how such technologies affect social relationships, and how cultural values influence usage patterns of these technologies.

COMM 630. The Information Society. 3 Credits.
This course explores the theories, questions, claims and myths that have accompanied the rise of new communication technologies and electronically derived digital information that define the 'Electronic Revolution,' also known as the Information Society.

COMM 650. Religious Communication. 3 Credits.
The seminar surveys the relationship between communication and religion with an emphasis on theory, research and applications. Topics may include the communication of religious beliefs/values via story, ritual, ceremony, worship, prayer and mediated communications.

COMM 668. Internship. 3 Credits.
A structured work experience providing both a conceptual understanding and on-the-job training in some aspect of lifespan and digital communication. A journal, a final paper, a log of hours, a portfolio of work, and a satisfactory evaluation by wok supervisor and cooperating faculty member are required. Prerequisites: COMM 601 or COMM 602.

COMM 678. Race and Television. 3 Credits.
This course examines the relationships among race, racial identity, and television. Multiple scholarly traditions are used to examine the interactions among television tests, audiences and institution, and historical and contemporary race relations.

COMM 685. Lifespan and Digital Communication Capstone Course. 3 Credits.
A capstone seminar for non-thesis students in their final semester to synthesize the relationships between lifespan and digital communication. Students will develop and complete a research paper or a digital communication project that they will present to a COMM graduate committee. Prerequisites: COMM 601, COMM 602, COMM 603, COMM 604, and COMM 605: permission of graduate program director.

COMM 689. Thesis Preparation. 3 Credits.
This course is intended for students in the Master of Arts in Lifespan and Digital Communication program who choose the thesis option. Course topics include: developing a thesis proposal, thesis rules and regulations, the thesis committee, presenting and defending a thesis proposal, and acquiring the essential tools needed to write and successfully defend an MA thesis. Prerequisites: COMM 601, COMM 602, COMM 603, COMM 604, and COMM 605.

COMM 695. Topics in Communication. 1-3 Credits.
The study of selected topics designed to permit qualified students to work on subjects of mutual interest in a seminar format which, due to their specialized nature, may not be offered regularly.

COMM 697. Tutorial in Special Topics in Communication. 3 Credits.
Independent reading and study of a topic under the direction of an instructor. Conferences and papers as appropriate. Prerequisites: Permission of the department chair.

COMM 698. Thesis Research. 3 Credits.
This course is intended for students in the Master of Arts in Lifespan and Digital Communication program who choose the thesis option. During the time a student is working on the MA thesis they must be enrolled in COMM 698, followed by COMM 699. Pre- or corequisite: COMM 689.

COMM 699. Thesis. 3 Credits.
This course is intended for students in the Master of Arts in Lifespan and Digital Communication program who choose the thesis option. During the time a student is working on the MA thesis they must be enrolled in COMM 698 followed by COMM 699.

COMM 725. Interpersonal Health Communication. 3 Credits.
This course is designed to provide an overview of contemporary scholarship on phenomena within the scope of interpersonal health communication. Students will become familiar with fundamental communication processes that are involved in managing physical and mental health. Additionally, they will develop an awareness of how communication among friends, family members, professionals, and others influences people’s well-being, and how, in turn, health and illness shape communication and relationship dynamics. Topics to be covered include patient identity and self-disclosure, social support, patient-provider communication, end-of-life care, and health education. Consistent with the goals of graduate education, students are expected to engage with the course content, exercise critical thinking skills, develop advanced reading and writing competencies, and develop a sense of practical applications of theory and research.

COMM 795. Selected Topics in Communication Studies. 1-3 Credits.
The advanced study of selected topics in communication studies will be covered in such a way as to permit small groups of qualified students to study subjects of mutual interest which, due to their specialized nature, may not be offered regularly. Prerequisites: Permission of the instructor.
COMM 797. Independent Research in Communication Studies. 1-3 Credits.
Independent research directed by professors/faculty members examining communication topics. Prerequisites: Permission of the instructor.

COMM 895. Selected Topics in Communication Studies. 1-3 Credits.
The advanced study of selected topics in communication studies are covered in such a way as to permit small groups of qualified students to study subjects of mutual interest which, due to their specialized nature, may not be offered regularly. Prerequisites: Permission of the instructor.

COMM 897. Independent Research in Communication Studies. 1-3 Credits.
Independent research directed by professors/faculty members examining communication topics. Prerequisites: Permission of the instructor.

COMM 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

COUN - Counseling

COUNSELING Courses

COUN 601. Principles of Professional Counseling and Ethics. 3 Credits.
Aligned with a spiral approach to learning, students will be introduced to theory, practice, methods, basic principles, and concepts used by counselors in educational settings and community agencies. In subsequent courses, these topics will be revisited in depth. The course will emphasize professional and ethical issues related to counseling.

COUN 631. Counseling for Lifespan Development. 3 Credits.
A study of phase and stage theories of lifespan development with application to counseling. Current research findings on major developmental issues (e.g., gender) will be emphasized. Prerequisites: Admission to counseling graduate program or graduate program director approval.

COUN 633. Counseling and Psychotherapy Techniques. 3 Credits.
The course focuses on development of attitudes and skills essential to effective professional counseling. Emphasis is on conducting the helping interview, as well as conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. Pre- or corequisite: Admission to Counseling Graduate Program or Graduate Program Director approval.

COUN 634. Advanced Counseling and Psychotherapy Techniques. 3 Credits.
Advanced skills and practice in techniques used by counselors. Prerequisite: COUN 601, COUN 650, and COUN 633 with a grade of B or higher.

COUN 642. Structured Counseling Groups. 3 Credits.
This course is designed to prepare students to facilitate structured counseling groups for children and adolescents primarily in the K-12 school setting. CACREP Required Content: GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following: (a) principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; (b) group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; (c) theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; and (d) group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness. Students will be required to complete 30 hours of fieldwork with K-12 aged youth, preferably in a school setting. Prerequisites: Admission to Counseling graduate program or graduate program director approval; COUN 601, COUN 633, COUN 650 and COUN 678.

COUN 644. Group Counseling and Psychotherapy. 3 Credits.
Developing effective group leadership competencies is the focus for the course. Identification of group dynamics, use of group level process, and the self-development of the leader are some major topics. Prerequisite: Admission to Counseling graduate program or graduate program director approval; COUN 601, COUN 633, and COUN 650.

COUN 645. Testing and Client Assessment. 3 Credits.
This course examines individual and group approaches to formal and informal assessment techniques, including diagnosis. It includes an examination of: the history of assessment; basic test statistics; test worthiness (reliability, validity, and cross-cultural issues); the selection, administration, and interpretation of assessment instruments; and ethical and legal issues relative to assessment. The focus of this class is on major concepts and principles of psychological testing and evaluation and use of standardized instruments with differing populations. Pre- or corequisites: COUN 633.

COUN 647. Addictive Disorders. 3 Credits.
Examines the etiology, risk factors, assessment, counseling approaches and treatment of alcoholism and other addictions. Prerequisites: Admission to Counseling graduate program or graduate program director approval; COUN 601, COUN 633, and COUN 650.

COUN 648. Foundations of Career Development. 3 Credits.
Principles and theories of career development, occupational and educational information, employment trends, concepts and principles for effective work in educational and career planning and development are considered. Prerequisites: Admission to Counseling graduate program or graduate program director approval; COUN 601, COUN 645, and COUN 650.

COUN 650. Theories of Counseling and Psychotherapy. 3 Credits.
A study of major theories of counseling and psychotherapy. The primary focus is on providing students with a theoretical foundation upon which to develop their own approach for providing counseling and psychotherapy.

COUN 655. Social and Cultural Issues in Counseling. 3 Credits.
Designed to engage helping professionals in cultural self-awareness and the search for solutions to disparities in society through counseling work. Emphasis on the social identities of gender, race, ethnicity, religion, ability, class, sexual orientation, and age. Prerequisites: Admission to counseling graduate program or graduate program director approval.

COUN 666. Internship in College Counseling. 1-6 Credits.
This internship is designed to provide individual students with a planned program of advanced-on-the-job professional experience in a college or university setting. A university instructor will coordinate internship assignments. An experienced professional in the college or university setting will provide direct supervision. Available for pass/fail grading only. Completion of a background check is required prior to commencing the field placement. Prerequisites: Departmental permission and COUN 601, COUN 633, COUN 634, COUN 644, COUN 645, COUN 648, COUN 650, COUN 669, COUN 685, and COUN 686.

COUN 667. Internship in Mental Health Counseling. 1-9 Credits.
This counselor education experience is designed to provide a planned program of supervised clinical instruction in mental health counseling in an appropriate professional setting, including provision of direct service and performance of indirect professional activities under appropriate clinical supervision of a site supervisor as well as classroom instruction and supervision. This pass/fail course requires successful completion of 450 hours of counseling field placement work and 180 hours of direct service in each of two semesters of enrollment. Completion of a background check is required prior to commencing the field placement. Prerequisites: Admission to the Counseling Graduate Program or graduate program director approval, approved application; COUN 601, COUN 633, COUN 634, COUN 645, COUN 648, COUN 650, COUN 669, COUN 680, and COUN 685.
COUN 668. Internship in School Counseling. 1-6 Credits.
This internship is designed to provide individual students with a planned program of advanced on-the-job professional experience in a school setting. A university instructor will coordinate internship assignments. An experienced professional in the school setting will provide direct supervision. Available for pass/fail grading only. Completion of a background check is required prior to commencing the field placement. Prerequisites: Admission to the Counseling Graduate Program or graduate director approval; COUN 601, COUN 633, COUN 634, COUN 642, COUN 645, COUN 648, COUN 650, COUN 669, COUN 676, COUN 677 & COUN 678.

COUN 669. Practicum in Counseling. 3 Credits.
This supervised experience will enable students to practice basic and intermediate individual and group counseling skills with clients while integrating knowledge and skills learned in previous course work. Completion of a background check is required prior to commencing the field placement. Prerequisites: Admission to the Counseling graduate program or graduate director approval; COUN 601, COUN 633, COUN 642 or COUN 644, COUN 650, and COUN 634 with a grade of B or higher (see Program Handbook for other prerequisites based on specialty area).

COUN 670. Introduction to Counseling Supervision. 3 Credits.
This course provides an opportunity to learn one's personal style for supervision, to have supervised field supervision experiences and to gain an understanding of the different models of supervision. Prerequisites: Admission to the Counseling Graduate Program or graduate director approval; COUN 601, COUN 669.

COUN 676. Professional Issues in School Counseling K-12. 3 Credits.
A professional seminar that emphasizes the contemporary role of the school counselor as leader and advocate in delivering school counseling programs to all students. Emphasis is placed on acquiring the awareness, knowledge and skills necessary to negotiate the cultural, educational, and contextual forces that impact the lives and academic achievement of students in a pluralistic society. Twenty hours of observation in a school is required. Completion of a background check is required prior to commencing the field placement. In addition, students are also required to attend a one-day program on a pre-determined date during the semester. Prerequisites: Admission to the Counseling Graduate Program or graduate director approval.

COUN 677. School Culture, Learning, and Classroom Management. 3 Credits.
School counselor's role in contributing to a safe, equitable, and culturally responsive school culture; promoting student learning and achievement; and the practice of effective teaching and classroom management. Cultural, political, economic, ethical, and legal issues are addressed. Ten hours of observation in a school is required. Completion of a background check is required prior to commencing the field placement. Prerequisites: Admission to the Counseling graduate program or graduate program director approval; COUN 601, COUN 676.

COUN 678. Counseling Children and Adolescents in School Settings. 3 Credits.
This course will provide an overview of theories and techniques of counseling children and adolescents in school settings. Emphasis will be placed upon the counselor’s role as a facilitator of normal developmental processes to promote academic success. Prerequisites: Admission to the Counseling graduate program or graduate director approval; COUN 601, COUN 633, and COUN 650.

COUN 679. School Counseling Program Development K-12. 3 Credits.
This course is designed as a capstone experience that synthesizes graduate course work into a practical school counseling program manual. Emphasis is placed on assessment, data collection and analysis, design and development, implementation and evaluation of systemic school counseling programs K-12. Specific emphasis is given to the integration of assessed needs, the National Standards for School Counseling Programs and the Virginia Standards of Learning. Prerequisites: Admission to the Counseling Graduate Program or graduate director approval; COUN 601, COUN 642 or COUN 644, COUN 648, and COUN 676.

COUN 680. Mental Health Counseling. 3 Credits.
This course will examine the broad range of roles and functions of the mental health counselor within contemporary professional practice settings. Prerequisites: Admission to the counseling graduate program or graduate director approval.

COUN 681. Couples Counseling. 3 Credits.
Couples counseling focuses on development of effective counseling skills in working with couples. Prerequisites: Admission to the Counseling graduate program or graduate director approval; COUN 601, COUN 633, and COUN 650.

COUN 685. Diagnosis and Treatment Planning in Mental Health Counseling. 3 Credits.
A course focused on developing knowledge, attitudes, and skills essential to effective DSM-5 diagnosis, client conceptualization assessment, and clinical treatment planning. Emphasis on the use of client conceptualization models as a basis for treatment planning in mental health counseling. Prerequisites: Admission to the Counseling graduate program or graduate director approval; COUN 601, COUN 633, and COUN 650.

COUN 686. College Counseling. 3 Credits.
Overview of counseling services provided on college and university campuses. Topics include wellness of students, multicultural issues, ethical and legal issues, crisis and disaster response, advocacy, and program evaluation. Prerequisite: Admission to the counseling graduate program or graduate program director approval.

COUN 689. Understanding Military Connected Children and Families. 4 Credits.
Participants will learn about the unique academic, social, and emotional challenges faced by military connected children and their families. Participants will review, analyze and practice research-based learning and behavioral strategies and interventions to address these needs. This course will also introduce effective practices for supporting children through deployment separation, reunion and reintegration, and grief and trauma, including promoting school connectedness, fostering resiliency, facilitating coping skills, and designing customized academic, social, and behavioral supports. This course is required for completion of the Military Child and Family Education graduate certificate. Prerequisites: Acceptance into the Military Child and Families Graduate Certificate Program.

COUN 691. Family Systems and Family Development. 3 Credits.
The course offers a study of the family as a system, family life cycle stages, tasks, and difficulties that families may experience as they move through their developmental stages. Concepts and principles applicable to helping people within a systems perspective will also be discussed. Prerequisites: Admission to the Counseling graduate program or graduate director approval; COUN 601, COUN 633, and COUN 650.

COUN 695. Topics in Counseling. 1-3 Credits.
The study of selected topics in counseling. Prerequisites: Admission to the counseling graduate program or graduate director approval.

COUN 697. Independent Study. 3-6 Credits.
Individualized study under the supervision of a graduate faculty member.

COUN 707. Adult and College Student Development. 3 Credits.
Exploration of theories informing practice regarding late adolescent, young adult, and adult psychological and cognitive development, adjustment, and learning in the two- and four- year college and university context. Influences of individual differences highlighted. Applications for college counseling, higher education, and community college practitioners, professionals, and leaders.

COUN 708. Constructivist Counseling and Positive Adult Development. 3 Credits.
This seminar-style course is an introduction to the fundamental constructivist principles that drive much of progressive adult education and counseling. Included are an introduction to developmental constructivism, social construction, post-modernism, and the narrative turn in counseling. Applications to counseling, education, and leadership will be made and implications for students' own development will be examined.
COUN 742. Advanced Counseling Theory and Practice. 3 Credits.
An in-depth study of selected counseling theories through the study of cases.
Prerequisites: COUN 601, COUN 633, COUN 645 and COUN 650.

COUN 744. Advanced Group Counseling. 3 Credits.
Development of group leadership skills through group experiences in class and in the field. Prerequisites: COUN 601, COUN 633, COUN 644, COUN 645, and COUN 650.

COUN 783. Complementary and Alternative Therapies. 3 Credits.
This course provides an overview of complementary and alternative therapies being used in mental health today, looking at their effectiveness and safety in treating specific client populations and for use in treating specific disorders, including ADHD, addictions, and anxiety. Modalities covered include acupuncture, nutritional medicine, herbal medicine, biofeedback, meditation, hypnotherapy, aromatherapy, and others. Prerequisites: Admission to the Counseling graduate program or graduate program director approval.

COUN 786. Spirituality in Counseling. 3 Credits.
An overview of methods for integrating spirituality into counseling as a means of promoting holistic wellness for both clients and counselors. Emphasis will be placed upon theories of spiritual development, beliefs inherent in major wisdom traditions, implicit and explicit strategies for integrating spirituality into counseling, and the counselor's own personal and professional awareness and growth.

COUN 787. Topics in Counseling. 1-6 Credits.
The study of selected topics in counseling.

COUN 796. Spirituality in Counseling. 3 Credits.
This seminar-style course is an introduction to the fundamental constructivist principles that drive much of progressive adult education and counseling. Included are an introduction to developmental constructivism, social construction, post-modernism, and the narrative turn in counseling. Applications to counseling, education, and leadership will be made and implications for students' own development will be examined.

COUN 820. Counselor Education Teaching and Practice. 3 Credits.
This course prepares students to teach counseling and related courses. Topics covered are learning theories, retention of material, motivation, classroom instructional strategies and techniques, and assessment of learning from the core learning expectations.

COUN 835. Advanced Counseling Research Design and Assessment. 3 Credits.
The doctoral-level course examines advanced topics and controversies in qualitative and quantitative counseling research; this integration of theoretical with applied counseling material will augment the department's standard doctoral research offerings. Prerequisites: POUN 814 and FOUN 722.

COUN 842. Advanced Counseling Theory and Practice. 3 Credits.
An in-depth study of selected counseling theories through the study of cases. Prerequisites: COUN 601, COUN 633, COUN 645 and COUN 650.

COUN 844. Advanced Group Counseling. 3 Credits.
Development of group leadership skills through group experiences in class and in the field. Prerequisites: COUN 601, COUN 633, COUN 644, COUN 645, and COUN 650.

COUN 845. Diagnosis and Treatment Planning. 3 Credits.

COUN 846. Advanced Counseling Supervision. 3 Credits.
This course provides advanced training and skill development in supervision. Specific topics in supervision will also be examined. These include: ethical and legal issues, multicultural competency in supervision; theories of counselor development; theories/models, processes, and skills in supervision.

COUN 848. Multicultural Perspectives in Counselor Education, Supervision, and Research. 3 Credits.
Counseling doctoral students will study multicultural issues in counselor preparation graduate programs, counseling supervision, and counseling research. Prerequisites: Admission to Ph.D. program or graduate program director approval.

COUN 868. Internship in Counseling. 3-6 Credits.
This internship is designed to provide individual students with a planned program of advanced on-the-job professional experience in a college, school, or community/agency setting. In addition, supervisory and teaching experiences are required. Internship assignments will be controlled and coordinated by a university instructor. Direct supervision is given by an experienced professional in the setting. Minimum of 200 hours.

COUN 869. Advanced Supervised Practicum in Counseling. 3 Credits.
This advanced supervised practicum in counseling experience will enable doctoral-level students to develop and/or refine advanced counseling skills and conceptually link counselor practice and supervision. Minimum of 200 hours. Prerequisites: COUN 801, COUN 820, COUN 742/ COUN 842, COUN 744/ COUN 844.

COUN 883. Complementary & Alternative Therapies in Mental Health Counseling. 3 Credits.
The course provides an overview of complementary and alternative therapies being used in mental health today, looking at their effectiveness and safety in treating specific client populations and for use in treating specific disorders, including ADHD, depression, addictions, and anxiety. Modalities covered include acupuncture, nutritional medicine, herbal medicine, biofeedback, meditation, hypnotherapy, aromatherapy, and others. Prerequisites: Admission to the Counseling graduate program or graduate program director approval.

COUN 886. Spirituality in Counseling. 3 Credits.
An overview of methods for integrating spirituality into counseling as a means of promoting holistic wellness for both clients and counselors. Emphasis will be placed upon theories of spiritual development, beliefs inherent in major wisdom traditions, implicit and explicit strategies for integrating spirituality into counseling, and the counselor's own personal and professional awareness and growth.

COUN 895. Topics in Counseling. 1-6 Credits.
The study of selected topics in counseling.

COUN 897. Independent Study. 3-6 Credits.
Individualized study under the supervision of a graduate faculty member.

COUN 898. Dissertation Seminar. 3 Credits.
This seminar is designed to assist students in making substantive progress in identifying and developing their dissertation proposal. Students will critically examine the current literature associated with their research interests and examine applicable conceptual constructs and methodologies. Prerequisites: COUN 801, COUN 820, COUN 835, COUN 842, COUN 844, COUN 846, COUN 848, COUN 869, FOUN 813 and FOUN 814.

COUN 899. Dissertation. 1-12 Credits.
1-12 credits.

COUN 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.
COUN 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

CPSY - Clinical Psychology

CLINICAL PSYCHOLOGY Courses

CPSY 632. NSU-Intellectual Assessment. 3 Credits.
Provides training in theories of intelligence and psychometric properties, administration, scoring and interpretation of major individually administered intelligence tests for children, adolescents and adults.

CPSY 635. NSU-Multicultural and Social Psychological Issues. 3 Credits.
Using a social psychological framework, the course covers theories such as interpersonal expectancies/behavioral confirmation, prejudice and discrimination, social inclusion, social cognition, and attitudes/attitude change. The research evidence for these theories and how these social psychological constructs influence or impede the mental health process will also be considered. This course will also allow students to research and critically analyze conceptual and theoretical foundations for providing psychological services across diverse cultural populations.

CPSY 700. NSU-Clinical and Ethical Practice. 3 Credits.
Introduces basic therapy skills to clinical psychology students and explores the ethical framework which guides the profession.

CPSY 705. NSU-History & Systems of Psychology. 3 Credits.
Examines the history and systems of psychology related to contemporary applied psychology.

CPSY 791. NSU-Independent Study. 3 Credits.
Scheduled independently in consultation with supervising research mentor or instructor.

CPSY 814. NSU-Research in Clinical Psychology. 1-6 Credits.
Individual project under guidance of a research advisor.

CPSY 895. NSU-Clinical Practicum. 3 Credits.
Assigns a student to a practice setting to learn the skills of a clinical psychologist under close supervision. Various mental health settings through southeastern Virginia are used for this experience.

CPSY 896. NSU-Advanced Clinical Practicum. 3-6 Credits.
Assigns a student to a practice setting to be given an opportunity to learn the skills of a clinical psychologist under close supervision. Various mental health settings throughout the area are used.

CPSY 899. NSU-Clinical Dissertation. 1-6 Credits.
Student works with research mentor to develop, write, and defend an empirical dissertation.

CPSY 900. EVMS-Directed Study. 3 Credits.
Specialized elective available for qualified students, to be scheduled independently in consultation with advisor and instructor.

CPSY 912. EVMS-Research in Clinical Psychology. 1-6 Credits.
Individual project under guidance of a research advisor.

CPSY 936. EVMS-Personality Assessment. 3 Credits.
Reviews basic psychometric theory and the development and applications of several commonly used personality assessment measures. Specific emphasis will be placed on the MMPI, in its various forms.

CPSY 940. EVMS-Cognitive Behavioral Therapy. 3 Credits.
Covers theory and techniques of cognitive and behavioral approaches. Applications for assessment and treatment of adults, children, couples and families are discussed.

CPSY 961. EVMS-Biological and Cognitive Aspects of Behavior. 3 Credits.
This course provides an integrative overview of how brain structure and functioning produces behavior and cognition in both normal and clinical contexts. Students learn gross neuroanatomy and physiology of the nervous system (primarily central), a working knowledge of functional neuroanatomy, and how the central nervous system functions in an integrated fashion. Students also learn the basics of brain-behavior relationships and how these present normally and in clinical cases in order to gain a general and broader understanding of cognitive processes.

CPSY 971. EVMS-Consultation & Supervision. 3 Credits.
Provides a theoretical and practical introduction to the work of leaders in mental health settings, addressing managerial and clinical supervision and various models of consultation.

CPSY 990. EVMS-Clinical Dissertation. 1-6 Credits.
Research related to dissertation.

CRJS - Criminal Justice

CRIMINAL JUSTICE Courses

CRJS 501. Understanding Violence. 3 Credits.
Examines a variety of forms of violence from suicide, child abuse, rape and family violence to terrorism, torture, death squads and the death penalty, and hate violence. Explores the circumstances, rationalizations, patterns, explanations and effects on survivors.

CRJS 510. Correctional Treatment. 3 Credits.
Methods and programs which attempt to correct the behaviors of juvenile delinquents and adult criminal offenders are explored. Treatment strategies employed in both community and institutional settings are examined. Techniques of classification and the role of the correctional worker are also discussed.

CRJS 521. Deviant Behavior. 3 Credits.
A study of various definitions and forms of deviant behavior, theoretical explanations of causes of deviant behavior, and the impact of deviant behavior on society and the individual.

CRJS 526. Criminological Theory. 3 Credits.
An in-depth study of the major theoretical issues in criminology. Deals extensively with issues of crime causation.

CRJS 527. Violence Against Women. 3 Credits.
A critical analysis of violence against women as an institution of social control. Examines violence in the context of social and political inequality and feminist critique. Issues explored include pornography, prostitution, sexual harassment, incest, battering and rape.

CRJS 541. Drugs and Society. 3 Credits.
The study of sociological and social psychological explanations of drug-using behaviors and of legal and medical control of drugs. Topics include changes in the legal status of drugs, cross-cultural and historical variations in the control of drugs, and social epidemiology of drug use in contemporary society.

Old Dominion University 310
CRIM 548. Women, Sex Discrimination and the Law. 3 Credits.
This course introduces students to legal issues which specifically affect women and examines historical attitudes that have been used to justify differential treatment of women. It explores various legal approaches used to achieve equal protection under the law and examines a variety of specific topics such as: the equal protection analysis; Title VII and Title IX and their relationship to sex discrimination; affirmative action; and reproductive freedom.

CRJS 550. Blacks, Crime and Justice. 3 Credits.
Examines historical and contemporary theories and research on African-Americans, criminal behavior and the administration of justice. Selected topics will include African-American perspectives, the death penalty, victimization, police brutality, and justice systems in Africa and the Caribbean.

CRJS 562. Substantive Criminal Law. 3 Credits.
This course deals with the major substantive concepts involved in American criminal law, including development of criminal law, elements of criminal liability, defenses against criminal responsibility, and descriptions and definitions of specific offenses.

CRJS 575. Criminal Justice Systems Around the World. 3 Credits.
The study of criminal justice systems around the world in order to understand how criminal behavior is defined and respond to in various cultures. Cultural differences will be highlighted in order to recognize that definitions of and responses to crimes closely reflect the cultures in which they exist.

CRJS 595. Topics in Criminal Justice. 3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule, and will be more fully described in information distributed to academic advisors.

CRJS 596. Topics in Criminal Justice. 3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule, and will be more fully described in information distributed to academic advisors.

CRJS 597. Tutorial Work in Special Topics in Criminal Justice. 1-3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate.

CRJS 598. Tutorial Work in Special Topics in Criminal Justice. 1-3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate.

CRJS 620. Criminological Theory. 3 Credits.
An in-depth study of the major theoretical issues in criminology. The course deals extensively with issues of crime causation, the way theory shapes and informs the study of crime and related social issues, and the relationship between theory, research, and practice.

CRJS 625. The Administration of Criminal Justice. 3 Credits.
An analysis of the criminal justice system with an emphasis on the decision-making responsibilities of its officials.

CRJS 627. Violence Against Women. 3 Credits.
This course examines the many ways in which violence against women functions as an agent of social control. Violence is viewed on a continuum in order to determine how a variety of acts contribute to the subordination of women. Specific types of violence are explored including: wife assault, rape, incest, sexual harassment and pornography.

CRJS 650. Research Seminar. 3 Credits.
This seminar integrates the skills needed to complete a master's thesis. Exercises include formulating research questions, developing a research design, and writing a publishable paper. Students practice these skills through assignments in class and by completing their thesis proposal. Prerequisites: SOC 610, SOC 620 or CRJS 620, SOC 630, and SOC 640.

CRJS 661. Policing. 3 Credits.
A study of the major issues in law enforcement agencies, personnel and strategies. Topics focus on the impact of social control on the officers and society.

CRJS 662. Criminal Justice and the Law. 3 Credits.
A study of law and its interpretation as it affects the criminal justice system. Includes such issues as the substance of criminal law and the criminal court setting as a social system.

CRJS 663. Corrections. 3 Credits.
A study of society's response to crime through its use of institutional and noninstitutional corrections. Topics include inmate culture, correction officer behavior and community corrections programs.

CRJS 668. Internship. 3 Credits.
Students gain first-hand experience in professional settings which are deemed appropriate given their academic background and career objectives. Students are required to complete a research project that corresponds to their specific internship placement Prerequisites: Permission of the instructor.

CRJS 695. Topics in Criminal Justice. 3 Credits.
Advanced seminars on selected topics in criminal justice. Topics will vary by semester.

CRJS 696. Topics in Criminal Justice. 3 Credits.
Advanced seminars on selected topics in criminal justice. Topics will vary by semester.

CRJS 697. Independent Study in Special Topics in Criminal Justice. 3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisites: Approval of the department chair.

CRJS 698. Independent Study in Special Topics in Criminal Justice. 3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisites: Approval of the department chair.

CRJS 699. Thesis. 3-9 Credits.
Thesis hours.

CRJS 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

CRIM - Criminology

CRIMINOLOGY Courses

CRIM 700. Proseminar in Criminology and Criminal Justice. 3 Credits.
This course provides students with a broad overview of enduring topics and emerging issues in criminology and criminal justice. It also explores the history and role of criminology as an academic discipline and criminal justice as an institutional system in American society.

CRIM 701. Criminology and Public Policy. 3 Credits.
This course covers the policy process as it relates to crime legislation, criminological theory and implications for public policy.

CRIM 702. Advanced Criminological Theory. 3 Credits.
This course is an examination of criminological theory for the advanced student. The focus is on critical analysis of both contemporary and historical criminological theories. In order to aid in the development of a critical understanding of theory, beyond understanding the content of central theories, the class focuses on discussion of theory development and testing. In addition, the class focuses on an understanding of the relationship of one theory to another as well as the state of empirical evidence surrounding each theory.

CRIM 703. Inequality, Crime and Justice. 3 Credits.
This course examines the linkages between social characteristics and crime. The course concentrates on what we know about the impact of gender, age, race and social class on crime and criminal justice.
CRIM 705. Multivariate Statistics in Criminological Research. 3 Credits.
This course teaches multivariate statistical techniques to train criminal justice researchers and policy makers to explore the causes and consequences of crime and criminal justice policies. Although the exact statistical techniques covered may vary, they will typically include multiple regression, multiple discriminate analysis, logistic regression, factor analysis, cluster analysis and path analysis.

CRIM 710. Qualitative Methods in Criminology and Criminal Justice. 3 Credits.
The central goal of this graduate seminar is to enable students to create and critique qualitative research designs focused on contemporary issues in criminology and criminal justice. A number of qualitative approaches will be covered including field observational research, focused interviews, case studies and content analysis. The seminar explores techniques, strengths and limitations of these varied qualitative methodologies.

CRIM 715. Advanced Quantitative Techniques in Criminology & Criminal Justice. 3 Credits.
This course explores advanced statistical techniques commonly used in research on crime and justice. The major focus of the course will be hierarchical linear modeling (HLM), a diverse set of techniques that extend standard multivariate analysis to accommodate nested data. Other advanced techniques will also be covered: event history/survival models, time series, etc.

CRIM 720. Advanced Research Methods in Criminology & Criminal Justice. 3 Credits.
This course provides students with advanced understanding of issues in criminology/criminal justice research including: history, philosophy, sociology, epistemology, politics and ethics of social science research; methodological questions of reliability, validity, conceptualization, operationalization, scale construction, data collection methodologies, sampling.

CRIM 740. Social Structures, Crime and Justice. 3 Credits.
This course examines the links between social structures and institutions, and justice at the individual, neighborhood, city, state and country levels. Students explore the ways in which structures and institutions are both agents of social control and facilitators or initiators of crime. Emphasis will be placed on theories, methodologies and empirical assessments.

CRIM 745. Crime and Communities. 3 Credits.
This course provides a foundation of the most important theories and research relating to residential communities and crime. The casual linkages between features of neighborhoods and social disorder will be explored in the context of criminological theories. Students will emerge with sufficient knowledge to develop a class or design a significant research project.

CRIM 750. Crimes of the State. 3 Credits.
This course explores crimes of the state from a sociological and criminological perspective by examining historical and current cases of governmental crime. This will cover the history, theory and method of the field; controls of and constraints on state crime; and cases of state crime.

CRIM 755. Researching the Criminal Justice System. 3 Credits.
Students will develop original research projects on the criminal justice system, police, courts and/or corrections. Projects will be designed to culminate in a publishable paper.

CRIM 760. Life Course Criminology. 3 Credits.
This course is designed to introduce graduate students to life-course perspectives for understanding crime and deviant behavior. Students discuss the various methodologies, both quantitative and qualitative, most commonly found in studies of the life course today.

CRIM 795. Topics in Criminal Justice. 1-3 Credits.
Topics vary by semester.

CRIM 797. Independent Study. 1-3 Credits.
Supervised independent study arranged with instructor and approved by graduate program director.

CRIM 800. Proseminar in Criminology and Criminal Justice. 3 Credits.
This course provides students with a broad overview of enduring topics and emerging issues in criminology and criminal justice. It also explores the history and role of criminology as an academic discipline and criminal justice as an institutional system in American society.

CRIM 801. Criminology and Public Policy. 3 Credits.
To familiarize students with the policy process as it relates to crime legislation, criminological theory and implications for public policy.

CRIM 802. Advanced Criminological Theory. 3 Credits.
This course is an examination of criminological theory for the advanced student. The focus is on critical analysis of both contemporary and historical criminological theories. In order to aid in the development of a critical understanding of theory, beyond understanding the content of central theories, the class focuses on discussion of theory development and testing. In addition, the class focuses on an understanding of the relationship of one theory to another as well as the state of empirical evidence surrounding each theory.

CRIM 803. Inequality, Crime and Justice. 3 Credits.
This course examines the linkages between social characteristics and crime. The course concentrates on what is known about the impact of gender, age, race and social class on crime and criminal justice.

CRIM 805. Multivariate Statistics in Criminological Research. 3 Credits.
This course teaches multivariate statistical techniques to train criminal justice researchers and policy makers to explore the causes and consequences of crime and criminal justice policies. Although the exact statistical techniques covered may vary, they will typically include multiple regression, multiple discriminate analysis, logistic regression, factor analysis, cluster analysis and path analysis.

CRIM 810. Qualitative Methods in Criminology and Criminal Justice. 3 Credits.
The central goal of this graduate seminar is to enable students to create and critique qualitative research designs focused on contemporary issues in criminology and criminal justice. A number of qualitative approaches will be covered including field observational research, focused interviews, case studies and content analysis. The seminar explores techniques, strengths and limitations of these varied qualitative methodologies.

CRIM 815. Advanced Quantitative Techniques in Criminology & Criminal Justice. 3 Credits.
This course explores advanced statistical techniques commonly used in research on crime and justice. The major focus of the course is hierarchical linear modeling (HLM), a diverse set of techniques that extend standard multivariate analysis to accommodate nested data. Other advanced techniques are also covered: event history/survival models, time series, etc.

CRIM 820. Advanced Research Methods in Criminology & Criminal Justice. 3 Credits.
This course provides students with advanced understanding of issues in criminology/criminal justice research including: history, philosophy, sociology, epistemology, politics and ethics of social science research; methodological questions of reliability, validity, conceptualization, operationalization, scale construction, data collection methodologies, sampling.

CRIM 840. Social Structures, Crime and Justice. 3 Credits.
This course examines the links between social structures and institutions, and justice at the individual, neighborhood, city, state and country levels. Students explore the ways in which structures and institutions are both agents of social control and facilitators or initiators of crime. Emphasis will be placed on theories, methodologies and empirical assessments.

CRIM 845. Crime and Communities. 3 Credits.
This course provides a foundation of the most important theories and research relating to residential communities and crime. The casual linkages between features of neighborhoods and social disorder will be explored in the context of criminological theories. Students will emerge with sufficient knowledge to develop a class or design a significant research project.
CRIM 850. Crimes of the State. 3 Credits.
This course explores crimes of the state from a sociological and criminological perspective by examining historical and current cases of governmental crime. This course covers the history, theory and method of the field; controls of and constraints on state crime; and cases of state crime.

CRIM 855. Researching the Criminal Justice System. 3 Credits.
Students develop original research projects focusing on the criminal justice system, police, courts and/or corrections. Projects are designed to culminate in a publishable paper.

CRIM 860. Life Course Criminology. 3 Credits.
This course is designed to introduce graduate students to life-course perspectives for understanding crime and deviant behavior. Students discuss the various methodologies, both quantitative and qualitative, most commonly found in studies of the life course today.

CRIM 890. Professional Development and Dissertation Seminar. 3 Credits.
This course enhances the process of professionalization of students by supporting ongoing dissertation progress as well as preparing the student for publishing, grant writing, and the job market.

CRIM 895. Topics in Criminal Justice. 1-3 Credits.
Topics vary by semester.

CRIM 897. Independent Study. 1-3 Credits.
Supervised study arranged with an instructor and approved by the graduate program director.

CRIM 899. Dissertation. 1-9 Credits.
Dissertation hours.

CRIM 998. Master’s Graduate Credit. 1 Credit.
This course is a pass/fail course for master’s students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master’s students are required to be registered for at least one graduate credit hour in the semester of their graduation.

CRIM 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

CS - Computer Science

COMPUTER SCIENCE Courses

CS 500. Foundations of Computing. 3 Credits.
The course aims to provide students foundational training in computing. This includes topics in discrete mathematics, counting and combinatorics, probability, proofs methods, basic automata theory and algorithm design and analysis. Prerequisites: MATH 211 or equivalent, CS 250 or equivalent experience with C++ programming and basic data structures.

CS 510. Professional Workforce Development I. 3 Credits.
Laboratory work required. Provides students with challenges of business environments in developing a technology based project. Students identify a societal problem, identify solutions, define project solutions, develop project objectives, conduct feasibility analysis, establish organizational group structure to meet project objectives and develop formal specifications. Students make formal technical project presentations and develop web documentation. Students prepare a draft grant proposal.

CS 511. Professional Workforce Development II. 3 Credits.
Laboratory work required. Students write professional and non-technical documents and continue the development of the project defined in CS 410. Written work is reviewed and returned for corrective rewriting. Students will design and develop a project prototype, and demonstrate the prototype to a formal panel along with delivering the formal product specifications and a draft formal grant proposal. This is a writing intensive course.

CS 517. Computational Methods and Software. 3 Credits.
Laboratory work required. Algorithms and software for fundamental problems in scientific computing. Topics: properties of floating point arithmetic, linear systems of equations, matrix factorizations, stability of algorithms, conditioning of problems, least-squares problems, eigenvalue computations, numerical integration and differentiation, nonlinear equations, iterative solution of linear systems.

CS 518. Web Programming. 3 Credits.
Laboratory work required. Overview of Internet and World Wide Web, web servers and security, HTTP protocol; web application and design; server side scripts and database integration, and programming for the Web. Prerequisites: A grade of C or better in CS 312 and CS 330, or equivalent experience.

CS 531. Web Server Design. 3 Credits.
Laboratory work required. Extensive coverage of the hypertext transfer protocol (HTTP), specifications and commentary (IETF RFCs), and implications for servers and clients. Students will develop a web server providing common HTTP functionality and implementing all HTTP (including unsafe and conditional) methods, content negotiation, transfer and content encoding, basic & digest authentication, and server-side execution of programs (i.e., dynamic resources). Frequent in-class demonstrations of progress and protocol conformance will be required. Prerequisites: Familiarity with Internet and network (including socket) programming.

CS 532. Web Science. 3 Credits.
An overview of the World Wide Web and associated decentralized information structures, focusing mainly on the computing aspects of the Web: how it works, how it is used, and how it can be analyzed. Students will examine a number of topics including: web architecture, web characterization and analysis, web archiving, Web 2.0, social networks, collective intelligence, search engines, web mining, information diffusion on the web, and the Semantic Web.

CS 541. App Development for Smart Devices. 3 Credits.
Laboratory work required. Project-oriented coverage of the principles of application design and development for Android platform smart devices. Topics include user interface; input methods; data handling; network techniques; localization and sensing. Students are required to produce a professional-quality mobile application. Prerequisites: Knowledge of Java.

CS 550. Database Concepts. 3 Credits.
Laboratory work required. Three level database architecture. The relational database model and relational algebra. SQL and its use in database procedures and with conventional programming languages. Entity relationship modeling. Functional dependencies and normalization. Transactions, concurrency and recovery. Prerequisites: Familiarity with elementary set theory, propositional logic, and any two programming languages are expected; a course in finite mathematics or discrete structures is recommended.

CS 551. Software Engineering Survey. 3 Credits.
Laboratory work required. Evaluation of software development methodologies. Topics include: software life cycle models, software specification and design methodologies, informal specification techniques, formal specifications, design tools, software analysis, quality assurance, life cycle management, software costing models and complexity.

CS 554. Network Management. 3 Credits.
Laboratory work required. The administration of computer networks and their interaction with wide area networks: network topologies for local and wide area networks, common protocols and services, management of distributed file services, routing and configuration, security, monitoring and trouble-shooting.

CS 555. Introduction to Networks and Communications. 3 Credits.
Internet and the 5-layered protocol architecture for the Internet, applications built on top of data networks, specifically the Internet, the web, the transport layer, TCP and UDP protocols, the network layer, the data link layer, also some of the technologies for the physical layer. Prerequisites: Familiarity with C++ or Java programming for Unix systems.
CS 660. 3D Computer Graphics, 3 Credits.
Laboratory work required. The mathematical tools needed for the geometrical aspects of 3D computer graphics. Fundamentals: homogeneous coordinates, transformations and perspective. Theory of parametric and implicit curve and surface models; polar forms, Bezier arcs and de Casteljau subdivision, continuity constraints, B-splines, tensor product, and triangular patch surfaces. Representations of solids and conversions among them. Beometric algorithms for graphics problems, with applications to ray tracing, hidden surface elimination, etc. Prerequisite: CS 560.

CS 665. Computer Architecture, 3 Credits.
A detailed and quantitative study of the architecture of modern uniprocessor computers. The major components are: the technology drivers, performance measures, instruction sets (including 80X86, VAX, and a generic RISC which is very similar to the MIPS series), processor implementation, advanced pipelining and superscalar features, cache and memory design, and I/O. The emphasis is on obtaining quantitative measures of performance, describing interactions of the various components, studying trade-offs between the components in commercial processors, and integration into a complete computer system including interaction of the software and hardware. (offered spring).

CS 667. Cooperative Education, 1-3 Credits.
CS 669. Practicum, 1-3 Credits.
CS 690. Colloquium. 1 Credit.
A one-hour weekly lecture given by faculty from Old Dominion and other institutions.

CS 695. Topics. 1-3 Credits.
CS 697. Independent Study in Computer Science. 1-3 Credits.
Independent study under the direction of an instructor. Prerequisites: permission of the instructor.

CS 698. Master's Project. 3 Credits.
Departmental permission required.

CS 699. Thesis Research. 3 Credits.
Departmental permission required.

CS 710. Applied Algorithms, 3 Credits.
Laboratory work required. The course will involve solving two or three comprehensive projects anchored in computer science and engineering. Possible topics for projects include: computational issues in network design and analysis; scheduling problems and applications; digital geometry and pattern recognition; image processing and computer vision applications; robotics. The basic thrust is to demonstrate the usefulness and power of algorithm design and analysis in solving real-life problems. Prerequisite: CS 600.

CS 711. Software Validation, 3 Credits.
Laboratory work required. The most common path to improved confidence in a program is via testing. This course explores divergent and sometimes conflicting approaches to conducting testing and to measuring the resulting confidence. Topics include the theoretical basis for testing, common testing methods, statistical measures of program reliability, and the relationship between correctness and reliability.

CS 712. Stochastic Modeling, 3 Credits.
Stochastic processes are ways of quantifying the dynamic relationship of sequences of random events. This course will expose the participants to standard concepts and methods of stochastic modeling, as well as the rich diversity of applications. Topics include, but not limited to, Markov chains in discrete and continuous time, Poisson processes, renewal theory and branching processes.

CS 713. Modeling and Simulation in Computational Biology, 3 Credits.
This course covers current problems and state of computations in biomolecular modeling, molecular mechanics including force field origin, composition, and evaluation techniques, and simulation techniques including conformational sampling, geometry optimization, molecular dynamics and Brownian dynamics.

CS 714. Monte Carlo Simulation, 3 Credits.
This course serves to illustrate important principles in Monte Carlo simulation methods and to demonstrate their power in applications. The course covers Metropolis-Hastings algorithm, Gibbs sampler, Markov Chain Monte Carlo, acceptance-rejection method, Monte Carlo integration, quasi-Monte Carlo, random walk, and random number generation.

CS 715. Medical Image Computing and Simulation, 3 Credits.
This course combines the theory and practices in medical imaging computing with emphasis on Image Guided Therapy (IGT). Topics include rigid registration, approximation/interpolation, segmentation, no-rigid registration, image-to-mesh conversion, real time parallel computing, software development for medical applications and solution of large sparse linear systems.

CS 716. Communication Networks Simulation and Evaluation, 3 Credits.
This course introduces the foundations and the application of computer network simulations. Topics include the modeling of real-world networks with specific devices and protocols, the identification of key performance parameters, the test of performance and the verification and optimization using comparisons of measured and simulated data.

CS 722. Machine Learning, 3 Credits.
This course presents both the foundational and the practical aspects of modeling, analyzing, and mining of computerized data sets, including classification, regression, clustering, semi-supervised learning, structured sparsity learning, etc. The course assignments are designed to contain both theoretical and programming components in order to train students to gain hands-on-experience.

CS 723. Introduction to Bioinformatics, 3 Credits.
This course introduces the fundamental knowledge in bioinformatics and the current advances in selected directions. The topics include: fundamental concepts and experimental techniques in molecular biology, computational methods in genomic sequence comparison and analysis, and computational methods in molecular structural modeling.

CS 724. High Performance Computing and Big Data, 3 Credits.
This course introduces parallel and distributed programming principles and has emphasis on hands-on programming and deploying high-performance computing applications with big data for different science and engineering disciplines. Topics includes programming on emerging technologies such as NVIDIA GPU, Hadoop Framework, and Apache Spark for large scale data analytics and mining applications.

CS 725. Information Visualization, 3 Credits.
This course covers the theory and application of information visualization. Research on graph design, visual perception, cognition, and interaction will be covered. Research and practical techniques for the display of graphs, networks, hierarchies, text, and complex multivariate data will be addressed. Course projects will require the development of interactive web-based visualizations.

CS 726. Application of Graphs in Bioinformatics, 3 Credits.
This course links the fundamental concepts and algorithms of graphs with the actual biological problems. Various biological problems will be selected to discuss the formulation of the graph, the graph algorithms, and the performance analysis.

CS 734. Introduction to Information Retrieval, 3 Credits.
Laboratory work required. Theory and engineering of information retrieval in the context of developing web-based search engines. Topics include issues related to crawling, ranking, query processing, retrieval models, evaluation, clustering, machine learning, and other aspects related to building web search engines. Students will perform a mix of hands-on development and coding, as well as theoretical exploration of the research literature.

CS 744. Performance Evaluation of Computer Systems and Networks, 3 Credits.
The course will introduce some of the commonly used techniques in the performance evaluation of computing systems. Students will be exposed to a variety of analytical and simulation tools used in this field. The applicability of the techniques will be illustrated through case studies.
CS 751. Introduction to Digital Libraries, 3 Credits.
Digital Libraries (DLs) are an increasingly popular research area that encompass more than traditional information retrieval or database methods and techniques. The course will cover a brief history of DL development, with emphasis on World Wide Web implementations. Case studies will be performed on various DLs. The class will focus heavily on project work. At the end of the course, students will be prepared to develop, evaluate, or apply digital library technologies in their work environment. Topics include: Repositories; Distributed Searching; Metadata Harvesting; Preservation; Reference Linking and Citation Analysis.

CS 752. Wireless Communications and Mobile Computing, 3 Credits.
This course looks at fundamental issues in the area of wireless networks and mobile computing. The course material is organized around the following broad themes: Basics of mobile and wireless communications; Cellular communications: Bandwidth allocation and reservation, Location management, Call admission strategies and QoS issues: Mobile IP and Mobile TCP; Mobile Ad-Hoc NETworks (MANET): Routing, Multimedia and QoS support; Sensor networks.

CS 762. Memory Analysis and Forensics, 3 Credits.
This course is based on the Intel processor architecture employed in Windows, Linux and MacOS operating systems. Students will learn how memory is assigned to processes and how it is addressed, how memory data structures can be exploited by malware, and what is available for forensic analysis of memory. The course involves several hands-on lab work on recognizing process data structures in memory, memory acquisition, and use of a set of tools to catch the malware while preserving evidence from live memory analysis. Course requires a set of assigned reading and lab work. Prerequisite: CS 270, CS 471, or instructor's permission.

CS 764. Cryptocurrencies: Fundamentals, Technologies, and Economics, 3 Credits.
This course covers different aspects of cryptocurrencies, including P2P networks, distributed consensus, Bitcoin and Ethereum, blockchain technologies, cryptographic techniques (secure hashing, encryption, decryption, digital signatures), privacy and anonymity, mining and mining puzzles, wallets, smart contracts, case studies, cryptocurrency ecosystem, legal aspects, implications and impact on economy and finance, and future of cryptocurrencies. Prerequisites: CS 471, CS 455/CS 555 or equivalent experience.

CS 771. Advanced Operating Systems, 3 Credits.
This course covers principles, design decisions, design techniques, policies, and mechanisms in the design and implementation of general-purpose multiprogramming and distributed operating systems. Topics to be covered include: concurrency, interprocess communication, threads, access control, protection and authentication, multiprocessor operating systems.

This course deals with the basic protocols, techniques and programming issues to secure internet applications and traffic. Topics include: Cryptographic algorithms tools and concepts; Secure Socket Layer (SSL), Transport Layer Security (TLS) and IPsec protocols; Securing Internet Applications: HTTP, SMTP, UDP and multicast; Hands on socket programming using C and Java.

CS 773. Data Mining and Security, 3 Credits.
Introduction to data mining; Algorithms including naive Bayes, Decision Trees and Rules, Association Rules, Linear classification, and Clustering; Cross validation, Lift charts, ROC Curves; SVM, Bayesian networks, K-means clustering; Data transformation; PCA; Ensemble Learning; Application of data mining to security and privacy including authentication, authorization, and intrusion detection; Privacy-preserving data mining. Prerequisite: CS 471 and CS 455 or CS 555.

CS 774. Distributed System Security with .Net, 3 Credits.
The course provides detailed coverage of security aspects of ASP.Net. It examines distributed system architectures, ASP.Net security framework, cyber attacks, system vulnerabilities, C# and ADO.Net. It also discusses windows and forms authentication, authorization, impersonation, code obfuscation, and advanced concepts, including secure web services, runtime security, operating system security, code access security, role-based access control, and attribute-based access control. Finally, cryptography, XACML and security policies as implemented in ASP.Net are covered. Prerequisites: CS 471 and CS 555.

CS 775. Distributed Systems, 3 Credits.
This course deals with the design issues in distributed computing systems and will discuss the motivation for building distributed systems, various algorithms and protocols proposed in literature for system operability, and some of the experimental distributed systems that have been built in the last few years. Special attention will be paid to the fault-tolerant and performance aspects of these systems. The project component of this course will enable students to get hands-on experience of implementing some of the distributed algorithms.

CS 776. Architectural Support for Cloud Computing, 3 Credits.
Cloud computing requires a great deal of architectural support. This course investigates various types of architectural support that make cloud computing almost infinitely scalable while maintaining efficiency. The course will look at various types of support provided by Google, Amazon, Facebook, Yahoo! and others.

CS 778. Networked Multimedia Systems, 3 Credits.
This course will introduce some of the technical foundations for capturing, transmitting, presentation and storage of continuous multimedia. Students will explore the applications of multimedia and techniques in some areas such as group collaboration and network based education. Topics covered include: Architectures and issues for distributed Multimedia Systems Support for real-time multimedia applications, quality-of-service, synchronization, and presentation of multiple multimedia streams.

CS 779. Design of Network Protocols, 3 Credits.
Understanding the design, implementation and performance of network protocols using TCP/IP protocol suite as a case study. The students will have hands-on experience on low-level tools and will access and study the source code of these protocols and writing networking software applications. Topics include: socket interface, IPv4 and IPv6, routing, UDP, multicasting and IGMP, TCP specification, implementation and performance. Prerequisite: CS 455/CS 555 or equivalent.

CS 791. Graduate Seminar, 1-3 Credits.
Seminar. Prerequisites: permission of the instructor.

CS 795. Topics in Computer Science, 1-3 Credits.
Topics in computer science.

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CS 810. Applied Algorithms, 3 Credits.
Laboratory work required. The course will involve solving two or three comprehensive projects anchored in computer science and engineering. Possible topics for projects include: computational issues in network design and analysis; scheduling problems and applications; digital geometry and pattern recognition; image processing and computer vision applications; robotics. The basic thrust is to demonstrate the usefulness and power of algorithm design and analysis in solving real-life problems. Prerequisite: CS 600.

CS 811. Software Validation, 3 Credits.
Laboratory work required. The most common path to improved confidence in a program is via testing. This course explores divergent and sometimes conflicting approaches to conducting testing and to measuring the resulting confidence. Topics include the theoretical basis for testing, common testing methods, statistical measures of program reliability, and the relationship between correctness and reliability.
CS 812. Stochastic Modeling. 3 Credits.
Stochastic processes are ways of quantifying the dynamic relationship of sequences of random events. This course will expose the participants to standard concepts and methods of stochastic modeling, as well as the rich diversity of applications. Topics include, but not limited to, Markov chains in discrete and continuous time, Poisson processes, renewal theory and branching processes.

CS 813. Modeling and Simulation in Computational Biology. 3 Credits.
This course covers current problems and state of computations in bimolecular modeling, molecular mechanics including force field origin, composition, and evaluation techniques, and simulation techniques including conformational sampling, geometry optimization, molecular dynamics and Brownian dynamics.

CS 814. Monte Carlo Simulation. 3 Credits.
This course serves to illustrate important principles in Monte Carlo simulation methods and to demonstrate their power in applications. The course covers Metropolis-Hastings algorithm, Gibbs sampler, Markov Chain Monte Carlo, acceptance-rejection method, Monte Carlo integration, quasi-Monte Carlo, random walk, and random number generation.

CS 815. Medical Image Computing and Simulation. 3 Credits.
This course combines the theory and practices in medical imaging computing with emphasis on Image Guided Therapy (IGT). Topics include rigid registration, approximation/interpolation, segmentation, non-rigid registration, image-to-mesh conversion, real time parallel computing, software development for medical applications and solution of large sparse linear systems.

CS 816. Communication Networks Simulation and Evaluation. 3 Credits.
This course introduces the foundations and the application of computer network simulations. Topics include the modeling of real-world networks with specific devices and protocols, the identification of key performance parameters, the test of performance and the verification and optimization using comparisons of measured and simulated data.

CS 822. Machine Learning. 3 Credits.
This course presents both the foundational and the practical aspects of modeling, analyzing, and mining of computerized data sets, including classification, regression, clustering, semi-supervised learning, structured sparsity learning, etc. The course assignments are designed to contain both theoretical and programming components in order to train students to gain hands-on-experience.

CS 823. Introduction to Bioinformatics. 3 Credits.
This course introduces the fundamental knowledge in bioinformatics and the current advances in selected directions. The topics include: fundamental concepts and experimental techniques in molecular biology, computational methods in genomic sequence comparison and analysis, and computational methods in molecular structural modeling.

CS 824. High Performance Computing and Big Data. 3 Credits.
This course introduces parallel and distributed programming principles and has emphasis on hands-on programming and deploying high-performance computing applications with big data for different science and engineering disciplines. Topics include programming on emerging technologies such as NVIDIA GPU, Hadoop Framework, and Apache Spark for large scale data analytics and mining applications.

CS 825. Information Visualization. 3 Credits.
This course covers the theory and application of information visualization. Research on graph design, visual perception, cognition, and interaction will be covered. Research and practical techniques for the display of graphs, networks, hierarchies, text, and complex multivariate data will be addressed. Course projects will require the development of interactive web-based visualizations.

CS 826. Application of Graphs in Bioinformatics. 3 Credits.
This course links the fundamental concepts and algorithms of graphs with the actual biological problems. Various biological problems will be selected to discuss the formulation of the graph, the graph algorithms, and the performance analysis.

CS 834. Introduction to Information Retrieval. 3 Credits.
Laboratory work required. Theory and engineering of information retrieval in the context of developing web-based search engines. Topics include issues related to crawling, ranking, query processing, retrieval models, evaluation, clustering, machine learning, and other aspects related to building web search engines. Students will perform a mix of hands-on development and coding, as well as theoretical exploration of the research literature.

CS 844. Performance Evaluation of Computer Systems and Networks. 3 Credits.
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CS 891. Graduate Seminar, 1-3 Credits.
Seminar. Prerequisites: permission of the instructor.

CS 895. Topics in Computer Science, 1-3 Credits.
Topics in computer science.

CS 896. Topics in Computer Science, 1-3 Credits.
Topics in computer science.

CS 899. Doctoral Dissertation, 1-9 Credits.
Research for the doctoral dissertation. Departmental permission required.

CS 998. Master’s Graduate Credit, 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

CS 999. Doctoral Graduate Credit, 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

CSD - Communication Sciences and Disorders

COMMUNICATION SCIENCES AND DISORDERS Courses

CSD 548. Speech-Language and Hearing Programs in the Public Schools, 3 Credits.
The emphasis of this course is on the organization and administration of public school speech-language and hearing programs, as well as clinical, professional and legal issues related to service delivery. Prerequisites: CSD 560.

CSD 551. Articulation and Phonological Disorders, 3 Credits.
This course emphasizes causes, identification and treatment of articulation and phonological disorders. Pre- or corequisites: Permission of instructor.

CSD 552. Voice and Fluency Disorders, 3 Credits.
This content of this course focuses on the basic tenets related to fluency and voice disorders. Its purpose is to introduce students to the basic terminology, concepts of the role of articulation, phonation, and respiration as they relate to both fluency and voice disorders. Diagnosing and treating fluency and voice disorders will be discussed.

CSD 553. Language Development, 3 Credits.
This course emphasizes language development from the perspective of the speech-language pathologist.

CSD 558. Speech and Hearing Science, 3 Credits.
The content of this course focuses upon basic acoustics, speech acoustics, psychoacoustics, speech perception, and clinical laboratory instrumentation. The course is designed to provide fundamental information regarding normal and abnormal aspects of speech and hearing processes. Prerequisites: Grade of C- or better in CSD 460 or CSD 560.

CSD 560. Hearing Disorders and Basic Audiology, 3 Credits.
A study of the physics of sound, anatomy, and physiology of the human ear, basic audiometry and hearing disorders.

CSD 561. Aural Rehabilitation I, 3 Credits.
A study of audiological findings and the implications for hearing therapy; speech and language development of the deaf.

CSD 612. Evidence-Based Research in Speech-Language Pathology, 3 Credits.
This course will provide students with a background in research design by examining elements of quality research methods. Students will learn how to identify reputable research outcomes that influence clinical decisions in speech-language pathology.

CSD 649. Clinical Procedures in Speech-Language Pathology, 3 Credits.
This course teaches students basic clinical procedures and competencies in speech-language pathology with an emphasis on language sampling and identification of grammatical categories, skills required by professionals practicing in the field of speech-language pathology. Prerequisites: Permission of instructor.

CSD 651. Language Diagnosis and Intervention in School-Aged Children, 3 Credits.
This course focuses on the relationship between spoken and written language and its role in language-based learning disabilities in school-aged students. It addresses the characteristics of language, reading, and spelling impairments; the subtypes of these disorders; and the different intervention approaches used with them. Prerequisites: CSD 453/CSD 553 or equivalent, or permission of the instructor.
CSD 652. Articulation and Phonological Disorders. 3 Credits.
The principal emphasis of this course is clinical intervention for phonological and articulation disorders including motor speech disorders. Prerequisite: CSD 551.

CSD 653. Language Diagnosis and Intervention in Infants and Preschoolers. 3 Credits.
An advanced study of the diagnosis and intervention for infants and preschoolers with suspected language disorders arising from a variety of etiologies. This course has a particular emphasis on assessment and intervention using principles of evidence-based practice. Prerequisites: Permission of instructor. Pre- or corequisite: CSD 453/CSD 553 or equivalent.

CSD 655. Voice and Resonance Disorders. 3 Credits.
The purpose of this course is to investigate the etiologies, communicative disorders, diagnostic methods, and therapeutic techniques related to voice and resonance disorders. Prerequisites: Permission of instructor.

CSD 656. Theories and Therapies in Stuttering. 3 Credits.
This course emphasizes current etiological theories, research, diagnostic procedures and therapeutic techniques related to stuttering.

CSD 657. Aphasia. 3 Credits.
The objective of this course is to investigate the etiologies, communicative disorders, diagnostic methods and therapeutic techniques related to aphasia, dyslexia and dysgraphia related to acquired neurologic conditions.

CSD 658. Swallowing Disorders. 3 Credits.
This course reviews the structures and neural bases of swallowing, common etiologies that cause dysphagia, and clinical techniques used in assessment and management of swallowing disorders in pediatric and adult populations.

CSD 659. Augmentative and Alternative Communication Disorders. 3 Credits.
This course will identify populations that may benefit from Augmentative and Alternative Communication Disorders (AAC), describe the assessment process relative to AAC and tenets of intervention, provide information regarding legal issues related to AAC, and demonstrate how to acquire and use AAC instrumentation. Prerequisites: Permission of instructor.

CSD 660. Procedures in Audiology. 3 Credits.
Advanced study of the physics of sound, anatomy, and physiology of audition, hearing disorders, and audiometric procedures, providing knowledge and skills necessary for a speech-language pathologist.

CSD 662. Cognitive-Communication Disorders. 3 Credits.
The objective of this course is to investigate the etiologies, cognitive impairments, communication manifestations, diagnostic methods and therapeutic techniques related to traumatic brain injury, right hemisphere brain damage, and various dementias. Prerequisites: Permission of instructor.

CSD 668. Advanced Clinical Externship in Speech-Language Pathology. 3 Credits.
In this externship, students will apply advanced speech-language pathology techniques in diagnosis and intervention for individuals with communication and swallowing disorders in medical or educational settings. Students will work full time in an off-campus facility to complete clock hours for certification purposes. Pre- or corequisite: Passing grade in CSD 669, and permission of faculty.

CSD 669. Clinical Practicum in Speech-Language Pathology I, II, III. 3 Credits.
These practica are designed to provide students with experiences in the evaluation and treatment of a variety of communication disorders in children and adults. Pre- or corequisite: CSD 351, CSD 352, CSD 451/CSD 551, CSD 453/CSD 553, CSD 460/CSD 560 (or equivalents) and permission of program faculty.

CSD 750. Neuromotor Speech Disorders. 3 Credits.
The content of this course focuses on the neurological bases of speech, disorders of speech production associated with neurologic diseases, as well as methods for evaluation and treatment of those disorders.

CSD 850. Neuromotor Speech Disorders. 3 Credits.
The content of this course focuses upon the structural and neurological bases of speech disorders, particularly those related to laryngeal and central nervous system pathologies. Advanced expertise in neuromotor speech disorders will be developed along with in depth familiarity and analysis of related literature.

CYSE - Cybersecurity

CYBERSECURITY Courses

CYSE 595. Topics in Cybersecurity. 1-3 Credits.
The advanced study of selected cybersecurity topics designed to permit small groups of qualified students to work on subjects of mutual interest. These courses will appear in the course schedule, and will be more fully described in information distributed to academic advisors. Prerequisite: permission of the instructor.

CYSE 596. Topics in Cybersecurity. 1-3 Credits.
The advanced study of selected cybersecurity topics designed to permit small groups of qualified students to work on subjects of mutual interest. These courses will appear in the course schedule, and will be more fully described in information distributed to academic advisors. Prerequisite: permission of the instructor.

CYSE 597. Tutorial Work in Special Topics in Cybersecurity. 1-3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisite: approval of the Director of the Center for Cybersecurity Education and Research.

CYSE 598. Tutorial Work in Special Topics in Cybersecurity. 1-3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisite: approval of the Director of the Center for Cybersecurity Education and Research.

CYSE 600. Cybersecurity Principles. 3 Credits.
This course provides an overview of the field of cybersecurity. It covers core cybersecurity topics including computer system architectures, critical infrastructures, cyber threats and vulnerabilities, cryptography, cryptographic protocol design, information assurance, network security, and risk assessment and management. Students are expected to become familiar with fundamental security concepts, technologies and practices, and develop a foundation for further study in cybersecurity.

CYSE 601. Advanced Cybersecurity Techniques and Operations. 3 Credits.
This course introduces tools and techniques used to secure and analyze large computer networks and systems. It will include significant hands-on lab work. Students will explore and map networks using a variety of diagnostic software tools, learn advanced packet analysis, configure firewalls, write intrusion detection rules, perform malware detection, forensic investigation, and practice techniques for penetration testing.

CYSE 603. Advanced Cybersecurity Law and Policy. 3 Credits.
This course addresses two major cyber law subject matters. The first part of the course examines various U.S. laws and legal considerations that impact the digital and cyberspace worlds from civil and criminal perspectives. The second part, which builds upon the first, will familiarize cyber operations professionals about the extent of and limitations on their authorities to ensure operations in cyberspace are in compliance with U.S. law, regulations, directives and policies.

CYSE 605. Leadership and Management in Cybersecurity. 3 Credits.
This course introduces skills to manage technical professionals and lead strategic change in their organization. Based on the basic operations and functionality of cybersecurity systems, students will learn the management of cybersecurity technical professionals, including how to effectively lead and manage teams, how to launch and assess organizational change initiatives, and how to work effectively within an interdependent group to achieve common goals.
**CYSE 607. Advanced Digital Forensics. 3 Credits.**
This course introduces the concepts and technologies of digital forensics. Students will learn the advanced techniques and tools utilized for collecting, processing, and preserving digital evidence on computers, mobile devices, networks, and cloud computing environments. Students will also engage in oral and written communication to report digital forensic findings and prepare court presentation materials.

**CYSE 615. Mobile and Wireless Security. 3 Credits.**
An overview of wireless and mobile security providing students with practical and theoretical experiences. Topics include smartphone security, mobile Internet security, mobile location privacy, and wireless ad hoc, mesh, and sensor network security.

**CYSE 625. Advanced Ethical Hacking and Penetration Testing. 3 Credits.**
This course teaches students the underlying principles and many of the techniques associated with the cybersecurity practice known as penetration testing or ethical hacking. The course covers planning, reconnaissance, scanning, exploitation, post-exploitation, and result reporting. Students will discover how system vulnerabilities can be exploited and learn to avoid such problems.

**CYSE 697. Independent Study in Cybersecurity. 3 Credits.**
This course allows students to develop specialized expertise by independent study (supervised by a faculty member).

**CYSE 698. Master's Project. 3 Credits.**
This capstone course provides opportunities to synthesize and apply the knowledge and skills to solve real-world cyber security problems.

**DANC - Dance**

**DANCE Courses**

**DANC 595. Topics in Dance. 1-3 Credits.**
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses appear in the course schedule, and are more fully described in a booklet distributed to academic advisors. Prerequisites: Appropriate survey course or permission of the instructor.

**DANC 596. Topics in Dance. 1-3 Credits.**
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses appear in the course schedule, and are more fully described in a booklet distributed to all academic advisors. Prerequisites: Appropriate survey course or permission of the instructor.

**DANC 597. Tutorial Work in Special Topics in Dance. 1-3 Credits.**
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisites: graduate standing and approval of the department chair.

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**DNTH - Dental Hygiene**

**DENTAL HYGIENE Courses**

**DNTH 512. Perspectives on Dental Hygiene Practice. 3 Credits.**
Course is designed for the licensed dental hygienist who seeks to maintain an awareness of changing trends, perspectives, evidence-based interventions and technologies in dental hygiene, health, and society that influence the dental hygiene process of care. (Offered summer) Prerequisites: permission of the instructor.

**DNTH 514. Educational Concepts for the Health Professional I. 3 Credits.**
This course is designed to explore various educational concepts, principles and methods of teaching for adults. Students will learn to present educational information to a diverse client population, in a variety of settings, in an ethical and professional manner. Topics include, but are not limited to, objectives, planning, implementation and evaluation of instruction; instructional strategies; delivery models; presentation skills; and techniques for communicating health information. (offered fall) Prerequisites: permission of the instructor.

**DNTH 515. Research Methods in the Health Sciences. 3 Credits.**
Designed to develop skills in scientific methods, evidence based decision making, levels of evidence, and critical analysis of research findings. Emphasis on types of research, problem selection and hypothesis writing, research planning and design, data collection and measuring techniques, analysis and interpretation of data, research proposal writing and computer application. A written research proposal is required for graduate credit. (offered fall).

**DNTH 516. Administrative Leadership and Professional Development. 3 Credits.**
A study of current trends that influence the profession of dental hygiene including oral health care delivery, manpower, financing mechanisms, quality improvement, third party payers, professional associations, regulatory agencies and legislation. Emphasis is on ethical, political, and legal issues as they relate to the dental hygiene profession. (offered spring) Prerequisites: permission of the instructor.

**DNTH 540. Telehealthcare Technology. 3 Credits.**
This course will examine the concept, global impact, and trends in telehealthcare technology on the client/patient, multidisciplinary practitioners, and various healthcare systems. Emphasis is on effective evidence-based decision making to reduce errors in patient care, promote care in remote or underserved geographical areas, and the ability to retrieve and evaluate healthcare information that improves access to quality, cost effective health care. (Offered spring, summer) Prerequisites: permission of the instructor.

**DNTH 597. Independent Study in Dental Hygiene. 1-6 Credits.**
Independent reading and study on a topic selected under direction of a faculty member. (Offered fall, spring, summer) Prerequisites: permission of instructor.

**DNTH 604. Clinical Administration and Teaching. 4 Credits.**
The application of principles and theories of education and management to dental hygiene clinical education. Emphasis is on planning, implementing and evaluating clinical teaching, assessment of clinical competence, management of human and physical resources, and regulations affecting clinical education. This course is offered only during fall semester.

**DNTH 611. Modeling and Simulation Applications in Healthcare. 3 Credits.**
This course examines the principles and innovative applications for modeling and simulation in healthcare practice, research, education, and administration with emphasis on emerging issues and trends in technology. Topics include the selection and implementation of simulation technology in conceptual epidemiology public and environmental health, dental hygiene, dentistry, nursing, medicine, laboratory sciences, healthcare management and health information. (offered summer).
DNTH 621. Aging in the 21st Century, 3 Credits.
This course will expose the inter-professional student to current and future challenges of aging in our society. Topics will include Healthy People 2020 objectives, health promotion and disease prevention for the aging, sociocultural issues, and theories on behavior and motivation. Common systemic and oral health conditions of the aging adult will be identified. Critical analysis of the current health environment will provide a format for discussion and identification of strategies for health promotion and disease control for the aging. Measures for promoting and maintaining oral health and overall health of the aging population will be explored, with attention to current research from the literature. This course is offered during summer semesters only.

DNTH 650. Advanced International Dental Hygiene. 3-9 Credits.
Faculty-led experiences offer unique opportunities for students to travel abroad, develop cross cultural competence, experience global health challenges, and engage in projects that advance oral health worldwide. Prerequisites: DNTH 514.

DNTH 660. Educational Concepts for the Health Professional II, 3 Credits.
Explores instructional strategies and their application to contemporary health professional roles. Emphasis is on individuals as health care specialists in business and industry; professional, private and public organizations; higher education; and the health care industry. Topics include implementation and evaluation of instruction, roles and responsibilities of faculty within an accredited program affected by state and national standards, and ethical and career related issues and trends. Students are provided with practical experience in traditional and distance education instructional methods. (offered spring) Prerequisites: DNTH 514 or permission of the instructor.

DNTH 663. Interprofessional Health Promotion. 3 Credits.
Course brings together students from various health disciplines to learn each other's roles and collaborate as a team using technology to promote health and prevent disease. Focus will be on optimizing health efforts and outcomes through an interprofessional approach that is guided by the research evidence and current technologies. Topics include Healthy People 2020 objectives, age, specific clinical guidelines for health promotion and illness prevention, theories on behavior and motivation, sociocultural issues, telehealthcare, and various health problems. Evidence-based measures used by the team for promoting and maintaining health throughout the lifespan are emphasized. (spring only).

DNTH 668. Internship, 3-9 Credits.
Experience-based learning activities designed to develop a role of competence related to the individual's area of specialization while working under the supervision of a faculty member or host supervisor within an educational, health care, research, or corporate health setting. A clinical dental hygiene internship is prerequisite to DNTH 669. Available for pass/fail grade only. (offered fall, spring, summer as available) Prerequisites: DNTH 514, DNTH 515, DNTH 604 or permission of the instructor.

DNTH 695. Topics in Dental Hygiene. 1-6 Credits.
Advanced seminars on selected topics in dental hygiene. Topics vary by semester. (offered fall, spring, summer).

DNTH 697. Independent Study-Dental Hygiene. 1-6 Credits.
Independent reading and study of a topic selected under direction of a faculty member. (offered fall, spring, summer) Prerequisite: Graduate Program Director permission required.

DNTH 698. Research. 3 Credits.
An original thesis research project executed with the major advisor and thesis committee supervising the student's research project. A written research proposal must be submitted and approved prior to beginning the project. Required for students in the thesis option. Available as pass/fail grade only. (offered fall, spring, summer). Prerequisites: DNTH 515; FOUN 722 or HLSC 746 or CHP 640 or equivalent statistics course approved by the graduate program director.

DNTH 699. Thesis. 3 Credits.
Devoted to research, writing of the thesis, and scheduled conferences with the candidate's advisor and thesis committee. Students must submit an acceptable written thesis demonstrating knowledge of problem selection, data classification, analysis and interpretation and defend it. Available as pass/fail grade only. (offered fall, spring) Prerequisites: DNTH 698.

DNTH 998. Master’s Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

ECE - Electrical and Computer Engineering

ELECTRICAL AND COMPUTER ENGINEERING Courses

ECE 503. Power Electronics. 3 Credits.
Power electronics provides the needed interface between an electrical source and an electrical load and facilitates the transfer of power from a source to a load by converting voltages and currents from one form to another. Topics include: alternating voltage rectification, Pulse Width Modulation (PWM), DC converters (Buck, Boost, Buck-Boost, Cuk and SEPIC converters), negative feedback control in power electronics, isolated switching mode power supply, flyback and forward power supply, solid state power switches, AC inverter. (offered spring) Prerequisites: ECE 303 and a grade of C or better in ECE 202 and ECE 287.

ECE 504. Electric Drives. 3 Credits.
Electric drives efficiently control the torque, speed and position of electric motors. This course has a multi-disciplinary nature and includes fields such as electric machine theory, power electronics, and control theory. Topics include: switch-mode power electronics, magnetic circuit, DC motor, AC motor, Brushless DC motor, induction motor, speed control of induction motor, vector control of induction motor, stepper-motor. (offered fall) Prerequisites: ECE 303 and grades of C or better in ECE 202 and ECE 287.

ECE 505. Power System Design & Analysis. 3 Credits.
This course covers basic power circuit analysis and introductory power system engineering and focuses on the transmission line design, power flow study, short circuit protection, and power distribution in electric power systems, followed by a survey of several applications and case studies. Prerequisite: ECE 303 or equivalent knowledge in electric machines and circuits.

ECE 506. Introduction to Visualization. 3 Credits.
The course provides a practical treatment of computer graphics and visualization with emphasis on the usage of industry standard application programming interface (API) libraries for modeling and simulation applications. It introduces covers computer graphics fundamentals, including mathematical foundations, rendering pipeline, geometrical transformations, 3D viewing visualization principles, and projections, lighting software architecture for visualization in modeling and shading, texture mapping, etc. simulation. It teaches OpenGL programming for developing interactive visualization for modeling and simulation applications. Unity game engine is utilized to illustrate advanced concepts and techniques. Interactive visualization software architecture for modeling and simulation and visualization principles based on perception is covered in depth with case studies. (cross listed with MSIM 541) Prerequisites: a grade of C or better in CS 250.
ECE 507. Introduction to Game Development. 3 Credits.
An exciting introductory course focused on game development theory and modern practices using Unity game engine with emphasis on educational game development. Topics covered in this course include game architecture, 3D computer graphics theory, content generation, user interaction, graphical user interface, audio, game physics, high level shading language, animation, physics, C# language scripting, physics, and artificial intelligence. Students will develop games related to science, technology, engineering, and mathematics (STEM) education. The developed games can run on a variety of platforms, including personal computers, smart phones, computer, mobile, and game consoles. (cross listed with MSIM 408/MSIM 508) Prerequisites: CS 361 or equivalent.

ECE 510. Model Engineering. 3 Credits.
The goal of this course is to develop understanding of the various modeling paradigms appropriate for capturing system behavior and conducting digital computer simulation of many types of systems. The techniques and concepts discussed typically include UML, concept graphs, Bayesian nets, Markov models, Petri nets, system dynamics, Bond graphs, etc. Students will report on a particular technique and team to implement a chosen system model. (cross-listed with MSIM 510) Prerequisites: MSIM 205 or equivalent. Pre-or corequisite: MSIM 320 or equivalent.

ECE 511. Networked System Security. 3 Credits.
Course presents an overview of theory, techniques and protocols that are used to ensure that networks are able to defend themselves and the end-systems that use networks for data and information communication. Course will also discuss industry-standard network security protocols at application, socket, transport, network, VPN, and link layers, popular network security tools, security, performance modeling and quantification and network penetration testing. Discussion will be based on development of system level models and simulations of networked systems. Cross-listed with MSIM 511.

ECE 516. Cyber Defense Fundamentals. 3 Credits.
The objective of this course is to give an introduction of cyber hacking techniques and defense mechanisms to detect and thwart cybercrime. Cyber attacks aim at compromising cyber systems to disclose information, alter data or operation, cause denial of service, etc. The course first reviews the attacks to wireless networks, such as WiFi and MANET, and the defense strategies and technologies. Next, it reviews the attacks to general wired networks and information systems, and introduces the corresponding defense mechanisms. Last, it discusses cyber defense security policies and architectures. Cross-listed with MSIM 516. Prerequisites: ECE 355 or graduate standing.

ECE 517. Secure and Trusted Operating Systems. 3 Credits.
Course will review typical operating systems developing system models and identifying potential vulnerabilities. Course will discuss policies and their implementation required to fix such vulnerabilities to arrive at a secure and Trusted Computing Base. Course examines the security architecture Security Enhanced Linux (SELinux) Windows and Android OS. Cross-listed with MSIM 517.

ECE 519. Cyber Physical System Security. 3 Credits.
Cyber Physical Systems (CPSs) integrate computing, networking, and physical processes. CPSs are known for their ability to: a) monitor the physical environment; b) use the monitored data in detecting the state of the physical environment; c) control the physical environment; and d) use cyber communications to perform its monitoring, detection, and control operations. One of the biggest challenges to these systems is the security of its cyber space. This course will cover topics in CPS applications, design issues, and security. Cross-listed with MSIM 519. Prerequisites: ECE 241 and ECE 287 or graduate standing.

ECE 541. Advanced Digital Design and Field Programmable Gate Arrays. 3 Credits.
Course will provide a description of FPGA technologies and the methods using CAD design tools for implementation of digital systems using FPGAs. It provides advanced methods of digital circuit design, specification, synthesis, implementation and prototyping. It introduces practical system design examples. (Offered spring) Prerequisites: ECE 341.

ECE 543. Computer Architecture. 3 Credits.
An introduction to computer architectures. Analysis and design of computer subsystems including central processing units, memories and input/output subsystems. Important concepts include datapaths, computer arithmetic, instruction cycles, pipelining, virtual and cache memories, direct memory access and controller design. (offered fall) Prerequisites: ECE 341 and ECE 346.

ECE 551. Communication Systems. 3 Credits.
Fundamentals of communication systems engineering. Modulation methods including continuous waveform modulation (amplitude, angle). Design of modulation systems and the performance in the presence of noise. Communication simulation exercises through computer experiments. Prerequisites: ECE 304 and ECE 302.

ECE 552. Introduction to Wireless Communication Networks. 3 Credits.

ECE 554. Introduction to Bioelettrics. 3 Credits.
Covers the electrical properties of cells and tissues as well as the use of electrical and magnetic signals and stimuli in the diagnosis and treatment of disease. Typical topics to be covered include basic cell physiology, endogenous electric fields in the body, electrocardiography, cardiac pacing, defibrillation, electrotherapy, electroporation, electrotherapy in wound healing. In addition, ultrashort electrical pulses for intracellular manipulation and the application of plasmas to biological systems will be covered. Prerequisites: PHYS 111N or higher; MATH 200 or higher.

ECE 555. Network Engineering and Design. 3 Credits.
Emphasis is on gaining an understanding of networking design principles that entails all aspects of the network development life cycle. Topics include campus LAN models and design, VLANs, internetworking principles and design, WAN design, design of hybrid IP networks, differentiated vs. integrated services, traffic flow measurement and management. (offered spring) Prerequisites: ECE 355 or permission of the instructor.

ECE 558. Instrumentation. 3 Credits.
Computer interfacing using a graphical programming language with applications involving digital-to-analog conversion (DAC), analog-to-digital conversion (ADC), digital input output (DIO), Virtual Instrument System Architecture (VISA) and universal Service Bus (USB). Analysis of sampled data involving use of probability density function, mean and standard derivations, correlations, and the power spectrum. (offered spring, summer) Prerequisite: ECE 302 or permission of the instructor.

ECE 561. Automatic Control Systems. 3 Credits.

ECE 562. Introduction to Medical Image Analysis (MIA). 3 Credits.
Introduction to basic concepts in medical image analysis. Medical image registration, segmentation, feature extraction, and classification are discussed. Basic psychophysics, fundamental ROC analysis and FROC methodologies are covered. Prerequisites: a grade of C or better in MATH 212.
ECE 564. Biomedical Applications of Low Temperature Plasmas. 3 Credits.

This course is cross listed between ECE and Biology. It is designed to be taken by senior undergraduate students and first year graduate students. The course contents are multidisciplinary, combining materials from engineering and the biological sciences. The course covers an introduction to the fundamentals of non-equilibrium plasmas, low temperature plasma sources, and cell biology. This is followed by a detailed discussion of the interaction of low temperature plasma with biological cells, both prokaryotes and eukaryotes. Potential applications in medicine such as wound healing, blood coagulation, sterilization, and the killing of various types of cancer cells will be covered. Prerequisites: Senior standing.

ECE 570. Foundations of Cyber Security. 3 Credits.

Course provides an overview of theory, tools and practice of cyber security and information assurance through prevention, detection and modeling of cyber attacks and recovery from such attacks. Techniques for security modeling, attack modeling, risk analysis and cost-benefit analysis are described to manage the security of cyber systems. Fundamental principles of cyber security and their applications for protecting software and information assets of individual computers and large networked systems are explored. Anomaly of some sample attacks designed to compromise confidentiality, integrity and availability of cyber systems are discussed. Cross-listed with MSIM 570. Pre- or corequisite: MSIM 510 or permission of the instructor.

ECE 571. Introduction to Solar Cells. 3 Credits.

This course is designed to provide the fundamental physics and characteristics of photovoltaic materials and devices. A focus is placed on i) optical interaction, absorption, and design for photovoltaic materials and systems, ii) subsequent energy conversion processes in inorganic/organic semiconductor such as generation, recombination, and charge transport, and iii) photovoltaic testing and measurement techniques to characterize solar cells including contact and series resistance, open circuit voltage, short circuit current density, fill factor, and energy conversion efficiency of photovoltaic devices. (Offered fall, spring) Prerequisites: ECE 332.

ECE 572. Plasma Processing at the Nanoscale. 3 Credits.

The science and design of partially ionized plasma and plasma processing devices used in applications such as etching and deposition at the nanoscale. Gas phase collisions, transport parameters, DC and RF glow discharges, the plasma sheath, sputtering, etching, and plasma deposition. Prerequisites: ECE 323.

ECE 573. Solid State Electronics. 3 Credits.

The objective of this course is to understand basic semiconductor devices by understanding semiconductor physics (energy bands, carrier statistics, recombination and carrier drift and diffusion) and to gain an advanced understanding of the physics and fundamental operation of advanced semiconductor devices. Following the initial introductory chapters on semiconductor physics, this course will focus on p-n junctions, metal-semiconductor devices, MOS capacitors, MOS field effect transistors (MOSFET) and bipolar junction transistors. Prerequisites: ECE 313, ECE 323 and ECE 332.

ECE 574. Optical Fiber Communications. 3 Credits.

This course introduces seniors and first year graduates to the physics and design of optical fiber communication systems. The topics covered are: electromagnetic waves; optical sources including laser diodes; optical amplifiers; modulators; optical fibers; attenuation and dispersion in optical fibers; photodetectors; optical receivers; noise considerations in optical receivers; optical communication systems. Prerequisite: ECE 323.

ECE 583. Embedded Systems. 3 Credits.

This course covers fundamentals of embedded systems: basic architecture, programming, and design. Topics include processors and hardware for embedded systems, embedded programming and real time operating systems. Pre- or corequisite: ECE 346.

ECE 595. Topics in Electrical and Computer Engineering. 1-3 Credits.

Study of topics in electrical and computer engineering. Prerequisites: departmental approval.

ECE 596. Topics in Electrical and Computer Engineering. 1-3 Credits.

Study of topics in electrical and computer engineering. Prerequisites: departmental approval.

ECE 601. Linear Systems. 3 Credits.

A comprehensive introduction to the analysis of linear dynamical systems from an input-output and state space point of view. Concepts from linear algebra, numerical linear algebra and linear operator theory are used throughout. Some elements of state feedback design and state estimation are also covered. Prerequisites: MATH 307.

ECE 607. Machine Learning I. 3 Credits.

Course provides a practical treatment of design, analysis, implementation and applications of algorithms. Topics include machine learning models: linear models, neural networks, support vector machines, instance-based learning, Bayesian learning, genetic algorithms, ensemble learning, reinforcement learning, unsupervised learning, etc. Prerequisites: Graduate standing.

ECE 611. Numerical Methods in Engineering Analysis. 3 Credits.

Course intended to provide graduate students in Electrical and Computer Engineering with a basic knowledge of numerical methods applied to engineering problem-solving process. The course includes the following topics: Introduction to computing (Matlab), Truncation errors and Taylor series, Numerical integration, Solution of non-linear equations, Least-Square regression, Interpolations, Ordinary and partial differential equations, and Finite difference methods. Applications to the area of electrical engineering. Prerequisites: Graduate standing or advisor's permission (for BS/MS students).

ECE 612. Digital Signal Processing I. 3 Credits.

This course will present the fundamentals of digital signal processing. Topics will include frequency domain analysis of discrete-time linear systems, sampling and reconstruction of signals, the Discrete Fourier Transform (DFT) and Fast Fourier Transform (FFT), and digital filter design and implementations. Practical applications and examples will be discussed. Problem solving using MATLAB is required. Prerequisites: ECE 381 or equivalent.

ECE 623. Electromagnetism. 3 Credits.

Review of electrostatic and magnetostatic concepts, time varying field, Maxwell's equations, plane wave propagation in various media, transmission lines, optical wave guides, resonant cavities, simple radiation systems, and their engineering applications. Prerequisites: ECE 323 or equivalent.

ECE 642. Computer Networking. 3 Credits.

The course is based on the ISO (International Standard Organization) OSI (Open Systems Interconnection) reference model for computer networks. A focus is placed on the analysis of protocols at different layers, network architectures, and networking systems performance analysis. Current topic areas include LANs, MANs, TCP/IP networks, mobile communications, and ATM. Prerequisites: ECE 455 or ECE 555 or permission of the instructor.

ECE 643. Computer Architecture Design. 3 Credits.

Digital computer design principles. The course focuses on design of state-of-the-art computing systems. An emphasis is placed on superscalar architectures focusing on the pipelining and out-of-order instruction execution operations. Prerequisites: ECE 443 or ECE 543.

ECE 648. Advanced Digital Design. 3 Credits.

This course introduces methods for using high level hardware description language such as VHDL and/or Verilog for the design of digital architecture. Topics include top-down design approaches, virtual prototyping, design abstractions, hardware modeling techniques, algorithmic and register level design, synthesis methods, and application decomposition issues. Final design project is required. Prerequisites: ECE 341.

ECE 651. Statistical Analysis and Simulation. 3 Credits.

An introduction to probabilistic and statistical techniques for analysis of signals and systems. This includes a review of probability spaces, random variables, and random processes. Analysis and simulation of systems with random parameters and stochastic inputs are considered. Prerequisites: MATH 312 and one undergraduate course in probability or statistics or permission of instructor.
ECE 652. Wireless Communications Networks. 3 Credits.
Fundamental concepts in wireless communication systems and networks: radio waveform propagation modeling (free-space, reflections and multipath, fading, diffraction and Doppler effects); physical and statistical models for wireless channels; modulation schemes for wireless communications and bandwidth considerations; diversity techniques; MIMO systems and space-time coding; multiuser systems and multiple access techniques (TDMA, FDMA, CDMA); spread spectrum and multiuser detection; introduction to wireless networking and wireless standards; current and emerging wireless technologies. Prerequisites: ECE 451 or ECE 551 or permission of instructor.

ECE 667. Cooperative Education. 1-3 Credits.
Student participation for credit based on academic relevance of the work experience, criteria, and evaluative procedures as formally determined by the department and the Cooperative Education/Career Development Services program prior to the semester in which the work experience is to take place.

ECE 668. Internship. 1-3 Credits.
Academic requirements will be established by the department and will vary with the amount of credit desired. Allows students an opportunity to gain short duration career related experience. Meant to be used for one-time experience. Work may or may not be paid. Project is completed during the term. Prerequisites: approval by department and Career Development Services.

ECE 669. Practicum. 1-3 Credits.
Academic requirements will be established by the department and will vary with the amount of credit desired. Allows students an opportunity to gain short duration career related experience. Student is usually already employed - this is an additional project in the organization. Prerequisites: approval by department and Career Development Services.

ECE 695. Topics in Electrical or Computer Engineering. 3 Credits.
This course will be offered as needed, depending upon the need to introduce special subjects to target specific areas of master's-level specializations in electrical or computer engineering.

ECE 698. Master's Project. 1-3 Credits.
Individual project directed by the student’s professor in major area of study.

ECE 699. Thesis. 1-9 Credits.
Directed research for the master’s thesis. Prerequisites: departmental approval.

ECE 731. Graduate Seminar. 1 Credit.
Graduate seminar presentations concerning technical topics of current interest given by faculty and invited speakers. Prerequisites: graduate standing.

ECE 742. Computer Communication Networks. 3 Credits.
This is an advanced level course in data communications. A focus is placed on the analysis, modeling, and control of computer communication systems. Topics include packet switched networks, circuit switched networks, ATM networks, network programming, network control and performance analysis, network security, and wireless sensor networks. Prerequisites: ECE 642 or permission of instructor.

ECE 751. Computational and Statistical Methods in Biomedical Engineering. 3 Credits.
This course covers the theoretical foundation and application of commonly used techniques in biomedical engineering. Topics include linear algebra, partial differential equations, regression analysis, applied probabilities, multivariate distributions, Bayesian statistics, hypothesis tests, multiple comparisons, ANOVA, solution of non-linear equations, numerical methods and optimization. Programming software will be used to perform simulations and analyze biomedical data.

ECE 754. Advanced Bioelectrics. 3 Credits.
Bioelectrics is a new field encompassing both the science and technology of applying electrical stimuli to biological systems. This course covers the pulsed power technology that is required to generate electrical stimuli as well as the biological responses they evoke in cells and tissues. Particular emphasis is placed on the medical applications of bioelectrics, including tumor ablation, gene electrotransfer, wound healing, decontamination with cold plasma, and treatment of cardiac arrhythmias. Prerequisite: ECE 454 or ECE 554 or BIOE 454 or BIOE 554.

ECE 755. Biomembranes and Ion Channels. 3 Credits.
This course will give an overview of the structure and dynamics of biomembranes, the ion channels that are embedded in them, and the electrical properties of biomembranes. Topics include molecular dynamics modeling of biomembranes, membrane damage and repair, ion channel dynamics and their experimental assessment using patch clamping, and excitability in neurons and cardiomyocytes. Prerequisites: ECE 454 or ECE 554 or BIOL 523.

ECE 762. Digital Control Systems. 3 Credits.
Mathematical representation, analysis, and design of discrete-time and sampled-data control systems. Topics include transfer function and state space representations, stability, the root locus method, frequency response methods, and state feedback. Prerequisites: ECE 381, ECE 461 or ECE 561, and ECE 601 or permission of instructor.

ECE 763. Multivariable Control Systems. 3 Credits.
A comprehensive introduction to techniques applicable in control of complex systems with multiple inputs and outputs. Both the frequency domain and state variable approaches are utilized. Special topics include robust and optimal control. Prerequisites: ECE 461 or ECE 561 and ECE 601 or permission of instructor.

ECE 766. Nonlinear Control Systems. 3 Credits.
An introduction to mathematical representation, analysis, and design of nonlinear control systems. Topics include phase-plane analysis, Lyapunov stability theory for autonomous and nonautonomous systems, formal power series methods and differential geometric design techniques. Prerequisites: ECE 461 or ECE 561 and ECE 601 or permission of instructor.

ECE 772. Fundamentals of Solar Cells. 3 Credits.
The course provides an overview of the fundamentals of solar cell technologies, design, and operation. The course is designed for graduate students in Engineering and Science interested in the field of alternative energy. The course objectives are to make sure each student: understands the various forms of alternative energies, understands solar cell design, understands solar cell operation, and acquires knowledge of the various solar cells technologies. The topics to be covered include: Alternative energies; Worldwide status of Photovoltaics; Solar irradiance; Review of semiconductor properties; Generation, recombination; Basic equations of device physics; p-n junction diodes; Ideal solar cells; Efficiency limits; Efficiency losses and measurements; Module fabrication; c-Si technology; classical; Photovoltaic systems; Design of stand-alone system; Residential PV systems. Prerequisites: Graduate standing in Engineering and Science.

ECE 773. Introduction to Nanotechnologies. 3 Credits.
This course will introduce the rapidly emerging field of nanotechnology with special focus on underlying principles and applications relevant to the nanoscale dimensions. Specifically, this course will cover (1) the basic principles related to synthesis and fabrication of nanomaterials and nanostructures, (2) zero-, one-, two- and three-dimensional nanostructures, (3) characterization and properties of nanomaterials, and (4) application of nanoscale devices. Prerequisites: graduate standing in Engineering and Science.

ECE 774. Semiconductor Characterization. 3 Credits.
Introduction of basic methods for semiconductor material and device characterization. Topics include resistivity, carrier doping concentration, contact resistance, Schottky barrier height, series resistance, channel length, threshold voltage, mobility, oxide and interface trapped charge, deep level impurities, carrier lifetime, and optical, chemical and physical characterization. Prerequisites: ECE 473 or ECE 573 or equivalent.
ECE 775. Non-thermal Plasma Engineering. 3 Credits.
This course covers the fundamental principals governing low temperature plasma discharges and their applications. First the fundamental properties of plasmas are introduced. These include the kinetic theory of gases, collisional processes, and plasma sheaths. Then in-depth coverage of the physical mechanisms underlying the operation of non-equilibrium plasma discharges is presented, including important characteristics such as their ignition, evolution, and eventual quenching. Finally, practical applications of non-thermal plasmas, including applications in biology and medicine, are presented. Prerequisites: graduate standing.

ECE 777. Semiconductor Process Technology. 3 Credits.
Theory, design and fabrication of modern integrated circuits that consist of nano scale devices and materials. Topics include crystal growth and wafer preparation process including epitaxy, thin film deposition, oxidation, diffusion, ion implantation, lithography, dry etching, VLSI process integration, diagnostic assembly and packaging, yield and reliability. Prerequisites: ECE 473 or ECE 573.

ECE 780. Machine Learning II. 3 Credits.
Advanced topics in machine learning and pattern recognition systems. Data reduction techniques including principle component analysis, independent component analysis and manifold learning. Introduction to sparse coding and deep learning for data representation and feature extraction. Prerequisite: ECE 607 or equivalent.

ECE 782. Digital Signal Processing II. 3 Credits.
Review of time domain and frequency domain analysis of discrete time signals and systems. Fast Fourier Transforms, recursive and non-recursive digital filter analysis and design, multirate signal processing, optimal linear filters, and power spectral estimation. Prerequisites: ECE 612 or equivalent.

ECE 783. Digital Image Processing. 3 Credits.
Principles and techniques of two-dimensional processing of images. Concepts of scale and spatial frequency. Image filtering in spatial and transform domains. Applications include image enhancement and restoration, image compressing, and image segmentation for computer vision. Prerequisites: ECE 381 or ECE 612 or ECE 782 or ECE 882.

ECE 784. Computer Vision. 3 Credits.
Principles and applications of computer vision, advanced image processing techniques as applied to computer vision problems, shape analysis and object recognition. Prerequisite: graduate standing.

ECE 787. Digital Communications. 3 Credits.
Fundamental concepts of digital communication and information transmission: information sources and source coding; orthonormal expansions of signals, basis functions, and signal space concepts; digital modulation techniques including PAM, QAM, PSK and FSK; matched filters, demodulation and optimal detection of symbols and sequences; bandwidth; mathematical modeling of communication channels; channel capacity. Prerequisites: ECE 451/ECE 551 or equivalent or permission of the instructor.

ECE 795. Topics in Electrical and Computer Engineering. 3 Credits.
Topics in Electrical and Computer Engineering Prerequisites: departmental approval.

ECE 796. Topics in Electrical and Computer Engineering. 3 Credits.
Study of selected topics in Electrical and Computer Engineering. Prerequisites: departmental approval.

ECE 797. Independent Study. 3 Credits.
This course allows students to develop specialized expertise by independent study (supervised by a faculty member). Prerequisites: departmental approval.

ECE 831. Graduate Seminar. 1 Credit.
Graduate seminar presentations concerning technical topics of current interest given by faculty and invited speakers.

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This course will give an overview of the structure and dynamics of biomembranes, the ion channels that are embedded in them, and the electrical properties of biomembranes. Topics include molecular dynamics modeling of biomembranes, membrane damage and repair, ion channel dynamics and their experimental assessment using patch clamping, and excitability in neurons and cardiomyocytes. Prerequisite: ECE 454 or ECE 554 or BIOL 523.

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A comprehensive introduction to techniques applicable in control of complex systems with multiple inputs and outputs. Both the frequency domain and state variable approaches are utilized. Special topics include robust and optimal control. Prerequisites: ECE 461 or ECE 561 and ECE 601 or permission of the instructor.

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This course will introduce the rapidly emerging field of nanotechnology with special focus on underlying principles and applications relevant to the nanoscale dimensions. Specifically, this course will cover (1) the basic principles related to synthesis and fabrication of nanomaterials and nanostructures, (2) zero-, one-, two- and three-dimensional nanostructures, (3) characterization and properties of nanomaterials, and (4) application of nanoscale devices. Prerequisites: graduate standing in Engineering and Science.

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Introduction of basic methods for semiconductor material and device characterization. Topics include resistivity, carrier doping concentration, contact resistance, Schottky barrier height, series resistance, channel length, threshold voltage, mobility, oxide and interface trapped charge, deep level impurities, carrier lifetime, and optical, chemical and physical characterization. Prerequisites: ECE 473 or ECE 573 or equivalent.

ECE 875. Non-thermal Plasma Engineering. 3 Credits.
This course covers the fundamental principals governing low temperature plasma discharges and their applications. First the fundamental properties of plasmas are introduced. These include the kinetic theory of gases, collisional processes, and plasma sheaths. Then in-depth coverage of the physical mechanisms underlying the operation of non-equilibrium plasma discharges is presented, including important characteristics such as their ignition, evolution, and eventual quenching. Finally, practical applications of non-thermal plasmas, including applications in biology and medicine, are presented. Prerequisites: graduate standing.

ECE 877. Semiconductor Process Technology. 3 Credits.
Theory, design and fabrication of modern integrated circuits that consist of nano scale devices and materials. Topics include crystal growth and wafer preparation process including epitaxy, thin film deposition, oxidation, diffusion, ion implantation, lithography, dry etching, VLSI process integration, diagnostic assembly and packaging, yield and reliability. Prerequisites: ECE 473 or ECE 573.

ECE 880. Machine Learning II. 3 Credits.
Advanced topics in machine learning and pattern recognition systems. Data reduction techniques including principle component analysis, independent component analysis and manifold learning. Introduction to sparse coding and deep learning for data representation and feature extraction. Prerequisites: ECE 473 or ECE 573.

ECE 882. Digital Signal Processing II. 3 Credits.
Review of time domain and frequency domain analysis of discrete time signals and systems. Fast Fourier Transforms, recursive and non-recursive digital filter analysis and design, multirate signal processing, optimal linear filters, and power spectral estimation. Prerequisites: ECE 612 or equivalent.

ECE 883. Digital Image Processing. 3 Credits.
Principles and techniques of two-dimensional processing of images. Concepts of scale and spatial frequency. Image filtering in spatial and transform domains. Applications include image enhancement and restoration, image compressing, and image segmentation for computer vision. Prerequisites: ECE 381 or ECE 612 or ECE 782 or ECE 882.

ECE 884. Computer Vision. 3 Credits.
Principles and applications of computer vision, advanced image processing techniques as applied to computer vision problems, shape analysis and object recognition. Prerequisite: Graduate standing.

ECE 887. Digital Communications. 3 Credits.
Fundamental concepts of digital communication and information transmission: information sources and source coding; orthonormal expansions of signals, basis functions, and signal space concepts; digital modulation techniques including PAM, QAM, PSK and FSK; matched filters, demodulation and optimal detection of symbols and sequences; bandwidth; mathematical modeling of communication channels; channel capacity. Prerequisites: ECE 451/ECE 551 or equivalent or permission of the instructor.

ECE 892. Doctor of Engineering Project. 1-12 Credits.
Directed individual study applying advanced level technical knowledge to identify, formulate, and solve a complex, novel problem in electrical and computer engineering.

ECE 895. Topics in Electrical and Computer Engineering. 3 Credits.
Topics in Electrical and Computer Engineering. Prerequisites: departmental approval.

ECE 896. Topics in Electrical and Computer Engineering. 3 Credits.
Topics in Electrical and Computer Engineering.

ECE 897. Independent Study. 3 Credits.
This course allows students to develop specialized expertise by independent study (supervised by a faculty member) Prerequisites: departmental approval.

ECE 899. Dissertation Research. 1-9 Credits.
Directed research for the doctoral dissertation. Prerequisites: departmental approval.

ECE 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

ECE 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

ECON - Economics

ECONOMICS Courses

ECON 502. Transportation Economics. 3 Credits.
A survey of the transportation system in the United States including its development, pricing, and regulation. Special attention is given to railroads, highways, pipeline, water and air transportation; and the roles that these modes of transportation play in economic development.

ECON 507. Labor Market Economics. 3 Credits.
Economic analysis of various facets of labor markets. Emphasis is placed on the analysis of labor supply, labor demand, wage determination, earnings differentials and inequality, occupational choice, human capital investment, labor market discrimination, mobility and immigration, impact of unions, and unemployment.

ECON 521. Public Economics. 3 Credits.
This course examines the interaction between government and the economy, with particular emphasis on the role of the federal government. Topics that address the motivation for government involvement in the economy include market failure, income inequality, and redistribution of income. Specific programs studied include Medicare/Medicaid, welfare programs, and the social security system.

ECON 525. Introduction to Mathematical Economics. 3 Credits.
The course focus is on the use of differential and integral calculus, matrix algebra, difference equations and classical optimization theory in the presentation and development of economic theory.

ECON 527. Industrial Organization and Public Policy. 3 Credits.
A study of market structures and the conduct and performance of business firms in different market structures. The emphasis is on the theory and measurement of industrial concentration and public policy responses to industrial concentration.

ECON 531. Money and Banking. 3 Credits.
Examines the nature and functions of money and credit, the commercial banking system, the Federal Reserve System, the quantity theory of money, the theory of income determination, the balance of payments and exchange rates, and the history of monetary policy in the United States.
ECON 535. Health Economics: A Global Perspective. 3 Credits.
This course introduces the student to the economics of health care and the application of health economics to health care problems, the issues surrounding those problems, and the potential solutions to those problems. The course will emphasize institutional features of the health care industry, the market for health care, the political economy of health care, and government involvement in the delivery of health care. Further, the course will survey the delivery of health care in other countries and provide a global perspective on selected health care issues such as AIDS, water and air quality, and the aging of the population.

ECON 544. Development of the American Economy. 3 Credits.
A study of the economic development of the United States from colonial times to the present. An analytical course concerned with the application of economic theory in the study of the growth and development of the American economy.

ECON 545. Urban Economics. 3 Credits.
An analysis of the economic factors which give rise to the formation of urban centers and which contribute to the following problems: urban poverty, housing conditions, traffic congestion, and the fiscal crisis faced by modern cities.

ECON 547. Natural Resource and Environmental Economics. 3 Credits.
Topics discussed include conservation and scarcity, market failure, fishery management, benefit-cost analysis, water resource development, environmental quality, recreation, energy, and marine resources.

ECON 551. History of Economic Thought. 3 Credits.
A study of the history of economic theory with attention to the economic ideas and philosophy of Adam Smith, David Ricardo, Karl Marx, J.M. Keynes and other major figures in the development of economics.

ECON 554. Economic Development. 3 Credits.
This course is intended to provide an introduction to the problems of economic development in the Third World, including the problems of economic growth, income distribution, poverty, urbanization, uneven development, agricultural policy, economic planning, industrial policy, trade policy, balance of payments, finance, and currency crises. To illustrate these issues we will examine the problems of certain individual countries, such as Brazil, Korea, Philippines, India, Mexico, Kenya, Indonesia, and Thailand. In the course we try to strike a balance between economic theory and institutional economics.

ECON 555. Comparative Economic Systems. 3 Credits.
This course examines and compares different economies from around the world, including such economies as the UK, France, Germany, Sweden, Japan, India, Korea, Russia, and China. Students look at the economic growth, GDP per capita, unemployment, inflation, income distribution, economic efficiency, institutions, policies, industrial structure, legal infrastructure, and international trade of these economies. Students study the functioning of markets and the problems of market and government failure. The course addresses the question, what is the best way to organize society?

ECON 556. Economics of Information, the Internet and E-Commerce. 3 Credits.
Outlines the economic principles of information that underpin the Internet and e-commerce. Considers auctions, economies of scale and scope, data mining, price discrimination, product bundling, versioning, networking, the diffusion of innovations and intellectual property as they are utilized on the Internet and in e-commerce. Taught in a microcomputer laboratory.

ECON 595. Selected Topics in Economics. 1-3 Credits.
Taught on an occasional basis. A study of selected topics, the title of which will appear in the course schedule. Prerequisites: Permission of the instructor.

ECON 607. Managerial Economics. 2 Credits.
This course introduces the MBA student to the use of economic analysis to aid managerial decision-making. Topics include demand and supply, theory of optimizing behavior, demand elasticity, production, cost analysis and pricing with and without market power. Other topics include an introduction to game theory, alternative pricing techniques and the internal organization of firms. Prerequisites: Admission to the MBA Program, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

ECON 612. Global and Applied Macroeconomics. 3 Credits.
Measurements and indicators of economic activity; short-run macroeconomic analysis, credit markets, demand for money, institutional factors in money and banking, money creation, and monetary policy, long-run macroeconomics, short-run macroeconomic comparative statics, foreign exchange markets; description and history of business cycles, inflation, economic growth and public policies. (Credit may not be applied toward the M.A. in economics.) Prerequisites: ECON 604.

ECON 618. Global Macroeconomics. 2 Credits.
This course examines the measurement of macroeconomic variables and their movements over time. Short-run and long-run models of the macroeconomy are covered along with institutional factors of financial markets. The course mixes theory with real world applicability. Students will examine critical economic policy issues of the day. Prerequisites: Admission to the MBA Program, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

ECON 625. Mathematical Economics. 3 Credits.
This course focuses on the use of mathematical techniques in solving complex economic problems. Primary emphasis is given to matrix algebra, differential calculus, constrained optimization techniques and dynamic optimization techniques. Prerequisites: ECON 604 or ECON 612 or ECON 650.

ECON 650. International Economics. 3 Credits.
An analysis of international trade theory, commercial policy, foreign exchange markets, open economy macroeconomics, and balance of payments. The course provides the theoretical basis to understand contemporary international economic issues. (Credit may not be applied toward the M.A. in economics.)

ECON 668. Economics Internship. 1-3 Credits.
The course is a practicum in the field of economics applying theories, concepts, and quantitative tools in a professional environment. Prerequisites: Twelve hours of economics and permission of the graduate program director.

ECON 695. Selected Topics in Economics. 1-3 Credits.
Advanced topics in economics specifically designed for school teachers. (Credit may not be applied toward the M.A. in economics or the MBA.) Prerequisites: Permission of the instructor.

ECON 696. Selected Topics in Economics. 1-3 Credits.
Advanced topics in economics are covered in this course.

ECON 697. Readings in Economics. 3 Credits.
Individual readings in a selected field under the direction of a faculty member of the department.

ECON 698. Economic Methodology and Research. 3 Credits.
Individual research under the direction of a faculty member of the department.

ECON 699. Thesis. 6 Credits.
Directed research for thesis.

ECON 701. Advanced Economic Analysis: Microeconomics. 3 Credits.
Concepts and techniques of modern microeconomic theory, development in the theory of utility and demand, theory of the firm and market, partial and general equilibrium analysis. Prerequisites: ECON 604 or equivalent. Pre- or corequisite: ECON 625.

ECON 703. Advanced Economic Analysis: Macroeconomics. 3 Credits.
Study of income, employment, the price level, money, and the effect of government policy under static and dynamic conditions. Mainstream and alternative theories considered. Prerequisites: ECON 612 or equivalent. Pre- or corequisite: ECON 625.

ECON 706. Econometrics I. 3 Credits.
Single-equation econometric models; serial correlation, heteroscedasticity, specification error, missing observations, and errors-in-variables and forecasting. Prerequisites: ECON 604 or equivalent and ECON 612 or equivalent. Pre- or corequisite: ECON 625.
ECON 707. Econometrics II. 3 Credits.
Multi-equation econometric models; problems such as identification, single-equation estimation, estimation of equation systems, and model evaluation techniques; time-series models such as autoregressive and moving average models; forecasting with time-series models. Prerequisites: ECON 706 or equivalent.

ECON 708. Econometrics III. 3 Credits.
Issues in cross-section and panel data, focuses on problems such as selection bias, heterogeneity, unobserved heterogeneity, treatment effects, truncation and censoring. The course covers multivariate techniques such as principal component analysis and factor analysis, along with event studies and nonparametric and semiparametric estimators. Prerequisites: ECON 707 or equivalent.

ECON 752. International Trade. 3 Credits.
Pure theory of international trade, mathematical models of trade, instruments of trade policy, theory and practice of economic integration, trade liberalization issues from international and regional viewpoints. Prerequisites: ECON 604 or ECON 650 or equivalent.

ECON 753. International Finance. 3 Credits.
International capital flows, exchange rates and price level, income, money supplies, inflation, international liquidity, causes of international balance and imbalance, balance-of-payments adjustments. Monetary magnitudes as a basis for insight into international financial policies. Prerequisites: ECON 612 or ECON 650 or equivalent.

ECON 754. Economic Development. 3 Credits.
Introduction to the problems of economic development in the third world, including the problems of economic growth, income distribution, poverty, urbanization, uneven development, agricultural policy, economic planning, industrial policy, trade policy, balance of payments, finance, and currency crises. Prerequisites: ECON 604 or ECON 650.

ECON 795. Selected Topics in Economics. 1-3 Credits.
Designed to provide the advanced student with an opportunity to study independently or in small groups and investigate specific topics of current interest in the field of economics. Prerequisites: Ph.D. standing and permission of the chair and coordinator.

ECON 801. Advanced Economic Analysis: Microeconomics. 3 Credits.
Concepts and techniques of modern microeconomic theory, development in the theory of utility and demand, theory of the firm and market, partial and general equilibrium analysis. Prerequisites: ECON 604 or equivalent. Prereq: ECON 625 or equivalent.

ECON 803. Advanced Economic Analysis: Macroeconomics. 3 Credits.
Study of income, employment, the price level, money, and the effect of government policy under static and dynamic conditions. Mainstream and alternative theories considered. Prerequisites: ECON 612 or equivalent. Prereq: ECON 625 or equivalent.

ECON 806. Econometrics I. 3 Credits.
Single-equation econometric models; serial correlation, heteroscedasticity, specification error, missing observations, and errors-in-variables and forecasting. Prerequisites: ECON 604 or equivalent and ECON 612 or equivalent. Prereq: ECON 625 or equivalent.

ECON 807. Econometrics II. 3 Credits.
Multi-equation econometric models; problems such as identification, single-equation estimation, estimation of equation systems, and model evaluation techniques; time-series models such as autoregressive and moving average models; forecasting with time-series models. Prerequisites: ECON 806 or equivalent.

ECON 808. Econometrics III. 3 Credits.
Issues in cross-section and panel data, focuses on problems such as selection bias, heterogeneity, unobserved heterogeneity, treatment effects, truncation and censoring. The course covers multivariate techniques such as principal component analysis and factor analysis, along with event studies and nonparametric and semiparametric estimators. Prerequisites: ECON 807 or equivalent.

ECON 852. International Trade. 3 Credits.
Pure theory of international trade, mathematical models of trade, instruments of trade policy, theory and practice of economic integration, trade liberalization issues from international and regional viewpoints. Prerequisites: ECON 604 or ECON 650 or equivalent.

ECON 853. International Finance. 3 Credits.
International capital flows, exchange rates and price level, income, money supplies, inflation, international liquidity, causes of international balance and imbalance, balance-of-payments adjustments. Monetary magnitudes as a basis for insight into international financial policies. Prerequisites: ECON 612 or ECON 650 or equivalent.

ECON 854. Economic Development. 3 Credits.
Introduction to the problems of economic development in the third world, including the problems of economic growth, income distribution, poverty, urbanization, uneven development, agricultural policy, economic planning, industrial policy, trade policy, balance of payments, finance, and currency crises. Prerequisites: ECON 604 or ECON 650.

ECON 895. Selected Topics in Economics. 1-3 Credits.
Designed to provide the advanced student with an opportunity to study independently or in small groups and investigate specific topics of current interest in the field of economics. Prerequisites: Ph.D. standing and permission of the chair and coordinator.

ECON 998. Master’s Graduate Credit. 1 Credit.
This course is a pass/fail course for master’s students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master’s students are required to be registered for at least one graduate credit hour in the semester of their graduation.

ECON 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

ELS - Educational Leadership and Services

EDUCATIONAL LEADERSHIP AND SERVICES Courses

ELS 596. Topics in Education. 1-3 Credits.
The College of Education offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. Prerequisite: permission of the instructor.

ELS 597. Topics in Education. 1-3 Credits.
The College of Education offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. Prerequisite: permission of the instructor.

ELS 598. Topics in Education. 1-3 Credits.
The College of Education offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. Prerequisite: permission of the instructor.

ELS 600. Principal Orientation and Instructional Leadership. 3 Credits.
An introduction to educational leadership to develop a capacity for reflective practice which unifies theory and knowledge for the improvement of instruction. Students will begin to understand their leadership potential through reflection, self-analysis, and instructor feedback via diagnostic assessment and case studies for principals. Required entry level course.
ELS 610. School Community Relations and Politics. 3 Credits.
An introduction for prospective administrators to the social, political context in which they work. Emphasis will be placed on: understanding and using leadership skills in designing programs around the needs and problems of the school and its special publics; relating with the media; improving communication skills; and using skills in negotiations and conflict management. Pre- or corequisite: ELS 600.

ELS 621. Curriculum Development and Assessment. 3 Credits.
A course designed to create a basic understanding of the comprehensive nature of the curriculum development process K-12, from a school leadership perspective. Students will explore theoretical, strategic, and organizational issues associated with curriculum development including multiculturalism, cognitive development, curricular patterns and connections, and assessment and evaluation. Pre- or corequisite: ELS 600.

ELS 623. Design of Service Delivery Plans to Meet the Needs of Military Connected Children and Families. 4 Credits.
Students will apply their foundational and assessment knowledge for supporting military students to a capstone project in service delivery program design. This course will engage participants in surveying and considering a range of services, program elements, and strategies that may be employed to improve educational, social, and emotional school experiences for children of military-related families. Participants will engage in processes for selecting and preparing to implement optimal support strategies and structures to meet the identified needs of military students in their school setting. They will become familiar with and prepared to craft specific plans to utilize, for the benefit of military children, their peers and families: (a) various school, community, and government services; (b) classroom- and school-based programs designed to improve academic achievement and/or emotional well-being; and (c) classroom- and school-based strategies for designing and implementing programs and services that meet the needs of these children and their families. Prerequisites: FOUN 662 and acceptance into the Military Child and Family Education Certificate Program or approval from the certificate program director.

ELS 626. Instructional Supervision, Staff Development, and Assessment. 3 Credits.
Through site-based projects, scripts, enactments, case study analysis, and reflection, course participants apply theories and best practices to develop the skills and strategies that leaders use with individuals and groups to facilitate excellence in teaching and learning. Prerequisites: ELS 610 and ELS 621. Pre- or corequisite: ELS 600.

ELS 657. Public School Law. 3 Credits.
This course is an introduction to law, particularly with respect to federal and state statutes and court decisions dealing with the public schools. The topics span the full spectrum of law-related concerns. By necessity, it is first a theoretical course; however, the outcomes are intended to be practical by providing the legal understanding necessary for a school administrator to negotiate his or her way through the maze of difficult legal matters commonly faced each day by school and district leaders. Pre- or corequisite: ELS 600.

ELS 660. Program Evaluation, Research and Planning. 3 Credits.
In this course principal licensure candidates learn to identify organizational needs, develop research-based strategies to address those needs, and use data-driven planning to implement, monitor, and manage processes involved in implementing change strategies. Prerequisites: ELS 600.

ELS 667. Cooperative Education. 1-3 Credits.

ELS 668. Internship in Educational Leadership. 3-6 Credits.
The internship is designed to establish a bond between theory and practice, while providing opportunities for independent and guided practice, feedback, coaching, and reflection. Ultimately, it will engage prospective administrators in planned and coordinated active learning experiences. Pre- or corequisites: ELS 700 or ELS 800.

ELS 669. Instructional Internship. 3 Credits.
Each internship course will require students to complete a minimum of 160 hours in each course. Course is designed to provide field experiences which will prepare them to serve as instructional and curriculum leadership in K-12 environments. Student must produce 1) a portfolio with required artifacts; 2) prepare a 10-12 reflective paper according to identified guidelines and 3) complete internship evaluation with mentor and college supervisor at least three times during the term. Prerequisite: ELS 673.

ELS 673. Critical Issues Research. 3 Credits.
The student completes an in-depth study of a critical issue in his/her profession and documents the work in a critical issue paper. Student must be able to demonstrate written and oral communication skills and critical and analytical skills in dealing with a major issue in educational leadership. Course to be taken near completion of program. Prerequisites: ELS 600, ELS 610, ELS 621, ELS 626, and ELS 660.

ELS 679. Topics in Educational Leadership. 1-6 Credits.
The study of selected topics in educational leadership. Arranged individually with students.

ELS 700. Strategic Leadership and Management for School Improvement. 3 Credits.
This course is designed to give students entering the ODU Licensure program an understanding of the complex roles and challenges of a school principal, while focusing on the constantly changing nature of administrative responsibility. Students develop an integrated view of the knowledge base, research and practice of administration within a context of multiple perspectives and a wide range of thinking. The purpose of the course is to increase understanding of education, the role of educational administration, the forces that are moving education into a new era, the transitions that are occurring, and the use of the latest, best practices to improve the education of all children.

ELS 701. Accountability and Organizational Improvement. 3 Credits.
This course is an in-depth study of effective data based decision-making practices for contemporary school leaders. Formative and summative data based decision making practices will be explored, as well as how to work with large and small groups of staff members to analyze multiple measures of data and create school improvement designs for student and school success. An emphasis is placed on using data to make decisions at the division, school, and classroom levels. Prerequisite: ELS 600 or ELS 700.

ELS 702. Educational Politics and Policymaking. 3 Credits.
This course teaches aspiring school leaders how politics and policy shapes school-based decision making and how school leaders can influence politics and policy processes to improve learning environments for children. The course focuses contemporary problems that confront school leaders as they work to improve the conditions of learning for their students, faculty and staff. To effectively address and solve problems school leaders need to understand the processes of policymaking at various educational levels and to develop the relevant skills of policymaking needed at the school level. Thus, this course addresses the following three essential principles of educational politics and policy as they apply to school level administrators: political and policy dynamics that influence their work in schools; accurately identify, diagnose, and develop the right solutions to the right problems in order to achieve instructional goals of the school and division; and confront, engage in, and effectively deal with conflict (i.e., politics) emanating from within the school, division, or community in order to achieve school and division learning goals. Prerequisite: ELS 600 or ELS 700.

ELS 710. Strategic Communication and External Relations. 3 Credits.
This course serves as an introduction for prospective administrators to the social and political context of the educational environment. The underlying concept of this course is collaboration. Today's administrators face a variety of multifaceted challenges in their daily routines. Therefore, they must recognize the impact of political, socioeconomic situations, community diversity, equity issues, and school community relations on their leadership practices. Prerequisite: ELS 600 or ELS 700.
ELS 727. Learning Theories and Professional Development. 3 Credits.
This course exposes students to the essential elements of instructional leadership. Central to the skills and knowledge necessary to be an effective instructional leader are a deep understanding of the learning sciences that inform us about the essence of effective teaching. Effective instructional leaders have a solid basis for assessing and promoting high quality instruction, giving them the tools to proactively build a school's organizational capacity of sustained growth in student achievement. Students will engage in reading, reflection, dialog, writing, problem solving and field-work, designed to build an understanding of how these topics are intrinsically tied to supporting teachers in their classrooms through facilitating better understandings of standards and accountability, effective lesson planning and curriculum development, assessment and grading, classroom management and discipline. Prerequisite: ELS 600 or ELS 700.

ELS 728. Instructional Leadership and Supervision. 3 Credits.
This course develops student's skills, knowledge and dispositions in the area of instructional leadership. Students will explore how effective instructional leaders can use their integrated knowledge of quality instruction and the core principles of learning to set the mission and vision for the school, facilitate school improvement planning and professional development and finally how instructional supervision is used to integrate these activities and support the growth of individual teachers as well as building organizational capacity. Effective instructional leaders have a solid basis for assessing and promoting high quality instruction, giving them the tools to proactively build a school's organizational capacity for sustained growth in student achievement. Students will engage in reading, reflection, dialog, writing, problem solving and field-work, designed to help them build an integrated understanding of those leadership practices that help support teacher instructional growth and those that build organizational capacity for sustained improvement. Prerequisites: ELS 600 or ELS 700.

ELS 753. Educational Finance and Budgeting. 3 Credits.
This course examines how public schools are financed, including an analysis of the sources of revenues, the distribution of revenue, and the budgeting and expenditure of revenue. Special emphasis will be placed on the Virginia funding formula, education as an investment in human capital, and how funding relates to student achievement. Students will learn the fiscal management skills and understandings necessary to manage the finances of a school or school system, including the study of system and school procedures related to budget planning, budget management, internal school account management, inventory control, and purchasing procedures. Prerequisite: ELS 600 or ELS 700.

ELS 754. Human Resource Development and Evaluation. 3 Credits.
This course focuses on the development of various staff personnel functions. Collaborative staff development and performance evaluation are linked to organizational goals, culture and learner achievement. Application of knowledge and skills via case study, simulation and oral and written demonstration projects is included. Prerequisite: ELS 600.

ELS 757. Educational Law and Ethics. 3 Credits.
This course is an introduction to law, particularly with respect to federal and state statutes and court decisions dealing with the public schools. The topics span a wide spectrum of law-related concerns. The study of law is intended to be practical by providing the legal understanding necessary for a school administrator to negotiate his or her way through the maze of difficult legal and ethical matters commonly faced each day. Prerequisite: ELS 600 or ELS 700.

ELS 764. History and Philosophy of American Public School Reform. 3 Credits.
This course covers the major historical movements, especially in school reform, and key American educational philosophers. This course will provide prospective school administrators with a historical and philosophical foundation of education.

ELS 787. Pupil Personnel Services for Diverse Populations. 3 Credits.
This course focuses on the theories and skills that leaders need in order to administer the broad array of special services (i.e., special education, bilingual programming, counseling, and psychological, social work, and therapy services) so that students with all diverse needs are included in regular education. Prerequisite: ELS 600.

ELS 795. Topics in Educational Leadership. 1-3 Credits.
Study of selected topics in educational leadership. Prerequisite: permission of the instructor.

ELS 797. Topics in Educational Leadership. 1-3 Credits.

ELS 800. Strategic Leadership and Management for School Improvement. 3 Credits.
This course is designed to give students entering the ODU Licensure program an understanding of the complex roles and challenges of a school principal, while focusing on the constantly changing nature of administrative responsibility. Students develop an integrated view of the knowledge base, research and practice of administration within a context of multiple perspectives and a wide range of thinking. The purpose of the course is to increase understanding of education, the role of educational administration, the forces that are moving education into a new era, the transitions that are occurring, and the use of the latest, best practices to improve the education of all children.

ELS 801. Accountability and Organizational Improvement. 3 Credits.
This course is an in-depth study of effective data based decision-making practices for contemporary school leaders. Formation of summative data based decision making practices will be explored, as well as how to work with large and small groups of staff members to analyze multiple measures of data and create school improvement designs for student and school success. An emphasis is placed on using data to make decisions at the division, school, and classroom levels. Prerequisite: ELS 600 or ELS 700 or ELS 800.

ELS 802. Educational Politics and Policymaking. 3 Credits.
This course teaches aspiring school leaders how politics and policy shapes school-based decision making and how school leaders can influence politics and policy processes to improve learning environments for children. The course focuses contemporary problems that confront school leaders as they work to improve the conditions of learning for their students, faculty, and staff. To effectively address and solve problems school leaders need to understand the processes of policymaking at various educational levels and to develop the relevant skills of policymaking needed at the school level. Thus, this course addresses the following three essential principles of educational politics and policy as they apply to school level administrators: political and policy dynamics that influence their work in schools; accurately identify, diagnose, and develop the right solutions to the right problems in order to achieve instructional goals of the school division; and confront, engage in, and effectively deal with conflict (i.e., politics) emanating from within the school, division, or community in order to achieve school and division learning goals. Prerequisite: ELS 600 or ELS 700 or ELS 800.

ELS 806. The Urban System. 3 Credits.
Introduces students to the discipline of urban studies by focusing on various aspects of the city and cultural diversity. Provides an interdisciplinary overview of economic development and redevelopment, environmental factors, educational systems, health care systems, and government systems. Examines the extent to which urban systems impact diverse residents’ lives. Prerequisite: permission of the graduate program director.

ELS 810. Strategic Communication and External Relations. 3 Credits.
This course serves as an introduction for prospective administrators to the social and political context of the educational environment. The underlying concept of this course is collaboration. Today’s administrators face a variety of multifaceted challenges in their daily routines. Therefore, they must recognize the impact of political, socioeconomic situations, community diversity, equity issues, and school community relations on their leadership practices. Prerequisite: ELS 600 or ELS 700 or ELS 800.

ELS 811. Leadership Theory for Educational Improvement. 3 Credits.
This course provides the necessary knowledge to become an integral part of the educational improvement process at the school, division, and state levels. Students will analyze and relate the significant educational trends of the past 20 years to the political process, analyzing the impact on school planning. Students will take an active and vocal role in the discourse and debate about educational policy and practice. Emphasis will be placed on analyzing the context and implementing planning systems to develop mission, goals and programs that result in educational improvement.
ELS 815. Leadership for Equity and Inclusive Education. 3 Credits.
This course focuses on the theories and practices that help educational leaders ensure that students with special needs receive an equitable and inclusive education. Emphasis is on perspectives of difference versus deviance, historical foundations of specialized programs, current social and legal contexts that influence programming, questions of social justice, and possibilities for the inclusion of all students. While this course addresses the needs of all students, concentration is on individuals with disabilities and the laws that safeguard their rights.

ELS 821. Policy and Politics in Educational Leadership. 3 Credits.
This course focuses on the theories and practices needed to build relationships and support from the state political process, the local community, businesses, and media. Emphasis will be placed on the use of influence, and its impact on relationships, policies, and programs. Focus is placed on developing a shared vision to bring schools and communities together as partners in improving student learning. Two-way communication mechanisms for school improvement using political influence and power are examined. Prerequisite: ELS 811.

ELS 827. Learning Theories and Professional Development. 3 Credits.
This course exposes students to the essential elements of instructional leadership. Central to the skills and knowledge necessary to be an effective instructional leader are a deep understanding of the learning sciences that inform us about the essence of effective teaching. Effective instructional leaders have a solid basis for assessing and promoting high quality instruction, giving them the tools to proactively build a school’s organizational capacity of sustained growth in student achievement. Students will engage in reading, reflection, dialogue, writing, problem solving and field-work, designed to build an understanding of how these topics are intrinsically tied to supporting teachers in their classrooms through facilitating better understandings of standards and accountability, effective lesson planning and curriculum development, assessment and grading, classroom management and discipline. Prerequisite: ELS 600 or ELS 700 or ELS 800.

ELS 828. Instructional Leadership and Supervision. 3 Credits.
This course develops student's skills, knowledge and dispositions in the area of instructional leadership. Students will explore how effective instructional leaders can use their integrated knowledge of quality instruction and the core principles of learning to set the mission and vision for the school, facilitate school improvement planning and professional development and finally how instructional supervision is used to integrate these activities and support the growth of individual teachers as well as building organizational capacity. Effective instructional leaders have a solid basis for assessing and promoting high quality instruction, giving them the tools to proactively build a school's organizational capacity for sustained growth in student achievement. Students will engage in reading, reflection, dialogue, writing, problem solving and field-work, designed to help them build an integrated understanding of those leadership practices that help support teacher instructional growth and those that build organizational capacity for sustained improvement. Prerequisite: ELS 600 or ELS 700 or ELS 800.

ELS 831. Accountability Systems in Public Education. 3 Credits.
This course addresses the design, development, implementation, and alignment of public education accountability systems at the federal, state, and local levels. Particular attention is given to how the design and implementation of accountability systems affects educational equity and school reform efforts. Prerequisites: ELS 660 and ELS 880.

ELS 835. Organizational Theory and Behavior in Education. 3 Credits.
This course includes the psychology of organizational behaviors, theories of managing people, individual and organizational learning, individual motivation and organizational behavior, interpersonal communications and perceptions, group dynamics, problem management, managing multigroup work, managing diversity, leadership and organizational culture, leadership and decision making, the effective exercise of power and influence, supervision and employee development, organizational analysis, and managing change.

ELS 853. Educational Finance and Budgeting. 3 Credits.
This course examines how public schools are financed, including an analysis of the sources of revenues, the distribution of revenue, and the budgeting and expenditure of revenue. Special emphasis will be placed on the Virginia funding formula, education as an investment in human capital, and how funding relates to student achievement. Students will learn the fiscal management skills and understandings necessary to manage the finances of a school or school system, including the study of system and school procedures related to budget planning, budget management, internal school account management, inventory control, and purchasing procedures. Prerequisite: ELS 600 or ELS 700 or ELS 800.

ELS 854. Human Resource Development and Evaluation. 3 Credits.
This course focuses on the development of various staff personnel functions. Collaborative staff development and performance evaluation are linked to organizational goals, culture and learner achievement. Application of knowledge and skills via case study, simulation and oral and written demonstration projects is included. Prerequisite: ELS 600.

ELS 857. Educational Law and Ethics. 3 Credits.
This course is an introduction to law, particularly with respect to federal and state statutes and court decisions dealing with the public schools. The topics span a wide spectrum of law-related concerns. The study of law is intended to be practical by providing the legal understanding necessary for a school administrator to negotiate his or her way through the maze of difficult legal and ethical matters commonly faced each day. Prerequisite: ELS 600 or ELS 700 or ELS 800.

ELS 864. History and Philosophy of American Public School Reform. 3 Credits.
This course covers the major historical movements, especially in school reform, and key American educational philosophers. This course will provide prospective school administrators with a historical and philosophical foundation of education.

ELS 869. Instructional Internship. 3 Credits.
Course is designed to provide field experiences that will prepare students to serve as instructional and curriculum leadership in K-12 environments. Student must 1) produce a portfolio with required artifacts; 2) prepare a 10-12 page reflective paper according to identified guidelines and 3) complete internship evaluation with mentor and college supervisor at least three times during the term. Each internship course will require students to complete a minimum of 160 hours. Prerequisites: ELS 673.

ELS 871. Educational Systems Planning and Futures. 3 Credits.
The course covers the theoretical framework of strategic, operational, cooperative and future planning in education, leading to the development of a cyclic planning process which includes the appropriate tasks, steps and skills to effect administrative and policy change.

ELS 873. Advanced School Law. 3 Credits.
Advanced education law--doctoral level.

ELS 874. Advanced School Finance, and Operations. 3 Credits.
This course examines social justice issues related to the financial, political, and operational aspects of America's public schools. The politics of current legislation, court cases, finances, and operations of the school system are included. Prerequisites: ELS 753/ELS 853 or equivalent.

ELS 876. Leadership for Social Justice. 3 Credits.
In this course, students study and engage in dialogue related to the critical role of education in a democratic society in a rapidly changing and increasingly complex world. Through a focused discussion of theories and concepts such as democratic schools, social justice, critical theory and power, feminism, critical race theory, and difference/normalization, students come to understand the possible roles education can play in society and their need to continuously reflect on their own vision for leadership in public schools.
ENGL 518. Jewish Writers. 3 Credits.
This course introduces students to the Jewish literary traditions and the cultural trends shaping these traditions and the Jewish identity. It will examine the impact of such issues as immigration, family, marginality, the Holocaust, assimilation, cultural diversity, feminism, Israel, race and religion. Readings will include short stories, poems, essays, novels, and autobiographical writing.

ENGL 519. The Harlem Renaissance. 3 Credits.
The class provides students with a solid grasp of the Harlem Renaissance: what it was, why it came to be, and how it continues to resonate in American culture. Students will gain a greater understanding of this period and the ways in which the artistic endeavors of the Harlem Renaissance - especially the literature - helped to transform that era and make possible the growing respect for diversity that we now enjoy. Prerequisite: One 300-level literature class or permission of the instructor.

ENGL 521. British Literature 1660-1800. 3 Credits.
British literature from the Restoration of the monarchy after the Civil War and Puritan Commonwealth to the French Revolution, focusing on how cultural changes (legalized female actors, commercialized printing, colonialism, and growing market capitalism) interacted with the flowering of satire and scandalous theatrical comedy, and the emergence of modern literary forms (periodical journalism, "picturesque" poetry, and the novel).

ENGL 523. The Romantic Movement in Britain. 3 Credits.
A study of the literature written in Britain between 1770-1830, focusing on how the literary experiments and innovations of poets like Blake, Wordsworth, Coleridge, Byron, Percy Shelley, Keats, Burns, and Barbauld, and of novelists like Mary Shelley, Radcliffe, and Scott interacted with cultural changes such as the Industrial Revolution, the French Revolution, and the emergence of feminism and working-class radicalism.

ENGL 527. Writing in the Disciplines. 3 Credits.
This is a discussion/workshop course emphasizing contexts and strategies of text production in and across academic disciplines and professional settings. Students will produce a variety of texts designed to meet the needs of specific audiences.

ENGL 532. Origins and Early Development of the British Novel to 1800. 3 Credits.
A study of early novels and how the novel developed from other traditions such as the epic, romance, criminal biography, and travel narrative.

ENGL 533. Victorian Literature. 3 Credits.
A study of the chief writers and the cultural and philosophical backgrounds of the Victorian era, touching on the changes from the early to the later part of the period. Works analyzed include fiction, nonfiction prose, and poetry.

ENGL 535. Management Writing. 3 Credits.
This course focuses on writing as a means of making and presenting management decisions.

ENGL 538. The Twentieth-Century British Novel. 3 Credits.
Examination and analysis of a variety of novels in their editorial and cultural contexts.

ENGL 539. Writing in Digital Spaces. 3 Credits.
This course offers composition practice in critical contemporary digital environments. Readings and discussions will provide the history of and context for these digital spaces. Students should expect to participate in, develop, and engage in critical discussions about a range of digital spaces, including websites, wikis, blogs, and various interactive media.

ENGL 540. General Linguistics. 3 Credits.
An introduction to linguistic analysis of world languages. Emphasis is on the analysis of sound systems (phonetics, phonology) and the structure of words and sentences (morphology and syntax).

ENGL 541. American Travel Literature. 3 Credits.
This is a survey course that examines the American experience, American identity and American culture through travel "texts" that include prose, poetry, art, and film. The course takes an interdisciplinary American Studies approach, using lenses such as race, gender, and class.
ENGL 542. English Grammar. 3 Credits.
This course is a descriptive study of English grammar as it relates to the contexts in which it is used, with implication for grammar pedagogy and TESOL classrooms.

ENGL 543. Southern and African American English. 3 Credits.
This course focuses on the linguistic diversity of the American South, with emphasis on Southern White and African American varieties of English. It examines variation and change in the phonological, lexical, and syntactic systems, language contact, and dialect discrimination directed towards Southern and African American speakers both inside and out of the South.

ENGL 544. History of the English Language. 3 Credits.
A study of the origins and development of the English language. Primary focus is on sound, word, and grammatical changes.

ENGL 546. Studies in American Drama. 3 Credits.
With rotating topics, this course will pursue particular themes or periods in American drama and theater. Potential areas of inquiry might include melodrama, the early transatlantic stage, rise of stage realism, age of O’Neill, or the contemporary drama.

ENGL 547. The American Novel to 1920. 3 Credits.
Examination of the American novel from its origins in the late eighteenth century through World War I. The course will emphasize the novel as a genre, cultural trends during the period, and such relevant literary modes as romanticism, realism, and naturalism.

ENGL 548. The American Novel 1920 to Present. 3 Credits.
Examination of the American novel from the end of World War I to the present day. The course will emphasize formal issues related to the genre of the novel and relevant literary and cultural trends during the period including modernism and postmodernism.

ENGL 549. Craft of Literary Nonfiction. 3 Credits.
A detailed study of technique in literary nonfiction with an emphasis on the memoir, the essay, reportage, and travel narrative. Especially designed for, but not limited to, creative writing students; supplements the creative writing workshops. Prerequisites: ENGL 352 or permission of the instructor.

ENGL 550. American English. 3 Credits.
This course explores the geographic, social and stylistic diversity of English spoken in the U.S. It also examines how perceptions of dialect diversity affect access to education and other socioeconomic opportunities.

ENGL 551. Advanced Fiction Workshop. 3 Credits.
This course, an expansion of the principles and techniques learned in ENGL 451, focuses on the writing and criticism of the short story, the novella, and the novel. May be repeated for credit.

ENGL 552. Advanced Poetry Workshop. 3 Credits.
This course, an expansion of the principles and techniques learned in ENGL 452, focuses on the writing and criticism of poetry. May be repeated for credit. Prerequisites: ENGL 352 or permission of the instructor, based on writing samples submitted.

ENGL 554. Creative Nonfiction. 3 Credits.
A course in the techniques of writing nonfiction imaginatively within a factual context. Emphasis is placed on concern for reader psychology, selection of significant detail, and the development of a style at once lively and lucid. Assignments are made individually with regard to the student’s field of interest - history, biography, science, politics, informal essay, etc. Advice is given on the marketing of promising manuscripts. May be repeated for credit. Prerequisites: ENGL 327W or ENGL 351 or permission of the instructor, based on writing samples submitted.

ENGL 555. The Teaching of Composition, Grades 6-12. 3 Credits.
A study of the theory and practice of teaching writing. Special attention will be given to the ways effective teachers allow theories and experiences to inform their pedagogical strategies.

ENGL 556. The Craft of Fiction. 3 Credits.
A detailed study of fictional technique in the novel and short story, with emphasis on character development, conflict, point of view, plot, setting, mood, tone, and diction. Especially designed for, but not limited to, creative writing students; supplements the creative writing workshops. Prerequisites: ENGL 300 or permission of the instructor.

ENGL 557. The Craft of Poetry. 3 Credits.
A detailed study of technique in poetry, with emphasis on form, imagery, rhythm, and symbolism. Especially designed for, but not limited to, creative writing students; supplements the creative writing workshops. Prerequisites: ENGL 300 or permission of the instructor.

ENGL 559. New Literatures in English. 3 Credits.
A study of the diverse “new” literatures in English of the Caribbean and Central America, Africa, India, as well as of Canada and Australia, in their current historical and political contexts.

ENGL 561. Poetry of the Early Twentieth Century. 3 Credits.
Works of major British and American poets from 1900 to 1945 are studied.

ENGL 563. Women Writers. 3 Credits.
This course applies concepts developed through women’s studies scholarship and feminist literary criticism to works by women writers of different races and cultures.

ENGL 564. Native American Literature. 3 Credits.
This class offers an investigation of Native American literature both past and present and seeks to foster an appreciation for indigenous cultures, traditions, and the ongoing concerns that inform so much of Native literary output. By privileging Native centered approaches to narrative and history-keeping, the course hopes to promote a greater understanding of the issues Native peoples faced in the colonial milieu and the continued implications of those histories for Native communities and indigenous identities today.

ENGL 565. African-American Literature. 3 Credits.
An investigation of how African American literature has innovated, influenced, and been influenced by literary movements, historical events, social transitions, and political upheavals.

ENGL 566. Asian American Literature. 3 Credits.
The course introduces students to key texts in Asian American literature, supported by critical studies (and on occasion films) to interrogate the theme of Asian American identities in their multiple forms. The course will examine sociopolitical histories that undercut the literature, and the contributions of Asian American writers to the breadth and scope of American as well as global literatures today. Prerequisites: Permission of the instructor.

ENGL 573. Writing with Video. 3 Credits.
This course engages students in a comprehensive exploration of video as a rhetorical narrative medium, with emphasis on the actual production of video work. Writing is also integrated into the production process. From brainstorming to storyboard and critique, writing is positioned as an integral part of the course.

ENGL 577. Language, Gender and Power. 3 Credits.
This interdisciplinary course explores how language reflects and interacts with society, with particular emphasis on gender and race. Topics include definition, framing, stereotypes, language taboo, and powerful and powerless language.

ENGL 580. Investigative Reporting Techniques. 3 Credits.
This course explores how journalists pursue investigative projects that expose waste, mismanagement, conflicts of interest, dangerous business practices, and otherwise challenge the status quo. With a focus on both high tech and traditional research skills, the course will provide instruction in accessing government records kept by local, state and federal agencies. In pursuing in-depth stories that make a difference, contemporary journalists develop strategies for gathering and analyzing data, use social media in pursuit of stories and present stories for print, broadcast and online platforms.

ENGL 581. Advanced Public Relations. 3 Credits.
Designed to strengthen the skills of the public relations practitioner with emphasis on the creative aspects of problem solving. Attention is given to crisis public relations, interviewing, speech writing, and graphics.

ENGL 582. Sports Journalism. 3 Credits.
This is primarily a sportswriting course in which students are introduced to various types and styles of sports stories that are representative of sports journalism as practiced in newspapers and magazines. The course also explores the role of sports in American society.
ENGL 583. Reporting and News Writing II. 3 Credits.
Designed to familiarize students with the fundamentals of beat reporting and its practice in the multi-media environment of “converged” newsrooms. The course emphatically focuses on writing but also provides instruction on how the tools and techniques of multimedia platforms are used to enhance storytelling. Emphasis is also placed on accessing information through web-based resources and government documents.

ENGL 584. Feature Story Writing. 3 Credits.
Course includes discussion and practice of writing a variety of newspaper and magazine feature stories. Students will write and critique stories on people, places, businesses, trends, and issues. Assistance is given in the marketing of manuscripts.

ENGL 585. Editorial and Persuasive Writing. 3 Credits.
A study of the practice and function of writing editorials, commentary, reviews and columns for newspapers and online media. Lectures will focus on the techniques of crafting a persuasive argument, content analyses of Pulitzer Prize-winning editorials and columns, and guest lectures by newspaper editorial writers.

ENGL 586. Media Law and Ethics. 3 Credits.
Designed to introduce students to components of communication law that may affect the professional writer or broadcaster. Topics include defamation, constitutional constraints, freedom of information, privacy, copyright, and telecommunications law. Ethical issues relating to the mass media will also be examined.

ENGL 592. Modern World Drama. 3 Credits.
A comparative study of selected major dramatic works of the world, featuring texts drawn from a range of cultures from around the globe. The course will begin in the late nineteenth century and continue to the present. Works written in languages other than English will be read in translation.

ENGL 593. Contemporary World Literature. 3 Credits.
Fiction, poetry, and plays written during the last fifty years in nations throughout the world. Most texts will have been written originally in languages other than English. The course will focus on the comparative study of works produced in a variety of cultural contexts, and will explore a range of approaches to defining or circumscribing world literature.

ENGL 595. Topics in English. 1-3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, because of their specialized nature, may not be offered regularly. These courses will appear in the course schedule and will be more fully described in information distributed to all academic advisors.

ENGL 596. Topics in English. 1-3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, because of their specialized nature, may not be offered regularly. These courses will appear in the course schedule and will be more fully described in information distributed to all academic advisors. Prerequisites: Permission of the instructor.

ENGL 600. Introduction to Research and Criticism. 3 Credits.
Required of most graduate students in English, usually in the first semester. Survey of English as an academic discipline; issues and trends in scholarly journals; research strategies and conventions for graduate-level papers and master's theses; critical approaches to literature.

ENGL 615. Shakespeare. 3 Credits.
An application of advanced theoretical and critical approaches to Shakespeare's works. May be repeated more than once for credit if different group of works or themes is being studied.

ENGL 632. 18th Century British Literature. 3 Credits.
A study of the literature written in the British Isles from the “Glorious Revolution” of 1688 until 1800, focusing on how the flowering of satire and the emergence of literary forms such as periodical journalism, "picturesque" poetry, and the novel interacted with the growth of distinctly modern institutions and philosophies such as a free, commercial press, market capitalism, colonialism, political radicalism, and industrialism.

ENGL 641. 19th Century British Literature. 3 Credits.
A study of a selection of the literature written in Britain during the romantic and Victorian ages, focusing on the social, historical, and ideological contexts informing its production. Texts analyzed include poetry, fiction, and nonfiction.

ENGL 642. Nineteenth-Century British Novel. 3 Credits.
A study of 19th Century British novels in context of the economic, social, and political issues of the period, emphasizing their formal and aesthetic concerns.

ENGL 645. 20th Century British Literature. 3 Credits.
Studies of major poets, dramatists and prose writers. Some attention will be given to the movements, trends, forces, and ideas of the period.

ENGL 650. Creative Writing. 3 Credits.
Guided study and practice in writing short stories, novels, poetry, and creative nonfiction, offered in specific sections of Fiction, Poetry, and Nonfiction. This course can be repeated for credit. Students planning to write a creative thesis must take this course at least twice with their thesis director. Prerequisites: Admission to the MFA program and permission of the instructor.

ENGL 655. Topics in World Literature. 3 Credits.
Examination of a theme, genre, or other literary topic as it appears in the literature of several countries. All works are assigned in English translation if not originally written in English. Specific topics are listed in the schedule booklet, and course descriptions appear in a booklet distributed to all academic advisors.

ENGL 656. American Literature to 1810. 3 Credits.
Intensive study of a variety of texts from several genres reflecting the historical forces, aesthetic movements, social trends, and representative works of the period.

ENGL 657. American Literature 1810-1870. 3 Credits.
Intensive study of a variety of texts from several genres reflecting the historical forces, aesthetic movements, social trends, and representative works of the period.

ENGL 658. American Literature 1870-1946. 3 Credits.
Intensive study of a variety of texts from several genres reflecting the historical forces, aesthetic movements, social trends, and representative works of the period.

ENGL 659. American Literature 1945-Present. 3 Credits.
Intensive study of a variety of texts from several genres reflecting the historical forces, aesthetic movements, social trends, and representative works of the period.

ENGL 660. Craft of Narrative. 3 Credits.
A detailed study of the techniques of fiction and nonfiction with some emphasis given to the various theories informing the genres. Prerequisites: Graduate standing and permission of instructor.

ENGL 661. Craft of Poetry. 3 Credits.
A detailed study of the techniques of poetry with some emphasis on the various theories informing the genre. Prerequisites: Graduate standing and permission of instructor.

ENGL 662. Cybervocultures and Digital Writing. 3 Credits.
In this course, students will explore the social, theoretical, and cultural implications of composing with the ever-evolving digital writing technologies. They will also consider how to study the practices the writers use to compose with these technologies. Prerequisites: three units of digital writing or instructor's permission.

ENGL 664. Teaching College Composition. 3 Credits.
An intensive examination of alternative approaches to teaching first-year and advanced composition at the college level, with special attention to current schools of composition theory and research.
ENGL 665. Teaching Writing with Technology. 3 Credits.
Students in this course will explore different writing environments and
educational applications and learn how they are designed to help writers
compose, collaborate, research, and think. Students will assess the values
and theoretical assumptions underlying those applications and learn to
articulate their own philosophies of using technologies in the writing
classroom. Prerequisite: ENGL 539 and either ENGL 555 or ENGL 664.

ENGL 668. Graduate Internship and Project in Professional Writing. 1-3 Credits.
Structured work experience involving extensive writing and editing in a
professional setting. The result of the internship is an analytic paper and a
portfolio of written work. Prerequisites: 15 graduate credits in English.

ENGL 670. Methods and Materials in TESOL. 3 Credits.
A practical introduction to methods, materials, and course organization in
TESOL (Teaching English to Speakers of Other Languages). The course
includes language assessment and teaching language in its cultural context as
well as technology-enhanced language teaching.

ENGL 671. Phonology. 3 Credits.
An examination of the sound systems of natural languages, with emphasis
on English and how it differs from other languages. The course includes
articulatory and acoustic phonetics with analyses of data and exercises in
transcription, as well as introduction to different phonological theories and
their assumptions and notations. Prerequisites: ENGL 540 or permission of
the instructor.

ENGL 672. Syntax. 3 Credits.
A detailed examination of morphosyntactic structures found in the word's
languages with an emphasis on English grammar. Prerequisites: ENGL 540
or permission of the instructor.

ENGL 673. Discourse Analysis. 3 Credits.
A survey of approaches to the analysis of spoken discourse. Readings
and assignments emphasize issues related to transcription methods,
conversational discourse, narrative, social interaction, the influence of
prior discourses on texts, and relationships between discourse and power.
Prerequisites: ENGL 540 or permission of the instructor.

ENGL 674. Internship in Applied Linguistics. 3 Credits.
A structured work experience involving teaching or work in applied
linguistics in a professional setting. To be documented by a portfolio of
written work. Prerequisites: 12 graduate credits in linguistics.

ENGL 675. Practicum in TESOL. 3 Credits.
Supervised practice in teaching English to speakers of other languages.
Available to those enrolled in the M.A. in Applied Linguistics or TESOL
Certificate who have completed core courses. Prerequisites: ENGL 670 and
permission of the instructor.

ENGL 676. Semantics. 3 Credits.
This class is an advanced survey of semantic theories and practices.
Topics include terminology and taxonomies used in the study of meaning;
relationships between linguistic meaning, culture, and cognition (e.g.
reference, linguistic relativity, categorization); word meaning; and ways
in which contexts of language use influence interpretation. Prerequisites:
ENGL 540 or permission of the instructor.

ENGL 677. Language and Communication Across Cultures. 3 Credits.
An investigation of how language and cultural differences affect
communication. Readings from linguistics, anthropology, and literature
address problems of intercultural communication.

ENGL 678. Sociolinguistics. 3 Credits.
Sociolinguistics is the study of language in its social context with emphasis
on ethnography and other qualitative methods, quantitative methods,
and linguistic and social differentiation between individuals and groups.
Prerequisites: Any upper-division linguistics course or permission of
instructor.

ENGL 679. First and Second Language Acquisition. 3 Credits.
An investigation of first and second language acquisition with emphasis on
examining evidence about second language learning which supports or fails
to support different approaches to teaching a second language.

ENGL 680. Second Language Writing Pedagogy. 3 Credits.
Students engage in many of the theoretical debates about teaching L2
writers, as well as practical responses to these debates. With this knowledge
students are prepared to enter the debate, teach L2 writers, and conduct
research on L2 writers and writing.

ENGL 681. Contemporary Classics: The Thesis Reading List. 3 Credits.
This course offers students enrolled in the MFA in Creative Writing program
the opportunity for rigorous study of contemporary master works in a
particular genre. Designed to provide students with the opportunity to deeply
investigate contemporary works for the required thesis reading list, this
course counts as one of the literature requirements for the MFA degree. The
course is best suited for students in the second year of the program; however,
you may take more than one credit if you wish. The course cannot be repeated for credit.
Prerequisites: Graduate standing and permission of instructor.

ENGL 683. Literary Editing and Publishing. 3 Credits.
This course is for MFA Creative Writing students, and is meant to provide
basic concepts of literary editing and publishing, theoretical and practical
frameworks, and hands-on/internship types of experiences managing/
reading/editing for the MFA program's literary journal, Barely South
Review. This course can count toward elective credit in the MFA
curriculum and may not be repeated for credit. Prerequisites: Students must
be in good graduate standing and must have earned at least 9 credit hours in
the MFA program. Pre- or corequisite: This course is a corequisite for actual
internship work in the journal, though students who take this course are NOT
automatically guaranteed a staff position in the journal.

ENGL 685. Writing Research. 3 Credits.
This course explores current methods and methodologies in writing research.
Students will design and carry out original studies of academic, professional,
and personal writing as it is practiced in classrooms, work places, and other
settings. Prerequisites: 6 graduate credits in English.

ENGL 686. Introduction to Rhetoric and Writing Studies. 3 Credits.
This course presents key concepts, principles, traditions, and conversations
that define the field of rhetoric and composition, surveying major texts,
movements, issues, and methodologies. This course is designed primarily
to prepare students for advanced courses in professional writing, however,
it will also benefit any student who is interested in gaining insights about
language, knowledge, and power from the perspective of rhetoric.

ENGL 687. Colloquium for Teachers of English. 3 Credits.
This course discusses theories of teaching, writing and literature and helps
explore the challenges facing 21st century educators in terms of finding
ways to teach the 21st century student. The course investigates ways to help
students understand the inherent value of reading and writing. Additionally,
the course looks at pedagogical models and examines how they can be
applied to individual areas of expertise. May be repeated for credit when
topic varies.

ENGL 694. Thesis Colloquium. 3 Credits.
All MFA students are required to take ENGL 694 before their final semester.
The course brings together all genres in a collaborative focus in which
students discuss specific thesis projects, format requirements, publishing
opportunities and reading lists for the 10-page prefatory essay required for
their defense. Prerequisites: May be taken after 24 graduate hours have been
completed.

ENGL 695. Topics. 1-3 Credits.
The advanced study of a selected topic in English. Topics courses
will appear in the course schedule and will be more fully described in
information distributed to all academic advisors.

ENGL 696. Independent Readings. 3 Credits.
Designed for the advanced student (15-20 hours) who wants to study in-
depth a sharply focused area of literature, linguistics, or pedagogy. Before
registering for the course, the student must make out a prospectus with the
instructor and submit it. No graduate student is permitted to take more than
two independent readings courses.

ENGL 698. Thesis Research. 1-9 Credits.
Preparatory course designed to assist students in the writing of a thesis.
Students will consult regularly with the faculty. Prerequisite: Instructor
approval and completion of 30 hours of course work required.

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ENGL 699. Thesis. 1-9 Credits.
Writing of the creative thesis. Prerequisites: Instructor approval and completion of 30 hours of course work required.

ENGL 701. Texts and Technologies. 3 Credits.
Tracing the development of writing technologies from Ancient Greece through contemporary blogs and wikis, this course focuses on the relationships between a text's physical qualities and its composition, production, and reception.

ENGL 703. Technologies of the Book. 3 Credits.
This course explores the history and future of the book, print technology, the way books are made, shared, collected, preserved, and discarded, and the status of the book within larger information systems—archives, libraries, and private collections—in the digital age. How do we reconceive the book and its place in the increasingly digital cultural archive?

ENGL 705. Discourse and Rhetoric Across Cultures. 3 Credits.
The course is a survey of language use both within and across cultures. Topics include relationships between language and conceptualization (linguistic relativity); description and interpretation of linguistic and rhetorical patterns; the organization, expression, and analysis of cultural meaning (e.g. frames, cultural models, narratives); relational aspects of language use; and literacy practices. Prerequisites: Admission into the Applied Linguistics M.A. or the Ph.D. in English.

ENGL 706. Visual Rhetoric and Document Design. 3 Credits.
This course focuses on how visual elements, whether verbal or graphic, work within different types of documents. Theory and research in visual rhetoric and technical communication will be used to develop models for how people process visual information in terms of a variety of social and cultural contexts.

ENGL 710. Major Debates in English Studies. 3 Credits.
This course introduces students to the principal questions and concerns of the field and includes a comparison and contrast of the subspecialties in English, including how they form and address key issues.

ENGL 715. Professional Writing Theories and Practices. 3 Credits.
This course surveys the history of professional writing, competing theories and research methodologies in the field. The tensions between workplace practices, professional writing scholarship, and professional writing pedagogy will also be explored.

ENGL 716. International Professional Writing. 3 Credits.
This course focuses on the linguistic and cultural factors that business writers and technical writers must consider when working with/for global audiences. Students will learn to approach cross-cultural communication as a process that starts with researching the target audience. Prerequisite: ENGL 715.

ENGL 720. Pedagogy and Instructional Design. 3 Credits.
Students in this course will be prepared to develop pedagogical plans, teach and assess writing in four instructional areas: advanced and professional writing courses, writing across the curriculum, workplace instruction, and distributed learning. New pedagogical tools, especially computer-based technologies, will be taught, analyzed and tested.

ENGL 721. Compositions as Applied Rhetoric. 3 Credits.
Students will examine how the field of rhetoric has shaped composition pedagogy in the United States from its inception at Harvard to postmodern possibilities of today's writing classroom. Prerequisite: 3 credits of a graduate level rhetoric or composition course or instructor's permission.

ENGL 724. Online Writing Instructions. 3 Credits.
Students will learn how to negotiate the intersection between online instruction and writing pedagogy by exploring and interrogating the ways that various means of course mediation shapes the literacy pedagogy an instructor can develop. ENGL 664 is recommended as a prerequisite.

ENGL 725. Scholarly Editing and Textual Scholarship. 3 Credits.
Surveys the theory and practice of scholarly editing, of the physical description of texts as material artifacts, and of the historical and social contextualization of texts as material artifacts. Focus is on texts produced in manuscripts and print, but consideration is given to oral texts and digital texts. Prerequisite: Instructor approval required.

ENGL 726. The British Periodical Press. 3 Credits.
A study of the British periodical press from the 1700s to c.1900 as an archival object revealing the life and culture of the Enlightenment, Romantic, and Victorian Eras. The course considers the sociocultural function of newspapers, monthlies, annuals, and serial novels, and critiques material and digital archival work.

ENGL 730. The Digital Humanities. 3 Credits.
Taking historical, cultural, and theoretical views, this course bridges literary studies with new media. How has technology historically affected literature and culture? Can the democratization of information accelerate literary development? Topics will include digital archives, intellectual property in the information age, and electronic textuality.

ENGL 732. Digital Activisms. 3 Credits.
An exploration of the diffuse and disparate methods and practices of contemporary digital activism.

ENGL 735. Postcolonial Literature and Theory. 3 Credits.
An examination of the discourse of postcolonial critical theory literature produced in postcolonial, diasporic and global contexts. Prerequisite: Any equivalent graduate level critical theory course or instructor permission.

ENGL 740. Empirical Research Methods and Project Design. 3 Credits.
This course focuses on the theory and design of empirical research conducted in academic and nonacademic settings. Students will examine the methodological complexities of ethnography, meta-analysis, feminist research and other approaches.

ENGL 750. Service Learning in English Studies. 3 Credits.
Students will engage in service-learning activities and apply various concepts and skills from their experience and coursework to identify and respond to the needs in the community. An analytical paper and portfolio of service-learning materials are required. Prerequisite: Instructor approval required.

ENGL 754. Cultural Studies. 3 Credits.
A study of the historical formation of cultural studies and the theoretical principles that underwrote its emergence, development, and institutional adaptation.

ENGL 755. Critical Race Theory. 3 Credits.
The goal of this course is to examine various approaches to Critical Race Studies and, in light of its theoretical commitments, explore its problems, possibilities, and limitations. How might we better understand our history and contemporary politics through the methodologies of critical race theory? Does critical race theory open up new areas for exploration or does it make our understanding of race and ethnicity more indefinite? Such an exploration will require us to think carefully about race and racism, but also other forms of identity like gender, class, and sexuality.

ENGL 756. Pocahontas Unplugged: Jamestown, Pocahontas and the Forging of American Identity. 3 Credits.
An investigation of the cultural discourse surrounding the figure of Pocahontas in Early American literature and history, observing its construction within the dominant archive and its performance over a period of four centuries. Also seeks to understand Pocahontas from within local indigenous traditions and a larger network of indigenous agency.

ENGL 760. Classical Rhetoric and Theory Building. 3 Credits.
Analysis and discussion of classical theories of rhetoric, with attention to how rhetoric describes discourse in the public sphere.

ENGL 763. Seminar in Discourse Analysis. 3 Credits.
This course focuses on relationships among language users, text, grammar, context, and purpose within a discourse perspective. Readings and assignments emphasize theoretical and methodological issues related to interactive discourse, registers and genres, narrative and identity, and language, ideology and power. Prerequisites: ENGL 540 or permission of the instructor.
ENGL 764. Theories of Literature. 3 Credits.
An in-depth study of selected theories about the form, history, and cultural significance of literature, such as narrative theory, poststructuralism, Marxism, and feminism. Specific topics may vary by semester, but all sections will engage comprehensively with a body of theoretical texts and concerns.

ENGL 765. Modern Rhetoric and Theory Building. 3 Credits.
This course concerns the development of rhetoric as an academic discipline in the twentieth century, in particular how rhetoric has distinguished itself from literary, historical, philosophical, and linguistic modes of inquiry.

ENGL 766. New Media Theory and Practice I. 3 Credits.
This course involves hands-on instruction in a variety of software packages used to create websites and multi-media projects. Students will explore the rhetorical, literary, and technical aspects of their own projects as well as other web-based and multi-media compositions/products.

ENGL 770. Research Methods in Applied Linguistics. 3 Credits.
This course introduces basic concepts, methods, and techniques used to investigate topics and problems in applied linguistics. Both quantitative and qualitative approaches are presented. Methods include surveys, ethnographies, case studies, and experimental designs. Two major goals are emphasized: to become better readers of research reports and develop research and analytical skills applicable to applied linguistics and related fields. Prerequisites: Permission of the instructor.

ENGL 771. New Media Theory and Practice II. 3 Credits.
This course builds on the study of new media textual production and consumption in English Studies begun in New Media Theory and Practice I and gives students the opportunity to engage in more advanced theoretical and production work. This course will focus on the integration of multiple modes and media using a variety of software and hardware. Prerequisite: ENGL 766.

ENGL 775. Seminar in English Studies - Pedagogy and Curriculum Design. 3 Credits.
This course introduces students to literacy theory and challenges them to apply it in specific disciplines within English Studies. Prerequisite: ENGL 720 or ENGL 820 recommended.

ENGL 778. Seminar in Sociolinguistics. 3 Credits.
This seminar investigates socially meaningful language variation. The focus will be on everyday types of speech that people use to situate themselves in social worlds. Topics include ethnography of communication, language ideologies, social and regional variation, and quantitative analysis.

ENGL 783. Seminar in Professional Writing. 3 Credits.
This course will provide an intensive examination of a specific topic or issue in professional writing and New Media. Prerequisite: Instructor approval.

ENGL 790. Seminar in Textual Studies. 3 Credits.
This course will provide an intensive examination of a specific topic or issue in textual studies and serve as a field course for Rhetoric and Textual Studies. Prerequisite: Instructor approval.

ENGL 791. Seminar in Literary Studies. 3 Credits.
Intensive seminar in a variable topic within literary or literary/cultural studies.

ENGL 793. Seminar in Rhetoric. 3 Credits.
This course will provide an intensive examination of a specific topic or issue in rhetoric and serve as a field course for Rhetoric and Textual Studies. Prerequisite: Instructor approval.

ENGL 794. Seminar in New Media. 3 Credits.
This course will provide an intensive examination of a specific topic or issue in new media and serve as a field course for Professional Writing and New Media. Prerequisite: Instructor approval.

ENGL 795. Topics. 3 Credits.
Variable course material for students in the Ph.D. in English degree program. Prerequisite: must be enrolled in a graduate program.

ENGL 797. Independent Study in English. 3 Credits.
Provides opportunities for doctoral students to do independent research in areas of their interests. Hours to be arranged. Prerequisite: graduate standing.

ENGL 801. Texts and Technologies. 3 Credits.
Tracing the development of writing technologies from Ancient Greece through contemporary blogs and wikis, this course focuses on the relationships between a text's physical qualities and its composition, production, and reception.

ENGL 803. Technologies of the Book. 3 Credits.
This course explores the history and future of the book, print technology, the way books are made, shared, collected, preserved, and discarded, and the status of the book within larger information systems—archives, libraries, and private collections—in the digital age. How do we reconceive the book and its place in the increasingly digital cultural archive?.

ENGL 805. Discourse and Rhetoric Across Cultures. 3 Credits.
The course is a survey of language use both within and across cultures. Topics include relationships between language and conceptualization (linguistic relativity); description and interpretation of linguistic and rhetorical patterns; the organization, expression, and analysis of cultural meaning (e.g. frames, cultural models, narratives); relational aspects of language use; and literacy practices. Prerequisites: Admission into the Applied Linguistics M.A. or the Ph.D. in English.

ENGL 806. Visual Rhetoric and Document Design. 3 Credits.
This course focuses on how visual elements, whether verbal or graphic, work within different types of documents. Theory and research in visual rhetoric and technical communication will be used to develop models for how people process visual information in terms of a variety of social and cultural contexts.

ENGL 810. Major Debates in English Studies. 3 Credits.
This course introduces students to the principal questions and concerns of the field and includes a comparison and contrast of the subspecialties in English, including how they form and address key issues.

ENGL 815. Professional Writing Theories and Practices. 3 Credits.
This course surveys the history of professional writing, competing theories and research methodologies in the field. The tensions between workplace practices, professional writing scholarship, and professional writing pedagogy will also be explored.

ENGL 816. International Professional Writing. 3 Credits.
This course focuses on the linguistic and cultural factors that business writers and technical writers must consider when working with/or global audiences. Students will learn to approach cross-cultural communication as a process that starts with researching the target audience. Prerequisite: ENGL 815.

ENGL 820. Pedagogy and Instructional Design. 3 Credits.
Students in this course will be prepared to develop pedagogical plans, teach and assess writing in four instructional areas: advanced and professional writing courses, writing across the curriculum, workplace instruction, and distributed learning. New pedagogical tools, especially computer-based technologies, will be taught, analyzed and tested.

ENGL 821. Compositions as Applied Rhetoric. 3 Credits.
Students will examine how the field of rhetoric has shaped composition pedagogy in the United States from its inception at Harvard to postmodern possibilities of today's writing classroom. Prerequisite: 3 credits of a graduate level rhetoric or composition course or instructor's permission.

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ENGL 864. Theories of Literature. 3 Credits.
An in-depth study of selected theories about the form, history, and cultural significance of literature, such as narrative theory, poststructuralism, Marxism, and feminism. Specific topics may vary by semester, but all sections will engage comprehensively with a body of theoretical texts and concerns.

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This course will provide an intensive examination of a specific topic or issue in textual studies and serve as a field course for Rhetoric and Textual Studies. Prerequisite: Instructor approval.

ENGL 891. Seminar in Literary Studies. 3 Credits.
Intensive seminar in a variable topic within literary or literary/cultural studies. Prerequisites: Student must be enrolled in doctoral program to take this course.

ENGL 892. Dissertation Seminar. 3 Credits.
This course is taken prior to doctoral candidacy exams. It enables students to develop and refine a topic for the dissertation, do preliminary research, and construct a bibliography under the guidance of a faculty mentor. Students will also use the seminar to prepare bibliographies to be used in candidacy exams. Prerequisite: All core, field, and elective coursework must be completed prior to enrollment.

ENGL 893. Seminar in Rhetoric. 3 Credits.
This course will provide an intensive examination of a specific topic or issue in rhetoric and serve as a field course for Rhetoric and Textual Studies. Prerequisite: Instructor approval.
ENGL 894. Seminar in New Media, 3 Credits.
This course will provide an intensive examination of a specific topic or issue in new media and serve as a field course for Professional Writing and New Media. Prerequisite: Instructor approval.

ENGL 895. Topics, 3 Credits.
Variable course material for students in the Ph.D. in English degree program. Prerequisite: must be enrolled in a graduate program.

ENGL 897. Independent Study in English, 1-3 Credits.
Provides opportunities for doctoral students to do independent research in areas of their interests. Hours to be arranged. Prerequisite: graduate standing.

ENGL 898. Directed Research, 1-9 Credits.
This course can be taken as a supplement to the Dissertation Seminar for independent investigation in the topic for dissertation. Prerequisite: instructor approval.

ENGL 899. Dissertation, 1-9 Credits.
This course is to be taken only by students who have passed the candidacy exams for the purpose of researching and writing the dissertation. Prerequisite: ENGL 892 and passing Candidacy examination.

ENGL 998. Master's Graduate Credit, 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

ENGL 999. Doctoral Graduate Credit, 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

ENGN - Engineering

ENGINEERING Courses

ENGN 554. Introduction to Bioelectricity, 3 Credits.
A one semester course covering the electrical properties of cells and tissues as well as the use of electricity and magnetism in the diagnosis and treatment of disease. Typical topics to be covered include electrocardiography, cardiac pacing, defibrillation, electrotherapy, electroporation, electrotherapy in wound healing. In addition ultrashort electrical pulses for intracellular manipulation and the application of plasmas to biological systems will be covered. (Cross listed with ECE 554). Prerequisites: PHYS 111N or higher; MATH 200 or higher.

ENGN 602T. Engineering for Secondary School Teachers, 1-3 Credits.
An introduction to foundations of design and civil, environmental, electrical, mechanical, and computer engineering. The course will consist of secondary school appropriate content and concepts that directly correlate with the state and local school systems' science and mathematics curriculum. May lead to a Project Lead the Way certification when applicable. Prerequisites: Bachelor's degree or permission of the instructor.

ENGN 603T. Engineering Seminar for Teachers, 1-3 Credits.
An introductory seminar on specific multi-disciplinary or interdisciplinary engineering topics for MS or HS teachers. Prerequisites: Bachelor's degree or permission of the instructor.

ENGN 611. Financial Engineering, 3 Credits.
Financial engineering management, accounting, financial reports and analysis, capital budgeting, investment decisions.

ENGN 612. Analysis of Organizational Systems, 3 Credits.
Introduction to fundamental concepts in the analysis of organizations. Examination of social, structural, procedural, and environmental aspects by systems approach. Modules include: History and systems of organizations and management; Basic organizational systems and models; Organizational behavior models; Integration of systems perspectives; and Organizational structures.

ENGN 620. The Entrepreneurial Engineer, 2 Credits.
This course is designed to provide engineers and engineering technologists with the knowledge, skills and experience needed to create products and services that will be attractive to consumer markets and to bring those products and services to market in new commercial ventures. Topics covered include: how to evaluate entrepreneurial opportunities in the engineering field; elements of a viable business plan; governance models; management succession planning; use of social media; and creating an ethical engineering enterprise in the global economy.

ENGN 622. Remote Sensing, 3 Credits.
The course will cover electromagnetic passive and active sensing systems, earth resource satellite systems, digital image formats, image enhancement, interpretations and applications of computer assisted interpretation in mapping, geology, water quality and urban and regional planning. It also covers image rectification, registration and image data merger with GIS.

ENGN 623. Leadership and Human Dynamics for the Entrepreneurial Engineer, 2 Credits.
This course covers the concepts, skills, and characteristics of effective and successful entrepreneurial leaders in the 21st century. The course covers leadership for entrepreneurial engineers through case studies and literature review in areas such as the fundamentals of leadership, ethical leadership, social capital, emotional intelligence, and three-dimensional leadership.

ENGN 625. Business Planning for Entrepreneurial Engineers, 2 Credits.
This course is the capstone of the Entrepreneurship and Innovation graduate certificate for engineers. With data and expertise through prior course work, students develop and present a comprehensive and viable entrepreneurial business plan in engineering. Topics covered include: Product lifecycle management, marketing and strategic planning, entrepreneurial finance, and effective presentation techniques. The final presentation is delivered to a panel of ODU faculty and engineering practitioners who provide sound feedback to the student.

ENGN 630. Advanced Bioelectricity, 3 Credits.
A one-semester course covering advanced topics in bioelectricity. The course will cover advanced application of pulsed power and plasma in the medical, biological and environmental fields. (Cross-listed with ECE 630). Prerequisites: bachelor's degree in physics, engineering or biology.

ENGN 671. Carbon-Free Clean Energy, 3 Credits.
Nuclear power and nuclear energy; solar energy; wind energy; geothermal energy; hydroelectric power; hydrogen as energy resource; hydrogen fuel cells; hybrid technologies; global economics and environmental impacts of carbon-free energy.

ENGN 672. Energy Systems Management, 3 Credits.
System management principles; energy systems safety and security; automation and control; environmental effects and comparative risk assessment; energy storage; carbon sequestration; energy systems scale up issues; energy systems integration; hybrid systems; energy systems optimization; effects of public policies on energy systems management.

ENGN 673. Fossil Energy, 3 Credits.
Fossil fuel; global supply and demand; techniques for fossil fuel recovery; technologies for fossil fuel conversion; crude oil characterization and classification, oil refineries, heavy oil shale, tar sand, bitumen; coal characterization, recovery, conversion; natural gas, shale gas, landfill gas, gas hydrates; organic and polymeric wastes; environmental impacts.

ENGN 695. Multidisciplinary Topics in Engineering, 1-3 Credits.
Special interdisciplinary or multidisciplinary topics of interest with emphasis on emerging areas in engineering.

ENGN 697. Independent Study in Energy Engineering, 3 Credits.
Individual analytical, experimental, computational and/or design study selected by the student and supervised by the course instructor.

ENGN 811. Methodologies for Advanced Engineering Projects, 3 Credits.
Critical evaluation of published literature; experimental design and analysis; optimization methods; pre-project planning; definition of scope, projects risks, technical, economical, social, and political constraints; execution strategies; effective proposal development. Prerequisite: Graduate standing.
ENMA 602. Engineering Leadership. 3 Credits.
Effective communication techniques, strategic planning, building collaborative relationships, conflict management, building high-performance teams, risk management, managing innovations. Prerequisites: Graduate standing.

ENMA 603. Operations Research. 3 Credits.
Deterministic and stochastic models for decision making. Topics include: optimization methods; linear and other programming models; network analysis; inventory analysis; queuing theory. Knowledge of probability and statistics (ENMA 420 or equivalent) is assumed.

ENMA 604. Project Management. 3 Credits.
Exploration of the systems approach to planning, scheduling, control, design, evaluation, and leadership of projects in technology-based organizations. The fundamental tools and techniques of project management; role of the project manager; project management systems; project selection; project life cycle; project monitoring and control; project management evaluation and auditing; project risk and failure analysis; contextual nature of project management; project knowledge.

ENMA 605. Program Capstone. 1 Credit.
A written, comprehensive demonstration of the candidate's competence in the fields covered by the program of study that is intended to fulfill the non-thesis master's examination requirement. Prerequisites: Completion of minimum of the 18 core credit hours in program of study.

ENMA 606. Engineering Law. 3 Credits.
Basic legal concepts and procedures for understanding the implications of engineering management decisions. Major emphasis on contracts and liability.

ENMA 607. Stochastic Decision Methods. 3 Credits.
Introduction to decision analysis and stochastic models; risk and uncertainty in decision making; probabilistic inventory problems; queuing theory; Markov processes; dynamic programming; Monte Carlo simulation of dynamic systems. Knowledge of probability and statistics (ENMA 420 or equivalent) is assumed.

ENMA 610. Agile Project Management. 3 Credits.
This course focuses the management of projects using an agile approach to respond to the continuous changes that affect project capabilities and performance. Although any project can be manage using agile project management, projects with high degree of uncertainty obtain the most benefits from this approach (e.g., R&D projects). The course covers Scrum and expands it by articulating the human and business factors that make successful agile project management. Case studies and/or short-projects are required. Prerequisites: ENMA 401 or equivalent.

ENMA 613. Logistics and Supply Chain Management. 3 Credits.
Studying how logistical decisions impact the performance of the firm and the entire supply chain. Topics include strategic planning, facilities location and analysis, distribution and transportation networks, forecasting, inventory management, and information systems for supply chains. Knowledge of probability and statistics (ENMA 420 or equivalent) is assumed. The course includes case studies and/or a project. Prerequisites: ENMA 603; ENMA 420 or equivalent.

ENMA 614. Quality Systems Design. 3 Credits.
Integrated analysis of the process quality assurance and improvement function. Quality Deming's way. Scientific sampling and control charting for quality assurance and control; the quality cost concept and economic aspects of quality decisions. Organization of the quality function for process quality improvement. Knowledge of probability and statistics (ENMA 420 or equivalent) is assumed. Prerequisites: ENMA 420 or equivalent.

ENMA 615. Introduction to Systems Engineering. 3 Credits.
Introduces the principles, concepts and process of systems engineering. Examination of problem formulation, analysis, and interpretation as they apply to the study of complex systems. Emphasizes the design nature of systems engineering problem solving, and includes case studies stressing realistic problems. Development of system requirements, system objectives, and the evaluation of system alternatives.

ENMA 616. The Entrepreneurial Engineering Manager. 3 Credits.
Globalization has increased competition among the planet's enterprises. The quality of products and services has dramatically improved while prices have plummeted. Consumer expectations have risen to very high levels. This phenomenon has accelerated the need for large technical enterprises to become more agile, flexible and responsive to consumer demands. Government agencies are no longer exempt from this trend: U.S. Government agencies are now required to establish strategic plans for their enterprises and to develop business plans that illustrate the future directions of the enterprise and to define the resources required to realize the vision and strategy of the enterprise. This course introduces Engineering Management students to a wide range of approaches designed to facilitate start-up, enable growth and ensure the continued capability of emerging and mature technical enterprises.

ENMA 618. Project Management Systems. 3 Credits.
This course examines the role and nature of systems engineering. It is specifically designed to provide the fundamental understanding of systems engineering and complex systems. This course examines a variety of systems engineering topics with emphasis on the: (1) development of the fundamentals of systems engineering, (2) systems engineering life-cycle models and phases, (3) systems design for operational feasibility, and (4) an introduction to planning for systems engineering and management. This course prepares students to assume the role of a systems engineer in planning, directing, conducting, and assessing systems engineering initiatives.

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ENMA 641. Requirements Management, Verification and Validation. 3 Credits.
Comprehensive treatment of the nature and utility of requirements, verification, and validation in systems engineering processes. Topics include: establishing user requirements; traceability; baseline and evolving requirements; governing standards; requirements management; issues in requirements for complex systems; role and methods for verification and validation in systems engineering; data treatment and analysis; standards, practices, and issues for verification and validation in systems engineering.

ENMA 645. Preparation for Systems Engineering Professional Certification. 3 Credits.
A comprehensive treatment and review of the International Council on Systems Engineering (INCOSE) Systems Engineering Handbook v4 in preparation for INCOSE Systems Engineering Professional (SEP) Certification. This course should be taken in the final semester in which the student will graduate.

ENMA 650. Mission Analysis and Engineering. 3 Credits.
The course provides an overview of mission engineering and the role of mission engineering and the mission engineer in government acquisitions. The course presents the theoretical foundations that enable a fuller representation of complex problem as well as the required engineering and management approaches needed to deal with the high level of complexity and uncertainty. It applies the theoretical facets to specific engineering problems/cases and explores robust approaches given the conditions of the problem. Developments, on-going research, as well as gaps in knowledge and know-how are discussed. Prerequisites: ENMA 640.

ENMA 660. Systems Architecture and Modeling. 3 Credits.
Students learn the essential aspects of the systems architecture paradigm through development and analysis of multiple architecture frameworks and enterprise engineering. Emphasis is placed on systems modeling and enterprise engineering.

ENMA 661. Modeling and Analysis of Systems. 3 Credits.
This course covers modern modeling paradigms for deterministic and stochastic complex and dynamic systems. This includes, but is not limited to, Discrete Simulation, Queuing Systems, and Agent-based models among others. Focus will be on system analysis using different developed models in different domains such as production, logistics, security, and service, military and social. Prerequisites: ENMA 420 or equivalent.

ENMA 667. Cooperative Education. 1-3 Credits.
Available for pass/fail grading only. Student participation for credit based on academic relevance of the work experience, criteria, and evaluative procedures as formally determined by the department and the Cooperative Education program prior to the semester in which the work experience is to take place.

ENMA 668. Internship. 1-3 Credits.
Academic requirements will be established by the graduate program director and will vary with the amount of credit desired. Allows students an opportunity to gain short-duration career-related experience. Meant to be used for one-time experience. Work may or may not be paid. Project is completed during the term.

ENMA 669. Practicum. 1-3 Credits.
Academic requirements will be established by the department and will vary with the amount of credit desired. Allows students an opportunity to gain short duration career related experience. Student is usually already employed - this is an additional project in the organization. Prerequisites: Approval by department and Career Development Services.

ENMA 670. Cyber Systems Engineering. 3 Credits.
This course provides an overview of functioning of cyber systems including how a computer interacts with the outside world. The composition of critical infrastructure and functioning of different engineered systems that form critical infrastructure are discussed. Mutual dependence and interactions between cyber systems and other engineered and the resulting security risks are also explored. Prerequisites: Undergraduate students in STEM fields or graduate students of STEM degree or instructor's approval.

ENMA 690. Systems Engineering Capstone. 1 Credit.
A written, comprehensive demonstration of the candidate's competence in the fields covered by the systems engineering program that is intended to fulfill the non-thesis master's examination requirement.

ENMA 695. Topics in Engineering Management. 1-3 Credits.
Special topics of interest with emphasis placed on recent developments in engineering management. Prerequisites: Permission of the instructor.

ENMA 696. Topics in Engineering Management. 1-3 Credits.
Special topics of interest with emphasis placed on recent developments in engineering management. Prerequisites: Permission of the instructor.

ENMA 697. Independent Study in Engineering Management. 3 Credits.
Individual study selected by the student. Supervised and approved by a faculty member with the approval of the Graduate Program Director. Prerequisites: Permission of Graduate Program Director.

ENMA 698. Master's Project. 1-3 Credits.
The master's project is guided under the supervision of the course instructor. Projects must be approved by the Graduate Program Advisor. Prerequisites: Graduate Program Director permission is required.

ENMA 699. Thesis. 1-6 Credits.
Research leading to a Master of Science thesis. Prerequisites: ENMA 721 and permission of the Graduate Program Director.

ENMA 700. Economic Analysis of Capital Projects. 3 Credits.
This course is targeted at engineering managers who actively participate in the capital budgeting process and project justification. Topics include capital budgeting techniques (including multi-attribute decision making), utility theory, justification of new technologies, and current research in engineering economics. Reading and application of current research in the field is stressed. Case studies are used. Oral presentations and term project required. Prerequisites: ENMA 660.

ENMA 702. Systemic Decision Making. 3 Credits.
As machine age problems have given way to systems age messes, the underlying complexity associated with understanding these situations has increased exponentially. Accordingly, the methods we use to address these situations must evolve as well. This course will introduce students to a method for thinking holistically about problems and messes conceptually founded in systems theory. This paradigm, known as systemic thinking, will be contrasted with traditional systematic thinking, and practical guidelines for the deployment of a systemic thinking approach will be provided. This paradigm will increase the student's ability to make rational decisions in complex environments.

ENMA 703. Optimization Methods. 3 Credits.
Covers advanced methods in Operations Research and Optimization. Focus will be on developing models and their applications in different domains including manufacturing and service. Modern optimization tools will be used to implement models for case studies, projects and research papers. The knowledge of programming and spreadsheets is expected. Contact instructor for more details.

ENMA 705. Financial Engineering. 3 Credits.
This course covers concepts in complex investments, how to deal with uncertainty in today's global markets, and how to engineer and manage financial decisions. The main topics include: cash flows, portfolio theory, capital management, securities, hedge funds, optimal investment and financial engineering evaluations among others.

ENMA 711. Methodology for Advanced Engineering Projects. 3 Credits.
The course covers general topics that are necessary for project execution. This includes problem scoping, data collection, hypothesis formulation and testing, experimentation, testing and evaluation, qualitative analysis, quantitative analysis, and validation methods.
ENMA 712. Multi-Criteria Decision Analysis and Decision Support Systems. 3 Credits.
Currently, complex engineering-economic-societal decisions are made by involving numerous sometimes conflicting criteria and attributes, different decision rules and in the presence of various stakeholders with individual preferences who are willing to go into negotiation procedures. A number of multi-criteria decisions tools involving quantitative as well as qualitative methods, together with adequate decision support tools will be introduced. Case studies on a variety of engineering, environmental and security related aspects will also be considered.

ENMA 713. Integrating Ethics and Engineering Management. 3 Credits.
This course is designed to expose prospective engineering managers to the theories and practices that are inherent in the ethical environment of modern organizations. Topics include definitions of ethical behavior and leadership, moral decision-making, the importance of values such as honesty, integrity, and trustworthiness. A full exploration of ethical autonomy, collaboration, communication and moral imagination will be conducted. A variety of methods will be used to facilitate learning, including a textbook, regular journaling, movies and videos, case studies, small work group activities, experiential activities and writing assignments. The successful student should gain a full understanding of the requirements for and the practice of ethical leadership and should be able to determine how to create and maintain a work environment that fosters openness and clear communication about issues and problems.

ENMA 715. Systems Analysis. 3 Credits.
The course is designed to provide an understanding of the interdisciplinary aspects of systems development, operation, and support. The course focuses on the application of scientific and engineering efforts to transform an operational need into a defined system configuration through the interactive process of design, test, and evaluation.

ENMA 716. Complex Adaptive Situations Environment. 3 Credits.
The course focuses on the manner in which information, knowledge, and awareness are processed to facilitate decision making, management and engineering in complex adaptive situations. Topics include: knowledge acquisition, formation of technical and contextual awareness, and the role of understanding.

ENMA 717. Cost Engineering. 3 Credits.
Introduction to parametric cost modeling techniques and methodologies; generation and application of statistical relationships between life cycle costs and measurable attributes of complex systems; sources of supporting data; quality function deployment; technology forecasting. Special emphasis on life cycle design for cost; cost risk analysis; and design optimization on cost bases. Case studies and a semester project.

ENMA 720. Multivariate Statistics for Engineering. 3 Credits.
Introduction to modeling multivariate structural and residual variation, using exploratory data analysis, nonparametric regression, dependence regression, and factor analytic models, with a goal of producing robust, generalizable multivariate models that support research findings. Statistical analyses will be performed in the free general public licensed R statistical software with references to Minitab and SPSS. Prerequisite: ENMA 420.

ENMA 721. Foundations of Research. 3 Credits.
This course is intended to prepare students to undertake substantiated, rigorous, scholarly research, particularly theses or dissertations. The course will focus on the approaches necessary to integrate research intent, techniques and constraints. A variety of research approaches will be investigated. Emphasis will be placed on problem formulation, literature review, proposal preparation, oral presentation, experimentation and accepted canons of research. Knowledge of probability and statistics (ENMA 420 or equivalent) is assumed. Research paper required. Prerequisites: ENMA 420 or equivalent.

ENMA 724. Risk Analysis. 3 Credits.
Approaches to the management of risk; probability assessment methods; risk modeling; use of software packages; extensions of decision analysis, including stochastic dominance and multiattribute methods; applications to project management, scheduling, and cost estimation.

ENMA 735. Team Performance and Decision Making in Engineering. 3 Credits.
This course explores and models the use of teams in organizations with a specific focus on the role of teams in decision making and problem solving. Key areas include team building, assessment of team outcomes, team learning, virtual teams and team decision making. Actual work on teams is required including team deliverables.

ENMA 743. Reliability and Maintainability. 3 Credits.
An introduction to the theory and practice of reliability engineering, maintainability and availability. Reliability evaluation models and techniques, failure data collection and analysis, reliability testing and modeling, maintained systems, and mechanical system reliability will be discussed, culminating in a semester-length project. Prerequisites: ENMA 420 or equivalent.

ENMA 750. System of Systems Engineering. 3 Credits.
Comprehensive treatment of System of Systems Engineering (SoSE), including: fundamental systems principles, concepts, and governing laws; complex and simple systems; underlying paradigms, methodologies and essential methods for SoSE analysis, design, and transformation; complex system transformation; current state of SoSE research and application challenges. Explores the range of technological, human/social, organizational/managerial, policy, and political dimensions of the SoSE problem domain.

ENMA 751. Complexity, Engineering and Management. 3 Credits.
This course examines management and engineering of complex systems as it is undertaken in complex situations. The student will develop an understanding of the unconditional attributes of complex systems and situations that become foundational in the development of robust methods to deal with the practical reality of working in dynamic, uncertain environments. Topics will include Complexity, Complex Systems, Complex Adaptive Systems, Complex Responsive Processes, Complex Adaptive Situations Methodology, SOSE, Reciprocity, and Sociotechnical Systems.

ENMA 754. Big Data Fundamentals. 3 Credits.
The objectives of the course are to provide fundamental knowledge and skills of Big Data for the new generation of researchers, engineers, project managers and business managers in the emerging data-driven science and engineering paradigm. Topics to be covered include data analytics, cloud platforms and tools for Big Data, and innovative applications of Big Data.

ENMA 755. Human System Engineering. 3 Credits.
This course introduces concepts of Human System Engineering, focusing on designing systems that include human components. Human System Integration and Human Factors Engineering are discussed, as well as other human centered design approaches. The role of human data in systems and systems of systems design is explored, and methods to capture and represent human data, including architecture frameworks, are presented. Modeling and analysis of human centered systems is done through hands-on projects.

ENMA 760. Advanced Architectures and Tools. 3 Credits.
This course is designed to expand on system architectures concepts through both theory and practice. Topics include the role of architectures in system engineering, alternative methods for architecture development, tools and techniques for architecture design, and various conceptual and technical issues in the architecture development process. Class periods are equally divided between traditional lectures and practice oriented exercises.

ENMA 763. Robust Engineering Design. 3 Credits.
A robust design approach based on “Taguchi Methods,” including offline quality engineering and applied design-of-experiments methods, full factorial and fractional factorial designs, and response surface methods. The course is designed to enable engineers and engineering managers from all disciplines to recognize potential applications, formulate problems, plan experiments, and analyze data. Knowledge of probability and statistics (ENMA 420 or equivalent) is assumed. Students will engage in case studies, culminating in a semester-long project. Prerequisites: ENMA 420 or equivalent.
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ENMA 813. Integrating Ethics and Engineering Management. 3 Credits.
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Introduction to modeling multivariate structural and residual variation, using exploratory data analysis, nonparametric regression, dependence regression, and factor analytic models, with a goal of producing robust, generalizable multivariate models that support research findings. Statistical analyses will be performed in the free general public licensed R statistical software with references to Minitab and SPSS. Prerequisite: ENMA 420.

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ENMA 871. Risk and Vulnerability Management of Complex Interdependent Systems. 3 Credits.
Seminar discussions and team projects. A systematic approach to basic principles of design, economics and management of critical infrastructure systems, including issues of risk, vulnerability and risk governance. Development of advanced methodologies, e.g. system of systems, by use of complexity analysis, dynamic/chaotic behavior, threat analysis, resilient design and management under normal and stress conditions. Adopting an agent based modeling approach under conditions of uncertainty, dysfunctionality, malicious attacks and/or presence of natural perils. Prerequisites: Permission of the instructor.

ENMA 880. Leadership for Engineering Managers. 3 Credits.
Seminar discussions and team projects. This course is designed to expose students to the concepts, skills, characteristics and emotional composition of effective and successful leaders in the 21st century. The course is intensive and requires students to immerse themselves in the course material and classroom discussion to derive meaning and value from the topics. The course objectives will be achieved by classroom discussion of the assigned material, candid self-assessment, experimental exercises and analysis of the actions of leaders, as described in case studies and literature. Areas of exploration include the fundamentals of leadership, ethical leadership, social capital, emotional intelligence and three-dimensional leadership. Prerequisites: ENMA 601 or Ph.D. standing.

ENMA 888. Ph.D. Seminar. 1 Credit.
Discussion of research projects, topics, and problems of Engineering Management faculty, researchers, and students. A weekly exchange of ideas and issues between faculty and Ph.D. students focused on doctoral research.

ENMA 892. Doctor of Engineering Project. 1-12 Credits.
Directed individual study applying advanced-level technical knowledge to identify, formulate, and solve a complex, novel problem in Engineering Management.

ENMA 895. Topics in Engineering Management. 3 Credits.
Special topics of interest with emphasis placed on recent developments in engineering management.

ENMA 896. Topics in Engineering Management. 3 Credits.
Special topics of interest with emphasis placed on recent developments in engineering management.

ENMA 897. Independent Study in Engineering Management. 1-3 Credits.
Designed for advanced individualized study into an engineering management topic area. Independent study projects will be related to engineering management and completed under the supervision of a certified faculty member. Prerequisites: Permission of the instructor and Graduate Program Director.

ENMA 898. Research in Engineering Management. 1-12 Credits.
Supervised research prior to passing Ph.D. candidacy exam. Prerequisites: ENMA 721/ENMA 821 and permission of Graduate Program Director.

ENMA 899. Doctoral Research. 1-12 Credits.
Doctoral research hours. After successfully passing the candidacy examination, all doctoral students are required to be registered for at least one graduate credit each term until the degree is complete. Prerequisites: ENMA 821 and permission of instructor.
ENMA 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

ENMA 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

ENVH - Environmental Health

ENVIRONMENTAL HEALTH Courses

ENVH 501. Occupational Health. 3 Credits.
An introduction to the industrial environment relative to health problems and the etiologically related agents.

ENVH 502. Environmental Health Administration and Law. 3 Credits.
A review of the concepts and practice of administering environmental health control programs within agencies at the federal, state and local levels. The principles of administration and leadership of programs in the private sector are also discussed. The constitutional, statutory and administrative law bases for organizing and conducting such programs and developing environmental policy as well as the legal implications of enforcement will be addressed. A review of all major environmental statutes and their agencies that enforce them will be addressed.

ENVH 506. Principles of Occupational Safety and Health. 3 Credits.
A broad overview of the field of safety. A study of the factors influencing the occurrence of accidents and incidents is set in the context of safety legislation, current issues in the practice of safety and the ethical and professional responsibilities of the safety practitioner. The course also includes discussions of product safety, fire prevention and protection systems safety and human elements in loss prevention.

ENVH 507. Occupational Safety Standards, Laws and Regulations. 3 Credits.
A review of the important Occupational Safety and Health Standards and Codes with particular emphasis on application of these codes to typical work situations. Governmental enforcement methodologies are also discussed.

ENVH 520. Communicable Diseases. 3 Credits.
An in-depth study of the communicable disease processes as they pertain to environmental sources. A detailed discussion of specific communicable diseases that are manifested by various environmental etiologic agents. Various environmental control measures to prevent the incidence of communicable diseases are presented.

ENVH 521. Food Safety. 3 Credits.
A comprehensive study of food and milk production, processing and preservation and controls exercised for the prevention of foodborne illnesses and spoilage.

ENVH 522. Water and Wastewater Technology. 3 Credits.
Introduction to water quality management and wastewater treatment technology. Topics include the effect of organic, inorganic and thermal pollutants in water quality streams, waterborne diseases, monitoring concepts, methods of water quality management, regulatory considerations, theory and application of wastewater treatment concepts, wastewater characterization, and treatment methods and disposal methods.

ENVH 523. Vector-Borne Diseases and Their Control. 3 Credits.
Vector-borne diseases affect the health and well-being of humans and other animals in a wide variety of ways. Arthropod vectors (e.g., mosquitoes, filth flies, ticks and related groups) transmit numerous debilitating infectious diseases that oftentimes impose significant burden on healthcare systems. This course provides insight on the ways in which arthropods impact global health and economic growth through the diseases they transmit.

ENVH 524. Residential and Institutional Environments. 3 Credits.
A study of the physical aspects of housing and institutions as they relate to human health and well-being. Coverage is also given to infection control in health-care facilities.

ENVH 525. Occupational Safety and Health Program Management. 3 Credits.
The establishment, implementation and maintenance of occupational safety and health programs. Paradigms of safety, techniques for safety training and creation of value for safety among business managers and employees are emphasized.

ENVH 526. Physical Hazards and Their Control. 3 Credits.
An in-depth examination of the varied types of physical hazards in the work environment and the methods of prevention, recognition and control.

ENVH 538. Environmental Emergencies and Disasters. 3 Credits.
This course uses a multi-disciplinary approach and draws on theory, case studies, research, and field experience to examine the global problem of environmental emergencies and disasters. Particular attention is devoted to the public health challenges posed by chemical and radiological contamination situations. Students discuss contemporary issues and controversies, complete a paper exploring current issues in the field, and spend time working in teams to craft solutions to key emergency preparedness problems.

ENVH 540. Principles of Ergonomics. 3 Credits.
An introduction to the terminology, concepts and applications of physiology, anthropometry, biomechanics and engineering to workplace and work methods design. Emphasis will be given to workplace design and work methods for job safety and health.

ENVH 541. Industrial Hygiene. 3 Credits.
An in-depth study of the chemical and physical agents responsible for occupational illness and the methods used for their measurement, evaluation and control.

ENVH 542. Industrial Hygiene Sampling Methods. 3 Credits.
An introduction to the detection and sampling alternatives used for estimating worker exposure to hazardous chemical, physical and biological agents in the occupational environment. Field and class activities are intended to simulate select occupational exposure situations and provide a basis for selection of the best evaluation techniques. Emphasis is on quantitative and qualitative methods typically used when estimating employee exposure to hazardous agents and the subjective decision making process. Pre- or corequisite: ENVH 541 or permission of the instructor.

ENVH 545. Air Pollution and Its Control. 3 Credits.
The study of air pollution in relation to air quality criteria, pollutant production, atmospheric evolution, measurement and control techniques.

ENVH 546. Physical Hazards Laboratory. 2 Credits.
Use and application of sampling methods and equipment for measurement of physical hazards in the work environment. Includes aspects such as ergonomics, noise, vibration and radiation. Prerequisites: ENVH 541 or permission of the instructor.

ENVH 548. Epidemiology and Biostatistics. 1-3 Credits.
An introductory course in the principles and practice of epidemiology and the application of statistical and mathematical design and analysis of health research studies for the understanding and control of population health and disease with emphasis on environmental applications.

ENVH 561. Hazardous Waste Management. 3 Credits.
Description of the hazardous waste problem, the fundamentals of the chemistry involved with hazardous waste transport, methods of identification, assessment, control, and disposal of toxic and hazardous waste are discussed. In addition the relevant legal statutes, risk assessment emergency response and case studies are presented. Introduction to the toxicological effects of exposure to hazardous waste is discussed.

ENVH 565. Hazardous Materials Management. 3 Credits.
The management of hazardous materials includes a wide array of interlocking regulations addressing use, manufacturing, exposure, storage, shipping and disposal. A life cycle review of hazardous materials highlighting best practices and legislation is presented. Useful in preparation for CHMM examination.
ENVH 570. Industrial Environmental Management. 3 Credits.
Course addresses day-to-day technical and management aspects of environmental compliance, as well as regulatory issues faced in industrial applications. Includes audits and inspections, air and water pollution and hazardous waste.

ENVH 595. Topics in Environmental Health. 1-3 Credits.
Advanced study of selected topics.

ENVH 598. Independent Study in Environmental Health. 1-3 Credits.
An opportunity is afforded students to undertake independent study under the direction of a faculty member. Prerequisites: permission of the Program Director.

ENVH 600. Principles of Environmental Health Science and Protection. 3 Credits.
An introduction to the chemical, physical and biological factors affecting human health and well being. The emphasis is on the application of controls to prevent disease and maximize environmental quality. (Cross-listed with CHP 602).

ENVH 602. Environmental Health Law and Policy. 3 Credits.
A review of the concepts and practice of administering environmental health control programs within agencies at the federal, state and local levels. The principles of administration and leadership of programs in the private sector are also discussed. The constitutional, statutory and administrative law bases for organizing and conducting such programs and developing environmental policy as well as the legal implications of enforcement will be addressed. A review of all major environmental statutes and their agencies that enforce them will be addressed. Prerequisites: MPHO 610 and MPHO 613.

ENVH 603. Environmental Epidemiology. 3 Credits.
Collection methods, analysis and interpretation of epidemiologic data with environmental and occupational disease emphasis.

ENVH 610. Food Microbiology. 4 Credits.
An in-depth examination of requirements for growth of food borne disease organisms. Includes hazard analysis and critical control point methodology.

ENVH 611. Water Pollution Control. 4 Credits.
A study of the chemical, physical and biological causes of surface and groundwater pollution. Emphasis is given to onsite wastewater systems and protection of groundwater supplies.

ENVH 621. Advanced Toxicology I. 4 Credits.
An in-depth study of the adverse interaction of environmental and occupational chemical agents with humans. Students critically review articles from the current toxicology literature with regard to scientific content, methods and conclusions. Each student presents at least two reviews during the semester. Prerequisites: ENVH 543.

ENVH 632. Environmental and Occupational Health Risk Assessment. 3 Credits.
This course is an introduction to quantitative and qualitative risk analysis and examines the fundamental aspects of risk, focusing on environmental, occupational, and public health risks. Hazard identification, exposure assessment, dose-response evaluation, risk characterization, and risk communication are emphasized.

ENVH 643. Principles of Toxicology. 3 Credits.
An introduction to the fundamentals of toxicology with emphasis on the interaction of environmental and industrial chemicals with humans are studied. Exposure, dose response, kinetics and distribution of toxicants, metabolism of toxic agents, factors that affect toxicity and introductory chemical carcinogenesis are discussed.

ENVH 695. Selected Topics in Environmental Health. 1-3 Credits.
The study of selected topics that may not be offered regularly. Special topics will appear in the schedule of classes each semester.

ENVH 722. Control of Hazards in the Workplace. 3 Credits.
Advanced methods for evaluation and control of hazards in the workplace.

ENVH 795. Selected Topics in Environmental Health. 1-3 Credits.
The study of selected topics that may not be offered regularly. Special topics will appear in the schedule of classes each semester. Prerequisites: permission of the instructor.

ENVH 822. Control of Hazards in the Workplace. 3 Credits.
Advanced methods for evaluation and control of hazards in the workplace.

ENVH 895. Selected Topics in Environmental Health. 1-3 Credits.
The study of selected topics that may not be offered regularly. Special topics will appear in the schedule of classes each semester. Prerequisites: permission of the instructor.

ENVH 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

EXSC - Exercise Science

EXERCISE SCIENCE Courses

EXSC 508. Nutrition for Fitness and Sport. 3 Credits.
Emphasizes the role of nutrition as a means to enhance health and performance in sport. Topics covered include energy metabolism and nutrients, regulation of metabolism by vitamins and minerals, and weight control.

EXSC 515. Exercise Testing for Normal and Special Populations. 4 Credits.
The application of different methodologies in the measurement of physiologic responses to exercise. Emphasis is placed on understanding American College of Sports Medicine guidelines, appropriate experimental techniques, and equipment necessary to evaluate changes in body composition and various metabolic, cardiovascular, and respiratory adjustments during exercise.

EXSC 517. Biomechanics. 4 Credits.
Application of physical laws and mechanical principles to the human musculoskeletal system. Prerequisites: BIOL 250, PHYS 111N and MATH 102M or higher with a C or better; ENGL 110C and ENGL 211C or ENGL 221C or ENGL 231C with a grade of C or better.

EXSC 528. Exercise Prescription for Chronic Disease. 3 Credits.
A study of pathophysiology of common diseases with concentration in the design, implementation and administration of exercise prescription for a variety of chronic diseases.

EXSC 531. Wellness Programming and Administration. 3 Credits.
An introduction to the principles of administration and implementation of fitness and wellness programs to individuals, groups, centers and corporate settings.

EXSC 621. Strength and Conditioning Applications. 3 Credits.
A study of the principles and techniques utilized in optimizing physical performance and reducing injury through proper and effective strength and conditioning programs. Special emphasis will be placed on current research findings, breakthrough techniques and advanced weight training techniques, and popular conditioning practices.

EXSC 630. Exercise Physiology. 3 Credits.
Review of current physiological literature related to muscular exercise including the cardiovascular-respiratory system, metabolic effects of exercise, neuromuscular relationships, and the effects of training or diet, environment, ergogenic aids, temperature, attitude, and other factors on performance and health. Prerequisite: HPE 509 or equivalent.

EXSC 636. Research Problems in Exercise Science. 3 Credits.
Practice in the use of statistical and analytical techniques in solving problems in exercise science; supervised student research.

EXSC 642. Clinical Exercise Testing and Prescription. 3 Credits.
Principles of diagnostic exercise assessment, cardiovascular physiology, electrocardiography, ACSM guidelines to exercise testing and prescription for symptomatic and asymptomatic populations. Course includes laboratory assignments. Prerequisite: EXSC 630 or permission of instructor.
EXSC 661. Nutrition for Sports and Health. 3 Credits.
This course is an in-depth analysis of the role of nutrition in health and human physical and athletic performance. General areas covered include the role of the six major classes of nutrition in health and sport, physiologic and metabolic interrelationships, malnutrition, nutrition in growing and aging, and diet and nutrition in the prevention of disease.

EXSC 668. Internship in Exercise Science. 6 Credits.
Designed to provide detailed practical experience (200 clock hours) in an exercise science field setting. Prerequisite: completion of 18 clock hours of graduate coursework, a minimum graduate GPA of at least 3.0, and permission of the instructor.

EXSC 695. Topics in Exercise Science. 1-3 Credits.
Selected topics courses in exercise science and wellness.

EXSC 697. Independent Study in Exercise Science. 1-3 Credits.
Investigations in exercise science. Problems advanced in advance are investigated under the supervision of the faculty advisor.

EXSC 698. Thesis Research in Exercise Science. 3-6 Credits.
Master's level thesis research in topics related to Exercise Science. Prerequisite: permission of the advisor and committee.

EXSC 699. Thesis in Exercise Science. 3-6 Credits.
Preparation and writing of the master's thesis. Prerequisite: Permission of the advisor and committee.

EXSC 727. Advanced Biomechanics. 3 Credits.
Study of the relationships among mechanics, energetics and control of human movement. Emphasis will be placed on the application of mechanical concepts in biomechanics research. Course includes laboratory assignments. Prerequisite: EXSC 417 or EXSC 517.

EXSC 730. Advanced Cardiovascular Exercise Physiology. 3 Credits.
A study of the physiology and pathophysiology of the cardiovascular system. Effects of exercise on the system will also be discussed. Prerequisite: EXSC 630.

EXSC 738. Exercise Endocrinology. 3 Credits.
This course will focus on the endocrine responses to acute and chronic exercise and how neuroendocrine function relates to health and athletic performance. Emphasis is placed on the role of the endocrine system in regulating substrate utilization during exercise, energy balance, skeletal muscle plasticity, reproductive function, and the aging process. Prerequisite: EXSC 630.

EXSC 740. Ergogenic Aids in Sport and Human Performance. 3 Credits.
An ergogenic aid is any technique or substance (nutritional, drug, etc.) used to enhance mental or physical performance. This course introduces students to the various classes of ergogenic aids and critically explores scientific research regarding their use, prevalence, physiological effects, and safety, as well as ethical concerns.

EXSC 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

FIN - Finance

FINANCE Courses

FIN 610. Principles of Risk and Insurance. 3 Credits.
Risk theory as applied to the various fields of insurance, including life, health, property-liability and employee benefits. Prerequisites: graduate standing and permission of the graduate program director.

FIN 613. Financial Management. 2 Credits.
To develop an integrated approach to the methodologies necessary for the understanding of modern corporate finance. Emphasis will be on integration of accounting and other internally generated information with external economic information within a framework for financial planning and valuation. Prerequisites: Admission to the MBA Program, ACCT 611, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

FIN 616. Investments and Portfolio Management. 2 Credits.
This course will provide students with an understanding of the theory and practice of investment decision making. Students will learn to analyze risk and return characteristics of individual securities and portfolios and develop valuation models of various financial instruments. Using insights from modern portfolio theory and equilibrium models of security prices, students will develop a framework for assessing the risk-return tradeoff. The topics covered and tools developed in the course will be applicable for personal investment as well. Prerequisites: Admission to the MBA Program, FIN 613, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

FIN 619. Business Law and Ethics. 2 Credits.
This course will introduce key principles of jurisprudence, dispute resolution, tort, constitutional, intellectual property and contract law. Students will learn to create the ability to recognize when a matter poses a legal issue in the ordinary course of business and identify alternative solutions that the law will support and consider the ethical/moral implications of business decisions that the law does not yet address. Prerequisites: Admission to the MBA Program, FIN 613, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

FIN 633. The Legal Environment of Business and the Age of Electronic Commerce. 3 Credits.
An understanding of the traditional legal environment of business issues is essential for management to successfully utilize e-commerce and respond to legal problems that it will present. The course therefore examines dispute resolution, constitutional, tort, criminal, contract and property law, both in the context of traditional business practice and as applied to e-commerce. Prerequisites: graduate standing.

FIN 668. Finance Internship. 1-3 Credits.
The course is a practicum in the field of finance, applying theories, concepts, and financial management tools in a business environment. Prerequisites: FIN 605, graduate standing, and permission of the department chair.

FIN 697. Selected Topics in Finance. 1-3 Credits.
Study designed for students who have had one or more of the required courses waived, or for students desiring additional work in a finance area of particular interest. Prerequisites: permission from the department chair and the graduate program director.
FIN 698. Selected Topics in Real Estate. 3 Credits.
Study designed for students who have had one or more of the required courses waived, or for students desiring additional work in a finance area of particular interest. Prerequisites: permission from the department chair and the graduate program director.

FIN 699. Selected Topics in Insurance. 3 Credits.
Study designed for students who have had one or more of the required courses waived, or for students desiring additional work in an insurance area of particular interest. Prerequisites: permission from the department chair and the graduate program director.

FIN 735. Portfolio Analysis. 3 Credits.
A mathematical analysis of modern investment theory. Analyzes return and risk characteristics of individual securities and portfolios and develops valuation models of various financial instruments. Prerequisite: FIN 605.

FIN 737. International Financial Management. 3 Credits.
Examines such topics as the financial aspects of international business including financing and hedging activities of firms involved in international transfer of goods and services and decision making in connection with the asset management financing activities of multinational corporations. Prerequisite: FIN 605.

FIN 740. Futures and Options. 3 Credits.
In no area of finance is the interface between academic theory and real-world practice as close as in the case of futures and options. We have now reached a stage where it is essential that all finance professionals understand how these markets work, how they can be used, and what determines prices in them. This course addresses all these issues. Prerequisite: FIN 605.

FIN 741. Corporate Financial Policy and Control. 3 Credits.
The course will comprise mainly cases but there will be some lecturing particularly on material not covered in FIN 605. Prerequisite: FIN 605.

FIN 795. Selected Topics in Finance. 3 Credits.
Designed to provide the advanced student with an opportunity to study independently or in small groups and investigate specific topics of current interest in the field of finance. Prerequisites: Ph.D. standing and permission of the chair and coordinator.

FIN 835. Portfolio Analysis. 3 Credits.
A mathematical analysis of modern investment theory. Analyzes return and risk characteristics of individual securities and portfolios and develops valuation models of various financial instruments. Prerequisite: FIN 605.

FIN 837. International Financial Management. 3 Credits.
Examines such topics as the financial aspects of international business including financing and hedging activities of firms involved in international transfer of goods and services and decision making in connection with the asset management financing activities of multinational corporations. Prerequisite: FIN 605.

FIN 860. Advanced Financial Theory. 3 Credits.
This course discusses the building blocks which much of financial theory is based on. In addition, a number of current topics in the literature are analyzed. Students are expected to read many of the original journal articles.

FIN 861. Seminar in Investments. 3 Credits.
The purpose of this course is to be acquainted with recent theoretical and empirical literature on investments, portfolio management and speculative instruments. Emphasis will be placed on the development of methodological approaches to the various research problems. Prerequisites: FIN 737/FIN 837.

FIN 862. Seminar in International Finance. 3 Credits.
This course is designed to provide an in-depth understanding of the key issues of international financial management. Topics covered include balance of payments, interest rates, international capital flows/markets and asset pricing, foreign exchange risk management, and international capital budgeting. Prerequisites: FIN 737/FIN 837.

FIN 863. Seminar in Current Financial Topics. 3 Credits.
This course is structured to provide the student with research developments that lie on the frontier of corporate financial management. Topics covered include optimal investment and financing decisions, cost of capital, option pricing theory, equilibrium valuation models, efficient capital markets, capital structure, dividend policy, mergers and acquisitions and international financial management. Prerequisites: FIN 735/FIN 835 and FIN 737/FIN 837.

FIN 864. Directed Research Seminar. 3-6 Credits.
This course represents an advanced study of empirical research methods in finance. It focuses on the empirical techniques used most often in the analysis of financial markets and how they are applied to actual market data. Topics include: statistical properties of asset returns, nonlinear dynamics, and volatility modeling of financial assets. Prerequisite: FIN 861.

FIN 895. Selected Topics in Finance. 3 Credits.
Designed to provide the advanced student with an opportunity to study independently or in small groups and investigate specific topics of current interest in the field of finance. Prerequisites: Ph.D. standing and permission of the chair and coordinator.

FIN 899. Dissertation. 1-12 Credits.
An approved research project, written under the supervision of a faculty advisor, in which the student demonstrates the ability to conduct original research. The complete project must be approved by the dissertation committee. Prerequisite: FIN 863.

FIN 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

FL - FOREIGN LANGUAGES

FOREIGN LANGUAGES Courses

FL 595. Topics in Foreign Languages. 1-3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule and will be more fully described by academic advisors. Prerequisite: graduate standing.

FOUN - FOUNDATIONS OF EDUCATION

FOUNDATIONS OF EDUCATION Courses

FOUN 611. Introduction to Research Methods in Education. 3 Credits.
The primary goal of the course is to provide students with the knowledge and skills to access, evaluate, and synthesize empirical research. The course examines types of educational research and criteria for evaluating empirical studies. It introduces various types of research questions and associated research designs, components of research reports, sampling, validity of measures, threats to internal and external validity, and simple statistics.

FOUN 612. Applied Research Methods in Education. 3 Credits.
The primary goal of this course is to provide students with the knowledge and skills to write a research proposal and conduct research. It is intended for those students who are completing a thesis to meet their program requirements, those planning on pursuing a doctoral degree, or those who anticipate conducting research for any other reasons. The course examines types of educational research and criteria for selection of topics for research projects; describes criteria for effective collection and organization of data; review of literature, analysis of data and proposal writing.

FOUN 615. Research and Application of the Evolution of Education: History, Issues, Technology and Assessment. 3 Credits.
Course focuses on foundations of U.S. education system; legal aspects for educational delivery in the U.S. and Virginia; use and contributions of technology integration to learning outcomes; formative and summative assessment for improving learning outcomes of urban children and youth.
FOUN 640. Fundamentals of Measurement and Assessment. 3 Credits.
This course stresses the use of measurement and assessment for evaluation and decision making focusing on basic concepts applicable to all types of assessment: statistical concepts, reliability, validity, and interpretive frameworks for cognitive and non-cognitive measures.

FOUN 641. Assessment and Evaluation of Student Learning. 3 Credits.
The valid use of formative and summative assessment and evaluation principles for monitoring and promoting students' learning and development will be addressed. Students will learn how to construct and use a variety of formal and informal teacher assessment procedures.

FOUN 650. Human Development and Student Learning. 3 Credits.
This course will focus on understanding children's and adolescents' physical, social, emotional, intellectual, and speech/language development; integrating and incorporating children and adolescent differences (economic, social, racial, ethnic, religious, physical, and mental) into understanding developmental issues as they relate to instruction, including the identification and instruction of students with exceptionalities as well as special needs. Research related to the classroom application of these theories is examined and evaluated based on principles of research design and interpretation. Student must be a participant in the Teacher Residency Grant.

FOUN 662. Assessment and Evaluation for Schools Serving Military Connected Children and Families. 4 Credits.
This course is designed to create educators and educational support service providers capable of assessing the needs of military children and able to self-assess their schools in terms of the comprehensive elements of a military conscious and supportive school. Students will become familiar with the Military Consciousness Assessment Toolkit (Mil-CAT), a comprehensive and dynamic self-assessment tool developed at ODU that provides a process and system for analyzing and prioritizing support structures and needs of military students across the school. Students will also apply basic constructs of assessment in order to develop skills for determining the individual academic, social, and emotional needs of military students and their families, as well as to design ways to assess classroom and school-wide interventions. Use of assessments of individual, group, and school-wide needs to design, implement, and evaluate contextually tailored interventions that support military connected students will be modeled and practiced. This course is required for completion of the Military Child and Family Education graduate certificate. Students must be accepted to the certificate program or receive approval from the certificate program director in order to enroll. Prerequisite: COUN 605 and acceptance into the Military Child and Family Education Certificate Program.

FOUN 722. Introduction to Applied Statistics and Data Analysis. 3 Credits.
Introduction to basic topics in statistical analysis, including descriptive statistics and simple inferential statistics such as correlation, regression, t-tests, one-way analysis of variance, and chi-square.

FOUN 812. Research Design and Analysis. 3 Credits.
This course focuses on the application of advanced research design as it is applied in various educational disciplines. It provides an in-depth examination of quantitative research approaches, sampling techniques, threats to validity, ethical considerations and reviewing, writing quantitative methodology descriptions for research proposals and reports.

FOUN 813. Program Evaluation in Education. 3 Credits.
Examines procedures and problems in the design and utilization of program evaluation in education. Identifies evaluation purposes and the methods of evaluation especially as affected by organizational behavior, ethical considerations, and political influences. Evaluation methodology includes, but is not limited to, design considerations, data utilization, and teacher evaluation. Both quantitative and qualitative strategies will be covered.

FOUN 814. Qualitative Research Design in Education. 3 Credits.
This course concentrates on the theoretical underpinnings of qualitative research; methodology and methods including identification of ways to collect and analyze qualitative data; examination of ethical issues; development of proposals; and writing up studies.

FOUN 815. Advanced Qualitative Research. 3 Credits.
This advanced qualitative course is an introduction to emerging research approaches and alternative data collection methods and analyses in education, counseling and other related disciplines. Content addressed includes visual and audio research, historical movements in qualitative research, critical theory, feminism, queer theory, ethnography, content analysis, and mixed methods research. Prerequisites: Instructor approval required.

FOUN 816. Single Subject Research Designs. 3 Credits.
This course is designed to provide the student knowledge and skills that relate to single subject methodology. It includes an overview of historical and philosophical foundations, basic issues in behavioral assessment, and single subject research and design methodology, including trend and statistical analysis in single subject research. Students will analyze critically empirical research and be able to plan, implement, and evaluate original research.

FOUN 818. Analysis with Large Datasets. 3 Credits.
This course concentrates on sample designs, design-based estimation/ inference, data preparation, and analysis of complex survey data in education. Prerequisites: FOUN 822.

FOUN 822. Applied Linear Models in Educational Research. 3 Credits.
Introduction to the general linear model with emphasis on concepts and applications of multiple linear regression (MLR) to problems in educational research. Topics include estimation and interpretation of MLR models, relationships between MLR and analysis of variance (ANOVA), logistic regression analysis, and trend analysis. Prerequisite: FOUN 722.

FOUN 823. Analysis of Variance Applied to Educational Research. 3 Credits.
Introduction of analysis of variance models as applied in education and human services, including two-way and three-way factorial designs, analysis of covariance, repeated-measures, and mixed-model analysis. Prerequisite: FOUN 722.

FOUN 824. Design and Analysis for Causal Inference in Educational Contexts. 3 Credits.
Introduction to research design and statistical analysis for studies intended to support causal inferences. Topics include experimental, quasi-experimental, and ex post facto design and appropriate models for data analysis. Prerequisites: FOUN 822 and FOUN 823 or permission of instructor.

FOUN 825. Applied Multilevel Modeling in Educational Research. 3 Credits.
This course focuses on advanced applications of statistics that are used in educational research in various educational disciplines. Specifically, the course will offer an introduction to hierarchical linear modeling (HLM) of nested data as applied to education. Topics include conceptual and statistical background of two- and three-level designs, cross-level interaction effects, and application of multilevel models for repeated measures designs. Emphasis is on estimation, interpretation, and diagnostics for multilevel models of continuous outcomes. Prerequisites: FOUN 822 and FOUN 823 or instructor permission.

FOUN 826. Applied Structural Equation Modeling in Educational Research. 3 Credits.
Introduction to structural equation modeling and related multivariate procedures applied to research problems in education. Topics include a brief review of exploratory factor analysis, confirmatory (structural) factor analysis, path analysis, and structural equation modeling with observed and latent variables. Prerequisite: FOUN 822 and FOUN 823 or permission of instructor.

FOUN 827. Applied Logistic Regression. 3 Credits.
A practical and conceptual introduction to applying logistic and probit regression models to typical questions in the social sciences. Will utilize SPSS for practical applications covering simple and multiple regression models, interactions and curvilinear effects, multinomial models, testing of assumptions, and select advanced applications such as propensity score matching and missing data analysis. Prerequisites: FOUN 822 and FOUN 823 or permission of instructor.
FOUN 830. Theories of Learning and Instruction. 3 Credits.
The course consists of critical discussion and analysis of major learning
theories that have influenced learning and instruction in today's schools.
Applications of current research to instructional design will be emphasized.

FOUN 831. Human Development in Education. 3 Credits.
This course introduces the domain of human development to education
students by promoting their construction of a developmental perspective
and adoption of a developmental theory to understand education-relevant
phenomena. The course will cover central tenets of the developmental
psychological perspective, several contemporary developmental approaches,
and contexts of development relevant to educational processes. Furthermore,
the course aims to promote students' skills in pursuing scientific knowledge
about educational topics of interest in human development. The course
will address life-span processes; however, the primary emphasis will be
on processes and ages associated with formal educational settings (K-16).
Prerequisite: FOUN 830.

FOUN 835. Motivation in Education. 3 Credits.
The course consists of critical discussion and analysis of major theories of
motivation and research supporting these theories. Applications to education
and classroom instruction will be emphasized. Equity concerns related to
how to motivate students placed at risk will also be examined. Prerequisites:
FOUN 830 and FOUN 831.

FOUN 836. Metacognition and Self-regulated Learning. 3 Credits.
The course consists of critical discussion and analysis of major theories
and research on metacognition and self-regulated learning. Applications
to education and classroom instruction will be emphasized. Strategies to
promote self-regulated learning among diverse and at-risk students will also
be examined. Prerequisites: FOUN 830 and FOUN 831.

FOUN 840. Educational Measurement and Assessment. 3 Credits.
Overview of advanced educational measurement and assessment ideologies
as well as methods. Students will identify, critique, construct and administer
educational measures. Psychometric topics such as reliability and validity
will be explored as well as advanced assessment issues such as scale
construction and item response theory.

FOUN 848. Assessment and Evaluation in Content Areas. 3 Credits.
Lecture 3 hours, 3 credits.

FOUN 850. Sociological and Philosophical Foundations of Education. 3
Credits.
Students examine the relationship between education and society by
reviewing a variety of theoretical perspectives and empirical studies. Topics
include: social mobility and stratification; social reproduction; the dynamics
of race, class, and gender in education; social capital; the student-teacher
relationship; teaching as a profession; and higher education.

FOUN 861. Ethnographic Research and Narrative & Historical
Research Methods and Design. 3 Credits.
In this advanced qualitative research course, we invite students to focus
on ethnographic methods such as ethnography, ethnomethodology, and
autoethnomethodology. Students will also learn about participatory
research methods. The course will examine narrative and historical
research approaches including biography and autobiography. Prerequisites:
FOUN 815.

FOUN 862. Critical and Indigenous Research Methods and Design. 3
Credits.
In this advanced qualitative methods course, we invite students to explore
readings related to critical and indigenous research, methodologies
and paradigms as well as engage in activities to decolonize traditional
research approaches with specific groups. In this course we refer to
Indigenous peoples as individuals and groups belonging to developing
or underdeveloped regions nationally or internationally. Prerequisites:
FOUN 815.

FOUN 863. Emerging Qualitative Research Methods. 3 Credits.
This advanced qualitative research course examines emerging and lesser
known qualitative research methods such as self-study, portraiture, arts-
based research, photovoice, rhizomatic analysis and critical policy analysis.
Prerequisites: FOUN 815.

FOUN 864. Case Study, Grounded Theory & Phenomenological
Research Methods & Design. 3 Credits.
This advanced qualitative research course examines the intricacies of case
study methods. It also delves into the various qualitative research methods
surrounding experience and theory formation such as Grounded Theory,
Phenomenology, Heuristic Inquiry and Consensual Qualitative Research.
Prerequisites: FOUN 815.

FOUN 865. Independent Qualitative Research. 3 Credits.
This capstone course involves the student developing and completing an
original qualitative research project independent from the dissertation.
Prerequisites: FOUN 815.

FOUN 867. Teaching and Research Practicum. 3 Credits.
Advanced graduate students in the Ph.D. Educational Psychology, Research
and Evaluation program or other Ph.D. programs will have the opportunity
to participate in research, consulting, an internship, or assisting in teaching
research and statistics courses. Prerequisites: FOUN 822 and FOUN 823.

FOUN 869. Teaching Statistics Practicum. 3 Credits.
Advanced graduate students in the Ph.D. Educational Research, Evaluation
and Educational Psychology concentration or other Ph.D. concentrations
will have the opportunity to participate in research, consulting, internship,
or assisting in teaching research methods and statistics courses. Prerequisites:
FOUN 822 and FOUN 823.

FOUN 870. Formative Assessment of Student Learning for School
Leaders and Curriculum Specialist. 3 Credits.
Overview of advanced educational measurement and assessment ideologies
as well as methods. Students will identify, critique, construct and administer
educational measures. Psychometric topics such as reliability and validity
will be explored as well as advanced assessment issues such as scale
construction and item response theory.

FOUN 881. Dissertation Seminar. 3 Credits.
Instructor approval required. The primary goal of the course is to
develop a dissertation proposal. It is intended for doctoral students
who have completed all other coursework. The course covers literature
reviews, proposal writing, and obtaining approval from Human Subjects
committees. Outlets for disseminating the research findings will be explored.
Prerequisites: FOUN 812, FOUN 814 and FOUN 822 or FOUN 823.

FOUN 897. Special Topics in Educational Foundations. 3 Credits.
This course will be used for independent studies with Foundations faculty
members.

FOUN 899. Dissertation. 1-12 Credits.
Dissertation credit.

FOUN 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain
active status after successfully passing the candidacy examination. All
doctoral students are required to be registered for at least one graduate credit
hour every semester until their graduation.

FR - French

FRENCH Courses

FR 507. Advanced Grammar and Syntax. 3 Credits.
This class is designed to solidify and refine students’ working knowledge
of written skills in the language, with an emphasis on increasing their
written sophistication. Focus is on analysis of vocabulary, grammar, and
cultural nuances in the syntax to examine how language reflects the ways
of life and beliefs of its speakers, contrasted with the extent of language's
influence on culture. Students will refine their skills in written inter-cultural
communication, paying attention to idioms and the fine points of “cultural
grammar,” communicative competence and specialized discourse to develop
excellent communication skills. This course is intended to prepare students
for using their knowledge of language and culture in professional settings.
FR 510. Berlin and Paris: Crucibles of European Ideas, 3 Credits.
This course explores the cultural movements that have characterized the
German-French commonalities and differences from the early 1900s
through the 1990s in cross-disciplinary discourses such as film, literature,
art, politics, and economics. Cross-listed with WCS 410/WCS 510.
Prerequisites: German and French students must read and write in the target
language.

FR 515. Applied Phonetics. 3 Credits.
This class is a skills-based, laboratory class on French phonetics designed
to develop students' mastery of spoken French. Students will acquire a
more native-like French accent and see clear correspondences between
orthography and pronunciation. By using oral texts with social and cultural
themes students acquire knowledge of French pronunciation in a culturally
relevant way. Students additionally investigate non-standard accents from
Quebec, the south of France, and Belgium.

FR 520. Francophone Civilization. 3 Credits.
This seminar traces the historical narratives of French colonialism up until
contemporary times, examining the roots of unrest in the Maghreb and other
ex-French colonies through representative political, literary, and cinematic
texts relating to today's political flashpoints in the Maghreb and West Africa
as well as other former French colonies. It also approaches different aspects
of France's colonial and post-colonial legacy through a historical lens as
students explore texts from such revolutionary leaders as Cesaire, Senghor,
Memmi and others. Examination of both the revolutionary movements that
propelled France's ex-colonies towards independence and France's shifting
perspectives from ex-colonizer to Francophone ally.

FR 527. Studies in Seventeenth-Century French Literature. 3 Credits.
Following a preparatory period, the political stability of the French
monarchy ushers in the golden age of classicism. Representative works from
comic and dramatic theater, philosophy, poetry and the evolving novel.

FR 528. Studies in Eighteenth-Century French Literature. 3 Credits.
A study of the two main currents of ideas of the Age of Reason or
Enlightenment; the rationalistic drive to question established authority,
exemplified by the 'Encyclopedie' and leading to the Revolution of 1789;
and the Rousseauistic return to nature and emotivity. Representative
readings.

FR 537. Studies in Nineteenth-Century French Literature. 3 Credits.
A study of the post-Revolutionary (1789) literary movements: Romanticism,
Realism, Naturalism, Symbolism, which opened new horizons of modern
science and culture in France. Representative works.

FR 538. Studies in Twentieth-Century French Literature. 3 Credits.
A survey of representative works and movements in 20th century French
and Francophone literature. Prerequisites: FR 312W or permission of the
instructor.

FR 569. Topics in French. 1-9 Credits.
An advanced study of selected topics which may not be offered regularly. These
courses appear in the course schedule and are more fully described in a
supplement distributed to graduate program directors.

FR 695. Topics in French. 1-9 Credits.
Advanced study of selected topics which may not be offered regularly. These
courses appear in the course schedule and are more fully described in a
supplement distributed to graduate program directors.

FR 696. Topics in French. 1-9 Credits.
Advanced study of selected topics which may not be offered regularly. These
courses appear in the course schedule booklet and are more fully described in
a supplement distributed to graduate program directors.

FR 697. Tutorial Work Topics in French. 1-3 Credits.
This course will allow an individual student to pursue a special topic or
project under the guidance of a professor. Prerequisites: Approval of project.

FR 698. Tutorial Work Topics in French. 1-3 Credits.
This course will allow an individual student to pursue a special topic or
project under the guidance of a professor. Prerequisites: Approval of project.

FR 795. TOPICS IN FRENCH. 3 Credits.
The advanced study of the selected topics designed to permit small groups
of qualified students to work on subjects of mutual interest which, due to
their specialized nature, may not be offered regularly. These courses will
appear in the course schedule and will be more fully described by academic
advisors.

GEOG - Geography

GEOGRAPHY Courses
GEOG 500. Seminar in Geography. 3 Credits.
Advanced study of a specialized topic in geography. The choice of the
topic may vary according to the availability of faculty expertise and student
interest.

GEOG 502. Geographic Information Systems. 3 Credits.
A study of the conceptual basis of GIS as a tool for manipulating spatial
information. The course focuses on how geographic information can be
input and organized within the framework of a GIS. Students will work on
a computer-based GIS to gain a greater understanding of spatial database
structures and analytical operations.

GEOG 504. Digital Techniques for Remote Sensing. 3 Credits.
Study of the theory and application of remote sensing, emphasizing
environmental applications and aerial and satellite imagery. Covers the
fundamentals of multispectral digital image processing, including sensors
pre-processing, enhancement, classification, accuracy assessment, and GIS
data integration.

GEOG 505. Seminar in International Resource Management. 3 Credits.
Discussion of the ecological and management principles underlying
international resource management and the goal of attaining a sustainable,
ecologically balanced world.

GEOG 508. Cartography. 3 Credits.
Computer-assisted methods and techniques employed in the design,
construction, and use of maps and other graphics as tools for data analysis
and communication.

GEOG 510. Seminar in Urban Geography. 3 Credits.
Discussion of specific urban and metropolitan problems based on outside
readings and individually selected research topics.

GEOG 511. Urban and Regional Planning. 3 Credits.
A study of planning concepts and powers used to guide contemporary
metropolitan growth and development. Emphasis is on the application of
social science principles and methods to the planning process.

GEOG 512. Cities of the World. 3 Credits.
An examination of cities of the world's major cultural realms with an
emphasis on the urban landscape as it varies between developed and
developing countries.

GEOG 519. Spatial Analysis of Coastal Environments. 3 Credits.
The course integrates remotely sensed and field techniques for scientific
investigation and practical management of coastal environmental systems.
Spatial modeling of coastal processes and management tools using
Geographic Information System (GIS). Prerequisites: GEOG 504.

GEOG 520. Marine Geography. 3 Credits.
An analysis of human-sea relationships with particular emphasis on resource
management and political organization from global, regional, and national
perspectives.
GEOG 522. Coastal Geography. 3 Credits.
An examination of the physical and human geography of the coastal zone. Considers problems of managing coastal resources with an emphasis on North America. Lectures focus on coastal patterns, processes, and problems at the global, national, and local scales. Students investigate a section of the local coastline and write a report on the physical and human geography on the basis of field study, library, and internet research.

GEOG 525. Internet Geographic Information Systems. 3 Credits.
Theoretical and practical exploration of methods, standards, and policies related to the development and utilization of geographic information systems on the Internet. Students will create and utilize distributed geospatial data and analytical systems using the WWW and the Internet to address geographical problems. Prerequisites: GEOG 502.

GEOG 532. Advanced GIS. 3 Credits.
The study of a series of advanced topics in the field of geographic information systems/science. Focus is placed on the development of projects/models and a survey of several advanced techniques. Students will work on a computer based GIS to implement topics from lectures. Prerequisites: GEOG 502.

GEOG 546. Geography, Gender, and Sexuality. 3 Credits.
This course examines gender identity and sexuality in all of their diverse forms through a lens of human geography, such as metaphors of space and place, the cultural landscape, and ‘mapping territory.’ Topics explored include global gender identities; ‘queer space; ‘locating’ gender and sexuality within the arts and tourism; the gendered citizen and the nation; and political economies of gender and sexuality.

GEOG 551. Europe. 3 Credits.
A geographical analysis of the interrelationships among physical, cultural, economic, and political factors in Europe.

GEOG 552. Africa. 3 Credits.
A geographical analysis of the interrelationships among physical, cultural, economic, and political factors in Africa.

GEOG 553. Asia. 3 Credits.
A geographical analysis of the interrelationships among physical, cultural, economic, and political factors in Asia excluding the Middle East and the former USSR.

GEOG 554. Latin America. 3 Credits.
A geographical analysis of the interrelationships among physical, cultural, economic, and political factors in Latin America.

GEOG 555. The Middle East. 3 Credits.
A geographical analysis of the interrelationships among physical, cultural, economic, and political factors in the Middle East.

GEOG 556. Geography of Southeast Asia. 3 Credits.
Analysis of the physical, historical, cultural, economic, environmental, and political patterns and problems of Southeast Asia. The focus is on the diversity of the region and on the nature and impact of development.

GEOG 558. Geography of Virginia. 3 Credits.
An analysis of Virginia's population, resources, and regional landscapes as they have been influenced by physical, cultural, historical, and economic factors.

GEOG 560. Medical Geography. 3 Credits.
The course covers a range of topics in medical and health geography, including spatial behaviors of infectious disease and health care access. The focus of the course is on the geographical patterns of health and disease from the population rather than individual scale. In addition to seminar style lectures and discussions, the course enables students to further investigate by learning how to conduct medical/health geography research.

GEOG 562. Advanced Spatial Analysis. 3 Credits.
This course introduces the essential theoretical concepts and analytical tools for analyzing spatial process, spatial autocorrelation, spatial patterns, techniques for spatial interpolation, network connectivity, big data, and landscape patterns. The course culminates with students carrying out their own spatial analysis projects. This course assumes that students understand the basic concepts in GIS with some experience in software operation of ArcGIS. Prerequisite: GEOG 402 or GEOG 502, or permission of the instructor.

GEOG 590. Applied Cartography/GIS. 1-3 Credits.
Practical experience in applying the principles of cartography and geographical information systems to the design and construction of maps and other graphics.

GEOG 595. Topics in Geography. 1-4 Credits.
The advanced study of selected topics which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule, and will be more fully described in information distributed to academic advisors.

GEOG 596. Topics in Geography. 1-4 Credits.
The advanced study of selected topics which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule, and will be more fully described in information distributed to academic advisors.

GEOG 597. Independent Research in Geography. 1-3 Credits.
Independent reading and study on a topic to be selected under the direction of the instructor. Conferences and papers as appropriate.

GEOG 598. Tutorial Work in Geography. 1-3 Credits.
Independent research under the supervision of a faculty member.

GEOG 620. Seminar in Political Geography. 3 Credits.
A study of the interrelationships of political and geographic phenomena, and theories of geopolitics; examines in a seminar format the political geography both of specific topics such as the national integration of states, refugees and resources, and of particular regions of the world.

GEOG 625. Ethno-Regionalism. 3 Credits.
An examination of the geopolitics of world ethnic minorities with special reference to selected ''trouble spots'' on the world political map.

GEOG 626. Lifespan Communication, Geography, and Food. 3 Credits.
This course examines the intersections of communication, geography, and food from lifespan and global perspectives. Topics to be covered include communication and cooking; dinner table talk; food and folk culture; victual rituals; the portrayal of food in media (e.g., film, television, CMC, print); the role of race, class, and gender in food production/consumption; the commercialization of food; fast food and slow food; globalization vs. the 'locavore' movement; visualization and symbolic communication about food and nutrition; and market and supermarket geographies.

GEOG 650. Seminar in Regional Geography. 1-3 Credits.
Advanced seminar on a particular country or world region.

GEOG 668. Internship. 1-6 Credits.
Individualized practical experience.

GEOG 695. Selected Topics in Geography. 1-3 Credits.
Advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest.

GEOG 696. Selected Topics in Geography. 1-3 Credits.
Advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest.

GEOG 697. Independent Research in Geography. 1-3 Credits.
Independent research in geography under the supervision of a faculty member.

GEOG 720. Cultural Geography Seminar. 3 Credits.
This seminar examines the field of cultural geography with: 1) an emphasis on theories and concepts developed over the past twenty years in 'new' cultural geography, and 2) cultural geography's emphasis on issues such as place, power, landscape and identity.
GER - German

GERMAN Courses

GER 507. Advanced Grammar and Syntax. 3 Credits.
This class is designed to solidify and refine students' working knowledge of written skills in the language, with an emphasis on increasing their written sophistication. Focus is on analysis of vocabulary, grammar, and cultural nuances in the syntax to examine how language reflects the ways of life and beliefs of its speakers, contrasted with the extent of language's influence on culture. Students will refine their skills in written inter-cultural communication, paying attention to idioms and the fine points of "cultural grammar" communicative competence and specialized discourse to develop excellent communication skills. This course is intended to prepare students for using their knowledge of language and culture in professional settings.

GER 508. Conversation and Composition. 3 Credits.
This course is designed to further develop the mastery of spoken and written German, review grammar, build vocabulary and fine-tune the student's stylistic proficiency in German. The textbook Anders gedacht is an intermediate/advanced reader that covers a wide variety of historical, political and cultural events and developments in contemporary German speaking countries. The Ubungsbuch accompanies the grammatical and thematic features of the textbook and provides further exercises. The course will be complemented by several video screenings and multimedia presentations covering a variety of aspects in contemporary German speaking culture.

GER 510. Berlin and Paris: Crucibles of European Ideas. 3 Credits.
This course explores the cultural movements that have characterized the German-French commonalities and differences from the early 1900s through the 1990s in cross-disciplinary discourses such as film, literature, art, politics, and economics. Cross-listed with FLET 510. Prerequisite: German and French students must read and write in the target language.

GER 520. Masterpieces of German Poetry. 3 Credits.
This course will delineate 800 years of German poetry, analyzing exemplary works within their cultural and historical context such as the courtly love tradition of the Middle Ages, the spirituality of the German Reformation, the (meta-)physical passions of the Baroque, the humanist ideals of Weimar Classicism, the profound longings and ultimate ironies of German Romanticism, fin de siècle symbolism and European decadence, the avant-garde of Weimar culture, the legacy of the Third Reich, and the poetics and politics of East/West Germany up to the fall of the Berlin Wall and the unification of Germany. The close readings will be complemented by videos, film clips, slides and musical samples. Readings and discussions in German.

GER 545. German Cinema I. 3 Credits.
The first half of the 20th century was the most creative and destructive period in German and European history. Its rich cultural achievements included Viennese psychoanalytical theory of the turn of the century, Art Nouveau, German Expressionism in painting and poetry, and the avant garde aesthetics of the Weimar Republic (film, dance, cabaret, architecture etc). They played a central part in the evolution of a modern and postmodern sensibility. Conversely, World War I and World War II exposed the cultural agony and human depravity of modern Civilization. This course will trace these various aspects and developments in a variety of exemplary genres. Readings and discussions in German. (Cross-listed with WCS 445/WCS 545 and COMM 444/COMM 544).

GER 546. German Cinema II. 3 Credits.
This course will focus on the German cinema from perspectives such as fascism and its legacy, film as historical critique, or Weimar cinema. This survey course covers major German movies in film history from the 1930's to the present. (Cross-listed with WCS 445/WCS 545 and COMM 444/COMM 544).

GER 550. German Satires and Parodies. 3 Credits.
A study of comical and satirical features in exemplary literary and visual texts ranging from late medieval broadsheets and moralistic narratives to postmodern parodies in literature, music, film and graphic design. Students will study a wide variety of texts and analyze them as critical reflections of their social and cultural contexts, which include the spiritual conflicts and religious challenges of the Age of Renaissance and Reformation, anti-Nazi collages, and the permanent quest for pleasure and entertainment in our present-day multi-media Spassgesellschaft (fun society). Readings and discussions in German.

GER 555. Germany 1900-1945: From High Culture to Holocaust. 3 Credits.
The first half of the 20th century was the most creative and destructive period in German and European history. Its rich culture achievements included Viennese psychoanalytical theory of the turn of the century, Art Nouveau, German Expressionism in painting and poetry, and the avant garde aesthetics of the Weimar Republic (film, dance, cabaret, architecture etc). They played a central part in the evolution of a modern and postmodern sensibility. Conversely, World War I and World War II exposed the cultural agony and human depravity of modern Civilization. This course will trace these various aspects and developments in a variety of exemplary verbal and visual texts, including the genres of poetry, novella, drama, painting and film. Readings and discussions in German.

GER 570. Post World War II Germany. 3 Credits.
The course will cover representative literary texts and cultural events of divided and united Germany, including Heinrich Böll, Günter Grass, Max Frisch, Christa Wolf, Doris Dörrie et al, as well as film, painting, popular music, the culture of memory and German Jewish relations after the Shoah.

GER 573. The Enlightenment and Its Critics. 3 Credits.
This course focuses on German intellectual history as represented by great thinkers such as Lessing, Kant, Hegel, Marx, Nietzsche, and Freud. More recent works by Frankfurt School writers Adorno and Horkheimer represent critical engagements with the tenets of the European Enlightenment.

GER 576. German-Jewish Literature and Culture. 3 Credits.
A survey of seminal texts by German-Jewish philosophers and writers from the Enlightenment to the present day, including Marx, Kafka, Freud, Schmitzler and Arendt. (cross-listed with WCS 476/WCS 576).

GER 578. German Drama. 3 Credits.
This course provides a survey of representative examples from 200 years of German drama. Texts include plays from Weimar Classicism, Young Germany, Naturalism and Symbolism, fin de siècle Vienna, German Expressionism, Weimar Modernism, Exile Literature, “Vergangenheitsbewältigung” (texts of coming to terms with the past), and post-modern experimentalism. The course will focus on issues such as mythology, psychopathology, sexual morality, epic theater, Marxist ideology, fascism and guilt, and feminist politics and aesthetics. The readings will be complemented by screenings of various film adaptations. All readings and discussions are in German. Prerequisites: GER 311 and GER 312W.

GER 595. Topics in German. 1-3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule. Prerequisite: appropriate survey course or permission of the instructor.

GER 596. Topics in German. 1-3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule. Prerequisite: appropriate survey course or permission of the instructor.

GER 695. Topics in German. 1-9 Credits.
Advanced study of selected topics which may not be offered regularly. These appear in the course schedule and are more fully described in a supplement distributed to graduate program directors.
GER 696. Topics in German. 1-9 Credits.
Advanced study of selected topics which may not be offered regularly. These appear in the course schedule and are more fully described in a supplement distributed to graduate program directors.

GER 697. Tutorial Work in German. 3 Credits.
This course will allow an individual student to pursue a special topic or project under the guidance of a professor. Prerequisites: approval of project.

GER 698. Tutorial Work in German. 3 Credits.
This course will allow an individual student to pursue a special topic or project under the guidance of a professor. Prerequisites: approval of project.

HIED - Higher Education

HIED 708. Foundations of Higher Education. 3 Credits.
An examination of the historical foundations and contemporary challenges facing higher education leaders. Coursework encourages students to explore linkages between research, theory, and practice, promoting a nuanced understanding of differing perspectives on complex and evolving issues. Development of graduate-level writing is emphasized.

HIED 710. Student Affairs Administration. 3 Credits.
An overview of the student affairs function across diverse institutions, by connecting the history of higher education with contemporary issues facing student affairs professionals. Students will spend time exploring various student affairs functions, connecting the importance of student learning and development outside the classroom. In addition, students will explore the dynamics of student affairs organizations while identifying personal long- and short-term student affairs career goals. Prerequisites: COUN 707.

HIED 712. Strategic Planning. 3 Credits.
This course provides the necessary knowledge and skills for administrators to both participate in and lead a strategic planning effort. Students will explore the role of strategic planning and institutional effectiveness in the context of changes in funding and demands for accountability.

HIED 720. The Private College and University. 3 Credits.
The U.S. Higher Education system contains great diversity due to the inclusion of private institutions. This course will examine the structure and organization of Higher Education in the U.S. as well as differences and similarities between private and public institutions.

HIED 725. Higher Education Politics and Policy. 3 Credits.
This course examines policy-in-action to help students understand how policies are developed at the organizational, state, and national levels, while gaining an understanding of the interplay of public perception and policymaking that can impact university operations. Students will explore the process by which policies are made, and they will consider why some problems are escalated to the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others seem to fail.

HIED 733. Professional Helping Skills in Higher Education. 3 Credits.
This course explores the benefits of developing student response and support skills and how they affect the day-to-day role of a student affairs professional. Students will work in small groups to acquire the knowledge, skills, and attitudes necessary to provide support, direction, and guidance to individuals and groups. Guest speakers currently working in student affairs roles will be featured.

HIED 743. Campus Internationalization. 3 Credits.
This course examines the four key professional practices of campus internationalization: comprehensive internationalization, international student enrollment, international student and scholar services, and education abroad. Students learn the importance of aligning internationalization on-campus through courses, curriculum, international students, and internationalization programs, all of which help to connect the institution to the changing local and global community. Guest speakers will address competencies for international educators and provide insights on functional areas in international education.

An examination of the development of the three primary systems of higher education in the world today: the U.S., British and European (Continental) systems. The course will also examine, as appropriate, other systems of higher education from around the world. A study abroad component is required, for which additional costs will apply.

HIED 745. Today's College Student. 3 Credits.
A survey of college student experiences, with an emphasis on growth and development. Coursework will encourage students to apply theory to practice.

HIED 750. Student Development. 3 Credits.
Presents the basic theories and models of student development. Students will explore the role of developmental theory and practice, integrating theory into research and practice. It will focus on the process and environmental factors that influence the development in higher education, including education, learning, and development.

HIED 752. Student Leadership. 3 Credits.
An examination of student leadership in higher education. Students will explore the role of student organizations, leadership and management approaches, and courses of action available to decision-makers.
HIED 764. College and the University Presidency, 3 Credits.
This course is designed to provide greater understanding of the leadership role of college and university presidents and the multiplex of issues associated with the office of the presidency at the various types of American institutions. The course will utilize case study analysis, guest presentation, and review of the literature. There will be rigorous discussion, readings, and analyses in a collegial and reciprocal learning environment.

HIED 765. Adult and Continuing Education, 3 Credits.
An advanced seminar emphasizing the historical, philosophical, and institutional analyses of the development and status of adult and continuing education within the higher education community.

HIED 768. Internship in Higher Education Administration, 3 Credits.
The University advisor and site supervisor work together with students to develop and implement a set of objectives intended to familiarize them with the operation of an administrative area within an institution of higher education, to assist them in acquiring the practical skills necessary for the operation of that office, and to develop skills that are transferable to other administrative areas.

HIED 770. External and Internal Relations for Higher Education, 3 Credits.
This course serves as an introduction for prospective and current administrators to the social and political context of the higher education environment and its various constituencies. It will teach them to recognize the impact of politics, socioeconomic situations, diversity, media, monetary issues, and equity issues on their leadership practices.

HIED 771. Global and Intercultural Perspectives in Higher Education, 3 Credits.
This course explores global and intercultural issues for higher education leaders. Students examine issues encountered by student affairs and higher education professionals from global and intercultural perspectives, including program design and evaluation, partnerships between individuals and organizations worldwide, and budgeting and staff management. The course will prepare students with knowledge and skills that can be used to promote internationally-oriented practice, professional dialogue, and research.

HIED 793. History of Higher Education, 3 Credits.
An examination of the history of higher education and its connection to current higher education events. The course provides an understanding of the foundations of higher education, including European influences, societal forces, and economic factors.

HIED 794. Governance, Organization, and Administration of Higher Education, 3 Credits.
An exploration of how organizational structures, behavior, culture, and context influence institutional governance and administration. In-class activities examine the approaches institutions use in decision-making. Through discussion of assigned readings, current events, and guest lectures, students learn how institutions govern themselves and the effects of various governance practices. Case studies, role playing, and active discussion allow students to apply theoretical perspectives to the practical workings of higher education administration.

HIED 795. Topics in Higher Education Administration, 1-6 Credits.
Study of selected topics in higher education administration. Prerequisite: permission of the instructor.

HIED 797. Independent Study, 1-3 Credits.
Independent study of special topics in higher education for master's students. Prerequisite: Permission of the instructor.

HIED 805. Contemporary Issues in Higher Education, 3 Credits.
Explores issues of contemporary concern among practitioner-scholars in American higher education. The course utilizes a historical perspective to establish the background for the discussion of the issues influencing higher education today. Coursework and readings provide a nuanced understanding of differing perspectives on complex issues. Research and professional practice are examined through an issues based format that challenges students to develop and support their perspectives on the issues discussed. Doctoral-level writing is emphasized.

HIED 808. Foundations of Higher Education, 3 Credits.
An examination of the historical foundations and contemporary challenges facing higher education leaders. Coursework encourages students to explore linkages between research, theory, and practice, promoting a nuanced understanding of differing perspectives on complex and evolving issues. Development of graduate-level writing is emphasized.

HIED 809. Proseminar in Doctoral Studies, 1-3 Credits.
This course is designed to be taken in three parts throughout the program. It provides information on the doctoral process to help students successfully navigate their programs. It helps doctoral students enhance their abilities to search the scholarly literature; narrow their research topics; and improve their critical reading and inquiry, critical thinking and analysis, and writing. It focuses on approaches to scholarly writing in the field, strategies for inviting and providing peer review and feedback, and skills useful in analytical reading of scholarly work.

HIED 810. Student Affairs Administration, 3 Credits.
An overview of the student affairs function across diverse institutions, by connecting the history of higher education with contemporary issues facing student affairs professionals. Students will spend time exploring various student affairs functions, connecting the importance of student learning and development outside the classroom. In addition, students will explore the dynamics of student affairs organizations while identifying personal long- and short-term student affairs career goals.

HIED 812. Strategic Planning, 3 Credits.
This course provides the necessary knowledge and skills for administrators both to participate in and lead a meaningful strategic planning effort. Students will explore the role of strategic planning and institutional effectiveness in the context of changes in funding and demands for accountability.

HIED 820. The Private College and University, 3 Credits.
The U.S. Higher Education system contains great diversity due to the inclusion of private institutions. This course will examine the structure and organization of Higher Education in the U.S. as well as differences and similarities between private and public institutions.

HIED 825. Higher Education Politics and Policy, 3 Credits.
This course examines policy-in-action to help students understand how policies are developed at the organizational, state, and national levels, while gaining an understanding of the interplay of public perception and policymaking that can impact university operations. Students will explore the process by which policies are made, and they will consider why some problems are escalated to the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others seem to fail.

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This course explores the benefits of developing student response and support skills and how they affect the day-to-day role of a student affairs professional. Students will work in small groups to acquire the knowledge, skills, and attitudes necessary to provide support, direction, and guidance to individuals and groups. Guest speakers currently working in student affairs roles will be featured.

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An examination of the development of the three primary systems of higher education in the world today: the U.S., British and European (Continental) systems. The course will also examine, as appropriate, other systems of higher education from around the world. A study abroad component is required, for which additional costs will apply.
HIED 845. Today's College Student. 3 Credits.
A survey of college student experiences, with an emphasis on growth and development. Coursework will encourage students to apply theory to practice.

HIED 852. The Law of Higher Education. 3 Credits.
An exploration of the legal issues facing higher education in the United States. Topics to be discussed include the foundations from which higher education law emerges, current case law, state and federal statutory law, and contract law, as well as risk management and liability issues. Students may have the opportunity to visit the Supreme Court and to view oral arguments. Additionally, the course will address the ethical issues faced when shaping and implementing institutional policy, curriculum, and procedures.

HIED 856. Institutional Finance and Resource Management. 3 Credits.
This course examines the budget process in colleges and universities, as well as the impact of budget activities on all areas of planning and operations within an institution. It will cover elements of educational finance, including budgeting and resource management, with a focus on process and environmental factors that affect how institutions operate. Students will develop and enhance their abilities to write and speak effectively about finance-related issues.

HIED 857. Learning Environment Design and Assessment. 3 Credits.
This course provides students with skills to design educational experiences, plan educational programs, and conduct research on a variety of teaching and learning-related questions. Participants will consider the meaning of learning and the various contextual factors that influence the learning process in higher education, as well as the application of the learning sciences to the design of learning environments. Students will focus on creating inclusive, diverse, and equitable educational environments and use their insights to improve the practices through assessment.

HIED 858. Higher Education Leadership. 3 Credits.
This course provides students with the basic theory, knowledge and skills needed to be an effective leader within higher education institutions. Classes are designed for those who intend to pursue careers as higher education practitioners. Course assignments will take a practical approach to applying theoretical principles and identifying students' personal leadership styles.

HIED 862. Institutional Advancement. 3 Credits.
An exploration of institutional advancement in the areas of institutional marketing, event management, campaign development, social media, donor identification and cultivation, planned giving, corporate partnership development, and foundation management.

HIED 863. Topical Issues in Higher Education. 3 Credits.
This course provides a thorough analysis and dissection of a rotating, current issue in higher education, covering a broad range of higher education administrative areas. For each issue, students will examine relevant benchmark law, contemporary issues, historical perspectives, political realities, institutional missions and cultures, ethical considerations, leadership and management approaches, and courses of action available to decision-makers.

HIED 864. College and the University Presidency. 3 Credits.
This course is designed to provide greater understanding of the leadership role of college and university presidents and the multiplex of issues associated with the office of the presidency at the various types of American institutions. The course will utilize case study analysis, guest presentation, and review of the literature. There will be rigorous discussion, readings, and analyses in a collegial and reciprocal learning environment.

HIED 865. Adult and Continuing Education. 3 Credits.
An advanced seminar emphasizing the historical, philosophical, and institutional analyses of the development and status of adult and continuing education within the higher education community.

HIED 868. Internship in Higher Education Administration. 3 Credits.
The University advisor and site supervisor work together with students to develop and implement a set of objectives intended to familiarize them with the operation of an administrative area within an institution of higher education, to assist them in acquiring the practical skills necessary for the operation of that office, and to develop skills that are transferable to other administrative areas.

HIED 870. External and Internal Relations for Higher Education. 3 Credits.
This course serves as an introduction for prospective and current administrators to the social and political context of the higher education environment and its various constituencies. It will teach them to recognize the impact of politics, socioeconomic situations, diversity, media, monetary issues, and equity issues on their leadership practices.

HIED 871. Global and Intercultural Perspectives in Higher Education. 3 Credits.
This course explores global and intercultural issues for higher education leaders. Students examine issues encountered by student affairs and higher education professionals from global and intercultural perspectives, including program design and evaluation, partnerships between individuals and organizations worldwide, and budgeting and staff management. The course will prepare students with knowledge and skills that can be used to promote internationally-oriented practice, professional dialogue, and research.

HIED 893. History of Higher Education. 3 Credits.
An examination of the history of higher education and its connection to current higher education events. The course provides an understanding of the foundations of higher education, including European influences, societal forces, and economic factors.

HIED 894. Governance, Organization, and Administration of Higher Education. 3 Credits.
This course is an exploration of the content and meaning of wartime experience within American society between 1898 and 1975. Emphasis is on comparing the levels of national, institutional and personal experiences of war as they affected people at home and in battle, and on considering the relationships between warmaking and social development at particular times.

HIED 895. Topics in Higher Education Administration. 1-6 Credits.
Study of selected topics in higher education administration. Prerequisite: permission of the instructor.

HIED 897. Independent Study. 1-3 Credits.
Independent study of special topics in higher education for doctoral students. Prerequisites: Permission of the instructor.

HIED 899. Dissertation. 1-12 Credits.
Work on dissertation under the direction of dissertation chair. Prerequisites: Permission of faculty advisor.

HIED 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master’s students are required to be registered for at least one graduate credit hour in the semester of their graduation.

HIED 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after advancement to candidacy. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

HIST - History

HISTORY Courses

HIST 508. War and American Society in the Twentieth Century. 3 Credits.
This course is an exploration of the content and meaning of wartime experiences within American society between 1898 and 1975. Emphasis is on comparing the levels of national, institutional and personal experiences of war as they affected people at home and in battle, and on considering the relationships between warmaking and social development at particular times.

HIST 509. History of US-Mexico Borderlands. 3 Credits.
The course examines the history of the region straddling the U.S.-Mexico Border from the Spanish Conquest to the present day, focusing on issues of immigration, economic and political integration and the complicated nature of state-building in a transnational environment.
HIST 520. Fascism in Europe. 3 Credits.
This course explores the genesis and development of fascism in Europe between World Wars I and II. Particular emphasis on Fascism in Italy and National Socialism in Germany. Appeal of fascist movements to populations across the socioeconomic spectrum, fluidities of ideology and practice, fascism's impact on political, economic, social, and cultural life in the interwar period are explored.

HIST 539. Politics and Society in East Asia Since 1945. 3 Credits.
This course explores the political and social developments in Japan, China, and Korea since the end of World War II.

HIST 555. African-American Historiography. 3 Credits.
This course is an examination of the ways historians have addressed specific issues in African-American history.

HIST 556. Research in Local History. 3 Credits.
The course explores the history of Hampton Roads through student use of research materials.

HIST 570. Struggle for Democracy and Development in Latin America. 3 Credits.
This course analyzes, from a historical perspective, two core problems in Latin America's modern (since c. 1880) history: political authoritarianism and economic underdevelopment. The temporal and spatial dimensions of change are highlighted in discussions of patron-client political systems, military autonomy and impurity, social movements and revolution, export-oriented economic growth, industrialization, and the roles of national, ethnic and gender identities.

HIST 575. History of Modern Africa. 3 Credits.
The course is designed to enrich students' understanding of the intersections of political, economic, social and cultural forces that shaped Africa in the last 150 years and continue to affect the lives of peoples throughout the continent. It will focus on a series of major historical transitions that have shaped the development of modern Africa, including the end of the Atlantic slave trade, European imperial conquest and colonial rule, African resistance to European rule, social and cultural transformations, the end of colonial rule and post-colonial challenges.

HIST 595. Topics in History. 1-3 Credits.
The course is an advanced study of selected topics designed for small groups of qualified students to work on subjects of mutual interest which may not be offered regularly. These courses appear in the course schedule, and will be more fully described in information distributed to academic advisors.

HIST 598. Tutorial Work in Special Topics in History. 3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate.

HIST 600. Historical Theory and Practice. 3 Credits.
Analysis of the development of historical theories, principles and methods and their application to historical research and writing. Required of all graduate students in history.

HIST 602. Readings in Early American History. 3 Credits.
This course offers an introduction to the principal writings and interpretations of American history from the period of European colonization of America to the beginning of the American Revolution. Readings and discussions focus on the development of American cultures and identities and on the formation of American social, political, and economic life.

HIST 603. The American Revolution and Historical Memory. 3 Credits.
This course introduces the principal interpretations of the American Revolution era from the mid-18th century to the 1787 ratification of the federal constitution. Readings and discussions focus on themes including Britain's relations with the colonies, the independence movement, women, African Americans, Native Americans as well as historical memory of the Revolution.

HIST 607. A People's Contest: Civil War and Reconstruction. 3 Credits.
An advanced course designed to familiarize students with the principal historiographical problems besetting the field of studies of the American Civil War and Reconstruction.

HIST 609. Melting Pot? Readings in Immigration History. 3 Credits.
This course examines the history of immigration to the U.S., focusing particularly on the late 19th and early 20th centuries. It critiques the "melting pot" metaphor through key themes, including transnationalism; the influences of class, race, gender, and nationality; working class and race relations; formal and informal economies; and popular and consumer culture.

HIST 610. Edible History: Food and Drink in the U.S. and Global History. 3 Credits.
This course explores the history of food and drink in the U.S. and the world as a way to examine the cultural, social, and political meanings about and consequences of producing and consuming food. This course will explore an array of topics including food as an essential element of identities and power relations, commodity chains, eating trends, and global security.

HIST 611. The Military in America. 3 Credits.
This course is designed to familiarize students with the principal historiographical problems besetting the field of U.S. military history from the pre-Revolutionary period to the present day.

HIST 617. The Long Civil Rights Movement. 3 Credits.
This course examines the historiography of the Long Civil Rights Movement, the struggle for civil rights stretching from the nineteenth century to the present day and encompassing multiple movements that sought to achieve the basic rights of citizenship for a number of different groups.

HIST 619. United States Labor and Working Class History. 3 Credits.
This course provides a historiographical survey of U.S. labor and working class history, focusing on the period after the Civil War. Work as a reflection of everyday life, class formation and class consciousness and the development of unions and other labor organizations are examined through a variety of different methodologies and in the contexts of citizenship and civil rights.

HIST 621. The Atlantic World and Early America. 3 Credits.
This course explores the Atlantic World as a place, a process, and a new field of historical inquiry. It examines the global processes of imperial, economic, and demographic expansion that drew British North America into transnational networks that spanned the Atlantic Ocean and brought European, African, and American inhabitants together.

HIST 622. The Atlantic Slave Trade. 3 Credits.
The course explores the trans-Atlantic slave trade from its beginnings in the 15th century to its suppression in the 19th century. It examines the historical literature on Africa, the Atlantic slave trade and the New World to provide students with a general orientation to the broad context of the Atlantic slave trade.

HIST 627. Cuba and Its Revolution. 3 Credits.
This course examines diverse interpretations of the origins of the 1959 Cuban Revolution led by Fidel Castro, its national and international repercussions, and relevant global contexts. Cuba's colonial status as a sugar plantation society based on African slave labor, the Cuban independence movement, the U.S. war with Spain, U.S.-Cuban relations, and the Cuban Revolution and its Cold War context are considered.

HIST 628. History of the U.S. Mexico Borderlands. 3 Credits.
This course examines the historiography of the U.S.-Mexico borderlands. Key themes include the slow, uneven and often unsuccessful integration of the region into centralizing states in Mexico and the United States; the changing nature of migration and commerce across the international boundary; and the importance of violence and social conflict in shaping the region.

HIST 630. Democracy and Development in Modern Latin America. 3 Credits.
From a world-historical perspective and moving from a broad focus on continental change to national contexts, this seminar analyzes two core problems in Latin America's history: political tensions (conceptualized as authoritarianism versus democracy) and economic change (underdevelopment versus development).
HIST 631. The Rise of the Hispanic World: Spain and Its Empire. 3 Credits.
The interaction of Spain and its overseas territories is the overarching theme of this seminar, which traces the rise of today's Hispanic world from its emergence in the Iberian peninsula in the 15th century, through the 19th century, when the Spanish Monarchy lost its American and Asian realms. Comparisons with other contemporary world empires will be considered.

HIST 632. Political Order and Social Change in Mexico Since 1910. 3 Credits.
This course traces the roots of current disorder in Mexico by analyzing the 1910 revolution, subsequent authoritarian rule, and the democratization process in the context of social forces that enabled the revolution and then brought it to a close in 2000. Themes include state formation, rule of law, democratization, economic development, U.S.-Mexico relations, and violence.

HIST 635. Modern British History. 3 Credits.
This course focuses on the social and cultural history of 19th- and 20th-century Britain. It explores broad themes of social conflict, class divisions, and racial construct, and gender roles presented in recent historiography at the intersections of social and cultural history. Topics include politics, culture, leisure, entertainment, arts, and sciences.

HIST 636. The British Empire. 3 Credits.
This course explores British imperialism and colonialism in the early modern and modern periods, from the Caribbean to Australia with emphasis on the "second British empire" of the nineteenth and twentieth centuries. Key themes will include: webs of power and communication, labor, gender, race, and colony/metropole relations.

HIST 638. European Transnational & International Histories of the 20th Century. 3 Credits.
This course explores conceptions of the nation, transnationalism and international movements through the lens of Western perspectives on international diplomacy and social movements from the late 19th century to the present. It emphasizes the role of transnational phenomena, including non-government organizations and human rights organizations and feminist, anti-racial, and anti-colonial movements.

HIST 640. Studies in East Asian History. 3 Credits.
Seminar.

HIST 641. Individual & Society in Ancient Greece. 3 Credits.
This seminar delves into literary and archaeological sources to examine the development of ancient Greece in the archaic, classical and Hellenistic periods. It traces the development of Greece's vibrant culture, the struggles between Athens and Sparta, and the subsequent alliances forced by Phillip II and Alexander the Great.

HIST 642. Ancient Rome: Text and Artifact. 3 Credits.
Using historical texts and archaeological remains as sources, this course considers Ancient Rome from the city's mythological foundation stories to its decline in late Antiquity. It will study Roman history and historiography exploring topics including the economy, the military, women's roles, religion, art and architecture in the Republic and the Principate.

HIST 643. Religion, Culture, and Empire in Greco-Roman Palestine. 3 Credits.
This seminar focuses on the development of Greco-Roman Palestine, from its encounter with Hellenism to its conquest by Rome, and ultimately to its transformation into the Christian Holy Land under the patronage of Constantine and Helen.

HIST 646. Studies in Russian History. 3 Credits.
Research in Soviet archives in the past decade has enriched and enlarged the study of Stalin's era (1924-1953). This reading seminar samples new literature on traditional topics, such as Stalin's rise to power, methods of rule, and foreign policies, as well as scholarship in newly emerging fields. These areas include social history, gender and the family, cinema and popular culture, nationalities, patron-client relations, and the history of science.

HIST 647. Studies in Maritime History. 3 Credits.
The seminar explores recent maritime historiography and demonstrates how maritime history presents unique understandings of human history and also works within or redefines broader historical constructs. Students will analyze sources related to specific topics of maritime history.

HIST 648. France and the Sea. 3 Credits.
This course examines the complex ways in which the French viewed the Atlantic Ocean and other bodies of water and the opportunities water travel provided them from the sixteenth to the twentieth centuries. Emphasis is placed on the Atlantic as a zone of interaction and on the French global trading networks and the development of overseas empires.

HIST 653. Life on the Margins in Medieval Europe. 3 Credits.
This course will examine the process by which Western Europe shared and understood its identity post-1000, focusing in particular on its understanding of itself as first and foremost Christian. It will seek to understand how the intellectual violence employed by Church leaders transformed into political violence and how the discourse of "Order and Exclusion" developed.

HIST 655. Early Modern Europe: Religion, Reform, and Violence. 3 Credits.
This course examines the religious, political and civil strife as well as the ramifications of social change in sixteenth and seventeenth century Europe. Emphasis will be on religiosity and how early modern peoples understood and experienced religious life and how the "reformations" altered gender relations, sexual dynamics, everyday life, and intellectual thought in Western Europe.

HIST 657. Old Regime and French Revolution. 3 Credits.
This course introduces students to the interpretive methodologies of questions of "Enlightenment" and the French Revolution that drive much of the historiography in European intellectual history today.

HIST 658. Studies in European History from 1815-1914. 3 Credits. Seminar.

HIST 662. North Atlantic Resources. 3 Credits.
This class examines how coastal societies around the North Atlantic have developed their use of fish stocks and other marine resources since the late medieval period and analyzes how and why over-fishing of nearly all major species took place and how international agreements sought to address the issue of sustainable, biological oceanic resources.

HIST 668. Internships in History. 3 Credits.
Students work to gain field experience with professionals in such areas as museum management, archives administration, historical editing, historical preservation, electronic records management, archaeology, or oral history. Students are supervised by graduate faculty members who assign academic reading and written work to contextualize and enhance the field experience. Individually arranged. Minimum of 120 hours.

HIST 670. Fin-De-Siecle Europe. 3 Credits.
This course examines the intersections of politics and economy with culture and society in Europe from 1880 to 1914 with an emphasis on continental trends. It explores political ideologies relating to nationhood, race, ethnicity, class, and gender and their articulation in the arts, cultural production, technological innovation, and intellectual development at the turn of the century.

HIST 671. World War I in Europe. 3 Credits.
This seminar examines the "Great War" from its origins in the late nineteenth century to the postwar settlements of the Paris Peace Conference. It explores the war in the trenches and on the homefronts, from Britain and France to Turkey and Russia. It also considers the historiography of the war and memory and commemoration of the conflict 100 years on.

HIST 672. Fascism and Nazism. 3 Credits.
This seminar examines the rise and development of the Fascist and Nazi regimes in Europe from the end of World War I to the outbreak of World War II. Topics include fascist takeovers and leadership; the impact of violence and terror; the position of women; ethnic and racial minorities; and the role of internal and external political opponents and resistance to the regimes.
HIST 674. Holocaust History and Memory. 3 Credits.
This course examines the complex history of the Holocaust, beginning with the rise of anti-Semitism in the 1930s. It will explore issues of resistance and collaboration as well as ambivalence. It will also examine aspects of postwar Holocaust denial and the memory of the Holocaust as well as its representation in the historiography to the present.

HIST 675. M.A. Exam Preparation and Research. 3 Credits.
This advanced seminar integrates the skills needed to pass the M.A. exam in history. Exercises include designing examination reading lists, learning the historiography of the exam fields, preparing for orals, and writing and evaluating a practice exam. This course is not open to students pursuing the thesis option. Prerequisite: permission of the graduate program director.

HIST 676. Examination Preparation Transition. 1 Credit.
This course prepares students transitioning from the thesis option to the examination option for the comprehensive examinations. Prerequisites: HIST 698 and HIST 699.

HIST 683. History of the Global 1960s. 3 Credits.
Through the work of historians around the world, this course examines the nature of events in the 1960s. It explores global commonalities and local particularities, focusing on the simultaneous and interrelated phenomena of anti-colonial struggle, youth activism, and culture of dissent. It also looks at the countervailing pressures and groups that emerged in opposition.

HIST 695. Topics in History. 1-3 Credits.
The course is an advanced study of selected topics designed for small groups of qualified students to work on subjects of mutual interest which may not be offered regularly.

HIST 696. Tutorial in Maritime History. 3 Credits.
Individually arranged with appropriate professor and with permission of the graduate program director. Prerequisite: HIST 647.

HIST 697. Tutorials in History. 1-3 Credits.
Individually arranged with appropriate professor and with the permission of the graduate program director.

HIST 698. Thesis. 3 Credits.
3 credits.

HIST 699. Thesis. 3-9 Credits.
3-9 credits.

HIST 718. Mao's China. 3 Credits.
This reading seminar will focus on the changes of the Chinese society since the beginning of the 20th century. It will examine the pivotal historical events that led to the Chinese revolution, which put Mao's Communist regime in power and has changed Chinese society ever since. While studying the history chronologically, students will identify issues and factors that affect the Chinese political system and society, and examine the legacies of Mao's revolution from social and individual perspectives. The course will also focus on political formation and transformation of the government, social structure and upheavals, economic reforms, and foreign policies. (cross listed with IS 718 and IS 818).

HIST 755. Conflict and Violence in Modern Africa. 3 Credits.
This course will confront the theme of conflict and violence in Africa since the mid-20th century. It will explore the reasons behind the level of violent conflicts in the continent today, seek to understand their larger significance, and explore ideas for conflict resolution and prevention. (cross listed with IS 755 and IS 855).

HIST 795. Selected Topics in International Studies. 1-3 Credits.
The advanced historical study of selected topics in international studies.

HIST 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

HIST 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

HLTH - Health

HEALTH Courses
HLTH 595. Topics in Health. 1-3 Credits.
HLTH 697. Independent Study. 3 Credits.

HLSC - Health Sciences

HEALTHSCIENCE Courses
HLSC 701. Introduction to Health Services. 3 Credits.
HLSC 702. Health Management. 3 Credits.
This seminar will provide students with an understanding of health care organizations and effective management. Particular attention will be given to the issues of access, cost and quality.

HLSC 705. Interprofessional Study Abroad on Global Health. 1-3 Credits.
This study abroad service learning course will introduce the student to the political, social, cultural, and ethical issues involved in prevention and health promotion globally. Students will travel another country and learn the incidence/prevalence, morbidity/mortality, and identified public health problems in specific regions and countries.

HLSC 706. Leadership in Complex Systems and Organizations. 3 Credits.
This course will focus on the leadership that comprises two types: informal and formal leadership. Competencies will include communication, knowledge of health care environment, leadership, professionalism, and business skills.

HLSC 707. Informatics and Healthcare Technology. 3 Credits.
This course will cover the use of data in health care as well as other informatics applications. Students will explore healthcare technology used to improve the delivery and evaluation of care.

HLSC 708. Evidence-Based Management for Quality Healthcare. 3 Credits.
The focus of the course is on the development of system processes to ensure quality health care. The evidence-based model will be applied to organizational systems.

HLSC 709. Multidisciplinary Approach to Health Services Research. 3 Credits.

HLSC 710. Research Design and Application. 3 Credits.
HLSC 712. Qualitative Research Methods. 3 Credits.
HLSC 713. Measurement of Health Phenomena. 3 Credits.
An overview of measurement theory with emphasis on the development, testing, and refinement of norm- and criterion-referenced data collection instruments for health-related research.

HLSC 714. Theory in the Health Sciences. 3 Credits.

HLSC 716. Competitive Resource Design and Utilization. 3 Credits.
This course focuses on the competitive design and utilization of organizational and human resources. Emphasis will be placed on the strategic process to ensure that resources are applied in ways to ensure high-quality care and excellent patient outcomes. The course will cover the business models for effective financial and personnel management of healthcare organizations. Analysis of the costs and quality of care will be performed.

HLSC 746. Epidemiology. 3 Credits.
This course examines epidemiology as a method for viewing inborn community health problems and as a body of knowledge derived from this method. Skills in using epidemiology as a method and as knowledge to solve community health problems will be included.
HLSC 751. Developmental Neonatal Physiology. 2 Credits.
This course provides an in-depth examination of human genetics, embryologic development and normal physiologic functioning of developing body systems. Mechanisms involved in cell division, gametogenesis, and inheritance patterns will be addressed. Basic genetics and epigenetics will be included. The structural and functional development of fetal systems, during critical periods, will be emphasized. Abnormalities and alterations in fetal development will be explored.

HLSC 764. Health Economics. 3 Credits.
Lecture 3 hours; 3 credits. This course describes the application of economic tools to analyze the operation of markets for health care and insurance. Topics covered include the consumption and costs of health care in the United States, the viewpoints of players in the health care market, and an overview of both supply and demand analysis and cost effectiveness analysis. Complexities of economics unique to health care will be detailed. Further, students will employ these principles in several case studies of current and classic issues in health economics. (Cross-listed with CHP 764).

HLSC 768. Practicum in Global Health. 2 Credits.
Global health related field placement (112 hours).

HLSC 771. Foundations of Advanced Neonatal Care. 3 Credits.
The foundations of advanced neonatal care course provides the theoretical and practical knowledge for the neonatal nurse practitioner or physician assistant to manage the health care needs of the neonate in the newborn nursery or level II neonatal intensive care unit.

HLSC 772. Policy and Politics of Health. 3 Credits.
This course enables the student to develop a systematic and analytical framework for understanding health care policy issues. The policy process is covered in detail. Timely policy issues also are discussed.

HLSC 773. Pharmacology for Advanced Neonatal Care. 3 Credits.
This course offers scientific inquiry into the use of pharmacologic agents in the advanced nursing care of infants, including fetal, neonatal life, and early childhood. Pharmacokinetics, pharmacodynamics, drug use in pregnancy and lactation, pharmacologic agents used in disease prevention and treatment, drug monitoring and drug safety in the home are explored.

HLSC 774. Advanced Neonatal Care: High Risk Management I. 3 Credits.
This course develops the students' ability to manage high-risk neonates. This is the second of three sequential management courses that provide the theoretical and practical knowledge for the neonatal nurse practitioner to manage the health care needs of the neonate at the highest level of nursing practice.

HLSC 775. Advanced Neonatal Care: High Risk Management II. 3 Credits.
An organ systems approach is used to explore the diagnosis and management of neonates requiring surgery and advanced technologies. Additional topics will include developmental follow-up of the medically fragile infant and withdrawal of life support in the NICU.

HLSC 776. Global Health. 3 Credits.
This course will introduce the student to the political, social, cultural and ethical issues involved in disease prevention and health promotion globally. Specific emphasis will be on incidence/prevalence, morbidity/mortality, and identified health problems in specific regions and countries. This course will also identify international health prerogatives aimed at improving health status through education and intervention.

HLSC 778. Global Environmental Health. 2-3 Credits.
The goal of this course is to guide students with a public health perspective to develop skills to identify and analyze environmental health problems globally. It is designed to provide knowledge on recognizing and evaluating major environmental health issues and risk factors in developed and developing countries by using group discussions and real-life case studies.

HLSC 780. Monitoring & Evaluating Global Health Programs. 2 Credits.
This course familiarizes students with the basic concepts, issues, theories, approaches and models in evaluation in a global public health context. Students in this course will begin to develop technical skills to conceptualize and design evaluations of global public health programs or projects. These practices include determining which evaluation approach to use in a given context, developing an evaluation plan and appropriate evaluation questions, determining the data needed to answer the evaluation questions and establishing reporting processes to provide information to program developers.

HLSC 782. One Health, One Medicine. 2 Credits.
This course will teach students the applications of multidisciplinary competencies towards solving human health challenges. The course will identify all areas of global health issues that require human, veterinary and environmental applications for solutions. One Health One Medicine is an important course for all students in Health or Environmental Sciences that are called upon to integrate multidisciplinary competencies as part of their education and career experiences.

HLSC 784. Key Competencies for Co-creating Sustainable Futures. 2 Credits.
This course is based in an ongoing NSF sponsored research project called the Sustainable Futures Protocol (SFP), which seeks to define and develop the key individual and collective competencies for collaboratively generating sustainable futures across global societies. This course will explore the quantitative and qualitative research on collaborative leadership and action that best addresses the challenges of climate change mitigation, adaptation, and justice as they relate to global public health.

HLSC 785. Issues and Opportunities in Global Health Research. 2 Credits.
This course focuses on global health research with an emphasis on cultural, political and economic influences on health in various regions and provides students opportunities to engage in inter-professional teamwork to brainstorm problem-based issues and establish research proposals.

HLSC 795. Topics in Health Sciences. 1-3 Credits.
Designed to provide the advanced student with an opportunity to study independently or in small groups and investigate specific topics of current interest in health services or health sciences.

HLSC 798. Supervised Research. 1-6 Credits.
Supervised research on a specialized topic. Can be repeated.

HLSC 801. Introduction to Health Services. 3 Credits.
Focuses on the complexities involved in providing health services to populations. Presents issues related to public health, community health, urban and rural health, healthy people/communities and health care delivery in traditional and non-traditional settings.

HLSC 802. Health Management. 3 Credits.
This seminar will provide students with an understanding of health care organizations and effective management. Particular attention will be given to the issues of access, cost and quality.

HLSC 804. Methods of Program Evaluation. 3 Credits.
Examination of various methodologies for designing and conducting public health program evaluation and research. Experimental, quasi-experimental and non-experimental procedures will be covered. Prerequisite: HLSC 810 or PAUP 853. Departmental approval required.

HLSC 805. Interprofessional Study Abroad on Global Health. 1-3 Credits.
This study abroad service learning course will introduce the student to the political, social, cultural, and ethical issues involved in prevention and health promotion globally. Students will travel another country and learn the incidence/prevalence, morbidity/mortality, and identified public health problems in specific regions and countries.
HLSC 806. Leadership in Complex Systems and Organizations. 3 Credits.
This course will focus on the leadership that comprises two types: informal and formal leadership. Competencies will include communication, knowledge of health care environment, leadership, professionalism, and business skills.

HLSC 807. Informatics and Healthcare Technology. 3 Credits.
This course will cover the use of data in health care as well as other informatics applications. Students will explore healthcare technology used to improve the delivery and evaluation of care.

HLSC 808. Evidence-Based Management for Quality Healthcare. 3 Credits.
The focus of the course is on the development of system processes to ensure quality health care. The evidence-based model will be applied to organizational systems.

HLSC 809. Multidisciplinary Approaches to Health Services Research. 3 Credits.
Uses theory and research findings from areas such as Biology, Psychology, Sociology, Economics, Urban Studies, and Health Services to achieve an understanding of health services issues and problems. Emphasizes methods of analysis and of developing alternatives related to multidisciplinary perspectives.

HLSC 810. Research Design and Application. 3 Credits.
Emphasis is on exploring the advantages/disadvantages and uses of non-experimental, quasi-experimental, and experimental designs in health-related research with application to management, education, and clinical practice. (cross-listed with PT 810). Prerequisite: graduate-level courses in research design and statistics or permission of the instructor.

HLSC 811. Quantitative Research Methods in Health Care. 3 Credits.
An applied approach to the selection and application of bivariate and multivariate statistical techniques in health services research. Emphasis is placed on handling large data sets and the use of a computer for manipulation of quantitative data. Pre- or corequisite: HLSC 710 or HLSC 810.

HLSC 812. Qualitative Research Methods. 3 Credits.
An exploration of qualitative research methods including participant observation, ethnography and the generation of grounded theory. Individual interviews and focus group methods will be covered and historical, content analysis, phenomenological and montage approaches will also be discussed. Health related examples of published research in a variety of fields will be utilized to exemplify the methods.

HLSC 813. Measurement of Health Phenomena. 3 Credits.
An overview of measurement theory with emphasis on the development, testing, and refinement of norm- and criterion-referenced data collection instruments for health-related research. Prerequisites: graduate-level courses in research design and statistics or permission of the instructor.

HLSC 814. Theory in the Health Sciences. 3 Credits.
Introduces the philosophy of science by studying the nature and purposes of theory for the health sciences. Standards for evaluation of theories will be described. Selected theories and supporting research from the health services literature will be discussed and critically evaluated.

HLSC 815. Decision Analysis in Health Care. 3 Credits.
This course teaches students the art and science of decision making. It covers expected utility theory, decision tree analysis, cost-benefit analysis, and the psychological aspects of the decision-making process in the context of health policy research.

HLSC 816. Competitive Resource Design and Utilization. 3 Credits.
This course focuses on the competitive design and utilization of organizational and human resources. Emphasis will be placed on the strategic process to ensure that resources are applied in ways to ensure high-quality care and excellent patient outcomes. The course will cover the business models for effective financial and personnel management of healthcare organizations. Analysis of the costs and quality of care will be performed.

HLSC 820. Health Care Delivery System. 3 Credits.
This course provides the student with an opportunity to analyze the American health care system. The health care system is composed of complex organizational dynamics and structures which predicate the interaction between the major components of the system: personnel who provide service; institutions in which care is provided; financing mechanisms which pay for care; and the government which attempts to regulate it. This course is designed for in-depth analysis and synthesis of all aspects of health care delivery with an emphasis on improving the delivery and access to care.

HLSC 846. Epidemiology. 3 Credits.
This course examines epidemiology as a method for viewing inborn community health problems and as a body of knowledge derived from this method. Skills in using epidemiology as a method and as knowledge to solve community health problems will be included.

HLSC 864. Health Economics. 3 Credits.
This course describes the application of economic tools to analyze the operation of markets for health care and insurance. Topics covered include the consumption and costs of health care in the United States, the viewpoints of players in the health care market, and an overview of both supply and demand analysis and cost effectiveness analysis. Complexities of economics unique to health care will be detailed. Further, students will employ these principles in several case studies of current and classic issues in health economics. (Cross-listed with CHP 764).

HLSC 868. Internship in Health Sciences. 3 Credits.
Supervised health services field experiences or health sciences laboratory experiences. A completed research project which is publishable or presentable at a professional conference is required to complete the course.

HLSC 872. Policy and Politics of Health. 3 Credits.
This course enables the student to develop a systematic and analytical framework for understanding health care policy issues. The policy process is covered in detail. Timely policy issues are also discussed.

HLSC 873. Development of Grants and Contracts in the Health Professions. 3 Credits.
Designed as a “hand-on” approach in effective grantsmanship, this course will guide the student from the identification of potential funding sources through proposal development. Highlights include program planning, nonprofit status, governmental/foundation corporate trends, local resources and grants administration.

HLSC 875. Comprehensive Health Planning. 3 Credits.
This course emphasizes the principles and processes of program planning, including a consideration of objectives, priorities, policy choices, assessment of resources, implementation, and evaluation. The student will gain practical experience in program development by developing a planning document.

HLSC 876. Global Health. 3 Credits.
This course will introduce the student to the political, social, cultural and ethical issues involved in disease prevention and health promotion globally. Specific emphasis will be on incidence/prevalence, morbidity/mortality, and identified health problems in specific regions and countries. This course will also identify international health prerogatives aimed at improving health status through education and intervention.

HLSC 881. Dissertation Seminar. 3 Credits.
This course will assist students in developing a dissertation proposal. Steps in the research process will be reviewed as students submit drafts of their proposal for faculty and peer review. Problem formulation, integrating theoretical frameworks, preparing for human subjects review and outlining data analysis techniques for hypothesis testing will be discussed. Students will be introduced to University guidelines related to dissertations and other resources to assist them in their task.

HLSC 889. Colloquium I. 1 Credit.
This course is the first in a series of colloquial courses in which doctoral level students receive presentations and present research and current topics of interest in health related professions.
HMS 816. Research Experience I. 3 Credits.
Determination of a research project through the review of literature. Course encompasses formulation of a topic along with the design of a research study.

HMS 817. Research Experience II. 3 Credits.
Supervised research implementation, data collection, and project completion of specific topic within curriculum and instruction or applied kinesiology concepts.

HMS 890. Doctoral Studies Seminar. 3 Credits.
Students will be introduced to expectations of conducting research, explore concepts associated with becoming a faculty member or practitioner with an earned doctorate, and become familiar with campus resources. Students will learn and apply concepts related to scientific writing. This course will include extensive reading of research articles, grant applications, and other scholarly work. Also, this course will investigate the need for professional development. This will include familiarizing oneself with appropriate professional organizations, exploring the benefits and challenges of collaboration, interviewing and preparing for job placements, and preparing a curricular vitae and teaching philosophy.

HMS 891. Doctoral Research Seminar. 3 Credits.
Students are introduced to the main philosophical traditions of research and scholarship that currently inform scientific inquiry in Human Movement Sciences with a specific focus on the preparation of a research proposal.

HMS 895. Topics in Human Movement Sciences. 1-3 Credits.
Selected topic courses in Human Movement Sciences.

HMS 897. Independent Study in Human Movement Sciences. 1-3 Credits.
Independent reading and study under the direction of a faculty member on a topic in the Human Movement Sciences.

HMS 898. Independent Research in Human Movement Sciences. 1-9 Credits.
Independent research project under the direction of a faculty member that will expose students to a broad range of research topics and research environments in the human movement sciences.

HMS 899. Dissertation. 1-12 Credits.
Work on pre-selected dissertation topic under the direction of dissertation chair. Prerequisite: permission of dissertation committee chair.

HMS 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of graduation.

HMS 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

HMS - Human Movement Sciences

HUMAN MOVEMENT SCIENCES Courses

HMS 697. Independent Study. 1-3 Credits.
Investigations in health, physical education, recreation, and sport. Problems approved in advance are investigated under the supervision of the faculty advisor.

HMS 698. Thesis. 3-6 Credits.
3-6 credits. Prerequisite: permission of the advisor and committee.

HMS 699. Thesis. 3-6 Credits.
3-6 credits. Prerequisite: permission of the advisor and committee.

HMS 795. Topics in Human Movement Sciences. 1-3 Credits.
Selected topic courses in Human Movement Sciences. Prerequisite: Instructor approval.

HMS 815. Introduction to Doctoral Study Seminar. 3 Credits.
This course explores current issues and trends in all aspects of human movement science and relates theory to practice.
HPE - Health and Physical Education

HEALTH AND PHYSICAL EDUCATION Courses

HPE 502. Methods and Materials in Health Education. 3 Credits.
This course will enable teacher candidates to gain insight into the techniques, methodology, and philosophy of field-based health and physical education. Teacher candidates will be expected to observe and participate in the teaching of simple lessons.

HPE 504. Adapted Physical Education. 3 Credits.
Students will become acquainted with the practices and researching of different disabilities, the learning modes of the exceptional child, and IDEA (the law that advocates free and appropriate education). The course will also examine how to work within the ecosystem surrounding a child with disabilities. A vital component of the course will be the practical application of theory.

HPE 506. Tests and Measurement in Physical Education and Health. 3 Credits.
This course is designed to acquaint the student with tests and measurement in the fields of health and physical education, test construction, scoring, and methods of using results.

HPE 509. Exercise Physiology. 3 Credits.
An investigation into the physiological adjustments of the human organism to exercise, including systematic and biochemical molecular changes. Major areas of concern include neuromuscular, metabolic, and cardiorespiratory changes during exercise and the influence of such variables as nutrition, drugs, environment, age, sex, training and body weight. Prerequisites: BIOL 240 or BIOL 250.

HPE 530. Nutrition and Fitness Education. 3 Credits.
The study of techniques for the teaching of nutrition and health-related fitness. Content to be covered includes nutrition and various aspects of fitness training appropriate for the teaching of PreK-12 physical education and health.

HPE 569. Practicum Experience and Instructional Planning in Health and Physical Education. 3 Credits.
A clinical experience that allows the teaching candidate to teach and observe professionals in a field-based setting. Portfolio development, reflective assessment of teaching, and student assessment techniques will be emphasized. This course requires a completed ODU clearance/background check prior to entering a school or community agency. Visit: www.odu.edu/ TES for clearance procedures. If students do not have the clearance by the first week of classes, they will be dropped. Prerequisites: passing scores on PRAXIS Core or State Board of Education-approved SAT or ACT scores and admission into teacher education.

HPE 587. Teacher Candidate Seminar. 1 Credit.
Study and group discussion of problems growing out of the student teaching (teacher candidate internship) experience. Students must pass Praxis II to complete this course. Prerequisites: acceptance into teacher education and approval of the program advisor.

HPE 601. Adapted Physical Education Design and Supervision. 3 Credits.
This course is divided into three sections. The first section deals with learning how to administer and interpret various evaluation tools. The second section concentrates on developing computer, videotaping, and other technology skills for adapted PE. The third section focuses on overall supervision of adapted PE programs in various school and institutional environments.

HPE 607. Movement Analysis of Individual and Team Sports. 3 Credits.
This laboratory and methods class focuses on the skills and strategies of teaching individual sports (e.g., bowling, badminton, golf, and tennis) and team sports (e.g., football, basketball, volleyball, and softball), using a tactical approach.

HPE 609. Principles of Movement Analysis in Dance and Rhythmic Activities for Physical Education. 3 Credits.
The course is designed to help teachers and coaches improve their skills in analyzing movement skills in dance and rhythmic activities. Such skill analysis is necessary to effectively diagnose movement deficiencies, prescribe techniques for improving performance, and modifying activities for the adaptive program.

HPE 636. Research Problems in Health & Physical Education. 3 Credits.
Practice in the use of statistical and analytical techniques in solving problems in health and physical education; supervised student research.

HPE 668. Internship in Health & Physical Education. 1-6 Credits.
Designed to provide detailed practical experience (400 clock hours) in a health and physical education field setting. Prerequisite: completion of 75% of graduate work.

HPE 680. Problems in Health Education. 3 Credits.
Problems in teaching health education on the elementary and secondary level; family life education, substance use and abuse, and mental and emotional health.

HPE 695. Topics in Health & Physical Education. 1-3 Credits.
Selected topic courses in health and physical education.

HPE 697. Independent Study In Health & Physical Education. 1-3 Credits.
Investigations in health, physical education. Problems approved in advance are investigated under the supervision of the faculty advisor.

HPE 698. Thesis. 3 Credits.

HPE 699. Thesis. 3 Credits.

HPE 704. Advanced Studies in Adapted Physical Education. 3 Credits.
This course provides experiences of teaching adapted physical education content in lecture and gymnasium settings. Students will develop an understanding of a broad spectrum of disability related content that is applicable to physical education, and gain a deep knowledge of specific topics within disability studies. General and disability specific teaching strategies will be discussed.

HPE 718. Applied Learning and Coaching Theory. 3 Credits.
This course examines applied theories of learning and coaching in sport and physical education. Emphasis will be placed on understanding the differing coaching/learning theories and strategies, designing effective practice and game plans, and learning the different learning levels and styles through observing, analyzing, and critiquing skills. Current research and practice will be emphasized.

HPE 719. Planning and Administration in PE and Sport Programs. 3 Credits.
This course is designed to provide in-depth information about the planning and administrative aspects of sport/physical education programs. Content includes, but is not limited to, teaching/training planning, safety and injury prevention, behavioral management, field/facility maintenance, budgetary considerations, public relations, and legal and risk management procedures associated with coaching/teaching PE.

HPE 720. Curriculum Development in Physical Education. 3 Credits.
A course designed to acquaint the student with the basic principles and practices in curriculum development. Curriculum development methodologies for both K-12 and college curricula will be addressed.

HPE 721. Motivational Issues in Sports. 3 Credits.
Motivational and psychological issues relate with sport performance enhancement, athlete/student wellbeing, and clinical issues with specific populations.
HPE 740. Motor Learning and Development. 3 Credits.
This course covers a combination of motor development and motor learning topics. The course information and structure are designed to optimize practitioners’ effectiveness in the classroom and on the field via practical application of motor behavior theories, concepts and principles. Attention is directed toward understanding the acquisition of skills from the fundamental, initial level to the sport-specific, more advanced level, toward optimal age and skill-level practices and developing appropriate motor skill assessments for infants through older adulthood. Past and current research findings are incorporated into each of the course topics.

HPE 745. Assessment/Evaluation and Technology in Sport/PE. 3 Credits.
This course covers assessment/evaluation theory and practices in PE/Sport. Multiple evaluation designs and techniques in different domains such as teaching/coaching, learning, and performance will be discussed along with technology applications in PE/Sport.

HPE 804. Advanced Studies in Adapted Physical Education. 3 Credits.
This course provides experiences of teaching adapted physical education content in lecture and gymnasium settings. Students will develop an understanding of a broad spectrum of disability related content that is applicable to physical education, and gain a deep knowledge of specific topics within disability studies. General and disability specific teaching strategies will be discussed.

HPE 819. Planning and Administration in PE and Sport Programs. 3 Credits.
This course is designed to provide in-depth information about the planning and administrative aspects of sport/physical education programs. Content includes, but is not limited to, teaching/training planning, safety and injury prevention, behavioral management, field/facility maintenance, budgetary considerations, public relations, and legal and risk management procedures associated with coaching/teaching PE.

HPE 820. Curriculum Development in Physical Education. 3 Credits.
A course designed to acquaint the student with the basic principles and practices in curriculum development. Curriculum development methodologies for both K-12 and college curricula will be addressed.

HPE 840. Motor Learning and Development. 3 Credits.
This course covers a combination of motor development and motor learning topics. The course information and structure are designed to optimize practitioners' effectiveness in the classroom and on the field via practical application of motor behavior theories, concepts and principles. Attention is directed toward understanding the acquisition of skills from the fundamental, initial level to the sport-specific, more advanced level, toward optimal age and skill-level practices and developing appropriate motor skill assessments for infants through older adulthood. Past and current research findings are incorporated into each of the course topics.

HPE 845. Assessment/Evaluation and Technology in Sport/PE. 3 Credits.
This course covers assessment/evaluation theory and practices in PE/Sport. Multiple evaluation designs and techniques in different domains such as teaching/coaching, learning, and performance will be discussed along with technology applications in PE/Sport.

HUM - Humanities

HUMANITIES Courses

HUM 510. Social Justice Theory and Practice. 3 Credits.
This course is designed to equip students with tools and perspectives to be effective and knowledgeable leaders and participants in organizing communities around issues and challenges related to social justice. Course readings will be used to ground, inform, and challenge students as they explore the complex and exciting dynamics of social justice work. Students are also expected to engage in the practical work or critique and evaluation of an organizing campaign with which they are already involved or interested.

HUM 511. Health and Humanities Pro-seminar. 3 Credits.
This course is concerned with addressing the human side of medicine and as such draws theoretical, critical and practical insights from across the social sciences and the arts to explore the meanings attached to illness, disease, embodiment, disability, health and therapeutic encounters (from both a professional and patient perspective). It embraces matters of ethics, aesthetics, history, representation and reflective practice.

HUM 590. Capstone Project. 1 Credit.
Students will apply the cumulative knowledge and skills they have acquired throughout one of the certificate programs offered through the Institute of Humanities toward developing a substantial proposal for either a health care project/initiative/campaign/intervention (Health & Humanities certificate), an art-based business or program proposal (Arts & Entrepreneurship certificate), or a social justice project/initiative/campaign/intervention (Social Justice & Entrepreneurship certificate). Based on feedback received, students will revise the proposal. Prerequisite: completion of all courses required for the certificate or instructor permission.

HUM 595. Topics in Humanities. 1-3 Credits.
Advanced study of selected topics designed for small groups of qualified students to work on subjects of mutual interest which may not be offered regularly. These courses will appear in the course schedule and will be more fully described in information distributed to academic advisors.

HUM 597. Tutorial Work in Humanities. 1-3 Credits.
Independent reading and study on a topic selected under the direction of an instructor.

HUM 601. Introduction to the Humanities. 3 Credits.
This class introduces students to the study of the humanities with a focus on the enduring questions and ideas of human history. These include questions of culture, reality, society, power, truth, communication, and mediation. Students address these questions and ideas by engaging with some of the great works of social theory from the twentieth century.

HUM 602. Theory and Methods in Humanities. 3 Credits.
This class instructs students in various theoretical and methodological approaches for conducting research within the humanistic disciplines. Students will become familiar with literary theory, critical/cultural studies, historical methods, qualitative social scientific approaches, and visual studies, as well as the conduct of research across disciplinary boundaries.

HUM 603. Preparing Humanities Teachers & Scholars Pro-seminar. 3 Credits.
The purposes of the pro-seminar are A) to help prepare Humanities graduate students to teach discipline-specific college-level introductory courses from an interdisciplinary perspective, and B) to provide Humanities students with opportunities to engage scholars who are producing new work across a range of disciplines, in turn learning to present their own research in public.

HUM 604. Debates in the Digital Humanities. 3 Credits.
This class will emphasize the ways in which the digital humanities intersects with critical theory and cultural studies approaches to studying digital media. Students will gain an understanding of the emerging role of the digital humanities across several academic disciplines. The course employs an experimental immersive learning component. Prerequisites: HUM 601 and departmental approval.

HUM 630. The Information Society. 3 Credits.
This course explores the theories, questions, claims and myths that have accompanied the rise of new communication technologies and electronically derived digital information that define the “Electronic Revolution," also known as the Information Society. (cross-listed with COMM 630).

HUM 640. Television and Politics. 3 Credits.
This class closely examines television's role in shaping and reflecting contemporary American political culture, the conduct of foreign policy, and formal political processes, such as elections. (cross-listed with COMM 640).

HUM 657. Introduction to American Popular Culture. 3 Credits.
This course introduces students to the history and diversity of popular culture forms, industries, criticism, and debates in the United States. The course is interdisciplinary, with a focus on the relationship of cultural hierarchy to social and national identity.
HUM 692. Humanities Thesis and Non-Thesis Preparation. 3 Credits.
This class is designed to prepare students for completion of their final projects in the program. The class is designed to teach students how to conduct research. Students workshop their projects as they are being developed. It also teaches students to navigate the various institutional requirements for completing this work. Prerequisites: HUM 601, HUM 602, and departmental approval. Pre- or corequisite: HUM 603.

HUM 693. Non-Thesis Project. 3 Credits.
Students have the option of creating a theoretically-informed final project instead of a traditional thesis. Individual projects must be approved by the program director, but can include creative works, art installations, film and video, interactive and born-digital works, as well as other forms of community engagement. Projects are developed with help of supervisor. Prerequisites: HUM 601, HUM 602, HUM 603, HUM 604, HUM 692 and departmental approval.

HUM 694. Interdisciplinarity and the Humanities: Theory and Practice. 3 Credits.
The capstone seminar for non-thesis humanities students. The seminar provides a forum in which to discuss contemporary theories and questions concerning interdisciplinary humanities research. Students will also develop and complete a research paper which reflects their own interdisciplinary programs of study. Prerequisites: HUM 601 and HUM 602.

HUM 696. Special Topics in Humanities. 1-3 Credits.
Appropriate advanced study of small groups on special topics selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisite: permission of the instructor.

HUM 697. Tutorial Work in Humanities. 1-3 Credits.
1-3 credits. Prerequisite: permission of the instructor. Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate.

HUM 698. Thesis. 3 Credits.
3 credits. Prerequisites: HUM 601 and HUM 602.

HUM 699. Thesis. 3,6 Credits.
Course requirement for thesis option.

HUM 707. Creative Medicine. 3 Credits.
This course is designed to give students an overview of contemporary scholarship on the intersection of the fine and performing arts with healthcare, wellness, and medicine.

HUM 708. Race, Gender, and Sexuality and Health. 3 Credits.
This course is designed to give students an overview of contemporary scholarship on the intersections of race, gender, sexuality with healthcare, wellness, and medicine.

HUM 709. Mediating Medicine. 3 Credits.
This course is designed to give students an overview of contemporary scholarship on the representation of healthcare, wellness, and medicine on film, television, and in digital media.

HUM 795. Topics. 1-3 Credits.
Appropriate advanced study of small groups on special topics selected under the direction of an instructor. Conferences and papers as appropriate.

HUM 796. Topics. 1-3 Credits.
Appropriate advanced study of small groups on special topics selected under the direction of an instructor. Conferences and papers as appropriate.

HUM 797. Tutorial Work in the Humanities. 1-3 Credits.
Independent reading and study under the direction of an instructor on a topic to be selected.

HUM 895. Topics. 1-3 Credits.
Appropriate advanced study of small groups on special topics selected under the direction of an instructor. Conferences and papers as appropriate.

HUM 896. Topics. 1-3 Credits.
Appropriate advanced study of small groups on special topics selected under the direction of an instructor. Conferences and papers as appropriate.

HUM 897. Tutorial Work in the Humanities. 1-3 Credits.
Independent reading and study under the direction of an instructor on a topic to be selected.

IDS 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

IDS - Interdisciplinary Studies

INTERDISCIPLINARY STUDIES Courses

IDS 500. Study Abroad. 0 Credits.

IDT - Instructional Design and Technology

INSTRUCTIONAL DESIGN AND TECHNOLOGY Courses

IDT 575. Web Development for Educators. 3 Credits.
Provides both a conceptual framework and hands-on experience in the design and development of online web resources for educators. The course introduces the student to the various uses and features of online tools and technologies, investigates online learning strategies, and explores best practices in the use of the web to enhance learning. Topics include fundamentals of web authoring: screen design, use of web page creation tools, and functional use of HTML and derivatives. Prerequisites: graduate standing.

IDT 617. Foundations of Instructional Technology. 3 Credits.
Required introductory overview to the field of instructional technology. Topics include a history of the field, basic instructional design, generally accepted theoretical practices and major formats of instructional media. Emphasis is given to instructional technology trends as applied to various industries, including K-12, military, industry training, and others.

IDT 630. Foundations of Human Performance Technology. 3 Credits.
This course will introduce students to the field of Human Performance Technology (HPT). Students will explore what HPT is, why instructional designers should know about it, how performance improvements can be measured, and most critically, how it can be applied in real environments to solve real problems. Students will gain practice in thinking systematically about performance, and they will enhance their value as instructional design professionals by being able to offer solutions to organizational needs that go beyond traditional instruction.

IDT 647. Online Learning. 3 Credits.
This course is an applied survey on online instruction, including relevant online learning theory and design considerations, as well as tools and principles, with an emphasis on K-12 education. Topics include theories and principles of online learning, effectively identifying, locating, evaluating, preparing, and using educational technology as instructional resources in an online environment.

IDT 725. Human Performance Assessment. 3 Credits.
This course focuses on the theory, design, and evaluation of measurement instruments used to assess individual knowledge, performance, and attitudes. Topics include fundamentals of measurement, reliability, validity, and instrument selection, construction, and use. Students will develop and evaluate instruments for instructional and research purposes. Prerequisite: FOUN 722 or equivalent.
IDT 730. Principles and Practices of Human Performance Technology. 3 Credits.
This course explores both the principles and practices of human performance technology, with roughly equal emphasis on both. Students will learn what HPT is, how it's applied in practice, and how and why instructional designers need to know about it. Particular emphasis is given to determining whether or not problems are best amenable to instructional solutions.

IDT 735. Noninstructional Interventions. 3 Credits.
This project-based course examines several different non-instructional interventions that can be used to promote performance improvement. Major methodologies common in the field will be explored as a class, and students will also be required to familiarize themselves with other methodologies of their choice. Emphasis will be on the following interventions: job analysis/ work design, performance development, human resource development, organizational communication, organizational design and financial systems.

IDT 737. Consulting Skills for Instructional Designers. 3 Credits.
This project-based course is designed to develop and enhance the ability of instructional designers to work as partners and consultants to clients and superiors. The focus is on consulting skills per se, and not any particular content. All students will be required to do an individual consulting project, supervised by the instructor.

IDT 739. Needs Analysis and Assessment. 3 Credits.
This project-based class will focus on the process of doing a needs analysis and assessment, from start to finish. Although theoretical considerations regarding needs analyses will be explored, the emphasis is on actually conducting the analysis. Students will work in teams under the supervision of the instructor to conduct a needs analysis for an external client.

IDT 746. Foundations of Distance Education. 3 Credits.
An analysis of the trends, issues, and theories of distance education in education, business, and military applications. Students will examine various distance education systems, policies and lessons from different perspectives.

IDT 749. Instructional Systems Design. 3 Credits.
Students will gain hands-on experience applying a theoretical understanding of instructional design and development to actual projects. Students will learn and use the Instructional Systems Design Process from initial learner profile analysis to design and development through to evaluation. Students will work individually and in teams to gain experience similar to real-world instructional design situations. Students will master the fundamental practices upon which the instructional design process is based.

IDT 751. Computer-Based Multi-Media Design. 3 Credits.
This course covers the theory, design, and evaluation of computer-based multimedia instruction. Students will demonstrate a thorough understanding of instructional theory and design strategies for computer-based drills, tutorials, hypermedia, simulations, games, tools, open-ended learning environments, tests, and web-based instruction. Class projects will center on the design and development of instruction utilizing at least two of these methodologies. Prerequisites: IDT 749 and IDT 849.

IDT 752. Diffusion and Adoption of Instructional Technology Innovations. 3 Credits.
This course will explore theories, research, and strategies related to the diffusion and adoption of instructional technology innovations in education and training. The course will explore why and how individuals, groups, and organizations adopt or fail to adopt an innovation or change.

IDT 755. Theory and Design of Instructional Simulation. 3 Credits.
This course focuses on learning theory, design and evaluation of instructional simulations and simulators. Topics include history, instructional design, validation, and integration of instructional simulations.

IDT 756. Instructional Gaming: Theories and Practice. 3 Credits.
Provides both a conceptual framework and experience in the design and development of instructional games. The course introduces the student to the history, research, theory, and practice of instructional games. Topics include discussions of relevant learning theories associated with instructional gaming, analysis and design of games and current research in instructional gaming.

IDT 760. Cognition and Instructional Design. 3 Credits.
Students will be introduced to the theoretical frameworks that form the basis of instructional systems theory and design. Focus will be on learning theories, instructional psychology, and instructional system theory. Recent developments in cognition, learning and instruction for educators will also be considered. Topics include perspectives of behaviorism, social-historical constructivism, cognitive science, situated cognition, and cultural influences on cognition.

IDT 761. Applied Instructional Design Tools. 3 Credits.
Problem-based course in which students gain experience applying knowledge from IDT 749/IDT 849 to real-world instructional and instructional technology problems. Project work is individual, paired, and in teams. Students demonstrate mastery of the instructional design and development process through production of tools, technologies, media or materials that successfully resolve an instructional problem. Focus is on rapid prototyping model. Prerequisites: IDT 749 or IDT 849.

IDT 763. Instructional Design Theory. 3 Credits.
Students will investigate traditional and contemporary instructional design theories and models. Behavioral, cognitive, generative, problem-based learning, and constructivist theories as well as cognitive hierarchies will be examined, compared, contrasted and applied to various instructional situations.

IDT 764. Theories and Research. 3 Credits.
This course is a study of the application of perceptual and learning principles to the design of instructional media for use in educational and training applications. The focus is on the development and application of heuristics from the research literature. We will examine verbal and iconic signs as well as visual imagery, and their role in the instructional and learning processes.

IDT 773. Advanced Instructional Design Techniques. 3 Credits.
Exploration and application of techniques, tools and competencies characteristic of expert designers. Topics may include: instructional strategies, use of design software, program design, advanced analysis techniques, motivation design, rapid prototyping, reducing design cycle time, and designing instruction for diverse learner populations. Prerequisites: IDT 749/IDT 849.

IDT 775. Designing Online Instruction. 3 Credits.
An applied survey of online instruction, including relevant theory and design considerations. Topics include efficacy of online learning, design considerations when using course management systems and similar online learning technologies, research and future directions.

IDT 795. Topics in Instructional Design and Technology. 1-3 Credits.
Provides opportunities for master’s and doctoral students to explore topics related to instructional design.

IDT 801. Instructional Design and Technology Seminar. 3 Credits.
Introduces new Ph.D. students to the field of instructional design and technology and provides orientation to doctoral level study. The course includes reading, critiquing and analyzing empirical research, theories, and real-world instructional problems. Potential student research agendas consistent with faculty or programmatic research foci will be explored. Academic and technological expectations will be communicated and practiced.

IDT 810. Trends and Issues in Instructional Design and Technology. 3 Credits.
Exploration and discussion of trends and issues of current and historical significance to instructional design. Readings will include contributions of key scholars, past and present, in instructional design and related fields. Includes analysis of trends and issues to track and predict their impact on the future of the field. Prerequisite: 9 hours IDT coursework.

IDT 825. Human Performance Assessment. 3 Credits.
This course focuses on the theory, design, and evaluation of measurement instruments used to assess individual knowledge, performance, and attitudes. Topics include fundamentals of measurement, reliability, validity, and instrument selection, construction, and use. Students will develop and evaluate instruments for instructional and research purposes. Prerequisite: FOUN 722 or equivalent.
IDT 830. Principles and Practices of Human Performance Technology. 3 Credits.
This course explores both the principles and practices of human performance technology, with roughly equal emphasis on both. Students will learn what HPT is, how it’s applied in practice, and how and why instructional designers need to know about it. Particular emphasis is given to determining whether or not problems are best amenable to instructional solutions.

IDT 835. Noninstructional Interventions. 3 Credits.
This project-based course examines several different non-instructional interventions that can be used to promote performance improvement. Major methodologies common in the field will be explored as a class, and students will also be required to familiarize themselves with other methodologies of their choice. Emphasis will be on the following interventions: job analysis, work design, performance development, human resource development, organizational communication, organizational design and financial systems.

IDT 837. Consulting Skills for Instructional Designers. 3 Credits.
This project-based course is designed to develop and enhance the ability of instructional designers to work as partners and consultants to clients and superiors. The focus is on consulting skills per se, and not any particular content. All students will be required to do an individual consulting project, supervised by the instructor.

IDT 839. Needs Analysis and Assessment. 3 Credits.
This project-based class will focus on the process of doing a needs analysis and assessment, from start to finish. Although theoretical considerations regarding needs analyses will be explored, the emphasis is on actually conducting the analysis. Students will work in teams under the supervision of the instructor to conduct a needs analysis for an external client.

IDT 846. Foundations of Distance Education. 3 Credits.
An analysis of the trends, issues, and theories of distance education in education, business, and military applications. Students will examine various distance education systems, policies and lessons from different perspectives.

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Students will gain hands-on experience applying a theoretical understanding of instructional design and development to actual projects. Students will learn and use the Instructional Systems Design Process from initial learner profile analysis to design and development through to evaluation. Students will work individually and in teams to gain experience similar to real-world instructional design situations. Students will master the fundamental practices upon which the instructional design process is based.

IDT 851. Computer-Based Multi-Media Design. 3 Credits.
This course covers the theory, design, and evaluation of computer-based multimedia instruction. Students will demonstrate a thorough understanding of instructional theory and design strategies for computer-based drills, tutorials, hypermedia, simulations, games, tools, open-ended learning environments, tests, and web-based instruction. Class projects will center on the design and development of instruction utilizing at least two of these methodologies. Prerequisites: IDT 749 and IDT 849.

IDT 852. Diffusion and Adoption of Instructional Technology Innovations. 3 Credits.
This course will explore theories, research, and strategies related to the diffusion and adoption of instructional technology innovations in education and training. The course will explore why and how individuals, groups, and organizations adopt or fail to adopt an innovation or change.

IDT 855. Theory and Design of Instructional Simulation. 3 Credits.
This course focuses on learning theory, design and evaluation of instructional simulations and simulators. Topics include history, instructional design, validation, and integration of instructional simulations.

IDT 856. Instructional Gaming: Theories and Practice. 3 Credits.
Provides both a conceptual framework and experience in the design and development of instructional games. The course introduces the student to the history, research, theory, and practice of instructional games. Topics include discussions of relevant learning theories associated with instructional gaming, analysis and design of games and current research in instructional gaming.

IDT 860. Cognition and Instructional Design. 3 Credits.
Students will be introduced to the theoretical frameworks that form the basis of instructional systems theory and design. Focus will be on learning theories, instructional psychology, and instructional system theory. Recent developments in cognition, learning and instruction for educators will also be considered. Topics include perspectives of behaviorism, social-historical constructivism, cognitive science, situated cognition, and cultural influences on cognition.

IDT 861. Applied Instructional Design Tools. 3 Credits.
Problem-based course in which students gain experience applying knowledge from IDT 749/IDT 849 to real-world instructional and instructional technology problems. Project work is individual, paired, and in teams. Students demonstrate mastery of the instructional design and development process through production of tools, technologies, media or materials that successfully resolve an instructional problem. Focus is on rapid prototyping model. Prerequisites: IDT 749 or IDT 849.

IDT 863. Instructional Design Theory. 3 Credits.
Students will investigate traditional and contemporary instructional design theories and models. Behavioral, cognitive, generative, problem-based learning, and constructivist theories as well as cognitive hierarchies will be examined, compared, contrasted and applied to various instructional situations.

IDT 864. Theories and Research. 3 Credits.
This course is a study of the application of perceptual and learning principles to the design of instructional media for use in educational and training applications. The focus is on the development and application of heuristics from the research literature. We will examine verbal and iconic signs as well as visual imagery, and their role in the instructional and learning processes.

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Exploration and application of techniques, tools and competencies characteristic of expert designers. Topics may include: instructional strategies, use of design software, program design, advanced analysis techniques, motivation design, rapid prototyping, reducing design cycle time, and designing instruction for diverse learner populations. Prerequisites: IDT 749/IDT 849.

IDT 875. Designing Online Instruction. 3 Credits.
An applied survey of online instruction, including relevant theory and design considerations. Topics include efficacy of online learning, design considerations when using course management systems and similar online learning technologies, research and future directions.

IDT 879. Research Residency in Instructional Design and Technology. 3 Credits.
An introduction to conducting instructional technology research. Students will work in consultation with their advisor to develop a proposal for a study related to instructional technology as part of their research residency that will be submitted for presentation at a nationally refereed conference or to a refereed journal.

IDT 895. Topics in Instructional Design and Technology. 3 Credits.
Provides opportunities for master's and doctoral students to explore topics related to instructional design.

IDT 898. Research Residency II. 1-3 Credits.
A mentored research project by the student’s advisor. Students work independently with their advisor to complete the research residency project. This course focuses on obtaining appropriate human subjects approval, collecting and analyzing data, and preparing a manuscript suitable for presentation or publication in nationally refereed journal or conference. Course may be repeated as needed, but only 3 hours may be counted toward degree requirements. Prerequisites: IDT 879.
INBU - International Business

INTERNATIONAL BUSINESS Courses

INBU 620. International Business Issues. 2 Credits.
Students will develop a deep understanding of the issues facing international firms. The course will use case studies, lectures, and simulations to highlight the cultural, organizational, and financial challenges to doing business in various regions of the world with particular emphasis on Europe, China, and India. Prerequisites: Admission to the MBA program, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

INBU 630. Fundamentals of International Business. 1 Credit.
This course covers topics from management, marketing, economics, and finance that are important to the study of international business.

INBU 631. International Business Issues. 2 Credits.
This 2 hour capstone course covers topics facing international firms. This course uses a combination of case studies, lectures, and simulations to highlight the cultural, organizational, and financial challenges to doing business in various regions of the world.

IS - International Studies

INTERNATIONAL STUDIES Courses

IS 600. Research Methods in International Studies. 3 Credits.
Interdisciplinary quantitative techniques applicable to the study of international phenomena.

IS 601. Seminar in International Relations Theory. 3 Credits.
Surveys major theoretical approaches to international relations and foreign policy. A systematic introduction designed to lay a foundation for advanced graduate study.

IS 606. American Foreign Policy and World Order. 3 Credits.
This course deals with the adaptation of US foreign policies to the changing structure of the international system after WWII and in the Cold War, and since Reagan. It is designed to review, analyze, and discuss the global rise of the US role in the world. It will also assess the transformation of US interests since 1945, through the Cold War and since the events of September 11, 2001.

IS 620. Advanced Statistical Techniques for International Studies. 3 Credits.
Multivariate regression, causal analysis, and advanced statistical applications. Prerequisites: IS 600.

IS 655. International History. 3 Credits.
Course explores how different societies in the 20th century were shaped by similar practices, ideas, and pressures. Course themes may include colonialism, the global history of World War II, the cold war ethnic distortion and the consumer revolution among others.

IS 668. Internship in International Studies. 1-6 Credits.
Individually arranged internship at local, state, national or international level. Prerequisites: approval of the director.

IS 695. Topics in International Studies. 3 Credits.
The advanced study of selected (title) topics not offered on a regular basis.

IS 696. Seminar Topics in International Studies. 3 Credits.
The advanced study of selected topics in an interdisciplinary manner which permits small groups of qualified students to work on subjects of mutual interest. Due to their specialized nature, seminar topics may not be offered regularly.

IS 697. Independent Research in International Studies. 3 Credits.
Independent research on a topic from an interdisciplinary perspective. Students must receive prior approval from the faculty supervisor and the director.

IS 698. Directed Research. 3 Credits.
Methodological and theoretical preparation designed to assist students in writing a thesis. Prerequisites: approval of director or instructor.

IS 699. Thesis. 1-9 Credits.
Writing of the thesis.
IS 713. Global Political Economy. 3 Credits.
Analysis of the forces shaping national and transnational economic institutions and their policies on a range of contemporary issues, including North-South relations.

IS 714. Law in the International System. 3 Credits.
An introduction to the principles of international law and to the political and institutional role of law in the relations of states.

IS 715. France and New Europe. 3 Credits.
Emphasis will be placed on the transformation of French-American relations from the idyllic beginnings of the American nation to the complexities of the Cold War, to the new alignments of the new Europe and the European Union.

IS 716. Theories of Comparative Sociopolitical Studies. 3 Credits.
The fundamental goal of the course is to provide the theoretical basis for subsequent coursework and research in the comparative and regional studies track. To achieve this goal, this seminar examines major theories and debates in comparative social and political studies based on extensive and intensive literature review.

IS 717. World Population and Development. 3 Credits.
This seminar discusses population processes and their connections to socioeconomic development. A nontechnical course, the goal is to introduce students to the major concerns and issues in population and current debates over the role of population in sustainable development. It will provide students with a systematic but critical review of research findings and issues in various areas of population and development.

IS 718. Mao's China. 3 Credits.
This reading seminar will focus on the changes of the Chinese society since the beginning of the 20th century. It will examine the pivotal historical events that led to the Chinese revolution, which put Mao's Communist regime in power and has changed the Chinese society ever since. While studying the history chronologically, students will identify issues and factors that affect the Chinese political system and society, and examine the legacies of Mao's revolution from social and individual perspectives. The course will also focus on political formation and transformation of the government, social structure and upheavals, economic reforms, and foreign policies. (cross listed with HIST 718).

IS 719. Chinese Politics. 3 Credits.
This seminar focuses on post-Mao China. It examines the fundamental rules, prominent players, and major issues in contemporary Chinese politics. The course reviews and critiques alternative theoretical approaches to the study of Chinese politics.

IS 720. Research Seminar in Global Security. 3 Credits.
The research seminar investigates the profound changes in international security brought about by the end of the Cold War with a specific focus on the role of nuclear weapons. The primary purpose of the seminar is to promote research into the global aspects of the nuclear issue and to enhance understanding of the relationship between nuclear control and the New World Order.

IS 721. New World Order: Chaos and Coherence. 3 Credits.
The end of the Cold War has ushered tremendous political changes and an equally broad intellectual debate on the meaning of these changes. What will be the basic rules of international politics? Will the future resemble the past or follow new rules of its own? What countries, what groups, and what issues will dominate the future of world politics?.

IS 722. Democracy and International Relations. 3 Credits.
An examination of the relationship between democratic politics, democratic ideals, and international relations. Subjects covered will include trends and processes of democratization and their implications for international relations, the distinctiveness of democratic states in their international behavior, the impact of the international environment on the internal politics of democratic states, and the problems of democracy in global governance.

IS 725. Politics of the Middle East. 3 Credits.
Explores the international relations of the Middle East from World War I to the present. Examines the origins of the Arab-Israeli and Persian Gulf Wars and their modern dimensions. Examines the role of oil, outside powers and religion.

IS 730. The Rise and Fall of the Socialist Bloc. 3 Credits.
This reading seminar will feature occasional lectures and extensive discussion about topics such as the consolidation of Soviet power in East Europe, the road to the Cold War, socialist economic practices, Soviet 'imperialism' within the bloc, Soviet support for 'national-liberation' movements in Asia and Africa, the building of the wall, the Sino-Soviet alliance, the events of 1989, and post-socialist nostalgia.

IS 732. National Identity in a Global Age. 3 Credits.
This course will focus on narratives of national identity in the age of globalization. Seminal works of cultural criticism, philosophy, and political philosophy will shed light on the complex nature of national identity construction in the contemporary world.

IS 735. International Relations of the Middle East. 3 Credits.
The purpose of this course is to help the student understand, evaluate and analyze key features of the international relations of the Middle East. Major issues covered include the historical background of the Middle East, primarily from World War I; Islam and Islamism; Zionism and Israel; Arab nationalism and pan-Arabism; the Arab-Israeli conflict in its historical and contemporary context; the Persian Gulf wars; global oil dynamics; the foreign policy of key regional states; the role of outside powers in the region, especially the United States; and major issues including democratization, WMD, and the Arab Spring. Prerequisite: Instructor or Director approval.

IS 740. Political Economy of Development. 3 Credits.
This seminar examines alternate theoretical perspectives on development. These perspectives are then employed to understand contemporary political and economic changes in the developing world, including the consolidation of democratic governance and the liberalization of domestic economics.

IS 741. Globalization and Social Change in the World System. 3 Credits.
This course is intended to first identify the distinguishing characteristics of globalization. It then attempts to examine its implications on a number of critical issues, including the future of democracy, income distribution and ethnic, class, and gender relations.

IS 742. Contested Territories. 3 Credits.
Using case studies of Europe since 1918, this course examines the contours of territorial disputes. The ways in which territorial contests are presented and represented through the lenses of geopolitics, ethnicity and race, nationalism, gender, violence, international authority and diplomatic and institutional influence will be explored.

IS 745. Social Movements and Revolution in Latin American History. 3 Credits.
Interpretations of the three major social revolutions in modern Latin America (Mexico 1910, Cuba 1959 and Nicaragua 1979) and of a variety of social movements (agrarian, labor, urban, religious and so on) are studied from a continental perspective. The relevant theoretical literature and the economic, cultural and political background receive special attention. A broad knowledge of modern Latin American history is assumed.

IS 748. Gender and Globalization. 3 Credits.
Studies systems of global restructuring as they impact women throughout the globe. Migration, international development, and transnational activism will be focal themes, explored across a variety of national contexts.

IS 750. France's Decolonized Legacy: Africa, Asia, the Caribbean, Quebec. 3 Credits.
An analysis of France's ex-colonies as they moved from colonization and decolonization to independence. An overview of political, historical, cinematic, and literary texts with a focus on France's relationship with its ex-colonies, and its ex-colonies' struggles in a post-decolonized world. Prerequisite: Approval of instructor or director.

IS 751. Ethnic Conflict in the Emerging Global Order. 3 Credits.
Using different case studies, this course investigates the most important internal and external factors that cause ethnic conflicts. It also examine different mechanisms that help resolve or mitigate such conflicts.
IS 752. Research Seminar in International Studies: Refugees. 3 Credits.
This is a graduate-level seminar focusing on the refugee movement from a global perspective. The goals are to provide a critical and realistic understanding of the refugee phenomenon and to explain why the refugees tend to follow some identifiable paths, and why they sometimes return and sometimes do not. Discussion will be centered on the causes and consequences of refugee flow, and the roles the more developed countries can play in helping solve the problem.

IS 755. Conflict and Violence in Modern Africa. 3 Credits.
This course will confront the theme of conflict and violence in Africa since the mid-20th century. It will explore the reasons behind the level of violent conflicts in the continent today, seek to understand their larger significance, and explore ideas for conflict resolution and prevention. (cross listed with HIST 755).

IS 760. International Cultural Studies: History, Theory and Application. 3 Credits.
Course analyzes culture in the context of material conditions in which it is produced, disseminated, controlled and practiced. Theoretical application of cultural studies will include developing familiarity with key foundational theories, terminologies, and critical thinking.

IS 762. Game Theory. 3 Credits.
Game theory uses mathematical models, empirical investigation, and simulations in an effort to explain simple and complex strategic interactions among individuals, states, groups, and species. This course teaches the tools of game theory, with a focus on applications in international relations and political science.

IS 765. Agent-Based Modeling and Simulation for International Studies. 3 Credits.
An introduction to complex systems theory and to the application of agent-based modeling technologies to a variety of social systems.

IS 770. Transnational Media Practices. 3 Credits.
Course examines the key roles played by media technologies in implementing and promoting international development programs, as well as some of the concerns these initiatives have raised in terms of media literacy, cultural sovereignty, and information access.

IS 772. Modeling Global Events. 3 Credits.
This course introduces modeling and simulation as a tool for expanding one’s understanding of events that have shaped the global environment of the 21st century. The course will first provide a broad look at international politics through a review of select international incidents, military interventions, and homeland security issues. Second, select topics from these categories will serve as case studies to facilitate representing those events with the application of modeling, simulation, and visualization. Understanding how modeling and simulation can provide another method of analysis allows students to delve deeper into their understanding of “what happened” and to explore their conception of “what if.” Prerequisite: Approval of instructor or director.

IS 794. Seminar in Thesis and Dissertation Preparation. 3 Credits.
Prepares students to research, formulate and write thesis and dissertation prospectuses. Prerequisites: permission of the director.

IS 795. Topics in International Studies. 1-3 Credits.
The advanced study and discussion of selected (titled) topics not offered on a regular basis.

IS 796. Selected Topics in International Studies. 1-3 Credits.
The advanced study of selected topics in an interdisciplinary manner which will permit small groups of qualified students to work on subjects of mutual interest. Due to their specialized nature, the course may not be offered regularly.

IS 801. Global Change and American Foreign Policy. 3 Credits.
This research seminar examines the transformation of the U.S. role in the world in the global context of the 20th Century and since September 2001.

IS 802. Approaches to Collective Security. 3 Credits.
This seminar explores the origins of the idea of collective security, examines the attempts to organize international security collectively and assesses possibilities and opportunities for collective security arrangements after the Cold War.

IS 803. Ethics and International Relations. 3 Credits.
The focus of this research seminar will be on the role of normative ideas in international relations. Students will be introduced to the growing literature on normative approaches to international relations as well as the traditional literature on the practical and philosophical problems of ethical action in the relations of states. Although a number of policy applications will be considered, the primary focus will be on the theoretical incorporation of normative ideas into our understanding of state action in the anarchic international environment.

IS 804. Latin American Politics. 3 Credits.
This course examines Latin American politics from comparative and historical perspectives. Particular focus is placed on various manifestations of political authority in the region and the major societal challenges to state power. The course reviews and critiques alternative theoretical approaches to the study of state-societal relations in Latin America.

IS 805. The Euro-Atlantic Community. 3 Credits.
An examination of the Euro-Atlantic area as a partial international system since World War II; alignments and patterns within and between the members of the European “community” and the role and attitudes of the United States and leading European states to preserve and strengthen their sovereign prerogatives and influence; and the prospects for a true Euro-Atlantic community that would link the U.S. and Europe.

IS 806. The Causes of War. 3 Credits.
This research seminar will explore the theoretical and empirical literature on the causes of violent conflict between states.

IS 807. Interdependence, Power, and Transnationalism. 3 Credits.
This course covers the fundamental concepts, ideas, and approaches to the study of interdependence and transnationalism. It seeks to expose students to the nature, role, and impact of economic, technological, strategic, and cultural interdependence. Cases of interdependence and transnationalism are explored in the post-Cold War era. Some focus is placed on how interdependence and transnationalism are impacting the power of the state.

IS 809. Chinese Foreign Policy. 3 Credits.
This seminar includes an advanced survey of theoretical approaches to the study of Chinese foreign policy and in-depth analyses of the domestic/international environment, ideological principles, political/economic goals, military/diplomatic instruments, decision-making processes, and global/regional consequences of Chinese foreign policy.

IS 810. Global Environmental Policy. 3 Credits.
This seminar examines the institutions and political actors involved in global environmental policy making with emphasis on the role of the United States. In doing so, it addresses the scientific and political debate concerning the causes, consequences, and proposed solutions of selected worldwide ecological problems, including global climate change, stratospheric ozone depletion, acid rain, and loss of biodiversity among others.

IS 811. International Migration and Refugee Movement. 3 Credits.
A review of current literature and empirical issues concerning transnational migration and refugees.

IS 812. The New Germany in the New Europe. 3 Credits.
The unification of Germany and the end of the East-West conflict have changed the context within which policy is made in Europe. What kind of Europe will emerge? What kind of hierarchies will determine direction and pace of European politics? The purpose of this course is to explore the role played by Germany in the development of post-Cold War European politics.

IS 813. Global Political Economy. 3 Credits.
Analysis of the forces shaping national and transnational economic institutions and their policies on a range of contemporary issues, including North-South relations.
IS 814. Law in the International System. 3 Credits.
An introduction to the principles of international law and to the political and institutional role of law in the relations of states.

IS 815. France and New Europe. 3 Credits.
Emphasis will be placed on the transformation of French-American relations from the idyllic beginnings of the American nation to the complexities of the Cold War, to the new alignments of the new Europe and the European Union.

IS 816. Theories of Comparative Sociopolitical Studies. 3 Credits.
The fundamental goal of the course is to provide the theoretical basis for subsequent coursework and research in the comparative and regional studies track. To achieve this goal, this seminar examines major theories and debates in comparative social and political studies based on extensive and intensive literature review.

IS 817. World Population and Development. 3 Credits.
This seminar discusses population processes and their connections to socioeconomic development. A nontechnical course, the goal is to introduce students to the major concerns and issues in population and current debates over the role of population in sustainable development. It will provide students with a systematic but critical review of research findings and issues in various areas of population and development.

IS 818. Mao's China. 3 Credits.
This reading seminar will focus on the changes of the Chinese society since the beginning of the 20th century. It will examine the pivotal historical events that led to the Chinese revolution, which put Mao's Communist regime in power and has changed the Chinese society ever since. While studying the history chronologically, students will identify issues and factors that affect the Chinese political system and society, and examine the legacies of Mao's revolution from social and individual perspectives. The course will also focus on political formation and transformation of the government, social structure and upheavals, economic reforms, and foreign policies. (Cross-listed with HIST 718).

IS 819. Chinese Politics. 3 Credits.
This seminar focuses on post-Mao China. It examines the fundamental rules, prominent players, and major issues in contemporary Chinese politics. The course reviews and critiques alternative theoretical approaches to the study of Chinese politics.

IS 820. Research Seminar in Global Security. 3 Credits.
The research seminar investigates the profound changes in international security brought about by the end of the Cold War with a specific focus on the role of nuclear weapons. The primary purpose of the seminar is to promote research into the global aspects of the nuclear issue and to enhance understanding of the relationship between nuclear control and the New World Order.

IS 821. New World Order: Chaos and Coherence. 3 Credits.
The end of the Cold War has ushered tremendous political changes and an equally broad intellectual debate on the meaning of these changes. What will be the basic rules of international politics? Will the future resemble the past or follow new rules of its own? What countries, what groups, and what issues will dominate the future of world politics?

IS 822. Democracy and International Relations. 3 Credits.
An examination of the relationship between democratic politics, democratic ideals, and international relations. Subjects covered will include trends and processes of democratization and their implications for international relations, the distinctiveness of democratic states in their international behavior, the impact of the international environment on the internal politics of democratic states, and the problems of democracy in global governance.

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Explores the international relations of the Middle East from World War I to the present. Examines the origins of the Arab-Israeli and Persian Gulf Wars and their modern dimensions. Examines the role of oil, outside powers and religion.

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Using case studies of Europe since 1918, this course examines the contours of territorial disputes. The ways in which territorial contests are presented and represented through the lenses of geopolitics, ethnicity and race, nationalism, gender, violence, international authority and diplomatic and institutional influence will be explored.

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Interpretations of the three major social revolutions in modern Latin America (Mexico 1910, Cuba 1959 and Nicaragua 1979) and of a variety of social movements (agrarian, labor, urban, religious and so on) are studied from a continental perspective. The relevant theoretical literature and the economic, cultural and political background receive special attention. A broad knowledge of modern Latin American history is assumed.

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Studies systems of global restructuring as they impact women throughout the globe. Migration, international development, and transnational activism will be focal themes, explored across a variety of national contexts.

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An analysis of France's ex-colonies as they moved from colonization and decolonization to independence. An overview of political, historical, cinematic, and literary texts with a focus on France's relationship with its ex-colonies, and its ex-colonies' struggles in a post-decolonized world. Prerequisite: Approval of instructor or director.

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Using different case studies, this course investigates the most important internal and external factors that cause ethnic conflicts. It also examines different mechanisms that help resolve or mitigate such conflicts.
IS 852. Research Seminar in International Studies: Refugees. 3 Credits. 
This is a graduate-level seminar focusing on the refugee movement from 
a global perspective. The goals are to provide a critical and realistic 
understanding of the refugee phenomenon and to explain why the refugees 
tend to follow some identifiable paths, and why they sometimes return 
and sometimes do not. Discussion will be centered on the causes and 
consequences of refugee flow, and the roles the more developed countries 
can play in helping solve the problem.

IS 855. Conflict and Violence in Modern Africa. 3 Credits. 
This course will confront the theme of conflict and violence in Africa since 
the mid-20th century. It will explore the reasons behind the level of violent 
conflicts in the continent today, seek to understand their larger significance, 
and explore ideas for conflict resolution and prevention. (cross listed with 
HIST 755).

3 Credits. 
Course analyzes culture in the context of material conditions in which it is 
produced, disseminated, controlled and practiced. Theoretical application 
of cultural studies will include developing familiarity with key foundational 
theories, terminologies, and critical thinking.

IS 862. Game Theory. 3 Credits. 
Game theory uses mathematical models, empirical investigation, and 
simulations in an effort to explain simple and complex strategic interactions 
among individuals, states, groups, and species. This course teaches the tools 
of game theory, with a focus on applications in international relations and 
political science.

IS 865. Agent-Based Modeling and Simulation for International Studies. 
3 Credits. 
An introduction to complex systems theory and to the application of agent-
based modeling technologies to a variety of social systems.

IS 868. Internship in International Studies. 1-6 Credits. 
Internship individually arranged at local, state, or international level. 
Prerequisites: approval of director.

IS 870. Transnational Media Practices. 3 Credits. 
Course examines the key roles played by media technologies in 
implementing and promoting international development programs, as well as 
some of the concerns these initiatives have raised in terms of media literacy, 
cultural sovereignty, and information access.

IS 872. Modeling Global Events. 3 Credits. 
This course introduces modeling and simulation as a tool for expanding 
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interventions, and homeland security issues. Second, select topics from 
these categories will serve as case studies to facilitate representing those 
events with the application of modeling, simulation, and visualization. 
Understanding how modeling and simulation can provide another method 
of analysis allows students to delve deeper into their understanding of 
"what happened" and to explore their conception of "what if."Prerequisite: 
Approval of instructor or director.

IS 894. Seminar in Thesis and Dissertation Preparation. 3 Credits. 
Prepares students to research, formulate and write thesis and dissertation 
prospectuses. Prerequisites: permission of the director.

IS 895. Topics in International Studies. 1-3 Credits. 
The advanced study and discussion of selected (titled) topics not offered on a 
regular basis.

IS 896. Selected Topics in International Studies. 1-3 Credits. 
The advanced study of selected topics in an interdisciplinary manner which 
will permit small groups of qualified students to work on subjects of mutual 
interest. Due to their specialized nature, the course may not be offered 
regularly.

IS 897. Independent Research in International Studies. 3 Credits. 
Independent research directed by professors. Prerequisites: approval of the 
director.

IS 898. Directed Research. 1-9 Credits. 
Methodological and theoretical preparation designed to assist students in 
writing a dissertation. Prerequisites: approval of director or instructor.

IS 899. Dissertation. 1-9 Credits. 
May be repeated up to 18 credits.

IS 998. Master’s Graduate Credit. 1 Credit. 
This course is a pass/fail course for master’s students in their final semester. 
It may be taken to fulfill the registration requirement necessary for 
graduation. All master’s students are required to be registered for at least one 
graduate credit hour in the semester of their graduation.

IS 999. Doctoral Graduate Credit. 1 Credit. 
This course is a pass/fail course doctoral students may take to maintain 
active status after successfully passing the candidacy examination. All 
doctoral students are required to be registered for at least one graduate credit 
hour every semester until their graduation.

IT - Information Technology

INFORMATION TECHNOLOGY Courses

IT 530. Object-Oriented Application Development with JAVA. 3 Credits. 
Using JAVA as an object-oriented language to write business applications 
that solve complex problems in a secure and robust manner. Business 
examples incorporating multimedia, multithreading, networking, and 
advanced graphical interfaces are used to reinforce the object-oriented 
concepts of abstraction, encapsulation, inheritance, polymorphism, 
persistence, and dynamic binding.

IT 595. Topics. 1-3 Credits.

IT 610. Information Technology Management. 3 Credits. 
Information is a critical resource for today's organizations. This course 
prepares students for the managerial, organizational and technological 
challenges involved in managing information and information technology 
resources.

IT 612. Knowledge Management. 3 Credits. 
Knowledge processes including knowledge creation, acquisition, transfer 
and application are studied. Students are introduced to real-world 
technologies and systems.

IT 614. Information and Knowledge Management. 2 Credits. 
Information and knowledge are critical resources for today's organizations. 
This course prepares students for the managerial, organizational, and 
technological challenges involved in managing information and knowledge. 
Prerequisites: Admission to the MBA Program, MBA 600, MBA 601, 
MBA 602, MBA 603, and MBA 604.

IT 620. Systems Analysis and Design. 3 Credits. 
Introduction to the Systems Development Life Cycle (SDLC) from an 
information systems project perspective. Emphasis is placed on the planning 
and analysis functions performed during information systems project work. 
Tools and techniques include: data flow diagrams, entity relationship 
diagrams, computer-aided systems engineering (CASE), and the project 
repository. These tools will be employed to create process and data-driven 
versions of these models.

IT 624. Information Technology Assurance Services. 3 Credits. 
Standards, ethics, and practice of information technology assurance services 
particularly as it concerns the governance and control of information 
systems. (cross listed with ACCT 624) Prerequisite: ACCT 601 or 
equivalent.

IT 625. Information Systems for International Business. 3 Credits. 
Examines the role of information in the global environment and the 
global organization. Issues related to information infrastructures for the 
organization, nation and the world will be covered, as well as how global 
information systems departments support the organization.
IT 635. Telecommunication and E-Commerce. 3 Credits.
Examines the impact of electronic commerce and telecommunications in the global business environment. A comprehensive introduction to the use of the Internet to effectively exploit the Internet's resources for business applications. Prerequisite: IT 620 or equivalent; or permission of the department.

IT 649. Information Systems and Network Security. 3 Credits.
Introduces the fundamental issues and concepts of information security, emphasizing security policy, risk management, cryptography and network security. Prerequisite: IT 635 or permission of the department.

IT 650. Database Management Systems. 3 Credits.
Introduction to database management systems. The topics addressed include system architecture, data models, database analysis, design and implementation, query processing, business transaction processing, and database security. Prerequisites: IT 620 or equivalent; or permission of the department.

IT 651. Business Intelligence. 3 Credits.
Introduction to business intelligence and its three components: data warehouse, data mining, and OLAP. Examines traditional techniques as well as emerging technologies. Prerequisite: IT 650 or permission of the instructor or department.

IT 652. Information and Communications Technology for Big Data. 3 Credits.
Introduction to emerging ICT techniques for big data analytics and big data science. Topics cover WSN, cloud computing and IoT. Prerequisite: IT 650 or permission of the instructor or department.

IT 653. Database Administration Fundamentals. 3 Credits.
Overview of database administration of major database platforms such as Oracle and DB2. Topics include database installation and configuration, performance monitoring and tuning, storage management, database security, user management, database connectivity, and backup/recovery techniques. Prerequisite: IT 650.

IT 654. Advanced Database Administration. 3 Credits.
Overview of advanced database administration techniques of state-of-the-art database platforms. Topics include grid infrastructure, database clouds, RAC. Prerequisite: IT 650.

IT 655. Database Programming for the Web. 3 Credits.
In-depth exploration of web-based database administration and implementation. Hands-on experience with a variety of web-based database technologies. Topics include: MySQL, PHP, XML, database technologies such as XQuery, XPath, and XML schemas, web log analysis, and text mining. Prerequisite: IT 650.

IT 660. Enterprise Information Systems. 3 Credits.
This course introduces enterprise systems as large-scale software systems for the seamless integration of material and information flows within an organization. Topics include enterprise integration, engineering integration, customer integration, and enterprise systems applications in various industrial sectors. Prerequisites: IT 650 or permission of the instructor or department.

IT 661. Implementing Internet Applications. 3 Credits.
Advanced design and implementation strategies are utilized to create dynamic e-commerce applications. Key concepts include: Internet architecture, structured data languages, scripting languages, programming languages, database connectivity, and Internet security.

IT 664. Project Management in Information Technology. 3 Credits.
This course provides basic knowledge of project management including tools to manage scope, time, cost, quality, risk, team, communications and procurement. Special issues in the IT context are emphasized. Prerequisite: IT 620 or equivalent; or permission of the department.

IT 665. Network Systems Administration. 3 Credits.
Covers the essential knowledge and skills required to administer networks. Hands-on experience with commercial software. Topics include architecture, planning, installation, configuration, resource sharing, and network optimization. Prerequisite: IT 635 or permission of the department.

IT 667. Cooperative Education. 1-3 Credits.
Approval for enrollment and allowable credits are determined by the department and Career Development Services in the semester prior to enrollment. Prerequisites: IT 620 or equivalent.

IT 668. Information Systems Internship. 1-3 Credits.
Approval for enrollment and allowable credits are determined by the department and Career Development Services in the semester prior to enrollment. Available for pass/fail grading only. Prerequisites: IT 620 or equivalent.

IT 672. Enterprise Architectures. 3 Credits.
Introduction to enterprise architectures for business organizations as well as related information architectures. Examines traditional techniques as well as emerging techniques including industrial information integration and engineering. Prerequisite: IT 650 or permission of the instructor or department.

IT 674. Managing IT Strategically. 3 Credits.
Focuses on improving business use of existing IT and managing for competitive advantage. Prepares IT students for executive positions in IT including CIO. Non-IT students benefit by gaining a strategic perspective on an important organizational resource - information. Prerequisite: IT 620 or equivalent; or permission of the department.

IT 680. Computing Aspects of Medical Informatics. 3 Credits.
Overview of computing aspects of medical informatics. Computational methods in scientific computing of medical informatics are covered. The basic thrust is to demonstrate the usefulness and power of computational methods in solving real-life problems in perspectives of medical informatics.

IT 685. Introduction to Information Security. 3 Credits.
Introduction to technical and administrative aspects of information security. Topics include identification and authentication, access control, security models, computer intrusion detection, trust management, cryptography, PKI, firewalls, network security, web security, and secure e-commerce and e-business.

IT 695. Selected Topics in Information. 1-3 Credits.
3 credits. Prerequisite: permission of the department chair and the graduate program director.

IT 697. Independent Study in Information Systems. 1-3 Credits.
Affords students the opportunity to undertake independent study under the direction of a faculty member. Prerequisite: IT 650 or permission of the department.

IT 698. Master's Project in Information. 3 Credits.
3 credits. Prerequisites: IT 650 and permission of the department.

IT 699. Master's Thesis in Information Systems. 1-6 Credits.
1-6 credits. Prerequisites: IT 650 and permission of the department.

IT 795. Selected Topics in Management Information Systems. 1-3 Credits.
3 credits. Prerequisite: permission of the department chair and the graduate program director.

IT 800. Theoretical Foundations in ISR. 3 Credits.
A survey of research methodology in business information technology research including empirical, behavioral and computational approaches in different types of problem domains. The approach will be interdisciplinary.

IT 850. Enterprise Architecture. 3 Credits.
This course examines the latest advances in enterprise architecture and computing. Topics include enterprise architecture design and modeling, service-oriented architecture (SOA), and integration of enterprise information and applications. Prerequisite: IT 800.

IT 890. Seminar in Business Process and Enterprise Systems. 3 Credits.
This course discusses how firms achieve business excellence through business process management (BPM), business process improvement (BPI), and business process reengineering (BPR) supported by IT. Topics include business process and workflow modeling, analysis, integration, monitoring and management. Prerequisite: IT 800.
LIBS 603. Online Resources for Teaching. 3 Credits.
Students will gain experience locating, evaluating, collecting, arranging, and disseminating content resources available as open educational resources to support learning and teaching. Issues surrounding open educational resources including copyright, licensing, access, and quality will be addressed. A primary focus will be on developing digital textbooks that may include websites, databases, current awareness experts, and digital field trips to support the delivery of instruction.

LIBS 605. Selection and Utilization of Non-Book Media. 3 Credits.
Emphasizes selection, purchase and utilization of non-book materials (e.g., periodicals, computers, CD-ROM, DVD, LANs, wireless networks, PDAs, e-books, retrieval systems, video conferencing, DL, online services, telecommunications, presentation systems). Included are staff development, systems management, information policies, networks, and the impact of professional associations on non-book resources. Prerequisites: LIBS 675.

LIBS 608. Foundations in Library and Information Science. 3 Credits.
This course provides social, cultural, and historical perspectives on libraries and librarianship. The purpose, functions, and processes of information and library science are explored. Current types of libraries and information agencies are explored including certification and licensure for various specialties. Legal, ethical, advocacy, and economic policies, trends, and positions are addressed.

LIBS 612. Research Methods in Library and Information Science. 3 Credits.
This course will introduce students to theoretical and applied research design, methodologies and evaluation of research in library and information science (LIS). The course will include a review of existing research in the LIS field and the development of a research proposal through a qualitative, quantitative or action research design. Action research will be conducted at the student's workplace. The basic research protocols will be learned through this class.

LIBS 642. Children’s Literature Across the Curriculum, PK-8. 3 Credits.
Students examine, evaluate, discuss, and use literature and related nonprint materials for children and young adolescents and explore strategies for using trade books across the curriculum and for introducing children to literature. Materials for adolescents and adults with limited reading abilities are also covered. Prerequisites: graduate standing.

LIBS 644. Literature and Media for Young Adults. 3 Credits.
An exploration of the selection of literature and media for young adults (ages 12 - 18). Includes current trends and research in teens' social, physical and cultural development, teen interests and needs, and multiple literacies. Focus is on multiple formats, diverse learners, and strategies to promote reading for information, pleasure and lifelong learning. Prerequisite: Graduate standing.

LIBS 655. Methods and Strategies for the School Library. 1-3 Credits.
Participants will draw from research-based theory of pedagogical best practice to discuss, model and apply practical applications to content topics. Content focuses on strategies to implement effective classroom management for the library learning environment, engage library learners and assess their performance, and build collaborative relationships that integrates library and content instruction into practice.

LIBS 656. User Services and Programming. 3 Credits.
An overview of the planning, evaluation, and administration of programs and services designed to meet the needs and interests of individuals and groups in libraries and other information spaces.

LIBS 658. Knowledge Resources: Planning, Selecting & Managing Collections. 3 Credits.
Examines the concepts and issues related to the lifecycle of recorded knowledge and information including emerging technologies. Addresses fundamentals of planning, selecting, analyzing, managing, and developing collections and technology resources for diverse communities.

JST 595. Topics in Jewish Studies. 3 Credits.
This course addresses various topics in Jewish Studies. Prerequisites: graduate standing or permission of instructor.

LIS 602. Production of Instructional Materials. 3 Credits.
Develops skills in preparing, evaluating, and presenting instructional materials and the use of those materials to promote higher-level thinking and enhance the learning environment. Includes elements of design, multimedia materials, and development of in-service activities. Hands-on practice in media production and dissemination.
Liberation 602, Internship in Libraries and Information Workplaces. 1-9 Credits.
Students will work in a library or related workplace, fully participating in the day-to-day operations including administrative tasks, instruction, and/or other programming and services. Students taking this course for school library endorsement may have additional requirements/prerequisites. Prerequisites: LIBS 602, LIBS 605, LIBS 642, LIBS 675, LIBS 676, LIBS 677, LIBS 678, LIBS 679.

Liberation 609, Practicum in School Libraries. 3-9 Credits.
Course can be repeated an unlimited number of times. Students will work in a school library, participating fully in the administrative tasks, collaborate with teachers to prepare instructional literacy lessons, and teach lessons. Course is for students who are already licensed teachers or who are seeking initial licensure. Prerequisites: LIBS 602, LIBS 605, LIBS 642, LIBS 675, LIBS 676, LIBS 677, LIBS 678, and LIBS 679.

Liberation 674, Management and Leadership in Library and Information Studies. 3 Credits.
An examination of the critical issues concerning the leadership and management of a library. Students will explore the issues involved in building library programs to consider inclinations of physical space, budgetary decisions, and personnel.

Liberation 675, Administration, Management, and Evaluation of Libraries. 3 Credits.
Enter-level course dealing with the planning, organization, and management of the school library media center. Includes professionalism and ethics in librarianship, facilities planning to impact student learning, and management of human resources. Prerequisites: graduate standing.

Liberation 676, Library Media Services and the Curriculum. 3 Credits.
Emphasis is on library services/ programs and the curriculum of the school. Includes techniques for curriculum design and development, information skills instruction, instructional partnerships, advocacy, implementation of an integrated library-media instructional program and public relations programs. Prerequisites: graduate standing.

Liberation 677, Knowledge Organization and Access. 3 Credits.
Describes the fundamentals whereby library materials are uniformly described and made available through recognized cataloging, processing, organizing and accessing of materials. In this course, students will develop the ability to apply and adapt the principles of classifying and cataloging, and will understand how these fundamental skills fit into the broader area of technical processing and how they support the principles of services in the library. Prerequisite: graduate standing.

Liberation 678, Selection, Evaluation and Utilization of Materials NK-12. 4 Credits.
Emphasis is on reading and evaluating current materials for children and young adults, researching reading/viewing/ listening preferences, analyzing studies dealing with literature/media, and selecting materials. Also includes collection analysis and development. Prerequisites: graduate standing, LIBS 642, and LIBS 675.

Liberation 679, Theory and Management of Reference and Information Retrieval. 3 Credits.
Students evaluate, select, and use reference sources; explore strategies for teaching reference skills across the curriculum; use curriculum information to evaluate reference collections and prepare bibliographies; and explore issues related to reference services. Utilizes print as well as existing and emerging technologies. Prerequisites: graduate standing and LIBS 675.

Liberation 681, Assessment and Evaluation in Library and Information Science. 3 Credits.
Students will explore assessment and evaluation related to library and information contexts with particular attention to historical and current theories and values, relevant standards, and current initiatives and measures. Students will design an evaluation of a current library service or resource that is connected to library goals and objectives with a presentation to effectively communicate data to various stakeholders. Prerequisite: LIBS 608.

Liberation 697, Independent Study in Library Science. 1-3 Credits.
This course is an independent study of special topics in Library Science. Prerequisites: Instructor approval required.

Liberation 998, Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

MAE - Mechanical and Aerospace Engineering

MECHANICAL AND AEROSPACE ENGINEERING Courses

MAE 503, Flight Mechanics. 3 Credits.
Aircraft concepts including performance prediction and optimization, flight and maneuver envelopes, and steady flight performance. Additional topics: longitudinal static stability and trim; aircraft dynamics; development, separation and solution of aircraft equations of motion; natural modes; dynamic stability; sensors and actuators; and design of stability augmentation and autopilot systems. Prerequisites: MAE 406, MAE 436.

MAE 504, Vibrations. 3 Credits.
Free and forced vibrations of undamped and damped, single-degree of freedom, multi-degree of freedom, and continuous systems. Exact and approximate methods to find natural frequencies. Prerequisites: A grade of C or better in MAE 205, a grade of C or better in MAE 220; MAE 340 and MATH 312.

MAE 506, Flight Vehicle Aerodynamics. 3 Credits.
Inviscid flow concepts including: Euler equations, stream function, velocity potential, singularities, vorticity and circulation laws. Viscous flow topics including boundary layers separation, and turbulent flow. In addition, external flows, lift and drag, thin airfoil theory, finite wing theory and airfoil design will be discussed. Prerequisites: A grade of C or better in MAE 303; MAE 312 and MAE 340.

MAE 507, Ground Vehicle Aerodynamics. 3 Credits.
Review of basic fluid mechanics of the incompressible flow of air. Introduction to bluff body aerodynamics, production and performance (race car) automotive aerodynamics, as well as truck and bus aerodynamics. Discussion of experimental and computational methods for evaluating vehicle aerodynamic performance. Optimization of high performance vehicle design for low drag and/or high downforce and the facilities and techniques required. Introduction to the aerodynamics of other surface vehicles such as sailboats and trains. Lecture and wind tunnel experiments. Prerequisites: A grade of C or better in MAE 303 or MET 330 or CEE 330.

MAE 511, Mechanical Engineering Power Systems Theory and Design. 3 Credits.
Thermodynamic properties of gases and vapors relating to power generating devices, work-energy relations, combustion, and heat exchangers. Performance analyses and design concepts of gas turbines, internal combustion engines, steam power plants and heat exchanger equipment from theoretical and applied viewpoints. Prerequisites: MAE 312 and MAE 315.

MAE 512, Environmental Control. 3 Credits.
Engineering principles as applied to the analysis and design of systems for automatically controlling man or machine environments. Course encompasses fundamentals of heating, ventilating, air conditioning, refrigeration, cryogenics, and design of building energy systems. Prerequisites: MAE 312 and MAE 315.

MAE 513, Energy Conversion. 3 Credits.
Introduction of relevant kinetic theory, solid state, and thermodynamic principles; operation and analysis of thermoelectric, photovoltaic, thermionic, magnetohydodynamic devices, fuel cell, isotopic, and solar power generators. Course seeks to define engineering limits of converter efficiency and other performance criteria. Prerequisites: MAE 312.
MAE 514. Introduction to Gas Dynamics. 3 Credits.
One-dimensional compressible flow considering isentropic flow, normal shocks, flow in constant area ducts with friction, flow in ducts with heating and cooling, oblique shocks, Prandtl-Meyer expansions, shock-expansion theory, flow around diamond shaped airfoils, and wind tunnel mechanics. Prerequisites: A grade of C or better in MAE 303 and a grade of C or better in MAE 311.

MAE 516. Introduction to Solar Energy Engineering. 3 Credits.
Basic solar radiation processes, engineering analysis of solar collectors, energy storage methods, system design and simulation, applications to heating, cooling, and power generation. Prerequisites: MAE 315.

MAE 517. Propulsion Systems. 3 Credits.
Basic principles of design, operation and performance of propulsion systems - including turboprop, turboprop, turbofan, and ramjet engines. Introduction to chemical rockets, ion and plasma thrusters. Prerequisite: MAE 312 or MAE 414.

MAE 520. Aerospace Structures. 3 Credits.
Analysis of aircraft and space vehicle structural components. Effects of bending, torsion and shear on typical aerospace structural components, statically indeterminate beams, shear center and shear flow. Introduction to typical aerospace structures. Introduction to composite structures. Prerequisites: MAE 332.

MAE 522. Modern Engineering Materials. 3 Credits.
Limitations of conventional materials, inter-relationship among materials, design and processing, material selection criteria and procedures; strengthening mechanisms in metals; superelasticity; shape memory effect, amorphous metals; structure-property relationship in polymers; polymers crystallinity; thermoplastic and thermostats; high-temperature restraint polymers; ceramics; toughening mechanisms in ceramics. Prerequisites: MAE 201, MAE 203, and a grade of C or better in MAE 220; MAE 332.

MAE 531. Mechanics Analysis and Design. 3 Credits.
Basic relations necessary for analysis of plane motion mechanisms, numerical and analytical solutions for some of the basic mechanisms, methods of calculating rolling and sliding velocities and accelerations of contacting bodies, cams, and gears. Prerequisites: A grade of C or better in MAE 205; MAE 332 and MATH 312 or MATH 285.

MAE 538. Applied Analog and Digital Control. 3 Credits.
Computer-aided analysis and design of practical control systems. Introduction to state-space, digital signal processing and digital control. Laboratory sessions on aliasing, analog, system identification, and real-time control. Prerequisite: a grade of C or better in MAE 436.

MAE 540. Introduction to Finite Element Analysis. 3 Credits.
Basic concepts of finite-element method, method of weighted residuals, interpolation functions, numerical implementation of finite-element method, applications to engineering problems such as beam deflection, heat conduction, and plane elastic problems. Prerequisites: MAE 340.

MAE 550. Principles of Naval Architecture. 3 Credits.
Basic principles of naval architecture related to ship geometry, stability, strength, resistance, propulsion, vibration and motions in waves and controllability. Prerequisites: MATH 212.

MAE 557. Motorsports Vehicle Dynamics. 3 Credits.
Basic mechanics governing vehicle dynamic performance. Analytical methods in vehicle dynamics. Laboratory consists of various vehicle dynamics tests on model vehicles and full-size racecars. Prerequisites: A grade of C or better in MAE 205 or MET 310.

MAE 560. Introduction to Space Systems Engineering. 3 Credits.
Introduction to spacecraft systems starting from mission design and space environment considerations and proceeding through propulsion, altitude control, spacecraft structural design, thermal control, power and communications for spacecraft. Prerequisites: MATH 307 and PHYS 232N.

MAE 567. Racecar Performance. 3 Credits.
On-track performance of typical racecars (Legends and Baby Grand) to demonstrate and evaluate the interplay between vehicle aerodynamics, suspension system geometry adjustments, tire selection and operating pressure on overall racecar performance and handling. Laboratory testing via on-board instrumentation during skid pad and road course evaluation; computer simulation to investigate various car set-ups. Prerequisites: MAE 303 or MET 330 and MAE 205 or MET 310.

MAE 577. High Performance Piston Engines. 3 Credits.
A study of the fundamental principles and performance characteristics of spark ignition and diesel internal combustion engines. Overview of engine types and their operation, engine design and operating parameters; ideal and semi-empirical models of engine cycles; combustion, fluid flow and thermal considerations in engine design and performance. Laboratory evaluation of engine performance using flow and dynamometer systems. Prerequisite: MAE 312, MAE 315 or MET 300, MET 350.

MAE 595. Topics in Mechanical and Aerospace Engineering. 1-3 Credits.
Special topics of interest with emphasis placed on recent developments in mechanical and aerospace engineering or engineering mechanics. (offered fall, spring, summer) Prerequisites: Senior standing; Permission of the chair is required.

MAE 597. Independent Study in Mechanical and Aerospace Engineering. 1-3 Credits.
Individual analytical, computational, and/or experimental study in an area selected by student. Supervised and approved by the advisor. Prerequisites: Senior standing; permission of the chair is required.

MAE 601. Engineering Mathematics. 3 Credits.
Applications of linear algebra, ordinary and partial differential equations, and complex variables to engineering problems.

MAE 602. Fluid Dynamics and Aerodynamics. 3 Credits.
Conservation laws for viscous and inviscid flows. Boundary conditions; analytical and numerical solution of viscous flow problems; boundary-layer theory; 2 and 3-dimensional potential flows; applications to airfoils, wings, and internal flows; introduction to turbulence. Prerequisites: MAE 601 or MATH 691.

MAE 603. Advanced Mechanics of Solids. 3 Credits.
Stress, strain, equilibrium for deformable solids; material behavior of elasticity, hyperelasticity, plasticity and viscoelasticity; failure criteria, fracture; thermal effect; energy methods and their applications to bars and beams for static, stability and dynamic problems.

MAE 604. Analytical Dynamics. 3 Credits.

MAE 605. Advanced Classical Thermodynamics. 3 Credits.
Rigorous development of the macroscopic theory of thermodynamics; structural basis for equations of state and general properties of matter; phase and chemical equilibria. Prerequisites: MAE 601 or MATH 691.

MAE 607. Continuum Mechanics. 3 Credits.
Indicial notations and tensor calculus; strain and stress tensors, rate of deformation tensor, Eulerian and Lagrangian descriptions, conservation principles, constitutive formulations for elastic solids and viscous fluids, formulation of fluid mechanics and solid mechanics problems. Simple applications. Pre- or corequisite: MATH 691 or MAE 601.

MAE 608. Applied Mathematics for Engineers. 3 Credits.

MAE 620. Heat Transfer I. 3 Credits.
Aspects of conduction, convection and radiation heat transfer, including governing equations, boundary layer flows, analytical and numerical solutions to one-, two-, and three-dimensional problems. Prerequisites: MAE 602.
MAE 640. Modern Control Theory. 3 Credits.

MAE 667. Cooperative Education in Mechanical and Aerospace Engineering. 1-3 Credits.
Student participation for credit based on academic relevance of the work experience, criteria, and evaluative procedures as formally determined by the department and the Cooperative Education program prior to the semester in which the work experience is to take place. Prerequisites: Approval by Department and Career Development Services.

MAE 668. Internship in Mechanical and Aerospace Engineering. 1-3 Credits.
Academic requirements will be established by the department and will vary with the amount of credit desired. Allows students an opportunity to gain short duration career-related experience. Prerequisites: Approval by Department and Career Development Services.

MAE 669. Practicum in Mechanical and Aerospace Engineering. 1-3 Credits.
Academic requirements will be established by the department and will vary with the amount of credit desired. Allows students an opportunity to gain short duration career-related experience. Student is usually already employed--this is an additional project within the organization. Prerequisites: Approval by Department and Career Development Services.

MAE 672. Design of Experiments. 3 Credits.
This course will focus on formal experiment design. Topics to be discussed will include review of statistics, ANOVA, multiple comparisons, residuals, modal adequacy checking, randomized complete block designs, factorial designs, 2^k factorial and fractional factorial designs, random and mixed effects in factorials, and optimization. The course will also provide an introduction to response surface methods. Laboratory exercises will use designed experiments as applied to aerospace testing, including wind tunnel testing and instrument calibration.

MAE 682. Concurrent Engineering. 3 Credits.
Study of principles of concurrent engineering with emphasis on the design/ manufacture interface for single products; Rapid prototyping projects; Design of injection-molded and stamped parts for cost.

MAE 685. Projects Design and Manufacturing. 3 Credits.
Project(s) course to allow graduate students to complete a practical engineering assignment in design and manufacturing areas. Prerequisites: Permission of the instructor.

MAE 690. Mechanical and Aerospace Engineering Seminar. 1 Credit.
Regular tutorials on recent topics of interest in mechanical and aerospace engineering and engineering mechanics.

MAE 695. Topics in Mechanical and Aerospace Engineering. 3 Credits.
Special topics of interest with emphasis placed on recent developments in mechanical and aerospace engineering or engineering mechanics.

MAE 696. Experimental Research Project. 3 Credits.
An independent laboratory experience in the area of either aerodynamics, structural dynamics or applied automatic control. Results will be reported in a format and quality similar to a technical conference paper.

MAE 697. Independent Study in Mechanical and Aerospace Engineering. 3 Credits.
Individual analytical, computational and/or experimental study in an area selected by the student. Supervised and approved by the advisor.

MAE 698. Master’s Project in Mechanical and Aerospace Engineering. 1-3 Credits.
Individual project, investigation under the direction of the student’s major professor.

MAE 699. Thesis Research in Mechanical and Aerospace Engineering. 1-6 Credits.
Thesis research in mechanical and aerospace engineering or engineering mechanics leading to the Master of Science degree. Prerequisites: instructor approval required.

MAE 706. Real-Time Signals and Systems. 3 Credits.
Introduction to random and harmonic processes, fast Fourier transforms, digital filters, digital signal processing methods, as well as sensors and transducers. Review of the theory and practice of data acquisition. Modeling of linear, lumped and distributed parameter systems. Use of LabVIEW and MATLAB/Simulink for real-time control and dynamic system simulations. Applications to modal analysis, experimental aerodynamics, and real-time control of electro-mechanical systems.

MAE 710. Supersonic Flow. 3 Credits.
This course will examine governing equations for supersonic flow, including full potential equations, small disturbance theory, hodographs, and method of characteristics. It will also serve as an introduction to three-dimensional flows, compressible boundary layer flows, internal flows in nozzles and diffusers, airfoil flows, slender bodies of revolution flows, conical flows, and wing flows. Prerequisites: MAE 514 and MAE 602.

MAE 711. Hypersonic Aerodynamics. 3 Credits.
General consideration of hypersonic flow and similarity principles, hypersonic flow past slender bodies with sharp and blunt leading edges. Hypersonic blunt-body flow. Real gas, viscous and low density effects, and consideration of nonequilibrium phenomena in hypersonic flows. Prerequisites: MAE 710.

MAE 712. Experimental Aerodynamics. 3 Credits.
This course will examine techniques for static and dynamic measurement of pressure, temperature, and velocity. Experiment control and statistical treatment of data will be discussed, as will probe methods, including multi-hole pressure probes and hot-wire anemometers, and non-intrusive methods, including laser Doppler velocimetry and other optical methods. Surface and stream flow visualization and surface measurements will also be covered. Prerequisites: MAE 602 and MAE 710.

MAE 713. Turbulent Flow. 3 Credits.

MAE 714. Aerodynamic Flow Control. 3 Credits.
Introduction and definitions, goals, passive and active control methodologies and techniques. Flow separation control, drag reduction control techniques, flow transition control. Micro-electrical-mechanical systems (MEMS) control, future challenges. Prerequisites: MAE 602 and MAE 710.

MAE 715. Boundary Layer Theory. 3 Credits.
Boundary layer equations; method of matched asymptotic expansions; body oriented coordinates, finite-difference solutions; separations, wake and jet flows; thermal and compressible boundary layers, transformations and finite-difference solutions, unsteady boundary layers. Introduction to hydrodynamic stability and turbulence. Prerequisites: MAE 602.

MAE 716. Computational Fluid Dynamics I. 3 Credits.
This course will cover the following topics: classification of single partial differential equations; finite difference methods; stability analysis, including convergence, consistency, and efficiency; basics of finite volume methods; model equations of hyperbolic, parabolic and elliptic type; and explicit and implicit schemes, central and upwind schemes, and weak solutions of quasi-linear hyperbolic equations. Prerequisites: MAE 601 or MATH 691.

MAE 718. Aerospace Test Facilities. 3 Credits.
A comprehensive examination of aerodynamic test facilities for use in subsonic, transonic, supersonic and hypersonic flow regimes. Aspects of wind tunnel design and operation will be discussed, as will flow quality and wall and support interferences. Advanced concepts including cryogenic wind tunnels, adaptive wall test sections and magnetic suspension will be examined, in addition to dynamic testing. There will be a review of flight test methods, including extraction of aerodynamic parameters from flight test data, a review of engine test facilities, and a review of ground test facilities for space structures and other space systems. Prerequisites: Permission of the instructor.
MAE 720. Heat Transfer II. 3 Credits.
Aspects of conduction, convection and radiation heat transfer, including governing equations, boundary layer flows, analytical and numerical solutions to one-, two- and three-dimensional problems. Prerequisites: MAE 620.

MAE 721. Fundamentals of Combustion. 3 Credits.
Chemical equilibrium in reacting systems, chemical kinetics of single and multi-step chemical reaction systems, conservation equations for multicomponent reacting systems, Shvab-Zeldovich formulation, detonation and deflagration waves, flammability limits; premixed laminar flames, gaseous diffusion flames; application to engine processes. Prerequisites: MAE 602 and MAE 710.

MAE 722. Theory and Design of Turbomachines. 3 Credits.
This course will examine real cycles, fluid motion in turbomachines, the theory of diffusers and nozzles, fluid-rotor energy transfer, radial equilibrium, transonic stages, and combustion chambers. Other types of turbines will also be discussed including axial and centrifugal turbines. Performance and design criteria will also be examined, as well as cavitation and two-phase flows. Prerequisites: MAE 602 and MAE 602.

MAE 723. Nuclear Engineering. 3 Credits.
This course will consider nuclear power plant systems, and will introduce power reactor control kinetic behavior including safety coefficients, accumulative poisons, and temperature control parameters. It will also examine primary and secondary plant as a transient system.

MAE 724. Energy Utilization and Conservation. 3 Credits.
This course provides an overview of the scope of efficient energy utilization in industrial, commercial, transportation, and power generation fields. It introduces power plant waste-heat utilization, district heating, combined gas and steam cycle, organic fluid-bottoming cycle, and total energy concept for residential and commercial buildings. In addition, it also examines system management, on-line computer evaluation, and energy analysis. Prerequisites: Permission of instructor.

MAE 730. Finite Element Analysis. 3 Credits.
This course provides an understanding of the finite element method (FEM) as derived from an integral formulation perspective. It demonstrates the solutions of (1-D and 2-D) continuum mechanics problems such as solid mechanics, fluid mechanics and heat transfer. It also provides insight into the theoretical formulation and numerical implementation of finite element methods.

MAE 731. Mechanics of Composite Structures. 3 Credits.

MAE 733. Nonlinear Aerospace Structures. 3 Credits.
Classical and finite element analysis methods for nonlinear aerospace structures of beams, plates, and shallow shells. Application to problems of large bending deflection, thermal post-buckling, large amplitude free vibration, nonlinear panel flutter, and nonlinear random response. Prerequisites: MAE 633 and MAE 634.

MAE 734. Theory of Vibrations. 3 Credits.
This course will introduce applied modal analysis, modes of vibration of discrete systems, modal coordinates, transfer functions in frequency domain, modes of vibration of continuous systems, and approximate systems response. It will also examine Finite Elements methods and nonlinear vibrations. Applications will be extended to rods, beams, plates and shells. Prerequisites: MAE 504 and MAE 601 or MATH 691.

MAE 735. Experimental Structural Dynamics. 3 Credits.
This course will examine experimental techniques and methods for structural dynamics and modal analysis. It will introduce a variety of instruments including electrodynamic shakers, impact hammers, accelerometers, laser vibrometers, signal analyzers, signal filters, and force transducers. Time and frequency domain data acquisition, assessment, and post-processing will be studied. The development of mathematical models from experimental data will also be conducted. Prerequisites: MAE 634.

MAE 740. Autonomous and Robotic Systems Analysis and Control. 3 Credits.
Kinematics, dynamics and control of complex non-linear electro-mechanical systems, particularly robotic manipulators.

MAE 741. Optimal Control Theory. 3 Credits.
Parameter optimization, optimization problems for dynamic systems with terminal and path constraints; optimal feedback control with and without the presence of uncertainty; nonlinear optimal control system. Prerequisites: MAE 640.

MAE 742. Multibody Dynamics: Theories and Applications. 3 Credits.
Basic theories are presented for formulation of equations of kinematics and dynamics of systems made of interconnected bodies. Topics include constrained motion, principle of virtual work and constrained dynamics. Examples cover robotic motion and biomechanics applications such as human locomotion. Prerequisites: Permission of instructor.

MAE 743. Kinematic Synthesis of Mechanisms. 3 Credits.
Classification of mechanisms; type and number synthesis, application of graph theory, expert systems for synthesis; introduction to dimensional synthesis via path and function generation; finite displacement theory including concept of poles, circlepoint, and centerpoint curves; structural error minimization using Chebychev's approximation; optimization approaches, current applications to robot manipulators, robot hands, space structures, and combustion engines. Prerequisites: Permission of instructor.

MAE 744. Atmospheric Flight Dynamics and Control. 3 Credits.
Principles governing the dynamics and control of vehicles in atmospheric flight. Equations of motion development and solution including inertial/gravitational/aerodynamic/propulsive loads, linear longitudinal and lateral-directional motions, and nonlinear trim and simulation. Flight control system design and analysis incorporating flying quality requirements, linear conventional/contemporary and frequency/time domain techniques for control and guidance functions, validation with nonlinear simulation, gain scheduling. Prerequisites: MAE 403 or MAE 503 and MAE 604.

MAE 745. Space Flight Dynamics and Control. 3 Credits.
Principles governing the dynamics and control of vehicles in space flight. Equations of motion development and solution including inertial/gravitational/aerodynamic/propulsive loads, decoupled translational and attitude motions. Orbital mechanics including elements, initial-value propagation, adjustments/transfers, Lambert boundary-value problem, perturbations, and nonlinear simulation. Attitude dynamics including torque free, gravity moment, axisymmetric/unsymmetric vehicles, and dual spinners. Flight control system design and analysis including impulsive velocities, finite burns, Lambert targeting, linear design using momentum wheels, and nonlinear phase-plane design using thrusters. Prerequisites: MAE 604 and MAE 640.

MAE 746. Advanced Control Methodologies. 3 Credits.
Review of multivariable dynamic math models including state space, transfer function, and matrix fractions. Multivariable design criteria including stability, performance, and robustness. Theory and application of multivariable control design techniques including LQR/LQG/LTTR, H-infinity, Eigenspace Assignment and other advanced methods. Prerequisites: MAE 640.

MAE 747. Aerospace Vehicle Performance. 3 Credits.
This course will study the flight performance of aerospace vehicles, including a review of aerodynamic and propulsion characteristics. Range, flight and maneuver envelopes for vehicles in atmospheric flight will also be examined. It will introduce various methods of design for trajectory optimization, including launch vehicles. An open-ended, design-oriented project will be required. Prerequisites: MAE 602 and MAE 514 or MAE 710.
MAE 748. Flight Control Actuators and Sensors, 3 Credits.
This course will provide an overview of the governing principles and operations of actuator and sensor hardware used in aircraft and spacecraft flight control systems. Hydraulic, electro-hydraulic and electric actuators will be examined, as well as control jets and momentum wheels, accelerometers, and rate gyros. Other topics include air-data systems, inertial navigation systems and satellite navigation systems. The course will also examine dynamic model development, analysis and simulation, nonlinear hardware characteristics, and the influence on closed-loop vehicle behavior. Prerequisites: MAE 503, MAE 538, and MAE 604.

MAE 750. Nanoscale Mechanical and Structural Properties of Materials, 3 Credits.
Elastic and plastic properties of nanoscale materials, strain gradient dislocation plasticity, nanoindentation and nanoindentation creep, thin film mechanical and structural properties, kinetic-based investigations of hardening mechanisms in nanolayer composites.

MAE 751. Fatigue and Fracture, 3 Credits.
Divided into areas of fatigue and fracture; stress-controlled and strain-controlled fatigue; effect of mean stresses, notches, etc.; multiaxial stresses; variable amplitude loading; ductile and brittle fracture; linear elastic fracture mechanics; crack-tip plasticity; fracture testing; applications to fatigue life estimation. Requires permission of the instructor.

MAE 752. Mechanical Behavior of Materials, 3 Credits.
This course will examine the macroscopic behavior of materials with respect to elasticity, plasticity, and viscoelasticity. Other topics include yield criteria, fracture, the influence of high and low temperatures, and corrosion and radiation. Prerequisites: Permission of instructor.

MAE 753. Composite Materials, 3 Credits.
This course will examine reinforcements, matrices, particulate-composites, short-fiber and continuous-fiber reinforced composites. Directionally solidified composites will also be studied, including the prediction of elastic failure properties. Other topics to be covered include design considerations and experimental work. Prerequisites: Permission of the instructor.

MAE 772. Response Surface Methodology, 3 Credits.
An applied course in response surface methodology with aerospace applications. Empirical model building, method of least squares, second order models, model adequacy checking, canonical analysis. Method of steepest ascent, multiple response optimization. Rotatable, cuboidal and small run designs. Design optimality and efficiency metrics, robust design, restrictions on randomization. Laboratory exercises include RSM applied to wind tunnel testing and optimization. Prerequisites: MAE 672.

MAE 780. Engineering Optimization, 3 Credits.
Formulation and solution algorithms for Linear Programming (LP) problems. Unconstrained and constrained nonlinear programming (NLP) problems. Optimum solution for practical engineering systems.

MAE 781. Advanced Design, 3 Credits.
Concepts, principles and procedures related to analysis of stresses and strains in machine components. Consideration of function of parts along with factors such as forces, life required, maximum cost, weight and space restrictions, number of parts to be produced, material selection, kinematics, environmental restrictions. Finite element analysis to illustrate different aspects of stress analysis. Requires permission of the instructor.

MAE 782. Engineering Software for Computer-Aided Analysis and Design, 3 Credits.
Introduction to advanced CAD software for finite element modeling and analysis, multibody dynamic analysis, kinematic analysis and design optimization. MSC/NASTRAN, PATRAN, DADS, GENESIS and other commercially available software will be discussed. Prerequisites: Permission of the instructor.

MAE 783. Robots and Manufacturing Automation, 3 Credits.
This course will introduce the engineering of industrial robots used for manufacturing automation. Topics to be covered include spatial descriptions and transformations of manipulators, manipulator kinematics and inverse kinematics; manipulator velocities; static forces; and dynamics and trajectory generation. Other topics to be covered include design and on-line computer control of the manipulator.

MAE 784. Computer Integrated Manufacturing, 3 Credits.
Study of the design, control, and management of integrated production/manufacturing systems. Topics include modeling of production systems; fundamentals of CAD/CAM; robotics, flexible manufacturing systems, group technology, process planning, concurrent engineering, and shop floor control; CIM architecture and communication. Requires permission of the instructor.

MAE 785. Advanced Manufacturing Technology, 3 Credits.
Treatment of the next generation of manufacturing technology. Topics include additive manufacturing; rapid prototyping; electronic manufacturing; micro and nanofabrication; process simulation; product life cycle management; and sustainable design and manufacturing. Prerequisites: MAE 682 or consent of instructor.

MAE 786. Microfabrication, 3 Credits.

MAE 787. Life Cycle Engineering, 3 Credits.
Study of environmental impacts of engineering products and processes throughout their life cycle. Emphasis on life cycle assessment, recycling, reusing, remanufacturing, and economic considerations. Prerequisites: MAE 682.

MAE 788. Computational Intelligence for Engineering Design Optimization Problems, 3 Credits.
The concepts and algorithms of computational intelligence and their applications to engineering optimization problems will be discussed. The topics to be covered include artificial neural networks, evolutionary optimization and swarm intelligence. Both single and multi-objective optimization problems with continuous and/or discrete variables will be examined as well.

MAE 789. Engineering Design with Uncertainties, 3 Credits.
An introduction to managing uncertainties and risk in strength design of mechanical components, including the study of the theoretical background, computational implementation, and applications of reliability-based methods for engineering analysis and design. Prerequisites: MAE 608.

MAE 790. Computational Fluid Dynamics, 3 Credits.
General consideration of hypersonic flow and similarity principles. Hypersonic blunt-body flow. Real gas, viscous and low density effects, and consideration of nonequilibrium phenomena in hypersonic flows. Prerequisites: MAE 710.
MAE 812. Experimental Aerodynamics. 3 Credits.
This course will examine techniques for static and dynamic measurement of pressure, temperature, and velocity. Experiment control and statistical treatment of data will be discussed, as will probe methods, including multi-hole pressure probes and hot-wire anemometers, and non-intrusive methods, including laser Doppler velocimetry and other optical methods. Surface and stream flow visualization and surface measurements will also be covered. Prerequisites: MAE 602 and MAE 710.

MAE 813. Turbulent Flow. 3 Credits.

MAE 814. Aerodynamic Flow Control. 3 Credits.
Introduction and definitions, goals, passive and active control methodologies and techniques. Flow separation control, drag reduction control techniques, flow transition control. Micro-electrical-mechanical systems (MEMS) control, future challenges. Prerequisites: MAE 602 and MAE 710.

MAE 815. Boundary Layer Theory. 3 Credits.
Boundary layer equations; method of matched asymptotic expansions; body oriented coordinates, finite-difference solutions; separations, wake and jet flows; thermal and compressible boundary layers, transformations and finite-difference solutions, unsteady boundary layers. Introduction to hydrodynamic stability and turbulence. Prerequisites: MAE 602.

MAE 816. Computational Fluid Dynamics I. 3 Credits.
This course will cover the following topics: classification of single partial differential equations; finite difference methods; stability analysis, including convergence, consistency, and efficiency; basics of finite volume methods; model equations of hyperbolic, parabolic and elliptic type; and explicit and implicit schemes, central and upwind schemes, and weak solutions of quasi-linear hyperbolic equations. Prerequisites: MAE 601 or MATH 691.

MAE 818. Aerospace Test Facilities. 3 Credits.
A comprehensive examination of aerodynamic test facilities for use in subsonic, transonic, supersonic and hypersonic flow regimes. Aspects of wind tunnel design and operation will be discussed, as will flow quality and wall and support interferences. Advanced concepts, including cryogenic wind tunnels, adaptive wall test sections and magnetic suspension will be examined, in addition to dynamic testing. There will be a review of flight test methods, including extraction of aerodynamic parameters from flight test data, a review of engine test facilities, and a review of ground test facilities for space structures and other space systems. Prerequisites: Permission of the instructor.

MAE 820. Heat Transfer II. 3 Credits.
Aspects of conduction, convection and radiation heat transfer, including governing equations, boundary layer flows, analytical and numerical solutions to one-, two- and three-dimensional problems. Prerequisites: MAE 620.

MAE 821. Fundamentals of Combustion. 3 Credits.
Chemical equilibrium in reacting systems, chemical kinetics of single and multi-step chemical reaction systems, conservation equations for multicomponent reacting systems; Shvab-Zeldovich formulation, detonation and deflagration waves, flammability limits; premixed laminar flames, gaseous diffusion flames; application to engine processes. Prerequisites: MAE 602 and MAE 710.

MAE 822. Theory and Design of Turbomachines. 3 Credits.
This course will examine real cycles, fluid motion in turbomachines, the theory of diffusers and nozzles, fluid-rotor energy transfer, radial equilibrium, transonic stages, and combustion chambers. Other types of turbines will be discussed including axial and centrifugal turbines. Performance and design criteria will also be examined, as well as cavitation and two-phase flows. Prerequisites: MAE 514 and MAE 602.

MAE 823. Nuclear Engineering. 3 Credits.
This course will consider nuclear power plant systems, and will introduce power reactor control kinetic behavior including safety coefficients, accumulative poisons, and temperature control parameters. It will also examine primary and secondary plant as a transient system.

MAE 824. Energy Utilization and Conservation. 3 Credits.
This course provides an overview of the scope of efficient energy utilization in industrial, commercial, transportation, and power generation fields. It introduces power plant waste-heat utilization, district heating, combined gas and steam cycle, organic fluid-bottoming cycle, and total energy concept for residential and commercial buildings. It also examines system management, on-line computer evaluation, and energy analysis. Prerequisites: Permission of instructor.

MAE 830. Finite Element Analysis. 3 Credits.
This course provides an understanding of the finite element method (FEM) as derived from an integral formulation perspective. It demonstrates the solutions of (1-D and 2-D) continuum mechanics problems such as solid mechanics, fluid mechanics and heat transfer. It also provides insight into the theoretical formulation and numerical implementation of finite element methods.

MAE 831. Mechanics of Composite Structures. 3 Credits.

MAE 833. Nonlinear Aerospace Structures. 3 Credits.
Classical and finite element analysis methods for nonlinear aerospace structures of beams, plates, and shallow shells. Application to problems of large bending deflection, thermal post-buckling, large amplitude free vibration, nonlinear panel flutter, and nonlinear random response. Prerequisites: MAE 633 and MAE 634.

MAE 834. Theory of Vibrations. 3 Credits.
This course will introduce applied modal analysis, modes of vibration of discrete systems, modal coordinates, transfer functions in frequency domain, modes of vibration of continuous systems, and approximate systems response. It will also examine Finite Elements methods and nonlinear vibrations. Applications will be extended to rods, beams, plates and shells. Prerequisites: MAE 504 and MAE 601 or MATH 691.

MAE 835. Experimental Structural Dynamics. 3 Credits.
This course will examine experimental techniques and methods for structural dynamics and modal analysis. It will introduce a variety of instruments, including electrodynamic shakers, impact hammers, accelerometers, laser vibrometers, signal analyzers, signal filters, and force transducers. Time and frequency domain data acquisition, assessment, and post-processing will be studied. The development of mathematical models from experimental data will also be conducted. Prerequisites: MAE 634.

MAE 840. Autonomous and Robotic Systems Analysis and Control. 3 Credits.
Kinematics, dynamics and control of complex non-linear electro-mechanical systems, particularly robotic manipulators.

MAE 841. Optimal Control Theory. 3 Credits.
Parameter optimization, optimization problem for dynamic systems with terminal and path constraints; optimal feedback control with and without the presence of uncertainty; nonlinear optimal control system. Prerequisites: MAE 640.

MAE 842. Computational Methods in Multibody Dynamics. 3 Credits.
Basic theories are presented for formulation of equations of kinematics and dynamics of systems made of interconnected bodies. Topics include constrained motion, principle of virtual work and constrained dynamics. Examples cover robotic motion and biomechanics applications such as human locomotion. Prerequisites: Permission of instructor.
MAE 843. Kinematic Synthesis of Mechanisms. 3 Credits.
Classification of mechanisms; type and number synthesis, application of
graph theory, expert systems for synthesis; introduction to dimensional
synthesis via path and function generation; finite displacement theory
including concept of poles, circlepoint, and centerpoint curves; structural
error minimization using Chebychev's approximation; optimization
approaches, current applications to robot manipulators, robot hands, space
structures, and combustion engines. Prerequisites: Permission of instructor.

MAE 844. Atmospheric Flight Dynamics and Control. 3 Credits.
Principles governing the dynamics and control of vehicles in atmospheric
flight. Equations of motion development and solution including inertial/
gravitational/auxerodynamic/propulsive loads, linear longitudinal and lateral-
directional motions, and nonlinear trim and simulation. Flight control
system design and analysis incorporating flying quality requirements, linear
conventional/contemporary and frequency/time domain techniques for
gain scheduling. Prerequisites: MAE 403 or MAE 503 and MAE 604.

MAE 845. Space Flight Dynamics and Control. 3 Credits.
Principles governing the dynamics and control of vehicles in space
flight. Equations of motion development and solution including inertial/
gravitational/auxerodynamic/propulsive loads, decoupled translational and
attitude motions. Orbital mechanics including elements, initial-value
propagation, adjustments/transfer, Lambert boundary-value problem,
perturbations, and nonlinear simulation. Attitude dynamics including
orbital motion, gyro stability, axisymmetric/unsymmetric vehicles, and dual
spinners. Flight control system design and analysis including impulse
engines, finite burns, Lambert targeting, linear designing/tuning
momentum wheels, and nonlinear phase-plane design using thrusters. Prerequisites: MAE 604 and MAE 640.

MAE 846. Advanced Control Methodologies. 3 Credits.
Review of multivariable dynamic math models including state space,
transfer function, and matrix fractions. Multivariable design criteria
including stability, performance, and robustness. Theory and application
of multivariable control design techniques including LQR/LQG/LTR, H-
inf, Eigenspace Assignment and other advanced methods. Prerequisites: MAE 640.

MAE 847. Aerospace Vehicle Performance. 3 Credits.
This course will study the flight performance of aerospace vehicles,
including a review of aeroelastic and propulsion characteristics. Range,
flight and maneuver envelopes for vehicles in atmospheric flight will
be examined. It will introduce various methods of design for trajectory
optimization, including launch vehicles. An open-ended, design-oriented
project will also be required. Prerequisites: MAE 602 and MAE 514 or MAE 610.

MAE 848. Flight Control Actuators and Sensors. 3 Credits.
This course will provide an overview of the governing principles
and operations of actuator and sensor hardware used in aircraft and
spacecraft flight control systems. Hydraulic, electro-hydraulic and electric
actuators will be examined, as well as control jets and momentum wheels,
accelerometers, and rate gyros. Other topics include air-data systems, inertial
navigation systems and satellite navigation systems. The course will also
examine dynamic model development, analysis and simulation, nonlinear
hardware characteristics, and the influence on closed-loop vehicle behavior.
Prerequisites: MAE 503, MAE 538, and MAE 604.

MAE 850. Nanoscale Mechanical and Structural Properties of
Materials. 3 Credits.
Elastic and plastic properties of nanoscale materials, strain gradient
dislocation plasticity, nanoindentation and nanoindentation creep, thin
film mechanical and structural properties, kinetic-based investigations of
hardening mechanisms in nanolayer composites.

MAE 851. Fatigue and Fracture. 3 Credits.
Divided into areas of fatigue and fracture; stress-controlled and strain-
controlled fatigue; effect of mean stresses, notches, etc.; multiaxial stresses;
variable amplitude loading; ductile and brittle fracture; linear elastic fracture
mechanics; crack-tip plasticity; fracture testing; applications to fatigue life
estimation. Requires permission of the instructor.

MAE 852. Mechanical Behavior of Materials. 3 Credits.
An examination of the macroscopic behavior of materials with respect to
elasticity, plasticity, and viscoelasticity; yield criteria; fracture; influence
of high and low temperatures; and corrosion and radiation. Prerequisites: Permission of instructor.

MAE 853. Composite Materials. 3 Credits.
This course will examine reinforcements, matrices, particulate-composites,
short-fiber and continuous-fiber reinforced composites. Directionally
solidified composites will also be studied, including the prediction of elastic
failure properties. Other topics to be covered include design considerations
and experimental work. Prerequisites: Permission of the instructor.

MAE 872. Response Surface Methodology. 3 Credits.
An applied course in response surface methodology with aerospace
applications. Empirical model building, method of least squares, second
order models, model adequacy checking, canonical analysis. Method of
steady state, multiple response optimization. Rotatable, cuboidal and
small run designs. Design optimality and efficiency metrics, robust design,
restrictions on randomization. Laboratory exercises include RSM applied to
wind tunnel testing and optimization. Prerequisites: MAE 672.

MAE 880. Engineering Optimization. 3 Credits.
Formulation and solution algorithms for Linear Programming (LP)
problems. Unconstrained and constrained nonlinear programming (NLP)
problems. Optimum solution for practical engineering systems.

MAE 881. Advanced Design. 3 Credits.
Concepts, principles and procedures related to analysis of stresses and
strains in machine components. Consideration of function of parts along
with factors such as force, life required, maximum cost, weight and
space restrictions, number of parts to be produced, material selection,
kinematics, environmental restrictions. Finite element analysis to illustrate
different aspects of stress analysis. Requires permission of the instructor.

MAE 882. Engineering Software for Computer-Aided Analysis and
Design. 3 Credits.
An introduction to advanced CAD software for finite element modeling
and analysis, multibody dynamic analysis, kinematic analysis, and design
optimization. MSC/NASTRAN, PATRAN, DADS, GENESIS and other
commercially available software will be discussed. Prerequisites: Permission of the instructor.

MAE 883. Robots and Manufacturing Automation. 3 Credits.
This course will introduce the engineering of industrial robots used for
manufacturing automation. Topics to be covered include spatial descriptions
and transformations of manipulators, manipulator kinematics and inverse
kinematics; manipulator velocities; static forces; and dynamics and
trajectory generation. Other topics to be covered include design and on-line
computer control of the manipulator.

MAE 884. Computer Integrated Manufacturing. 3 Credits.
Study of the design, control, and management of integrated production/
manufacturing systems. Topics include modeling of production systems;
fundamentals of CAD/CAM; robotics, flexible manufacturing systems,
group technology, process planning, concurrent engineering, and shop floor
control; CIM architecture and communication. Requires permission of the instructor.

MAE 885. Advanced Manufacturing Technology. 3 Credits.
Treatment of the next generation of manufacturing technology. Topics
include additive manufacturing; rapid prototyping; electronic manufacturing;
metal and nanofabrication; process simulation; product life cycle
management; and sustainable design and manufacturing. Prerequisites: MAE 682 or consent of instructor.

MAE 886. Microfabrication. 3 Credits.
Basic principles and hands-on experience of microfabrication technology.
Design, fabrication and test of standard microfluidic components. Plastic-
based microstructures using CNC/laser machining process. Photolithography
technique to selectively remove parts of a thin film. Soft lithography
technique to fabricate PDMS-based microstructures.
MAE 887. Life Cycle Engineering. 3 Credits.
Study of environmental impacts of engineering products and processes throughout their life cycle. Emphasis on life cycle assessment, recycling, reusing, remanufacturing, and economic considerations. Prerequisites: MAE 682.

MAE 888. Computational Intelligence for Engineering Design Optimization Problems. 3 Credits.
A examination of the concepts and algorithms of computational intelligence and their applications to engineering optimization problems. The topics to be covered include artificial neural networks, evolutionary optimization, and swarm intelligence. Both single and multi-objective optimization problems with continuous and/or discrete variables will also be discussed.

MAE 889. Engineering Design with Uncertainties. 3 Credits.
An introduction to managing uncertainties and risk in strength design of mechanical components, including the study of theoretical background, computational implementation, and applications of reliability-based methods for engineering analysis and design. Prerequisites: MAE 608.

MAE 895. Topics in Mechanical and Aerospace Engineering. 3 Credits.
Selected topics in mechanical and aerospace engineering or engineering mechanics.

MAE 897. Independent Study in Mechanical and Aerospace Engineering. 3 Credits.
Individual analytical, computational and/or experimental study in an area selected by the student. Supervised and approved by the advisor.

MAE 899. PhD Dissertation Research in Mechanical and Aerospace Engineering. 1-9 Credits.
Based on the Ph.D candidate's dissertation research in mechanical and aerospace engineering topics under the direction of the candidate's advisor. Prerequisites: Instructor approval required.

MAE 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

MAE 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

MAPD - Math Pedagogy

MATH PEDAGOGY Courses

MAPD 601. Number and Operations for PK-8 Mathematics Specialists. 3 Credits.
This course will meet the requirements of students in the Master of Science in Education: PK-8 Mathematics Specialist Endorsement Program, and cannot be used for credit toward any degree offered by the Department of Mathematics and Statistics. The course introduces students to a number of topics in PK-8 mathematics and related pedagogical methods. Following a "concrete-to-abstract" developmental learning approach, students will explore the mathematical concepts of measurement and geometry in grades PK-8. Emphasis will be placed upon measurement and geometry content knowledge as well as the pedagogical knowledge specific to mathematics teaching and learning. Students will also learn to use appropriate technology.

MAPD 602. Geometry and Measurement for PK-8 Mathematics Specialists. 3 Credits.
This course will meet the requirements of students in the Master of Science in Education: PK-8 Mathematics Specialist Endorsement Program, and cannot be used for credit toward any degree offered by the Department of Mathematics and Statistics. The course introduces students to a number of topics in PK-8 mathematics and related pedagogical methods. Following a "concrete-to-abstract" developmental learning approach, students will explore the mathematical concepts of measurement and geometry in grades PK-8. Emphasis will be placed upon measurement and geometry content knowledge as well as the pedagogical knowledge specific to mathematics teaching and learning. Students will also learn to use appropriate technology.

MAPD 603. Rational Numbers and Proportional Reasoning for PK-8 Mathematics Specialists. 3 Credits.
This course will meet the requirements of students in the Master of Science in Education: PK-8 Mathematics Specialist Endorsement Program, and cannot be used for credit toward any degree offered by the Department of Mathematics and Statistics. The course introduces students to a number of topics in PK-8 mathematics and related pedagogical methods. It is designed to engage participants in constructing relational understanding between theoretical development of mathematics and students' learning of mathematics in the content strands of rational numbers and proportional reasoning. Students will learn how to select and use manipulatives to connect the concrete phase of mathematical learning to the abstract, symbolic phase. Various technologies will be integrated throughout the course as tools to enhance teaching and student understanding.

MAPD 604. Probability and Statistics for PK-8 Mathematics Specialists. 3 Credits.
This course will meet the requirements of students in the Master of Science in Education: PK-8 Mathematics Specialist Endorsement Program, and cannot be used for credit toward any degree offered by the Department of Mathematics and Statistics. The course introduces students to a number of topics in PK-8 mathematics and related pedagogical methods. It will focus on the content and processes that support the PK-8 students' learning of probability and statistics. Instruction will cover data collection, display, and analysis as well as the development of a fundamental understanding of probabilistic structures. These structures will be related to real world problem solving and hands-on activities. Technology will be integrated throughout the course to illustrate mathematical concepts, facilitate students exploration, and to make and test hypotheses.

MAPD 605. Algebra and Functions for PK-8 Mathematics Specialists. 3 Credits.
This course will meet the requirements of students in the Master of Science in Education: PK-8 Mathematics Specialist Endorsement Program, and cannot be used for credit toward any degree offered by the Department of Mathematics and Statistics. The course introduces students to a number of topics in PK-8 mathematics and related pedagogical methods. It will focus on topics that are encountered by middle and high school students as they move from the particular and concrete thinking of school arithmetic to the abstract thinking associated with algebra. The main themes covered include algebraic reasoning, generalization, and justification together with patterns and functions. Various technologies will be integrated within the course content and used as tools to enhance students' understanding of the concepts of algebra.

MATH - Mathematical Sciences

MATHEMATICAL SCIENCES Courses

MATH 500. History of Mathematics. 3 Credits.
This course considers some of the major events in the development of mathematics from ancient times through the seventeenth century, including the discovery of incommensurability, the origins of the axiomatic method, trigonometry, solution of equations, calculation of areas and volumes, analytic geometry, probability, and calculus. Students will be graded on tests which consist mostly of problems typical of the periods considered.
MATH 501. Partial Differential Equations. 3 Credits.
Not available to students with credit in MATH 691. Separation of variable techniques, Sturm-Liouville systems, generalized Fourier series, orthogonal functions of the trigonometric, Legendre and Bessel type boundary value problems associated with the wave equation and the heat conduction equation in various coordinate systems, applications to physics and engineering.

MATH 504. Fundamental Concepts of Geometry. 3 Credits.
Fundamentals of Euclidean and non-Euclidean geometry. Alternatives to Euclidean geometry are examined using a variety of mathematical techniques. Special topics such as "Taxicab" geometry, the hyperbolic plane, the art of M.C. Escher, and the mathematics of maps may be included.

MATH 506. Number Theory and Discrete Mathematics. 3 Credits.
A survey course. Topics include the prime number theorem, congruences, Diophantine equations, continued fractions, quadratic reciprocity, combinatorics, logic, graphs, trees, algorithms, coding and linear programming.

MATH 508. Applied Numerical Methods I. 3 Credits.
An introduction to the numerical methods commonly used by scientists and engineers. Topics include solutions of equations of one variable, direct methods for solving linear systems, matrix factorization, stability analysis, iterative techniques, polynomial interpolation, numerical differentiation and integration, approximation theory, and initial and boundary value problems for ordinary differential equations.

MATH 509. Applied Numerical Methods II. 3 Credits.
Topics include least squares problems, the QR factorization, the conjugate gradient method, Householder transformation and the QR method for approximating eigenvalues and singular values of a matrix. For applications, the finite difference method and the finite element method for solving partial differential equations, trigonometric interpolation and FFT as well as introductory study of optimization are discussed. Prerequisites: A grade of C or better in MATH 508.

MATH 517. Intermediate Real Analysis I. 3 Credits.
A rigorous course in classical real analysis. Topics include the topology of Euclidean n-space, properties of vector valued functions of several variables such as limits, continuity, differentiability and integrability, pointwise and uniform convergence of sequences and series of functions; Fourier series.

MATH 518. Intermediate Real Analysis II. 3 Credits.
A rigorous course in classical real analysis. Topics include the topology of Euclidean n-space, properties of vector valued functions of several variables such as limits, continuity, differentiability and integrability, pointwise and uniform convergence of sequences and series of functions; Fourier series. Prerequisite: A grade of C or better in MATH 517.

MATH 520. Applied Mathematics I: Biomathematics. 3 Credits.
An introduction to current developments in the mathematical investigation of biological problems. Topics include scaling systems of differential equations, stability, perturbation methods, bifurcation phenomena and wave propagation. Applications are chosen from interacting populations, transport and reaction diffusion kinetics, transmission of nerve impulses, and cardiovascular modeling.

MATH 521. Applied Mathematics II: Mathematical Modeling. 3 Credits.
A one semester course in formulating, evaluating and validating mathematical models of physical phenomena. Models of traffic flow, mechanical vibrations, combustion, quantum mechanics, wave propagation or other fields of applied mathematics will be examined. Techniques learned in previous courses are used to simplify, analyze and solve these models. New methods introduced include phase-plane analysis, characteristics, calculus of variations and perturbation methods.

MATH 522. Applied Complex Variables. 3 Credits.
Not available to students with credit in MATH 692. Topics include complex numbers, analytical functions and their properties, derivatives, integrals, series representations, residues and conformal mappings. Applications of the calculus of residues and mapping techniques to the solution of boundary value problems in physics and engineering.

MATH 527. Applied Mathematics III: Elasticity. 3 Credits.
An introduction to the mathematical theory of linear and non-linear elastic continua. Topics include vectors, tensors, deformation, stress, nonlinear constitutive theory, exact solutions, infinitesimal theory, antiplane strain, plane strain, plane stress, extension, torsion, bending and elastic wave propagation.

MATH 528. Applied Mathematics IV: Fluid Mechanics. 3 Credits.
A mathematical investigation of the differential equations governing fluid flow with an emphasis on steady state incompressible flows. The Navier-Stokes equations are derived and some exact solutions are presented including the potential flow solutions. Topics therefore include classical ideal fluid flow and its complex variable representation, various approximations to the Navier-Stokes equations, boundary layer theory, and also surface and internal gravity wave motion, aspects of hydrodynamic stability theory and convection. Other topics may be introduced by the instructor. Corequisite: MATH 501.

MATH 557. Mathematics in Nature. 3 Credits.
A calculus and differential equations based description of many patterns observable in the natural world including wave motion in the air, oceans, rivers, and puddles; rainbows, halos and other meteorological phenomena; arrangement of leaves, petals and branches; height of trees; river meanders; animal and insect markings; mudcracks; spider webs; and others. Partial differential equations will be discussed as needed but a knowledge of ordinary differential equations will be assumed.

MATH 596. Topics in Mathematics. 1-3 Credits.
Study of selected topics. Prerequisite: permission of the instructor.

MATH 598. Tutorial Work in Special Topics in Mathematics. 1-3 Credits.
Independent study under the direction of an instructor including library research and reports. Prerequisite: permission of the instructor.

MATH 605. Complex Variables I. 3 Credits.
An advanced course in complex analysis. Prerequisites: MATH 501, MATH 518 and MATH 522.

MATH 615. Advanced Calculus for Teachers. 3 Credits.
An introduction to real analysis. Topics include the field and order axioms, completeness of the real line, theory of sequences, limits of function, continuity, differentiability, sequences and series of functions, uniform convergence. Prerequisites: MATH 212.

MATH 617. Measure and Integration. 3 Credits.
An introduction to measure theory and integration theory with special emphasis on Lebesgue measure and the Lebesgue integral including Fatou’s Lemma, the Monotone Convergence Theorem and the Dominated Convergence Theorem. Prerequisite: MATH 518.

MATH 618. Applied Functional Analysis. 3 Credits.
Topics include orthogonal projections to subspaces, duality, the Hahn-Banach theorem and the Banach-Steinhaus theorem, L_2 spaces and convolution operators, fixed point theory, construction of Hilbert spaces, approximation procedures in Hilbert spaces, and spectral theory. Prerequisites: MATH 617.

MATH 620. Optimization Techniques. 3 Credits.
Theory and computational algorithms for the optimization of constrained and unconstrained problems. Topics include linear and nonlinear systems of equations, location of the maximum of a constrained nonlinear function. Applications to problems in economics, operations research and systems theory. Prerequisites: MATH 312 and MATH 316.

MATH 622. Numerical Solutions to Differential Equations. 3 Credits.
An in-depth study of the numerical solution to ordinary and partial differential equations. Topics include linear multi-step methods, Runge-Kutta methods, stiff differential equations, collocation methods, and strong and weak stability analysis for ODEs. For PDEs, finite difference methods are examined. Prerequisites: MATH 509.
MATH 632. Master’s Project. 3 Credits.
Under the guidance of a faculty member in the Department of Mathematics and Statistics, the student will undertake a significant data analysis problem in a scientific setting outside the department. A written report and/or public presentation of results will be required. Prerequisite: permission of graduate program director.

MATH 637. Tensor Calculus and Differential Geometry. 3 Credits.
Topics include metric spaces, bilinear and quadratic forms, tensors, point manifolds, theory of curves, geodesic differentiation, theory of surfaces, curvature of general manifolds, integrability. Prerequisites: MATH 517.

MATH 638. Mathematical Theories of Continua. 3 Credits.
Topics include deformation, motion, stress, conservation laws, and constitutive theories. Prerequisites: MATH 501 and MATH 637.

MATH 691. Engineering Analysis I. 3 Credits.
Not available to students with credit in MATH 501. Separation of variable techniques, Sturm-Liouville systems, generalized Fourier series, orthogonal functions of the trigonometric, Legendre and Bessel type, boundary value problems associated with the wave equation and the heat conduction equation in various coordinate systems, applications to physics and engineering.

MATH 692. Engineering Analysis II. 3 Credits.
Not available to students with credit in MATH 522. Topics include complex numbers, analytical functions and their properties, derivatives, integrals, series representations, residues and conformal mappings. Applications of the calculus of residues and mapping techniques to the solution of boundary value problems in physics and engineering. Prerequisites: MATH 312.

MATH 693. Engineering Analysis III. 3 Credits.
Advanced topics in the theory and application of ordinary differential equations, distributions, Green's functions, classification of partial differential equations, initial-value problems, eigenfunction expansions for boundary-value problems, selected special functions, singular perturbation theory for differential equations. Prerequisites: MATH 501 or MATH 691.

MATH 695. Seminar in Mathematics. 1-3 Credits.
Seminar in advanced topics. Prerequisites: permission of the instructor.

MATH 696. Topics in Mathematics. 1-3 Credits.
Advanced study of selected topics. Prerequisites: permission of the instructor.

MATH 697. Topics in Mathematics. 1-3 Credits.
Advanced study of selected topics.

MATH 698. Research. 3 Credits.

MATH 699. Thesis. 3 Credits.

MATH 702. Integral Equations. 3 Credits.

MATH 705. Numerical Linear Algebra. 3 Credits.
Topics include orthogonal vectors and matrices, norms, singular value decomposition, QR factorization, Gram-Schmidt orthogonalization, least squares problems, condition numbers, stability of backward substitution, stability of least squares algorithm, reduction to Hessenberg or tridiagonal form, and the QR algorithm. Prerequisites: MATH 509.

MATH 720. Advanced Applied Functional Analysis. 3 Credits.
In the first half of this course, several concepts in the classical functional analysis are studied. Topics include Banach Spaces, the dual spaces, the Baire category theorem, the adjoint operator, weak convergence, spectral theory and compact operators. In the second half, at the instructor's discretion, special topics are studied. Possible topics include ill-posed problems, inverse scattering theory, the regular Sturm-Liouville problem and the Dirichlet problem for Laplace's equation. Prerequisites: MATH 617 and MATH 618.

MATH 721. Advanced Applied Numerical Methods I. 3 Credits.
Numerical solutions of partial differential equations and integral equations. For PDEs, the finite difference method, the finite element method and the boundary element method are studied. A priori and a posteriori error estimates are examined. For integral equations, topics include Galerkin methods, collocation methods, and the Petrov-Galerkin method. Prerequisites: MATH 501, MATH 508 and MATH 509.

MATH 722. Advanced Applied Numerical Methods II. 3 Credits.
Numerical solutions of partial differential equations and integral equations. For PDEs, the finite difference method, the finite element method and the boundary element method are studied. A priori and a posteriori error estimates are examined. For integral equations, topics include Galerkin methods, collocation methods, and the Petrov-Galerkin method. Prerequisites: MATH 501, MATH 508 and MATH 509.

MATH 725. Computational Fluid Dynamics. 3 Credits.
An introduction to the theory of finite volume methods for scalar and vector conservation laws and the Euler and Navier-Stokes equations. Topics include weak solutions, characteristics, Rankine-Hugoniot conditions, energy and entropy inequalities, Riemann solvers, and numerical methods for compressible and incompressible flows including Muscl and total variation diminishing (TVD) schemes. Prerequisites: MATH 501, MATH 508 and MATH 509.

MATH 745. Transform Methods. 3 Credits.
Use of integral transforms for students of applied mathematics, physics and engineering. Integral transforms studied are Laplace, Fourier, Hankel, finite Z-transforms and other special transforms. Prerequisites: MATH 691 and MATH 692.

MATH 750. Calculus of Variations. 3 Credits.
Maximum and minimum techniques in calculus and dynamic programming. Derivation of Euler-Lagrange equations for a variety of conditions, formulation of extremum problems with side conditions for ordinary and partial differential equations. Application to dynamics, elasticity, heat and mass transfer, energy principles and finite element techniques. Prerequisites: MATH 691 and MATH 692.

MATH 755. Introduction to Kinetic Theory and Mesoscopic Methods for Computational Mechanics I. 3 Credits.
The goal of this course is to provide an introduction to kinetic theory and nonequilibrium statistical mechanics, which bridges the microscopic theories and the macroscopic continuum theories of flows. Topics include the molecular dynamics of N particles, Hamiltonian equation, Liouville equation, Boltzmann equation, binary collision, linearized collision operator and its eigen theory, the H-theorem and irreversibility, calculation of the transport coefficients. Prerequisites: MATH 501 or MATH 691 or permission of the instructor.

MATH 756. Introduction to Kinetic Theory and Mesoscopic Methods for Computational Mechanics II. 3 Credits.
This is the second part of the study of the interaction between kinetic theory and nonequilibrium statistical mechanics. Models of Boltzmann equation and numerical techniques for hydrodynamic equations (Euler and Navier-Stokes equations) and the Boltzmann equation are studied. Topics include Non-normal and moment method, Maxwell's moment method, BGK model equation, gas mixtures and transport phenomena in mixtures, the Wang-Chang-Uhlenbeck equation, Enskog equation for dense gases, the lattice Boltzmann equation for incompressible flows, the gas-kinetic scheme for compressible flows and the Direct Simulation Monte Carlo (DSMC) method. Prerequisites: MATH 755/MATH 855.

MATH 771. Scientific Computing in Applied Mathematics. 3 Credits.
Numerical methods for algebraic systems, partial differential equations, integral equations, optimization, Monte Carlo method, and statistics, with emphasis on computational performance using modern programming languages such as Fortran 90 or C/C++ and modern computer architecture. Basic techniques of parallel computing using MPI (Message Passing Interface), openMP, or other distributed/multicore computing platforms. Common tools in scientific computing, such as Unix shell commands, debuggers, version control systems, scientific libraries, graphics and visualization, will also be introduced. Prerequisites: MATH 501, MATH 508 and MATH 509.
MATH 795. Seminar in Mathematics. 1-3 Credits.
Seminar in advanced topics. Prerequisites: permission of the instructor.

MATH 796. Topics in Mathematics. 1-3 Credits.
Advanced study of selected topics. Prerequisites: permission of the instructor.

MATH 797. Topics in Mathematics. 1-3 Credits.
Advanced study of selected topics. Prerequisites: permission of instructor.

MATH 801. Asymptotic and Perturbation Methods. 3 Credits.
Asymptotic and perturbation methods are developed and used to solve linear and nonlinear differential equations. Included are analyses of Duffing's Equation, Van der Pol's Equation, and Mathieu's Equation. Singular perturbation theory and the Method of Matched Asymptotic Expansions are used to solve equations with boundary layer type solutions. Asymptotic expansions of integrals using Laplace's Method, Method of Steepest Descent and Method of Stationary Phase are developed. Applications from all areas of applied mathematics are given. Prerequisites: MATH 693.

MATH 802. Integral Equations. 3 Credits.

MATH 803. Advanced Applied Mathematics I. 3 Credits.
Advanced techniques of mathematics applied to specific topics of physical interest. Examples could include high activation energy asymptotics applied to combustion, singular integral equations applied to fracture mechanics, or bifurcation theory applied to non-linear phenomena such as transition to turbulence, phase transitions and hydrodynamic stability. Prerequisites: MATH 702.

MATH 804. Advanced Applied Mathematics II. 3 Credits.
Advanced techniques of mathematics applied to specific topics of physical interest. Examples could include high activation energy asymptotics applied to combustion, singular integral equations applied to fracture mechanics, or bifurcation theory applied to non-linear phenomena such as transition to turbulence, phase transitions and hydrodynamic stability. Prerequisites: MATH 702.

MATH 805. Numerical Linear Algebra. 3 Credits.
Topics include orthogonal vectors and matrices, norms, singular value decomposition, QR factorization, Gram-Schmidt orthogonalization, least squares problems, condition numbers, stability of backward substitution, stability of least squares algorithm, reduction to Hessenberg or tridiagonal form, and the QR algorithm. Prerequisites: MATH 509.

MATH 817. Mathematical Analysis III. 3 Credits.
Topics in mathematical analysis. Measure and integration; classical Banach spaces; operators on linear spaces; Fourier series and integrals. Prerequisites: MATH 617 and MATH 618.

MATH 820. Advanced Applied Functional Analysis. 3 Credits.
In the first half of this course, several concepts in the classical functional analysis are studied. Topics include Banach Spaces, the dual spaces, the Baire category theorem, the adjoint operator, weak convergence, spectral theory and compact operators. In the second half, at the instructor's discretion, special topics are studied. Possible topics include ill-posed problems, inverse scattering theory, the regular Sturm-Liouville problem and the Dirichlet problem for Laplace's equation. Prerequisites: MATH 617 and MATH 618.

MATH 821. Advanced Applied Numerical Methods I. 3 Credits.
Numerical solutions of partial differential equations and integral equations. For PDEs, the finite difference method, the finite element method and the boundary element method are studied. A priori and a posteriori error estimates are examined. For integral equations, topics include Galerkin methods, collocation methods, and the Petrov-Galerkin method. Prerequisites: MATH 501, MATH 508 and MATH 509.

MATH 822. Advanced Applied Numerical Methods II. 3 Credits.
Numerical solutions of partial differential equations and integral equations. For PDEs, the finite difference method, the finite element method and the boundary element method are studied. A priori and a posteriori error estimates are examined. For integral equations, topics include Galerkin methods, collocation methods, and the Petrov-Galerkin method. Prerequisites: MATH 821.

MATH 823. Approximation and Optimization I. 3 Credits.
Introductory and advanced topics representing current research in approximation and optimization techniques for various application problems. Topics include recent developments in algorithms, their analysis, and applications such as data fitting and pattern separation. Prerequisites: permission of the graduate program director.

MATH 825. Computational Fluid Dynamics. 3 Credits.
An introduction to the theory of finite volume methods for scalar and vector conservation laws and the Euler and Navier-Stokes equations. Topics include weak solutions, characteristics, Rankine-Hugoniot conditions, energy and entropy inequalities, Riemann solvers, and numerical methods for compressible and incompressible flows including MUSCL and total variation diminishing (TVD) schemes. Prerequisites: MATH 501, MATH 508 and MATH 509.

MATH 845. Transform Methods. 3 Credits.
Use of integral transforms for students of applied mathematics, physics and engineering. Integral transforms studied are Laplace, Fourier, Hankel, finite Z-transforms and other special transforms. Prerequisites: MATH 691 and MATH 692.

MATH 850. Calculus of Variations. 3 Credits.
Maximum and minimum techniques in calculus and dynamic programming. Derivation of Euler-Lagrange equations for a variety of conditions, formulation of extremum problems with side conditions for ordinary and partial differential equations. Application to dynamics, elasticity, heat and mass transfer, energy principles and finite element techniques. Prerequisites: MATH 691 and MATH 692.

MATH 855. Introduction to Kinetic Theory and Mesoscopic Methods for Computational Mechanics I. 3 Credits.
The goal of this course is to provide an introduction to kinetic theory and nonequilibrium statistical mechanics, which bridges the microscopic theories and the macroscopic continuum theories of flows. Topics include the molecular dynamics of N particles, Hamiltonian equation, Liouville equation, Boltzmann equation, binary collision, linearized collision operator and its eigen theory, the H-theorem and irreversibility, calculation of the transport coefficients. Prerequisites: MATH 501 or MATH 691 or permission of the instructor.

MATH 856. Introduction to Kinetic Theory and Mesoscopic Methods for Computational Mechanics II. 3 Credits.
This is the second part of the study of the interaction between kinetic theory and nonequilibrium statistical mechanics. Models of Boltzmann equation and numerical techniques for hydrodynamic equations (Euler and Navier-Stokes equations) and the Boltzmann equation are studied. Topics include Non-normal and moment method, Maxwell's moment method, BGK model equation, gas mixtures and transport phenomena in mixtures, the Wang-Chang-Uhlenbeck equation, Enskog equation for dense gases, the lattice Boltzmann equation for incompressible flows, the gas-kinetic scheme for compressible flows and the Direct Simulation Monte Carlo (DSMC) method. Prerequisites: MATH 755/MATH 855.

MATH 871. Scientific Computing in Applied Mathematics. 3 Credits.
Numerical methods for algebraic systems, partial differential equations, integral equations, optimization, Monte Carlo method, and statistics, with emphasis on computational performance using modern programming languages such as Fortran 90 or C/C++ and modern computer architecture. Basic techniques of parallel computing using MPI (Message Passing Interface), openMP, or other distributed/multicore computing platforms. Common tools in scientific computing, such as Unix shell commands, debuggers, version control systems, scientific libraries, graphics and visualization, will also be introduced. Prerequisites: MATH 501, MATH 508 and MATH 509.
MATH 895. Seminar in Mathematics. 1-3 Credits.
Seminar in advanced topics. Prerequisite: permission of the instructor.

MATH 896. Topics in Mathematics. 1-3 Credits.
Advanced study of selected topics. Prerequisite: permission of the instructor.

MATH 897. Topics in Mathematics. 1-3 Credits.
Advanced study of selected topics.

MATH 898. Research. 1-9 Credits.

MATH 899. Dissertation. 1-9 Credits.

MATH 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

MBA - Master of Business Administration

MASTER OF BUSINESS ADMIN Courses

MBA 600. Introduction to Statistics. 1 Credit.
Introductory course in statistics for newly admitted non-business majors in the MBA Program. Prerequisites: Admission to the MBA Program.

MBA 601. Introduction to Managerial Economics. 1 Credit.
Introductory course in microeconomics for newly admitted non-business majors in the MBA Program. Prerequisite: Admission to the MBA Program. Pre- or corequisite: MBA 600.

MBA 602. Introduction to Finance. 1 Credit.
Introductory course in finance for newly admitted non-business majors in the MBA Program. Prerequisite: Admission to the MBA Program. Pre- or corequisite: MBA 603.

MBA 603. Introduction to Accounting. 1 Credit.
Introductory course in accounting for newly admitted non-business majors in the MBA Program. Prerequisite: Admission to the MBA Program.

MBA 604. Introduction to Information Management. 1 Credit.
Introductory course in information management for newly admitted non-business majors in the MBA Program. Prerequisite: Admission to the MBA Program.

MBA 620. New Venture Creation. 3 Credits.
This course will immerse students in the process of conceiving, developing, launching, and running a business. Students will experience the earliest stages of forming a business and learn the mechanisms and factors that lead to successful new ventures. This course will prepare students to intensively create, intelligently evaluate and insightfully manage new ventures. Prerequisites: admission to the MBA program.

MBA 621. Effective Business Writing. 1 Credit.
This course is designed to provide an understanding of communications in the management setting. Objectives include improvement of writing skills by understanding major grammar and mechanics errors, understanding the importance of audience, tone and style in professional writing and learning effective letter and memo formats used in professional writing.

MBA 622. Business Plan Development. 1 Credit.
This course is designed to provide an integration of skills needed to develop an effective business plan. Lectures plus students will be assigned clients at the discretion of the instructor. Some students may bring their own projects.

MBA 623. Essential Business Communication Skills. 1 Credit.
This course will introduce students to concepts and discussion of major communication issues that occur in the workplace and will help students to develop skills to deal with communication issues. Course skills would include how to listen effectively, understand nonverbal cues, manage conflict, and communicate non-defensively.

MBA 627. Corporate Compliance. 1 Credit.
This course examines the practical application of business ethics and compliance in the current business environment and the important role that it should play in the decision making process. Topics will include the evolution of business ethics and compliance as a risk mitigation tool, stakeholder expectations, and the structure of corporate compliance programs.

MBA 631. Negotiation. 1 Credit.
Designed to introduce the student to the concept of negotiation; to examine different types of negotiations, strategies and tactics; and to begin developing negotiating skills. Through lectures, class discussions, reading and practical exercises, the student will be introduced to the concepts and structures of different types of negotiations; achieve an understanding of some basic principles of conducting and participating in successful negotiations; and gain experience from participation in negotiation exercises.

MBA 633. Creative Thinking in Business Decisions. 1 Credit.
Develops understanding and skills in applying a complete process of creative and critical thinking, problem solving and decision making in real world business situations. Uses a disciplined process of thinking, emphasizing both divergence and convergence. Emphasis on the concept of process awareness as distinct from content involvement. Individuals will be better equipped to help their organizations, teams, and selves be more effective, adaptable and flexible in the short and long run.

MBA 634. Communicating with Stakeholders. 1 Credit.
This course is designed to introduce students to the various stakeholders with special focus on larger corporations. The course will discuss tools of communication with stockholders, customers, employees, mass media, and the public at large. It will address how communications, used effectively, can help improve the accountability demanded of today's companies.

MBA 635. Six Sigma. 1 Credit.
Introduction to Six Sigma and its practices. Students will earn Yellow Belt status.

MBA 637. Basics of Business Valuation. 1 Credit.
The course will provide an overview of the practice of the valuation of closely held companies. It will assume a familiarity with basic accounting and finance theory. The course will be an overview of the valuation process covering the reasons for valuation, the data gathering and analysis process, the use of the asset, market and income methods and a focus on some of the key controversial areas of valuation. Prerequisites: FIN 605 or FIN 613.

MBA 638. Spreadsheet Modeling. 1 Credit.
This course introduces students to the use of spreadsheet modeling to analyze and make business decisions. Course topics include spreadsheet design, data analysis for modeling, and Monte Carlo simulation. The course is web-based providing tremendous flexibility for the students. Students will need some proficiency with Excel and must have access to Excel 2007 or higher.

MBA 639. HR Perspective to Professional Development. 1 Credit.
A human resources manager view on the individual professional development process. Topics to be covered include individual self-evaluation paired against corporate mission to develop one's professional path. Tools used and skills developed to get down that path to include resume / portfolio development, mentor / coach skill development through network development, appropriate communications, interviewing, and personal marketing. Students will wrap up the course by reviewing the iterative performance assessment process of evaluating, communicating, and reassessing executed plans to develop next step plans.
MBA 640. Global Entrepreneurship. 1 Credit.
One of the greatest shifts of the 21st century has been the focus on competing at a global scale. The internationalization strategies are led by entrepreneurs and innovators who open new markets, launch breakthrough technologies that impact the world, and -- along the way -- improve humanity. This course investigates the global scale and scope of innovation in companies large and small. It provides a contemporary view of the process of innovation and practice tools with which to tackle change in organizations, markets, communities, and countries. Prerequisites: ECON 604, ECON 612 or ECON 607 and ECON 618, ACCT 601 or ACCT 609 and ACCT 611, MGMT 602 or MGMT 605 and MGMT 612, and MKTG 603 or MKTH 608 and MKTG 617.

MBA 641. Investing in the Stock Market Using the Power of Bloomberg. 1 Credit.
This course is designed to provide M.B.A. students with practical knowledge of the Stock Market while learning how to utilize both long term investment strategies as well as short term trading strategies to reap profits. Bloomberg terminals will be used to analyze the stock market from both a “top-down,” country and industry-wide perspective as well as a “bottoms-up” individual company perspective. The course will examine the specific strategies from ten of Wall Street’s greatest investment “gurus” (including Warren Buffett and Peter Lynch) while utilizing the power of Bloomberg terminals to implement those strategies. Students will also learn how to filter and take advantage of news stories to reap profits on specific stocks. Students will become Bloomberg Certified to improve their employment prospects. Prerequisites: admission to the MBA program.

MBA 642. Entrepreneurial Insights. 1 Credit.
This course examines the mind and heart of the entrepreneur, using interviews with seven CEOs. It is designed to develop insights into the thinking and personalities of entrepreneurial managers. Students are also given an opportunity to examine their own entrepreneurial aptitude. Prerequisites: Admission to the MBA program.

MBA 643. Managing Public-Private Partnerships. 1 Credit.
An in-depth analysis of the forces behind the privatization movement. The course will examine the context of privatization, the theoretical and empirical arguments on both sides of the debate, the different forms of privatization practiced in the U.S., and the management of public-private partnerships. In addition, the course will draw on a wide range of disciplines in a quest for an understanding of the privatization phenomenon. Prerequisites: Admission to the MBA program.

MBA 644. Option Valuation and Trading Strategies. 1 Credit.
This course is designed to provide students with fundamental knowledge in valuing options and learning how to utilize options to seek profits and/ or reduce risk. Students will explore and analyze various option trading strategies, using Bloomberg technology. Professional option traders will serve as guest speakers. Prerequisite: Admission to the MBA program.

MBA 645. Introduction to Social Media Marketing. 1 Credit.
This course will introduce students to the power and intricacies of marketing through social media channels. It will demonstrate effective ways to use social media tools to engage consumers, to achieve concrete business goals, and even to transform organizations. Using real-world examples and case studies, students will discuss such issues as online social network dynamics, viral marketing, influencer identification, brand crisis handling, sentiment analysis, and best uses of specific social media tools. Prerequisites: Admission to the MBA program, MKTG 608 or permission of the instructor.

MBA 646. Emotional Intelligence in the Workplace. 1 Credit.
Emotional intelligence is the capacity to recognize, understand, and manage emotional information. Learn how emotional intelligence impacts work outcomes and how individuals can develop and leverage emotional intelligence. Prerequisite: Admission to MBA program.

MBA 647. Leading Organizational Change. 1 Credit.
All organizations are facing unprecedented pressures to change, but managers who know how to lead are in short supply. This course addresses that need by providing simulated practice in leading organizational change and concepts for approaching change leadership situations. Prerequisites: MGMT 605, admission to MBA program or instructor permission.

MBA 649. Selected Topics for MBA Modules. 1-3 Credits.
The study of selected topics not offered on a regular basis. Prerequisites: admission to the MBA program.

MBA 697. Independent Study. 1-3 Credits.
Affords student the opportunity to undertake independent study under the direction of a faculty member. Prerequisites: Admission to the MBA program, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604, and permission of the instructor.

MBA 698. Corporate Field Project. 1-3 Credits.
Students will work with regional firms and non-profits to propose solutions for a real problem facing the firm. Prerequisites: admission to the MBA program.

MBA 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

MDTS - Medical Diagnostic and Translational Sciences

MEDICAL DIAGNOSTIC AND TRANSLATIONAL SCIENCES Courses

MDTS 500. Principles of Molecular Pathology and Clinical Diagnostics. 3 Credits.
Basic concepts of molecular pathology and clinical diagnostics including nucleic acids, DNA replication, transcription, proteins, mutations and chromosome changes that underlie inherited and acquired/infectious disease, inheritance patterns and genetics as applied to oncology, cardiac disease and organ transplants. Covers emerging molecular/cytologic/histologic methods (amplification, hybridization and microarrays) to detect disease markers, monitor therapy and assess identity; pharmacogenomics and legal/ethical issues of genetic testing. Prerequisites: permission of instructor.

MDTS 501. Molecular Diagnostics Laboratory. 3 Credits.
Course includes hands-on experience with or discussion of diagnostics instrumentation and assays using nucleic acid and protein extraction, gel electrophoresis, hybridization techniques, standard and real time polymerase chain reaction PCR), reverse transcription, DNA sequencing, autoradiography, flow cytometry, microarrays and proteomics-based methods. Pre- or corequisite: MDTS 500 or permission of instructor.

MDTS 600. Advanced Clinical Applications of Molecular Diagnostics. 3 Credits.
Course will cover 1) new applications of standard molecular diagnostic techniques and 2) cutting edge technologies, instrumentation and technical advances, both as applied to clinical case studies. Emphasis will be on pharmacogenomics and disease processes including inherited conditions, cancer, hematopathology, infectious diseases, mental retardation and developmental delay. Innovative technologies covered include comparative genomic hybridization, pyrosequencing and bead based assays. Prerequisites: MLRS 500, MLRS 501 or permission of instructor.

MDTS 601. Advanced Molecular Diagnostics Laboratory. 3 Credits.
Emphasis of this course will be on primer design for PCR, advanced real time PCR, cycle sequencing, capillary electrophoresis (CE) as applied to DNA sequencing, analysis of SNPs (single nucleotide polymorphisms), microsatellite instability, microarray technology and detection of methicillin-resistant bacteria. Prerequisites: MDTS 500, MDTS 501 or permission of instructor. Pre- or corequisites: MDTS 600.

MDTS 668. Clinical Laboratory Internship. 3 Credits.
An optional three-week supervised rotation in a hospital-based molecular diagnostic laboratory or a molecular research laboratory. Prerequisites: MDTS 500, MDTS 501, MDTS 600, and MDTS 601 or permission of instructor.
MDTS 714. Molecular Diagnostics Laboratory. 2,3 Credits.
Laboratory rotation with a pre-designated faculty member in which the student obtains hands-on experience. Designed for graduate students to sample different types of research models, techniques, and subject matter without the commitment of dissertation level involvement. Prerequisites: Graduate Program Director approval required.

MDTS 750. Molecular Genetics, Gene Function and Genomics. 3 Credits.
The goals of this course are a comprehensive understanding of the mechanisms involved in molecular genetics and gene function and in-depth exploration of modern experimental analyses of these processes. Topics include DNA replication, repair, and recombination; transcription; epigenetic regulation of transcription; chromatin structure, histone modifications, transcription factors, and regulatory RNAs; long-range chromatin interactions and gene regulation; post-transcriptional gene regulation and translation; molecular biology based experimental analysis of gene function; and experimental genomic approaches to gene regulation and gene function. Prerequisites: MDTS 600 and MDTS 601 or instructor approval.

MDTS 805. Fundamentals of Cancer Biology. 3 Credits.
Course will cover molecular aspects of cancer including DNA damage, tumor viruses, cell cycle regulation, oncogenes and tumor suppressor genes and their respective roles in cancer prevention/development, genes involved in promoting or inhibiting metastasis, angiogenesis, telomeres and telomerase, regulation of both apoptosis and autophagy in normal and cancer cells, cancer stem cells, and diagnostic screening assays for therapeutic responses or resistance in cancer patients. Prerequisites: MDTS 600 and MDTS 601 or equivalents; instructor approval also required.

MDTS 810. Molecular Basis of Health and Disease. 3 Credits.
Emphasis is on human genetic syndromes and disorders associated with dysregulation of key signal transduction pathways that control gene expression, cell growth and protein synthesis including the Ras/MAPK pathway, tuberous sclerosis complex-mammalian target of rapamycin, PI3-kinase and others. Diagnosis, screening and treatment will be covered. Prerequisites: MDTS 600 and MDTS 601.

MDTS 814. Molecular Laboratory Rotation. 2,3 Credits.
Laboratory rotation with a pre-designated faculty member in which the student obtains hands-on experience. Designed for graduate students to sample different types of research models, techniques, and subject matter without the commitment of dissertation level involvement. Prerequisites: Graduate Program Director approval required.

MDTS 850. Molecular Genetics, Gene Function and Genomics. 3 Credits.
The goals of this course are a comprehensive understanding of the mechanisms involved in molecular genetics and gene function and in-depth exploration of modern experimental analyses of these processes. Topics include DNA replication, repair, and recombination; transcription; epigenetic regulation of transcription; chromatin structure, histone modifications, transcription factors, and regulatory RNAs; long-range chromatin interactions and gene regulation; post-transcriptional gene regulation and translation; molecular biology based experimental analysis of gene function; and experimental genomic approaches to gene regulation and gene function.

MDTS 895. Topics in Molecular Medicine. 1 Credit.
Student led presentations of current topics related to molecular medicine. Prerequisites: Instructor approval required.

MDTS 898. Molecular Biology Research. 3-6 Credits.
Supervised doctoral research in molecular diagnostics or biomedical studies. Prerequisites: MLRS 600 or MDTS 600 and MLRS 601 or MDTS 601; instructor approval required.

MGMT - Management

MANAGEMENT Courses

MGMT 517. Employment Law. 3 Credits.
An analysis of how the federal and state governments may regulate the employer-employee relationship. Topics include labor relations law, equal employment opportunity law, other current statutory employment law and common law employment issues.

MGMT 552. Negotiations and Change Management. 3 Credits.
This course focuses on negotiations and change. Students will develop analytical, interpersonal, and communication skills, with an emphasis placed on experiential learning through case studies, role playing, and simulations.

MGMT 563. Management Seminar Abroad. 3 Credits.
A study tour abroad under the direction of a faculty member including on-site visits and management lectures designed to provide insight into differences in management practices in foreign countries. Offered summers only and when available. Prerequisite: permission of the chief departmental advisor.

MGMT 595. Topics. 3 Credits.

MGMT 599. Selected Topics in Human Resources. 3 Credits.

MGMT 602. Organizational Management. 3 Credits.
Examine issues and principles in the management of individuals, groups, and organizations. Topics include motivation and reward systems, groups dynamics and team building organization design and change.

MGMT 605. Leadership Dynamics. 2 Credits.
This course focuses on providing students with the foundations of leadership by reviewing past leadership research and integrating this into their own understanding of what makes one an effective leader. Contemporary concepts of leadership, including the role of culture and gender, will also be presented. The course will utilize self-assessments, case analysis, and leadership-related readings that will require students to think critically about what leaders do and how their own strengths and limitations influence their personal leadership development. Prerequisites: Admission to the MBA Program, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

MGMT 612. Managing in Contemporary Organizations. 2 Credits.
This course provides a critical analysis of organizational theories used to understand and predict employee attitudes and behaviors. Implications, in terms of applying theories to address management issues and optimize human resource practices, are evaluated. Topics include job satisfaction, motivation, stress, and decision making. Prerequisites: Admission to the MBA Program, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

MGMT 618. Issues in Human Resource Management. 3 Credits.
An analysis and evaluation of current human resource practices and problems. Examines topics such as human resource planning, selection, development, and compensation.

MGMT 621. Strategic Management. 4 Credits.
This course introduces students to the discipline of strategic management and discusses concepts/theories/frameworks that are used in the formulation and implementation of strategies. Additionally, students discuss cases, simulation and examples that describe the strategic issues confronting organizations and how they successfully (or unsuccessfully) resolved them. The course should help students develop a disciplined, rigorous, and comprehensive approach to analyzing firm environment and resources and formulating and implementing strategy. In addition, the course should help students understand the challenges and common pitfalls involved in strategy formulation and implementation. Prerequisites: Admission to the MBA Program and completion of 20 hours of core credit hours of the MBA curriculum.

MGMT 630. Motivation and Leadership. 3 Credits.
This course addresses how managers and organizations can enhance employee productivity and job satisfaction in a competitive global environment. Both the theories and practices of motivation and leadership will be examined.
MGMT 668. Management Internship. 1-3 Credits.
This course is a practicum in management, applying theories, concepts, and management techniques in a business setting. Prerequisites: Graduate standing and permission of the department chair.

MGMT 695. Selected Topics in Management. 1-3 Credits.
Study designed for students who have one or more of the required courses waived, or for students desiring additional work in an area of particular interest in management. Prerequisite: permission of the department chair and the graduate program director.

MGMT 721. International Strategic Management. 3 Credits.
This course deals with various strategic options available to businesses operating in an international environment. It explores the literature and case materials on multinational companies and the theories and concepts relevant to the analysis of international strategic decisions. Prerequisite: Permission of the instructor.

MGMT 750. Business Policy and Strategy. 3 Credits.
A capstone integrative course on strategy formulation and implementation. Prerequisite: permission of the graduate program director.

MGMT 821. International Strategic Management. 3 Credits.
This course deals with various strategic options available to businesses operating in an international environment. It explores the literature and case materials on multinational companies and the theories and concepts relevant to the analysis of international strategic decisions. Prerequisite: Permission of the instructor.

MGMT 830. Strategic Human Resource Management. 3 Credits.
The course examines strategic issues in human resource management. The course will examine how strategies and policies in areas such as recruitment, selection, training, career development, performance management and international human resource management influence firm performance. Other topics of current research may also be included.

MGMT 835. Organization Theory. 3 Credits.
This course examines theories and empirical research on organizations and their environment. Topics would include organization design, structure, decision making, change and adaptation. Other topics of current research may also be included.

MGMT 838. Strategic Entrepreneurship Seminar. 3 Credits.
This doctoral seminar will expose students to the theory and research behind new business creation and corporate entrepreneurship and it will prepare students to do rigorous and relevant research in this particular topic. Prerequisites: MGMT 835.

MGMT 840. Strategy Classics. 3 Credits.
This course covers the classic texts and papers in the field of strategic management. This course will also include a discussion of the great debates within the field.

MGMT 842. Strategy Process Research. 3 Credits.
This research course focuses on how strategy formation processes influence a firm’s performance. Topics emanating from sociological perspectives are emphasized, such as strategic goal formation, environmental scanning, strategic decision making, and strategic implementation. Antecedents to the strategy formation process and environmental analysis are also considered. As this stream matures, new topics are introduced. Prerequisites: MGMT 835 and MGMT 840 or departmental approval.

MGMT 845. Strategy Content Research. 3 Credits.
This research course focuses on how realized strategies influence a firm’s performance. Topics emanating from economic perspectives are emphasized, such as business and corporate-level strategies, competitive dynamics, and strategic groups. Antecedents to realized strategies and environmental analysis are also considered. As this stream of research matures, new topics are introduced. Prerequisites: MGMT 835 and MGMT 840 or departmental approval.

MGMT 890. Advanced Topics in Strategy. 3 Credits.
This course critically evaluates the classical debates and viewpoints within strategic management research. In addition the course would cover the emerging theoretical and methodological areas in strategic management research. Finally, the course would review in depth the research on contemporary issues in strategy. The objective of the course is to enable students to become independent scholars in the area of strategic management. Prerequisites: MGMT 840 and MGMT 842.

MGMT 891. Strategic Entrepreneurship Seminar. 3 Credits.
This doctoral seminar will expose students to the theory and research behind strategic entrepreneurship and prepare them to do rigorous and relevant research in this field of study. Prerequisite: MGMT 835.

MGMT 896. Selected Topics in Management. 1-3 Credits.
Advanced study in selected topics in management planning, strategy and policy under the direction of one or more faculty in the Management Department. Prerequisite: MGMT 840.

MGMT 899. Dissertation. 1-9 Credits.
Ph.D.-level research and writing of dissertation.

MGMT 998. Master’s Graduate Credit. 1 Credit.
This course is a pass/fail course for master’s students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master’s students are required to be registered for at least one graduate credit hour in the semester of their graduation.

MKTG - Marketing

MARKETING Courses

MKTG 603. Marketing Management. 3 Credits.
Fundamentals of marketing (including market research, product design, distribution, pricing and promotion of goods, services, people, places and ideas) with case analyses to clarify applications.

MKTG 608. Fundamentals of Contemporary Marketing. 2 Credits.
This course will discuss fundamental concepts of marketing including product design, distribution, pricing and promotion of goods, marketing of services, and market research. Other contemporary issues in marketing, such as brand equity and customer relationship management, will also be discussed. Selected case analyses will be used to highlight applications. Prerequisites: Admission to the MBA Program, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

MKTG 617. Marketing Strategy. 2 Credits.
This course will build on the fundamentals developed in MKTG 608. It will focus on developing skills to formulate and implement marketing strategies for brands and companies. Marketing mix strategies, segmentation, targeting, and positioning strategies, as well as competitive strategies and contemporary issues in marketing strategy will be discussed. Decision-making skills will be enhanced using case analyses in addition to readings and discussions. Prerequisites: Admission to the MBA Program, MKTG 608, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

MKTG 621. Managerial Problems in Marketing Strategy. 3 Credits.
Lecture, case analysis and discussion of marketing from the business executive's viewpoint. Recent developments in marketing and related disciplines and their application in management. Readings, case analysis, discussion. Prerequisites: MKTG 603 or MKTG 608 or instructor permission.

MKTG 625. Marketing Research Methods and Analysis. 3 Credits.
This course examines the various methods of marketing research design, while covering experimental methods, sampling procedures, measurement techniques, and other methodological problems. The student is introduced to data analysis and statistical modeling programs. Prerequisites: MKTG 603 or MKTG 608 and BNA L 606 or instructor permission.
MKTG 628. Marketing of Services. 3 Credits.
This course examines the application of marketing principles and techniques to service organizations. Topics covered include the nature of services, distribution, and promotion considerations. Class discussion revolves around a textbook, cases, and outside readings. Students take part in a major group project which will involve the development of a marketing plan for a service organization. Prerequisites: MKTG 603 or MKTG 608 or instructor permission.

MKTG 630. Ethics and Marketing Decision-Making. 3 Credits.
Marketers, probably more than other professionals, often are faced with decisions involving an ethical issue. This course has the following objectives: 1) to examine the ethical decision-making process of marketing professionals, 2) to examine the major ethical issues confronting marketers, 3) to provide frameworks to help resolve the ethical dimensions of marketing decisions, and 4) to provide experience in making marketing decisions that involve ethical dilemmas through the use of case studies. Prerequisites: MKTG 603 or MKTG 608 or instructor permission.

MKTG 640. Global Marketing Management. 3 Credits.
Examines the global environment of business and its potential effects on marketing principles and practices. The course will include the effect of culture on marketing mix strategies. Prerequisites: MKTG 603 or MKTG 608 or instructor permission.

MKTG 650. Marketing on the Internet. 3 Credits.
Course examines the application of marketing theories to the Internet. Topics include Internet marketing strategy, electronic commerce, web page development, and the impact of the Internet in the international marketplace. Prerequisites: MKTG 603 or MKTG 608 or instructor permission.

MKTG 660. Advertising and Integrated Marketing Communications. 3 Credits.
Introduces students to the concepts of integrated marketing communications (IMC). Students will learn how to formulate a firm's marketing communication strategy from an integrated perspective, become familiar with the various tools used in IMC programs, and develop necessary skills to develop an IMC plan for a business. Topics covered in the course include the role of the IMC in the marketing process, the IMC plan development process, the components of IMC media planning and budgeting for IMC, creative strategies, and assessment of the effectiveness of an IMC campaign. Prerequisites: MKTG 603 or MKTG 608 or instructor permission.

MKTG 668. Marketing Internship. 1-3 Credits.
Internship in the field of marketing, applying theories, concepts, and marketing tools in a business environment. Prerequisites: MKTG 603 or MKTG 608, graduate standing, and instructor permission.

MKTG 670. Consumer Marketing. 3 Credits.
The objective of this course is to understand the key theoretical concepts underlying consumer behavior and measurement of important customer-oriented marketing constructs. The goal is to understand how to apply these findings to substantive marketing problems and programs. Prerequisite: MKTG 603; instructor approval required.

MKTG 695. Seminar in Marketing Theory: History and Current Topics. 3 Credits.
This course focuses on theory development in marketing from the 1940s to the latest publications in marketing journals. The topics covered include philosophy of science, truth in research, the development of marketing theory and practice, and the current direction in marketing theory and research opportunities. Prerequisite: MKTG 603.

MKTG 801. Seminar in Marketing Theory: History and Current Topics. 3 Credits.
This course focuses on theory development in marketing from the 1940s to the latest publications in marketing journals. The topics covered include philosophy of science, truth in research, the development of marketing theory and practice, and the current direction in marketing theory and research opportunities. Prerequisite: MKTG 603.

MKTG 802. Seminar in Marketing Concepts and Issues. 3 Credits.
This course examines the current academic research trends in the different functional areas of the marketing discipline. Topics covered include promotional theory, pricing theory, distribution theory, product theory, marketing strategy theory, marketing ethics, and multinational marketing.

MKTG 803. Seminar in Consumer Behavior. 3 Credits.
The purpose of this course is to provide a comprehensive and up-to-date understanding of the major research work carried out in consumer behavior. It examines major psychological constructs and phenomena related to consumer behavior and introduces students to various research approaches to consumer behavior issues. Prerequisite: MKTG 603.

MKTG 813. Fundamentals of Survey Research. 3 Credits.
This course focuses on the fundamental issues associated with survey research as found in the marketing/management disciplines. The topics covered are experimental and quasi-experimental designs, analysis of data from experimental designs, questionnaire design and refinement, and scale development. Prerequisite: BNAL 711/BNAL 811.

MKTG 814. Seminar in Advanced Marketing Methodology. 3 Credits.
This course examines the design, analysis, and implementation of marketing research methods along with advanced statistical techniques. This is an integrative capstone course for the marketing research doctoral sequence of courses. The focus is on ensuring that the marketing academic understands all aspects of data analysis and design issues. Prerequisites: BNAL 811, BNAL 812 and MKTG 813.

MKTG 820. Seminar in International Marketing Problems. 3 Credits.
An analysis of planning, organization, and control functions of multinational marketing operations and how marketing procedures need to be developed/adapted for effective pursuit of business opportunities in other countries. Prerequisite: MKTG 603.

MKTG 827. Seminar in Marketing Planning and Strategy. 3 Credits.
Focus on contemporary marketing practice and provides opportunity to acquire a comprehensive understanding of the marketing planning process and the need for development of sound marketing strategy. Marketing goals, strategies, and tactics are examined in detail. Prerequisite: MKTG 603.

MKTG 895. Selected Topics in Marketing. 3 Credits.
Designed to provide the advanced student with an opportunity to study independently or in small groups and investigate specific topics of current interest in the field of marketing. Prerequisites: Ph.D. standing and permission of the chair and coordinator.

MKTG 899. Dissertation Research. 1-12 Credits.
1-12 credits per semester with limitation of 24 credits. Prerequisite: advanced standing in Ph.D. program.

MKTG 998. Master’s Graduate Credit. 1 Credit.
This course is a pass/fail course for master’s students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

MPHO - Master of Public Health

MASTER OF PUBLIC HEALTH COURSES

MPHO 610. Introduction to Public Health Practice. 1 Credit.
This introductory readings course provides students with an overview of the public health sector from a local, national, and global perspective. The history of public health and recent events leading to a complete transformation of service delivery are two of the topics presented.

MPHO 611. Social and Behavioral Sciences for Public Health. 3 Credits.
This course introduces those social and behavioral science concepts relevant to public health practice. Social and behavioral models that may influence population based health programs are emphasized with projects designed to demonstrate their use.

MPHO 613. Environmental Sciences for Public Health Practice. 3 Credits.
This course provides an introduction to the chemical, physical, and biological factors affecting human health and well-being. The application of controls to prevent disease and maximize environmental quality is emphasized.

MPHO 630. Social Marketing for Health Populations. 3 Credits.
This course examines social marketing concepts and tools for influencing health behavior change. Students learn how to design, implement, and evaluate strategies for social marketing campaigns.
MPHO 633. Financing Healthcare. 3 Credits.
Students will examine financial evaluation of the health care industry, the source of funds, and the effects of changing patient policies. Other topics of interest will be financial strategies, budgets and capital outlay. Cross-listed with CHP 633.

MPHO 640. Health Disparities and Social Justice. 3 Credits.
This course provides an introduction to the topic of global health disparities through an in-depth examination and discussion of the relationship between social injustice and inequitable health outcomes. Students will be introduced to the social and environmental determinants of health disparities and the pathways and mechanisms leading to inequitable health outcomes in vulnerable groups, as well as strategies for addressing these determinants to improve health.

MPHO 651. Health Promotion and Education Methods and Materials. 3 Credits.
This course covers community health methods and strategies at the individual and community levels, teaching/learning styles, learning process, group dynamics, needs assessment, health literacy, adult learning principles, and teaching roles of the health professional. This course is designed to meet the needs of the health professional in the areas of patient instruction, educational programs, and continuing education.

MPHO 660. Healthcare Informatics. 3 Credits.
This course examines the availability, use of interpretation of data obtained from traditional and new data systems used for population health monitoring. Included are public health surveillance systems, vital statistics, hospital discharge data, Health Plan Employer Data and Set (HEDIS), immunization information, school health data, 1996 Health Insurance Portability and Accountability Act (HIPAA), and regulatory agency data related to health.

MPHO 661. Program Planning and Evaluation. 3 Credits.
This course examines the application of evaluation skills for community health programs. It is designed to assist students in identifying and gaining proficiency in the skills of designing, organizing, coordinating, and evaluating health education programs.

MPHO 669. Public Health Practicum. 3 Credits.
This course provides students with an opportunity to engage in public health practice in the community or in a working environment. Students who have not work experience may want to consider the practicum as an elective course. Students currently employed in the public health sector may want to use the practicum as an elective to develop a work related project.

MPHO 670. Cultural Issues in Health Promotion and Education. 3 Credits.
This course provides an introduction for multicultural communication for health promotion and disease management. Topics to be covered include how to work collaboratively in diverse groups with an understanding of health behaviors, values, and health benefits.

MPHO 673. Policy and Politics of Health. 3 Credits.
This course enables the student to develop systematic and analytical frameworks for understanding health and healthcare policy issues. It will introduce the policy process, background research necessary for policy implementation, and implementation strategies.

MPHO 680. Global Health Issues. 3 Credits.
An examination of the political, social, cultural, and ethical issues for disease prevention and health promotion in developing countries. Students will learn to identify international health prerogatives aimed at improving health status through education and intervention.

MPHO 686. Legal Aspects of Health Services. 3 Credits.
This course examines the legal requirements affecting the health care industry, including a survey of the basic concepts and content in the major areas of health law, an explanation and identification of sources of legal authority, and a familiarity with legal language.

MPHO 688. Grant Writing for Public Health Practice. 3 Credits.
Covers issues and problems concerned with the development of grants and contracts as they relate to the health professions. The course focuses on the multiple roles of funding agencies and the importance of matching the interests of the grant seeker with the corresponding funding agency.

MPHO 689. Capstone Project. 3-6 Credits.
The Capstone Project must be taken as the final course for the MPH degree. In this course a student works with a faculty preceptor and a community preceptor to produce a product useful to public health practice in environmental health (e.g. a paper, a manuscript, a grant, complete an internship, a work related project). The student must also complete a portfolio containing an activity log and relevant information gathered over the course of study to demonstrate the mastery of theoretical and applied concepts.

MPHO 695. Topics in Public Health. 1-3 Credits.

MSCM - Maritime and Supply Chain Management

MARITIME AND SUPPLY CHAIN MANAGEMENT Courses

MSCM 530. Strategic Sourcing and Purchasing Management. 3 Credits.
An overview of the strategic sourcing of materials and services in the organization and its role in the supply chain. Topics include sourcing decisions, price/cost analysis, quality issues, purchasing, supplier selection, legal and ethical issues, third party logistics, freight forwarding, and acquisition of services and capital assets.

MSCM 588. Distribution Center and Material Handling Management. 3 Credits.
This course is designed to investigate the strategic role of distribution center and material management in the supply chain. Course content includes the analysis of distribution center operations through the study of design, system selection, and layout configuration as well as the evaluation of material handling and inventory management options. Prerequisites: OPMT 303.

MSCM 595. Topics in Maritime and Supply Chain Management. 3 Credits.
A study of selected topics within maritime and supply chain management designed to provide an in-depth exploration of current issues. Prerequisite: Permission of the instructor.

MSCM 610. International Shipping and Supply Chain Management. 3 Credits.
Examines international freight transportation and terms for movement of international trade; focuses on improving supply chain relationships in the movement of international trade/directing the flow of information, materials and products. (cross-listed with PORT 610).

MSCM 615. Maritime Security and Risk Analysis. 3 Credits.
An overview of international and U.S initiatives to ensure the security of vessels, cargo, people, and infrastructure within the maritime domain. In addition to the impacts of regulatory requirements on maritime commerce, the course also addresses maritime threats to the international economy (including maritime piracy and maritime terrorism), maritime coalitions, and state-of-the-art techniques and tools for safeguarding ocean-borne commerce. (cross-listed with PORT 615).

MSCM 616. Reverse Logistics and Sustainable Operations. 3 Credits.
This course explores the theoretical foundations of global supply chain partnerships and reverse logistics systems, and examines the practices, risks, and opportunities found in today’s systems. Fundamental tools and techniques are used to provide insights and solutions on how to best organize, manage, and optimize such systems to achieve sustainable performance. (cross-listed with PORT 616).

MSCM 617. Transportation Intermediaries. 3 Credits.
An overview of the document, role and functions of transportation intermediaries. The relationships between intermediaries, carriers and shippers are discussed as well as the major intermediaries and their competitive strategies. The customers of various international trade and supply chains of intermediaries are also discussed. (cross-listed with PORT 617).
MSCM 641. Supply Chain Management and Logistics. 3 Credits.
Supply chain management integrates all activities associated with the flows of materials, information, and funds. Examples include strategic sourcing, order processing, warehousing, inventory management, transportation and logistics, and the costs and information systems supporting these activities.

MSCM 890. Seminar in Business Process and Enterprise Systems. 3 Credits.
This course discusses how firms achieve business excellence through business process management (BPM), business process improvement (BPI), and business process reengineering (BPR) supported by IT. Topics include business process and workflow modeling, analysis, integration, monitoring and management. Prerequisites: IT 800 or DSCI 800.

MSCM 893. Seminar in Supply Chain in E-Business. 3 Credits.
This course examines the development of information technologies related to supply chain management in a global e-business environment. Topics include managing material flow processes, maritime, logistics, procurement, inventory and distribution. (cross-listed with IT 893) Prerequisites: IT 800.

MSIM - Modeling and Simulation

MODELING AND SIMULATION Courses

MSIM 506. Introduction to Distributed Simulation. 3 Credits.
An introduction to distributed simulation. Topics include motivation for using distributed simulation, distributed simulation architectures, time management issues, and distributed simulation approaches. Current standards for distributed simulation are presented.

MSIM 508. Introduction to Game Development. 3 Credits.
Requires an understanding of physics and either CS 361 or MSIM 331.
An introductory course focused on game development theory and modern practices with emphasis on educational game development. Topics include game architecture, computer graphics theory, user interaction, audio, high level shading language, animation, physics, and artificial intelligence. The developed games can run on a variety of computer, mobile, and gaming platforms.

MSIM 510. Model Engineering. 3 Credits.
The goal of this course is to develop understanding of the various modeling paradigms appropriate for capturing system behavior and conducting digital computer simulation of many types of systems. The techniques and concepts discussed typically include UML, concept graphs, Bayesian nets, Markov models, Petri nets, system dynamics, Bond graphs, etc. Students will report on a particular technique and team to implement a chosen system model. (cross-listed with ECE 510).

MSIM 511. Networked System Security. 3 Credits.
Course presents an overview of theory, techniques and protocols that are used to ensure that networks are able to defend themselves and the end-systems that use networks for data and information communication. Course will also discuss industry-standard network security protocols at application, socket, transport, network, VPN, and link layers, popular network security tools, security, performance modeling and quantification and network penetration testing. Discussion will be based on development of system level models and simulations of networked systems. Cross-listed with ECE 511.

MSIM 516. Cyber Defense Fundamentals. 3 Credits.
The objective of this course is to give an introduction of cyber hacking techniques, and defense mechanisms to detect and thwart cybercrime. Cyber attacks aim at compromising cyber systems to disclose information, alter data or operation, cause denial of service, etc. The course first reviews the attacks to wireless networks, such as WiFi and MANET, and the defense strategies and technologies developing system level models. Next, it reviews the attacks to general wired networks and information systems, and introduces the corresponding defense mechanisms. At last it discusses cyber defense security policies and architectures. Cross-listed with ECE 516.

MSCIM 517. Secure and Trusted Operating Systems. 3 Credits.
Course will review typical operating systems developing system models and identifying potential vulnerabilities. Course will discuss policies and their implementation required to fix such vulnerabilities to arrive at a secure and Trusted Computing Base. Course examines the security architecture Security Enhanced Linux (SELinux) Windows and Android OS. Cross-listed with ECE 517.

MSCIM 519. Cyber Physical Systems Security. 3 Credits.
Cyber Physical Systems (CPSs) integrate computing, networking, and physical processes. CPSs are known for their ability to monitor the physical environment; use the monitored data in detecting the state of the physical environment; control the physical environment; and use cyber communications to perform its monitoring, detection, and control operations. One of the biggest challenges to these systems is the security of its cyber space. This course will cover topics in CPS applications, design issues, and security based on development of a system level model. Cross-listed with ECE 519.

MSCIM 541. Computer Graphics and Visualization. 3 Credits.
The course provides a practical treatment of computer graphics and visualization with emphasis on modeling and simulation applications. It covers computer graphics fundamentals, visualization principles, and software architecture for visualization in modeling and simulation. Pre- or corequisites: CS 250 and MSIM 603.

MSCIM 551. Analysis for Modeling and Simulation. 3 Credits.
An introduction to analysis techniques appropriate to the conduct of modeling and simulation studies. Topics include input modeling, random number generation, output analysis, variance reduction techniques, and experimental design. In addition, techniques for verification & validation are introduced. Course concepts are applied to real systems and data.

MSCIM 562. Introduction to Medical Image Analysis. 3 Credits.
Introduction to basic concepts in medical image analysis. Medical image registration, segmentation, feature extraction, and classification are discussed. Basic psychophysics, fundamental ROC analysis and FROC methodologies are covered. Cross-listed with ECE 462/ECE 562.

MSCIM 563. Design and Modeling of Autonomous Robotic Systems. 3 Credits.
Course focuses on autonomous robotics systems with emphasis on using modeling and simulation (M&S) for system level design and testing. Fundamental concepts associated with autonomous robotic systems are discussed. Course topics include: robotic control, architectures, and sensors as well as more advanced concepts such as error propagation, localization, mapping and autonomy. Design strategies that leverage M&S to accelerate the development and testing of sophisticated autonomous robotic algorithms for individual or teams of robots are covered. Pre- or corequisite: CS 150.

MSCIM 570. Foundations of Cyber Security. 3 Credits.
Course provides an overview of theory, tools and practice of cyber security and information assurance through prevention, detection and modeling of cyber attacks and recovery from such attacks. Techniques for security modeling, attack modeling, risk analysis and cost-benefit analysis are described to manage the security of cyber systems. Fundamental principles of cyber security and their applications for protecting software and information assets of individual computers and large networked systems are explored. Anatomy of some sample attacks designed to compromise confidentiality, integrity and availability of cyber systems are discussed. Pre- or corequisites: MSIM 510 or permission of the instructor.

MSCIM 574. Transportation Data Analytics. 3 Credits.
This course presents the basic techniques for transportation data analytics. It will discuss statistical modeling, prominent algorithms, and visualization approaches to analyze both small- and large-scale data sets generated from transportation systems. Practices of using different data for various real-world traffic/transportation applications and decision making will also be discussed. Prerequisites: Basic probability and statistics (e.g., STAT 330); any programming language such as C, Python or Java is beneficial but not required.

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MSIM 580. Introduction to Artificial Intelligence. 3 Credits.
Introduction to concepts, principles, challenges, and research in major areas of artificial intelligence. Areas of discussion include: natural language and vision processing, machine learning, machine logic and reasoning, robotics, expert and mundane systems. Laboratory work required. Prerequisite: Instructor approval.

MSIM 595. Topics in Modeling and Simulation Engineering. 3 Credits.
Special topics of interest with emphasis placed on recent developments in modeling and simulation engineering.

MSIM 596. Topics in Modeling and Simulation Engineering. 1-3 Credits.
Special topics of interest with emphasis placed on the recent developments in modeling and simulation engineering. Prerequisites: permission of the instructor.

MSIM 597. Independent Study in Modeling and Simulation Engineering. 3 Credits.
Individual analytical, computational, and/or experimental study in an area selected by the student. Supervised and approved by the advisor.

MSIM 601. Introduction to Modeling and Simulation. 3 Credits.
Modeling and simulation (M&S) discipline surveyed at an overview level of detail. Basic terminology, modeling methods, and simulation paradigms are introduced. Applications of M&S in various disciplines are discussed. The course provides a general conceptual framework for those interested in using M&S and for further studies in M&S. Not open to MSVE degree seeking students. Prerequisites: graduate standing; undergraduate exposure to calculus and probability & statistics.

MSIM 602. Simulation Fundamentals. 3 Credits.
An introduction to the modeling and simulation discipline. Introduction to discrete event simulation (DES) including simulation methodology, input data modeling, output data analysis, and an overview of DES tools. Introduction to continuous simulation (CS) including simulation methodology, differential equation models, numerical solution techniques, and an overview of CS tools. Prerequisites: graduate standing; undergraduate preparation in calculus and probability & statistics; and computer literacy.

MSIM 603. Simulation Design. 3 Credits.
Course develops the computer software skills necessary for the design and development of simulation software. Topics covered include software architectures, software engineering, software design, object-oriented programming, abstract data types and classes, data structures, algorithms, and testing and debugging techniques. Software design and development of simulation systems (discrete-event, continuous, and Monte Carlo) are emphasized. Prerequisite: MSIM 602 and an introductory computer programming course.

MSIM 607. Machine Learning I. 3 Credits.
Course provides a practical treatment of design, analysis, implementation and applications of algorithms. Topics include multiple learning models: linear models, neural networks, support vector machines, instance-based learning, Bayesian learning, genetic algorithms, ensemble learning, reinforcement learning, unsupervised learning, etc. (Cross listed with ECE 607).

MSIM 660. System Architecture and Modeling. 3 Credits.
Students will learn the essential aspects of the system architecture paradigm through environment and analysis of multiple architecture framework and enterprise engineering, such as IDEF0, TOGAF, DODAF and OPM. Emphasis on system modeling and enterprise engineering. (Cross listed with ENMA 660).

MSIM 667. Cooperative Education. 1-3 Credits.
Available for pass/fail grading only. Student participation for credit based on academic relevance of the work experience, criteria, and evaluation procedures as formally determined by the program and the Cooperative Education/Career Development Services program prior to the semester in which the work experience is to take place.

MSIM 668. Internship. 1-3 Credits.
Academic requirements will be established by the department and will vary with the amount of credit desired. Allows students an opportunity to gain short duration career-related experience. Prerequisites: Approval by department and Career Development Services.

MSIM 669. Practicum. 1-3 Credits.
Academic requirements will be established by the graduate program director and will vary with the amount of credit desired. Allows students an opportunity to gain short-duration career related experience. Student is usually employed--this is an additional project beyond the duties of the student’s employment.

MSIM 670. Cyber Systems Engineering. 3 Credits.
This course provides an overview of functioning of cyber systems including how a computer interacts with the outside world. The composition of critical infrastructure and functioning of different engineered systems that form critical infrastructure are discussed. Mutual dependence and interactions between cyber systems and other engineered systems and the resulting security risks are also explored. (Cross-listed with ENMA 670).

MSIM 673. Threat Modeling and Risk Analysis. 3 Credits.
This course discusses how to develop cyber threat models using attack graphs/trees, STRIDE, Universal Modeling Language (UML), attack graphs/trees and common of risk analysis tools. Course also discusses the need for quantitative security analysis and formal validation of security models and basic principles of formal model validation. (Cross-listed with ENMA 673).

MSIM 695. Topics in Modeling and Simulation. 3 Credits.
Special topics of interest with emphasis placed on recent developments in modeling and simulation.

MSIM 697. Independent Study in Modeling and Simulation. 3 Credits.
Individual study selected by the student. Supervised and approved by a faculty member with the approval of the graduate program director. Prerequisites: permission of instructor or graduate program director.

MSIM 699. Thesis. 1-6 Credits.
Research leading to the Master of Science thesis. Prerequisites: permission of instructor and graduate program director.

MSIM 702. Systemic Decision Making. 3 Credits.
As machine age problems have given way to systems age messes, the underlying complexity associated with understanding these situations has increased exponentially. Accordingly, the methods we use to address these situations must evolve as well. This course will introduce students to a method for thinking holistically about problems and messes conceptually founded in systems theory. This paradigm, known as systemic thinking, will be contrasted with traditional systematic thinking, and practical guidelines for the deployment of a systemic thinking approach will be provided. This paradigm will increase the student's ability to make rational decisions in complex environments. (Cross listed with ENMA 702/ENMA 802).

MSIM 703. Optimization Methods. 3 Credits.
Covers advanced methods in Operations Research and Optimization. Focus will be on developing models and their applications in different domains including manufacturing and service. Modern optimization tools will be used to implement models for case studies, projects and research papers. The knowledge of programming and spreadsheets is expected. Contact instructor for more details. (Cross-listed with ENMA 703).

MSIM 711. Finite Element Analysis. 3 Credits.
The purpose of the course is to provide an understanding of the finite element method (FEM) as derived from an integral formulation perspective. The course will demonstrate the solutions of 1-D and 2-D continuum mechanics problems such as solid mechanics, fluid mechanics and heat transfer. Prerequisites: permission of the instructor.

MSIM 715. High Performance Computing and Simulations. 3 Credits.
Introduction to modern high performance computing platforms including top supercomputers and accelerators. Discussion of parallel architectures, performance, programming models, and software development issues. Case studies of scientific and engineering simulations will be explored. Students will have an opportunity to work on parallelization of problems from their research areas. Project presentations are required.
MSIM 722. Cluster Parallel Computing. 3 Credits.
This course provides detailed numerical step-by-step procedures to exploit parallel and sparse computation under MPI (Message Passing Interface) computer environments. Large-scale engineering/science applications are emphasized. Simultaneous linear equations are discussed.

MSIM 725. Principles of Combat Modeling and Simulation. 3 Credits.

MSIM 730. Simulation Formalisms. 3 Credits.
The focus of the course is on identification and investigation of mathematical and logical structures that form the foundation for computational simulation. Topics include: foundations of simulation theory in logic, discrete mathematics, and computability; simulation formalisms, including DEV$S$; interoperability protocols; and computational complexity.

MSIM 741. Principles of Visualization. 3 Credits.
Well-designed graphical media capitalizes on human facilities for processing visual information and thereby improves comprehension, memory, inference, and decision making. This course teaches techniques and algorithms for creating effective visualizations based on principles and techniques from graphic design, visual art, perceptual psychology and cognitive science. Both users and developers of visualization tools and systems will benefit from this course.

MSIM 742. Synthetic Environments. 3 Credits.
The course covers the theory and techniques for building effective and efficient synthetic environments for modeling and simulation applications. Topics include physics, artificial intelligence, virtual reality, and advanced modeling and rendering. The emphasis is on producing visually realistic synthetic environments based on effective approximations of physics and other related principles. Prerequisites: MSIM 541 or equivalent.

MSIM 751. Advanced Analysis for Modeling and Simulation. 3 Credits.
An introduction to stochastic dependence and Bayesian analysis techniques for conducting modeling and simulation studies. Topics include: measures of dependence, common multivariate distributions, sampling from multivariate distributions, elementary time series models and Bayesian statistics. Prerequisites: MSIM 451 or MSIM 551.

MSIM 762. Applied Medical Image Analysis. 3 Credits.
Course explores hands-on exposure to state-of-the-art algorithms in medical image analysis, which builds on open-source software (Insight Segmentation and Registration Toolkit - ITK), as well as the principles of medical image acquisition in the modalities of clinical interest. Medical imaging modalities - X-rays, CT, and MRI/ITK image pipeline; image enhancement, feature detection; segmentation - basic techniques, feature-based classification and clustering, graph cuts, active contour and surface models; surface and volume meshing; registration - transformations, similarity criteria; shape and appearance models are all explored and discussed in this course. Prerequisites: Knowledge of C++ and object-oriented programming.

MSIM 772. Modeling Global Events. 3 Credits.
Modeling Global Events introduces modeling and simulation as a tool for expanding our understanding of events that have shaped the global environment of the 21st century. Students will review real-world case studies and then analyze these case studies via system dynamics, agent-based, social network, and game theory modeling paradigms. This course is designed to develop empirical research skills, conceptual modeling expertise, and model construction. Students will understand how to analyze, verify, and validate a model.

MSIM 773. Networked System Security. 3 Credits.
Course presents an overview of theory, techniques and protocols that are used to ensure that networks are able to defend themselves and the end-systems that use networks for data and information communication. Modeling of threats to networked systems, attack modeling with attack trees/graphs, cyber physical systems survivability to attacks, and behavior modeling of malware are explored. Network simulation/emulation using tools such as Scalable Simulation Framework (SSFNet), OPNET, or NS3 are examined. Application of industry-standard security protocols, such as, Secure Socket Layer (SSL), Transport Layer Security (TLS), IP-Security (IPSec), Public Key Infrastructure (PKI), WEP, WPA, etc. for engineering the security of networked systems will also be discussed.

MSIM 774. Transportation Network Flow Models. 3 Credits.
This course provides a rigorous introduction to transportation network modeling, with special emphasis on network equilibrium problems. Topics include: elementary graph theory, shortest path problem nonlinear optimization, optimization of univariate functions, deterministic and stochastic user equilibrium. (Cross-listed with CEE 774 and MSIM 774).

MSIM 775. Transportation Network Algorithms. 3 Credits.
Fundamental models and algorithms in optimization, stochastic modeling and parallel computing will be discussed and illustrated with transportation applications. (Cross-listed with CEE 775 and CEE 875).

MSIM 776. Simulation Modeling in Transportation Networks. 3 Credits.
Principles of simulation modeling, microscopic, mesoscopic, and macroscopic traffic simulation models. Course explores diver behavior in networks, calibration and validation of traffic simulation models, and use of traffic simulation software.

MSIM 780. Machine Learning II. 3 Credits.
Advanced topics in machine learning and pattern recognition systems. Data reduction techniques including principle component analysis, independent component analysis and manifold learning. Introduction to sparse coding and deep learning for data representation and feature extraction. (Cross-listed with ECE 780 and ECE 880). Prerequisite: MSIM 607 or equivalent.

MSIM 795. Topics in Modeling and Simulation. 3 Credits.
Special topics of interest with emphasis placed on recent developments in modeling and simulation.

MSIM 797. Independent Study in Modeling and Simulation. 3 Credits.
Individual study selected by the student. Supervised and approved by a faculty member with the approval of the graduate program director. Prerequisites: permission of instructor or graduate program director.

MSIM 802. Systemic Decision Making. 3 Credits.
As machine age problems have given way to systems age messes, the underlying complexity associated with understanding these situations has increased exponentially. Accordingly, the methods we use to address these situations must evolve as well. This course will introduce students to a method for thinking holistically about problems and messes conceptually founded in systems theory. This paradigm, known as systemic thinking, will be contrasted with traditional systematic thinking, and practical guidelines for the deployment of a systemic thinking approach will be provided. This paradigm will increase the student's ability to make rational decisions in complex environments. (Cross listed with ENMA 702/ENMA 802.).

MSIM 803. Optimization Methods. 3 Credits.
Covers advanced methods in Operations Research and Optimization. Focus will be on developing models and their applications in different domains including manufacturing and service. Modern optimization tools will be used to implement models for case studies, projects and research papers. The knowledge of programming and spreadsheets is expected. Contact instructor for more details. (Cross-listed with ENMA 803).

MSIM 811. Finite Element Analysis. 3 Credits.
The purpose of the course is to provide an understanding of the finite element method (FEM) as derived from an integral formulation perspective. The course will demonstrate the solutions of (1-D and 2-D) continuum mechanics problems such as solid mechanics, fluid mechanics and heat transfer. Prerequisites: permission of the instructor.
MSIM 815. High Performance Computing and Simulations. 3 Credits.
Introduction to modern high performance computing platforms including top supercomputers and accelerators. Discussion of parallel architectures, performance, programming models, and software development issues. Case studies of scientific and engineering simulations will be explored. Students will have an opportunity to work on parallelization of problems from their research areas. Project presentations are required.

MSIM 822. Cluster Parallel Computing. 3 Credits.
This course provides detailed numerical step-by-step procedures to exploit parallel and sparse computation under MPI (Message Passing Interface) computer environments. Large-scale engineering/science applications are emphasized. Simultaneous linear equations are discussed.

MSIM 825. Principles of Combat Modeling and Simulation. 3 Credits.

MSIM 830. Simulation Formalisms. 3 Credits.
The focus of the course is on identification and investigation of mathematical and logical structures that form the foundation for computational simulation. Topics include: foundations of simulation theory in logic, discrete mathematics, and computability; simulation formalisms, including DEVIS; interoperability protocols; and computational complexity.

MSIM 841. Principles of Visualization. 3 Credits.
Well-designed graphical media capitalizes on human facilities for processing visual information and thereby improves comprehension, memory, inference, and decision making. This course teaches techniques and algorithms for creating effective visualizations based on principles and techniques from graphic design, visual art, perceptual psychology and cognitive science. Both users and developers of visualization tools and systems will benefit from this course.

MSIM 842. Synthetic Environments. 3 Credits.
The course covers the theory and techniques for building effective and efficient synthetic environments for modeling and simulation applications. Topics include physics, artificial intelligence, virtual reality, and advanced modeling and rendering. The emphasis is on producing visually realistic synthetic environments based on effective approximations of physics and other related principles. Prerequisites: MSIM 541 or equivalent.

MSIM 851. Advanced Analysis for Modeling and Simulation. 3 Credits.
An introduction to stochastic dependence and Bayesian analysis techniques for conducting modeling and simulation studies. Topics include: measures of dependence, common multivariate distributions, sampling from multivariate distributions, elementary time series models and Bayesian statistics. Prerequisites: MSIM 451 or MSIM 551.

MSIM 862. Applied Medical Image Analysis. 3 Credits.
Course explores hands-on exposure to state-of-the-art algorithms in medical image analysis, which builds on open-source software (Insight Segmentation and Registration Toolkit - ITK), as well as the principles of medical image acquisition in the modalities of clinical interest. Medical imaging modalities - X-rays, CT, and MRI/ITK image pipeline; image enhancement, feature detection; segmentation - basic techniques, feature-based classification and clustering, graph cuts, active contour and surface models; surface and volume meshing; registration - transformations, similarity criteria; shape and appearance models are all explored and discussed in this course.

MSIM 872. Modeling Global Events. 3 Credits.
Modeling Global Events introduces modeling and simulation as a tool for expanding our understanding of events that have shaped the global environment of the 21st century. Students will review real-world case studies and then analyze these case studies via system dynamics, agent-based, social network, and game theory modeling paradigms. This course is designed to develop empirical research skills, conceptual modeling expertise, and model construction. Students will understand how to analyze, verify, and validate a model.

MSIM 873. Networked System Security. 3 Credits.
Course presents an overview of theory, techniques and protocols that are used to ensure that networks are able to defend themselves and the end-systems that use networks for data and information communication. Modeling of threats to networked systems, attack modeling with attack trees/graphs, cyber physical systems survivability to attacks, and behavior modeling of malware are explored. Network simulation/emulation using tools such as Scalable Simulation Framework (SSFNet), OPNET, or NS3 are examined. Application of industry-standard security protocols, such as, Secure Socket Layer (SSL), Transport Layer Security (TLS), IP-Security (IPSec), Public Key Infrastructure (PKI), WEP, WPA, etc. for engineering the security of networked systems will also be discussed.

MSIM 874. Transportation Network Flow Models. 3 Credits.
This course provides a rigorous introduction to transportation network modeling, with special emphasis on network equilibrium problems. Topics include: elementary graph theory, shortest path problem nonlinear optimization, optimization of univariate functions, deterministic and stochastic user equilibrium. (Cross-listed with CEE 774 and CEE 874).

MSIM 875. Transportation Network Algorithms. 3 Credits.
Fundamental models and algorithms in optimization, stochastic modeling and parallel computing will be discussed and illustrated with transportation applications. (Cross-listed with CEE 775 and CEE 875).

MSIM 876. Simulation Modeling in Transportation Networks. 3 Credits.
Principles of simulation modeling, microscopic, mesoscopic, and macroscopic traffic simulation models. Course explores driver behavior in networks, calibration and validation of traffic simulation models, and use of traffic simulation software.

MSIM 880. Machine Learning II. 3 Credits.
Advanced topics in machine learning and pattern recognition systems. Data reduction techniques including principle component analysis, independent component analysis and manifold learning. Introduction to sparse coding and deep learning for data representation and feature extraction. (Cross-listed with ECE 780 and ECE 880). Prerequisite: MSIM 607 or equivalent.

MSIM 892. Doctor of Engineering Project. 1-9 Credits.
Directed individual study applying advanced level technical knowledge to identify, formulate and solve a complex, novel problem in Modeling and Simulation.

MSIM 895. Topics in Modeling and Simulation. 3 Credits.
Special topics of interest with emphasis placed on recent developments in modeling and simulation.

MSIM 897. Independent Study in Modeling and Simulation. 1-3 Credits.
Individual study selected by the student. Supervised and approved by a faculty member with the approval of the graduate program director. Prerequisites: permission of the instructor or graduate program director.

MSIM 898. Research in Modeling and Simulation. 1-12 Credits.
Supervised research prior to passing Ph.D. candidacy exam. Prerequisites: permission of the instructor and graduate program director.

MSIM 899. Dissertation. 1-12 Credits.
Directed research for the doctoral dissertation. Prerequisites: permission of the instructor and graduate program director.

MSIM 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

MSIM 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.
MUSA - Music, Applied

MUSIC, APPLIED Courses

MUSA 651. Advanced Applied Music. 3 Credits.
Graduate level applied performance level lesson. Prerequisites: MUSC 452 or equivalent and permission of faculty; audition required.

MUSA 652. Advanced Applied Music. 3 Credits.
Graduate level applied performance lesson. Completion of this level includes successful performance of a one-hour public recital. Prerequisites: MUSC 651 or permission of the instructor; audition required.

MUSC - Music

MUSIC Courses

MUSC 510. Psychology of Music. 3 Credits.
This course is designed to assist students in enhancing their understanding of the aesthetic response to music in various settings. Students will learn to integrate their understanding of musical aptitude as it relates to human growth and development. In addition, students will study the psychological implication of personality types as they develop, implement, and assess their pedagogical approach.

MUSC 522. Form and Analysis. 2 Credits.
Aural analysis study and analysis of the principal traditional musical forms. Stylistic and harmonic analysis as it related to score study will be discussed.

MUSC 528. Music Theory Review. 3 Credits.
A review of basic music theory with more advanced work in music analysis. The course is primarily for students in the M.M.E. in Education degree program. This course is required for those students who do not pass the Theory Placement Test. No credit for this course may be applied toward the degree.

MUSC 545. Applied Music Pedagogy. 1 Credit.
Teaching techniques, literature in the performing art. Seminar deals with resource materials. Laboratory: observation and teaching under supervision. Prerequisites: senior standing, music major, or permission of the department.

MUSC 560. History of Jazz. 3 Credits.
This course will study the historical development of jazz as an American art form. The emotion and meaning of this style will be investigated as well as the historical and contemporary aesthetic response. Emphasis will include the defining role of African American artists. The influence of jazz on the development of contemporary American music will be discussed. A research paper will be required.

MUSC 566. Modern Music. 3 Credits.
A study of the techniques and styles in music in the twentieth and twenty-first century. (offered fall, even years).

MUSC 571. Musicians' Health: Music and Medicine. 3 Credits.
This course is designed to assist music students to enhance their understanding of musicians' health issues in order to prepare them to achieve their desired performance potential. Prerequisite: Graduate standing or permission of the Graduate Program Director.

MUSC 591. Music in the Baroque Era. 3 Credits.
A study of music history from monody through the works of Bach and Handel. A discussion of musical style within the context of cultural history. (offered spring semesters, odd years).

MUSC 592. Music in the Classical Era. 3 Credits.
A study of music history from the Rococo Period through the works of Haydn, Mozart and Beethoven. A discussion of musical style within the context of cultural history. (This course is offered in fall semesters in odd-numbered years.).

MUSC 594. Music in the Romantic Era. 3 Credits.
A study of music history from the late works of Beethoven to Mahler and Strauss. A discussion of musical style within the context of cultural history. (offered spring, even years).

MUSC 595. Topics in Music. 1-3 Credits.
These courses will appear in the course schedule. Course descriptions and prerequisites for each course may be found in information distributed to all academic advisors.

MUSC 596. Topics in Music. 1-3 Credits.
These courses will appear in the course schedule. Course descriptions and prerequisites for each course may be found in information distributed to all academic advisors.

MUSC 600. Introduction to Graduate Research. 1 Credit.
This course should be taken among the first courses in the M.M.E. Program. Introduces graduate students to basic skills in Music Education research, including bibliographic searches, on-line searches, computer data analysis, and conventions of scholarly writing for reporting findings. Pre- or corequisite: MUSC 630.

MUSC 602. Analytical Techniques. 3 Credits.
Examines techniques and concepts applied to compositions of the eighteenth, nineteenth, and twentieth centuries as well as modern music, through analysis of contrapuntal and harmonic textures, form, and performance practice. Prerequisites: Baccalaureate degree in music or permission of department chair and instructor.

MUSC 603. Principles of Music Education. 3 Credits.
Methods, techniques, principles, and tools of music education, with reference to various types of school situations. Prerequisite: Baccalaureate degree in music or permission of the department chair and instructor.

MUSC 604. Foundations of Music Education. 3 Credits.
This course involves the study of the philosophical, psychological and historical foundations of music related to curriculum development. Prerequisites: Baccalaureate degree in music or permission of the department chair and instructor.

MUSC 605. Literature of the Wind Ensemble. 3 Credits.
The course centers upon the study of the performance, review and analysis of music for the Symphonic Band and Wind Ensemble. Suited especially to the needs of directors of secondary school and other nonprofessional wind ensembles. Prerequisites: Baccalaureate degree in music or permission of the instructor.

MUSC 606. Choral Music Literature. 3 Credits.
Survey of choral literature and practical performance practices from the Renaissance to the present. Prerequisites: Baccalaureate degree in music or permission of the department chair and instructor.

MUSC 607. Orff Schulwerk Level I. 1-3 Credits.
This course is a study of basic Orff Schulwerk techniques. Level I pedagogy includes instruction in the use of pentatonic scale, ostinato, elemental forms, improvisation, basic body movement and basic soprano recorder skills. Prerequisites: undergraduate degree in music or music education.

MUSC 608. Orff Schulwerk Level II. 3 Credits.
Introduction of Alto recorder occurs in Level II. Also included is an in-depth study of Orff Schulwerk Vol. III in which the student will be instructed in the use of I, IV, V harmony. Body movement and extensive study of folk dance are included. Prerequisites: MUSC 607 and proficiency on the soprano recorder.

MUSC 609. Literature of the Orchestra. 3 Credits.
This course is a survey of standard repertoire written for string and symphony orchestra, including score analysis and study of historical context and performance practice. Selected educational repertoire will also be explored in relation to similar counterparts in the standard repertoire. Suited for music educators and developing conductors. Prerequisites: undergraduate degree in music or permission of the instructor.

MUSC 610. Orff Schulwerk Level III. 3 Credits.
This course will build upon the skills and concepts introduced in Orff Schulwerk Levels I and II. Recorder technique will be expanded upon as well as eurythmics and special topics. Prerequisites: MUSC 607 and MUSC 608.
MUSC 611. Current Trends in Elementary and Secondary Music. 3 Credits.
Designed for public school music teachers. This course involves the study of current methodology, its practice and uses in the elementary and secondary general/vocal/instrumental music program. Prerequisites: Baccalaureate degree in music or permission of the department chair and instructor.

MUSC 612. Organization and Administration of Instrumental Music. 3 Credits.
The course involves the study of effective organization and implementation techniques for elementary and secondary instrumental ensembles; includes particular problems in the administration of high school instrumental groups. Prerequisites: Baccalaureate degree in music or permission of instructor.

MUSC 613. Workshop in Music Education. 1 Credit.
This course centers upon the development of performance and instructional skills in various aspects of music education. May be repeated twice with different emphases. Prerequisites: Baccalaureate degree in music or permission of the department chair and instructor.

MUSC 614. Workshop in Instrumental Music. 1 Credit.
The course centers upon the development of performance and instrumental skills in various aspects of instrumental music. May be repeated twice with different emphases. Prerequisites: Baccalaureate degree in music or permission of the department chair and instructor.

MUSC 615. Workshop in Choral Music. 1 Credit.
This course centers upon the development of conducting techniques, performance and instructional skills in various aspects of choral music. May be repeated twice with different emphases. Prerequisites: Baccalaureate degree in music or permission of the department chair and instructor.

MUSC 616. Advanced Conducting Seminar. 3 Credits.
Involves conducting techniques as applied to various mixed ensembles. Emphasizes the technical considerations common to all phases of choral and instrumental conducting with special concern for school problems. Prerequisites: Baccalaureate degree in music or permission of instructor or department chair.

MUSC 623. Arranging for Instrumental Ensembles. 3 Credits.
This course focuses upon the arranging of music for instrumental ensembles from trio, quartet, quintet, etc., to full band or orchestra. Techniques will be discussed in class and students will complete written assignments to implement these techniques. Final paper will be an arrangement for an ensemble of at least six parts. Prerequisites: passing the Theory Placement Test; undergraduate degree in music or permission of the instructor.

MUSC 630. Research in Music Education. 3 Credits.
Types of research, selection of problems, location of educational information, collection and classification of data, organization, presentation and interpretation of materials in the area of music education. Prerequisites: undergraduate degree in music or permission of the instructor. Pre- or corequisite: MUSC 600.

MUSC 635. The Use of Computers and Midi Technology in the Classroom. 3 Credits.
An in-depth survey of software available for use in the classroom, including sequencing, notation, and theoretical applications. A basic understanding of synthesizers and MIDI technology will be emphasized. The course will focus upon a hands-on approach to the subject matter, and extensive laboratory time in the EMS will be required. Prerequisites: undergraduate degree in music or permission of the instructor.

MUSC 636. Techniques of Jazz Education in the Secondary School. 3 Credits.
This course will deal with rehearsal techniques for the Jazz Ensemble, including articulation, style, phrasing, literature, and improvisational techniques. In addition, Jazz history and literature will be discussed in detail. Prerequisites: undergraduate degree in music or permission of the instructor.

MUSC 639. Vocal/Choral Arranging. 3 Credits.
Course is designed to develop the skills necessary to arrange a piece of vocal music for ensembles of various sizes and makeup. Techniques will be discussed and shown in class and students will complete written assignments to implement these techniques. Prerequisites: passing the Theory Placement Test; undergraduate degree in music or permission of the instructor.

MUSC 680. Performing Ensembles. 1 Credit.
Students are expected to help with sectional rehearsals and do in-depth score study on all music being performed. Prerequisites: permission of the instructor and audition.

MUSC 691. Tests and Measurement in Music Education. 3 Credits.
This course is designed to acquaint the student with tests and measurements used in the field of music education and the methods of designing and utilizing such tests. Prerequisites: Baccalaureate degree in music or permission of the department chair and instructor.

MUSC 692. Portfolio. 3 Credits.
This course is designed to guide the student who is completing the Pedagogical Concentration in developing a professional teaching portfolio. It would typically be taken during the last semester of the degree program. The portfolio will be completed in digital format suitable for professional use. It will include information in the following areas: professional foundations, scholarship, performance, applied pedagogy and other professional data pertinent to the focus of the student.

MUSC 695. Topics in Music. 1-3 Credits.
These courses will appear in the course schedule. Course descriptions and prerequisites for each course may be found in information distributed to all academic advisors. Prerequisites: undergraduate degree in music or permission of the instructor.

MUSC 696. Topics in Music. 1-3 Credits.
These courses will appear in the course schedule. Course descriptions and prerequisites for each course may be found in information distributed to all academic advisors. Prerequisites: undergraduate degree in music or permission of the instructor.

MUSC 697. Independent Study. 1-3 Credits.
Designed for individualized study. Independent study projects will be related to music education and done under the supervision of a certified faculty member. Prerequisites: permission of the graduate program director.

MUSC 698. Thesis Research. 3 Credits.
Application of research procedures in music education, culminating in student study of selected topics. Prerequisites: MUSC 600, MUSC 630 and permission of the graduate program director.

MUSC 699. Thesis. 3 Credits.
Completion of thesis for MME degree. Prerequisites: MUSC 698.

MUSC 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

MUSC 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

NMED - Nuclear Medicine Technology

NUCLEAR MEDICINE TECHNOLOGY Courses

NMED 695. Topics in Nuclear Medicine Technology. 1-3 Credits.
Special topic related to the field of nuclear medicine technology and molecular imaging.
NURS 697. Directed Study in Nuclear Medicine Technology. 1-3 Credits.
Directed study in a topic or area relevant to nuclear medicine or nuclear medicine technology.

NURS 698. Research. 3 Credits.
Research on a topic or project related to nuclear medicine or nuclear medicine technology.

NURS 699. Thesis. 3 Credits.
Thesis on a topic in nuclear medicine/molecular imaging or nuclear medicine technology.

NURS - Nursing

NURSING Courses

NURS 595. Topics in Nursing. 1-3 Credits.
The study of selected topics that may not be offered regularly. Special topics will appear in the schedule of classes each semester. Prerequisites: Permission of the instructor.

NURS 650. Shenandoah University Midwifery Courses. 19 Credits.
This course provides for the award of credit for selected courses taken at Shenandoah University in fulfillment of midwifery program requirements: NM 610, NM 620, NMLB 630, NM 640, NMLB 651, NM 652, and NM 660.

NURS 654. Assessment and Evaluation in Nursing Education. 3 Credits.
This course concentrates on strategies to measure and improve nursing student performance in the classroom, as well as enhance course and program effectiveness. Emphasis is on the selection of instruments, data collection methods and reporting procedures to guide assessment and evaluation processes that are appropriate for what is being examined. Prerequisites: NURS 634, NURS 636, NURS 644, NURS 645, and NURS 649.

NURS 676. Professional, Ethical and Legal Concepts of Nursing Education. 3 Credits.
This course is designed to prepare students for the role of educator in higher education environments. Emphasis is on the identification of functions, rights, and responsibilities of nursing faculty in relation to students, colleagues, administrators, the institution, community, and profession.

NURS 699. Thesis/Research Project. 1-3 Credits.
Thesis/research project completion. Variable credit to be determined by research advisor. May be repeated as needed. Prerequisites: NURS 611, NURS 640.

NURS 705. Primary Care Approaches for Children. 3 Credits.
This course for the family nurse practitioner focuses upon primary health care problems in the pediatric population. Emphasis is placed upon assessment and management of healthy and ill children. Prerequisites: NURS 661, NURS 670, NURS 671, NURS 672.

NURS 707. Informatics and Healthcare Technology. 3 Credits.
This course will cover the use of data in health care as well as other informatics applications. Students will explore healthcare technology used to improve the delivery and evaluation of care.

NURS 709. Evidence-Based Research and Theories for Nursing Practice. 3 Credits.
This course focuses on the development of advanced nursing knowledge related to the utilization of evidence-based research for best practice. The focus is on understanding nursing and non-nursing models, concepts, and theories as the supporting framework for professional nursing practice and research. Emphasis is placed on the evaluation and application of research and evidence for use in advanced practice.

NURS 710. Leadership in Complex Systems and Organizations. 3 Credits.
This course will focus on the leadership that comprises two types: informal and formal leadership. Competencies will include communication, knowledge of health care environment, leadership, professionalism, and business skills.

NURS 712. Evidence-Based Management for Quality Healthcare. 3 Credits.
This focus of the course is on the development of systems processes to ensure quality health care. The evidence-based model will be applied to organizational systems.

NURS 714. Competitive Resource Design and Utilization. 3 Credits.
This course focuses on the competitive design and utilization of organizational and human resources. Emphasis will be placed on the strategic process to ensure that resources are applied in ways to ensure high-quality care and excellent patient outcomes. The course will cover the business models for effective financial and personnel management of healthcare organizations. Analysis of the costs and quality of care will be performed.

NURS 715. Ethical Concepts of Advanced Practice Nursing. 3 Credits.
This course is designed to provide students with core ethical knowledge necessary to describe and analyze ethical concepts foundational to the advanced practice nursing role. Students will develop and evaluate strategies, including ethical decision making frameworks, to address ethical dilemmas inherent in patient care, health organizations and research.

NURS 716. Organizational Leadership Practicum. 3 Credits.
This practicum provides opportunities for advanced nursing practice in a variety of settings and with diverse clients. In addition, students examine issues related to the advanced practice role in a chosen focus area. The course is designed to provide students with experience in application of theories and assessment tools explored in Organizational Leadership. Pre- or corequisite: NURS 735 or permission of instructor.

NURS 717. Strategic Leadership Practicum. 3 Credits.
This practicum course emphasizes the advanced practice nurse's role in strategic planning and program development. Students enrolled in this advanced practice course will participate in clinical practice experiences in a chosen focus area. This course is designed to provide students with experiences in applying the knowledge acquired in Strategic Leadership. Pre- or corequisite: NURS 740 or permission of instructor.

NURS 718. Practicum Immersion for Novice Nurse Executives. 3 Credits.
This practicum course serves as a bridge between the roles of nurse administrators and nurse executives. Targeted practicum experiences will enable the nurse administrator to examine the role of the nurse executive related to implementation of change, meeting strategic initiatives, program evaluation, and outcome management in a chosen focus area. Application of futuristic and visionary theory to health care system trends is explored to provide optimal strategic positioning in the future healthcare market.

NURS 719. Family and Community Primary Care Assessment. 1 Credit.
This course provides students with the opportunity to develop advanced practice skills for assessing families and family members across the life span and throughout generations. This course will focus on theoretical, research and practice foundations used to develop strategies to maximize safe, comprehensive, and holistic care given by the advanced practice nurse.

NURS 720. Instructional Delivery Methods & Learner Assessment. 3 Credits.
The enhancement of nursing education through an array of instructional delivery methods based on reports of best practices, research findings, instructional-related theories, and learning-related theories is examined. Emphasis is on identifying ways to blend traditional teaching strategies for classroom and clinical instruction with technology-based instruction utilizing a variety of resources and models. Pre- or corequisite: NURS 734 or permission of instructor.

NURS 721. Aging in the 21st Century. 3 Credits.
This course explains the history of the specialty of geriatrics, the social impact, health maintenance goals and physical changes associated with aging. The role of interprofessional teams in meeting the needs of the aging population will be explored.

NURS 724. Management of Chronic Problems and Illnesses. 3 Credits.
The focus on this course is on the management of chronic and acute illness in children.
NURS 730. Nursing Curricular Design and Program Evaluation. 3 Credits.
This course focuses on factors impacting the development of nursing curricula including theory, professional practice trends, education standards, accreditation guidelines and institutional policy/procedure. Components of curricula are evaluated, and strategies for program evaluation are explored.

NURS 732. Health Care Populations, Diversity and Outcomes. 3 Credits.
This course examines current topics and issues related to health disparities in underserved populations. Students will examine intervention and policy research using an interdisciplinary perspective as well as the structural, financial and personal barriers to optimal health outcomes.

NURS 734. Educator Internship: Classroom Instruction. 3 Credits.
This internship course is designed to provide the student with experience facilitating classroom instruction in an entry level nursing program.

NURS 735. Organizational and Management Theory. 3 Credits.
This course provides a theoretical foundation focusing on leadership theory and assessment strategies for use in the health care systems. Theories on leadership, organizations, policy, administration, and change will be applied to current health care system issues. Assessment tools for applications of theories will be utilized. Principles of organizational behavior and human resource management will be explored in the context of health care system needs.

NURS 738. Clinical Nurse Specialist I: Introduction to Practice. 2 Credits.
This course provides the graduate student with knowledge of core concepts that provide the foundation for Clinical Nurse Specialist practice.

NURS 739. Clinical Nurse Specialist I: Role Socialization. 4 Credits.
This course is designed to acquaint the student with the role of the Clinical Nurse Specialist in the practice environment.

NURS 740. Strategic Leadership. 3 Credits.
Principles of organizational strategy and program development are the major components for this course. Relevant theories associated with organizational development, setting program strategic initiatives, strategic planning, and organizational level analysis and evaluation will be explored. Prerequisites: admission to program or approval of instructor.

NURS 745. Visionary Leadership. 3 Credits.
The final course in the leadership series provides the opportunity to examine outcomes at the program and health care system level and project future health care system needs. The focus is on activities necessary for effective evaluation of health care programs and meeting strategic initiatives by successfully implementing change. Capability for envisioning profound changes within the health care system will be developed. Transformation/Futuristic theory will be applied to envision market change for health care systems to be strategically positioned for future trends. Prerequisites: Admission to program or approval of instructor.

NURS 750. Professional Relationships and Human Resource Management. 3 Credits.
This course focuses on the constructive use of power, influence, and politics that have an impact on the nursing profession and the healthcare system at large. Theories of communication, group dynamics, motivation and incentives, and conflict resolution/negotiation strategies will be examined.

NURS 751. Developmental Neonatal Physiology. 2 Credits.
This course provides an in-depth examination of human genetics, embryologic development and normal physiologic functioning of developing body systems. Mechanisms involved in cell division, gametogenesis, and inheritance patterns will be addressed. Basic genetics and epigenetics will be included. The structural and functional development of fetal systems, during critical periods, will be emphasized. Abnormalities and alterations in fetal development will be explored.

NURS 756. Clinical Nurse Specialist II: Transition to Practice. 3 Credits.
This course provides the graduate student with knowledge necessary for developing Clinical Nurse Specialist practice and leadership skills. Pre- or corequisite: NURS 757.

NURS 757. Clinical Nurse Specialist Practicum II: Role Transition. 2-5 Credits.
This clinical course focuses on Clinical Nurse Specialist practice. Concepts presented in the didactic component (NURS 756) will be actualized in the clinical setting. Pre- or corequisite: NURS 756.

NURS 758. Clinical Nurse Specialist Practicum III: Role Synthesis. 3 Credits.
This capstone course focuses on synthesis and application of key concepts related to the Clinical Nurse Specialist practice. Prerequisites: NURS 738, NURS 739, NURS 756, and NURS 757.

NURS 760. Advanced Family Nursing I Practicum. 3 Credits.
This course will explore current clinical concepts related to the care of healthy and pregnant women. Roles and responsibilities of the family nurse practitioner in these subspecialties will also be discussed.

NURS 761. Pharmacology for Advanced Practice Nursing. 3 Credits.
This course will develop and enhance the advanced practice nurse's knowledge of pharmacological management of the patient. Expanded knowledge and application of advanced pharmacologic concepts across the lifespan will build upon previous elemental concepts in pharmacology and pharmacotherapeutics obtained in undergraduate education and clinical practice.

NURS 762. Advanced Family Nursing I: Management of Acute Illnesses. 3 Credits.
Focus is on acute health problems in the primary care setting, including assessment and management. Inclusion of geriatric content relating to acute illnesses will be added. Prerequisites: NURS 761, NURS 770, and NURS 771.

NURS 763. Health Promotion and Maintenance. 2 Credits.
This course provides the nurse practitioner student the opportunity to work with students from other professions as they develop health promotion strategies that consider the expertise of each discipline. Students will incorporate technology in promoting health.

NURS 764. Advanced Family Nursing II Practicum. 4 Credits.
The purpose of this clinical course is to prepare the family nurse practitioner student to deliver primary care services to families in which a patient has either acute, women’s health or pediatric care disorders. Prerequisites: NURS 761, NURS 770, and NURS 771.

NURS 765. Advanced Family Nursing II: Management of Chronic Illnesses. 3 Credits.
The focus of this course is on the accurate diagnosis and management of chronic health problems within the primary care setting for the family nurse practitioner (FNP). Prerequisites: NURS 761, NURS 763, NURS 770, and NURS 771.

NURS 766. Primary Care Approaches for Women. 3 Credits.
This course will explore current clinical concepts related to the care of healthy and pregnant women. Roles and responsibilities of the family nurse practitioner in these sub-specialties will also be discussed.

NURS 767. Advanced Family Nursing III Practicum. 3-4 Credits.
This clinical emphasizes integration of primary care skills and clinical course decision-making in populations with acute chronic, complex, pediatric or women’s health disorders for family nurse practitioner students. Prerequisites: NURS 761, NURS 760, NURS 770, NURS 771, NURS 762, and NURS 764.

NURS 770. Pathophysiology for Advanced Nursing Practice. 3 Credits.
This course explains the pathophysiology of disease as a basis for advanced practice and assessment for prevention and management of health conditions.

NURS 771. Physical Assessment for Advanced Nursing Practice. 3 Credits.
Emphasis is on advanced history taking, physical assessment and interviewing skills for advanced practice nursing. Advanced practice students will be provided with hands-on opportunities to practice physical assessment skills across the lifespan.
NURS 772. Foundations of Advanced Neonatal Care. 3 Credits.
The foundations of advanced neonatal care course provides the theoretical and practical knowledge for the neonatal nurse practitioner or physician assistant to manage the health care needs of the neonate in the newborn nursery or level II neonatal intensive care unit. Prerequisites: NURS 776, NURS 768 and NURS 787.

NURS 773. Pharmacology for Advanced Neonatal Care. 3 Credits.
The course offers scientific inquiry into the use of pharmacologic agents in the advanced nursing care of infants, including fetal, neonatal life, and early childhood. Pharmacokinetics, pharmacodynamics, drug use in pregnancy and lactation, pharmacologic agents used in disease prevention and treatment, drug monitoring and drug safety in the home are explored. Pre- or corequisite: NURS 761.

NURS 774. Advanced Neonatal Care: High Risk Management I. 3 Credits.
This course develops the students' ability to manage high-risk neonates. This is the second of three sequential management courses that provide the theoretical and practical knowledge for the neonatal nurse practitioner to manage the health care needs of the neonate at the highest level of nursing practice. Pre- or corequisite: NURS 778.

NURS 775. Advanced Neonatal Care: High Risk Management II. 3 Credits.
An organ systems approach is used to explore the diagnosis and management of neonates requiring surgery and advanced technologies. Additional topics will include developmental follow-up of the medically fragile infant and withdrawal of life support in the NICU. Pre- or corequisite: NURS 789.

NURS 776. Advance Neonatal Nursing Practicum I. 3 Credits.
The development of foundational skills associated with the physical assessment and management of the neonate is the focus of this practicum experience. Pre- or corequisites: NURS 768, NURS 787 and NURS 790.

NURS 778. Advanced Neonatal Nursing: Practicum II. 4 Credits.
The focus of this course is the accurate diagnosis and management of high risk neonatal clinical problems. Pre- or corequisite: NURS 775.

NURS 779. Seminar in Pediatrics/Management of Chronic and Complex Neonatal Clinical Problems. 3 Credits.
This course utilizes a journal club approach and is designed to acquaint the advance practice neonatal nurse with issues associated with the management of chronic and complex clinical problems. Emphasis is on the identification of clinical conditions requiring timely referral for diagnosis and treatment. Topics will include, but are not limited to, genetics and congenital conditions, palliative/end-of-life care and complications of prematurity.

NURS 780. Financial Issues in Nursing Administration. 3 Credits.
This course focuses on planning, designing, and monitoring of a nursing budget with special emphasis on personnel, supply, and capital equipment budgeting. Specific financial problems of a nursing service department are addressed.

NURS 781. Advanced Pediatric Nursing: Practicum I Primary Care. 3 Credits.
This course provides the opportunity to practice clinical decision-making and primary care assessment skills within a primary care setting. Collaborative strategies will be emphasized related to health promotion/maintenance and the management of common health problems for pediatric patients and their families.

NURS 782. The Growth and Development of Children in the 21st Century. 3 Credits.
Physical, cognitive, psychosocial, psychosexual, and social-moral growth and development milestones from infancy through adolescence will be explored from a nursing perspective. Emphasis is on the assessment and management of the child within the context of environmental, cultural, and social factors affecting growth and development.

NURS 783. Management of Acute Pediatric Conditions I. 3 Credits.
An organ systems approach is used to explore the diagnosis and management of childhood disorders. The actions of the PNP and the needs of the child are considered across the continuum of care from urgent/primary care to acute care. Corequisite: NURS 784.

NURS 784. Advanced Pediatric Nursing: Practicum II. 4 Credits.
This course provides the opportunity to practice clinical decision-making and primary care assessment skills within a primary care setting. Collaborative strategies will be emphasized related to health promotion/maintenance and the management of common health problems for pediatric patients and their families.

NURS 785. Seminar in Pediatrics: Management of Chronic and Complex Clinical Conditions. 3 Credits.
This course explores issues associated with the management of chronic and complex clinical conditions for children. Emphasis is on the identification of clinical conditions requiring timely referral for diagnosis and treatment. Topics will include, but are not limited to, genetics, palliative/end-of-life care, and psychiatric/mental issues. Pre- or corequisite: NURS 783 and NURS 784.

NURS 786. Management of Acute/Critical Pediatric Conditions II. 3 Credits.
An organ systems approach is used to explore the diagnosis and management of childhood disorders. The actions of the PNP and the needs of the child are considered across the continuum of care from urgent/primary care to acute/critical care. Corequisite: NURS 788.

NURS 788. Advanced Pediatric Nursing: Practicum III. 3 Credits.
This course provides the opportunity to practice clinical decision-making and primary care assessment skills within a primary care setting. Collaborative strategies will be emphasized related to health promotion/maintenance and the management of common health problems for pediatric patients and their families. Pre- or corequisite: NURS 865 or NURS 816.

NURS 789. Advanced Neonatal Nursing Practicum III. 4 Credits.
The focus of this course is on the accurate diagnosis and management of high risk neonatal clinical problems. Pre- or corequisite: NURS 775.

NURS 795. Topics. 3 Credits.
Designed to provide the advanced student with an opportunity to investigate specific topics of current interest in the health services. Prerequisites: Ph.D. standing or permission of the instructor.

NURS 797. Independent Study. 1-3 Credits.
This course is for students completing an independent study or independent clinical hours.

NURS 798. Independent Clinical Study. 1-3 Credits.
This course focuses on clinical and/or research-related competencies of graduate nursing students. Students enroll on an as-needed basis as determined by the instructor or student. Prerequisites: Enrollment in the graduate nursing program and permission of the instructor.

NURS 800. Introduction to Healthcare Disparities, Vulnerable Populations, and Epidemiology. 3 Credits.
This course focuses on four integrative concepts including leadership, advocacy, practice, and translational research. Issues related to planning and providing care related to disparity and issues for vulnerable and underserved populations will be highlighted. The role of epidemiology will be explored.

NURS 801. Roles and Responsibilities for Transforming Practice. 3 Credits.
This course focuses on role expectations for advanced practice nurses; the intersection of models of leadership, advocacy, practice, and translational research will be emphasized. Personal strategic planning of the students will be addressed as it applies to disparity issues and vulnerable and underserved populations.

NURS 802. The Business of Advanced Nursing Practice. 3 Credits.
This course will explore the business dimensions of practice including legal, safety, quality and financial. The course will focus on SWOT analysis, developing business plans and community assessments.
NURS 803. Leadership and Interprofessional Practice in Healthcare. 3 Credits.
This is an interprofessional course that explores organizational and structural opportunities and barriers within healthcare organizations through interprofessional collaboration and teamwork. Ethical issues will be explored. The focus is on the role of the healthcare provider as a leader of their profession within healthcare and on healthcare teams. Emphasis is on meeting the needs of underserved populations.

NURS 805. Application of Practice-Based Research Methods. 2 Credits.
This course focuses on the research process used to conduct practice-based research. It prepares advanced practice nurses to develop, implement, and evaluate programs that focus on improving healthcare outcomes.

NURS 806. Proposal Development and Database Management. 4 Credits.
This research course is designed to provide the Advanced Practice Nurse and Nurse Executive student with knowledge and skills regarding the design and methodology used to conduct a practice focused research study. Focus will be on human subjects protection, statistical analysis and database management. Prerequisites: NURS 805.

NURS 807. Informatics and Healthcare Technology. 3 Credits.
This course will cover the use of data in health care as well as other informatics applications. Students will explore healthcare technology used to improve the delivery and evaluation of care.

NURS 809. Advocacy for Healthcare Public Policy for Advanced Practice. 3 Credits.
This course will prepare the DNP to assume a leadership role in developing, implementing, and advocating for health care policy that results in quality, accessible, comprehensive health care for vulnerable populations.

NURS 810. Leadership in Complex Systems and Organizations. 3 Credits.
This course will focus on the leadership that comprises two types: informal and formal leadership. Competencies will include communication, knowledge of health care environment, leadership, professionalism, and business skills.

NURS 812. Evidence-Based Management for Quality Healthcare. 3 Credits.
The focus of the course is on the development of systems processes to ensure quality healthcare. The evidence-based model will be applied to organizational systems.

NURS 814. Competitive Resource Design and Utilization. 3 Credits.
This course focuses on the competitive design and utilization of organizational and human resources. Emphasis will be placed on the strategic process to ensure that resources are applied in ways to ensure high-quality care and excellent patient outcomes. The course will cover the business models for effective financial and personnel management of healthcare organizations. Analysis of the costs of care and quality of care will be performed.

NURS 816. DNP Executive Practicum I. 2-5 Credits.
This practicum focuses on the application of nurse executive leadership skills in the practice environment. Focus will be on the role of the nurse executive and evidence-based research. Corequisite: NURS 805.

NURS 817. DNP Executive Practicum II. 2-5 Credits.
This experience focuses on the application of executive leadership skills in nursing. Focus will be on the role of the nurse executive and evidence-based research. Corequisite: NURS 806.

NURS 818. DNP Executive Practicum III. 3-5 Credits.
This practicum focuses on the application of executive leadership skills in the practice environment. Focus will be on the role of the nurse executive, evidence-based research and the use of healthcare technology. Corequisite: NURS 807.

NURS 819. DNP Executive Practicum IV. 3-5 Credits.
An examination of the application of executive leadership skills in the practice environment. Focus will be on the role of the nurse executive, evidence-based research, and practice dissemination.

NURS 865. DNP Clinical Practicum I. 2 Credits.
This course is designed to provide the Advanced Practice Nurse with the knowledge and skills to practice at an advanced level in a practice-based setting. Focus will be on enhanced clinical skills and evidence-based research. Corequisite: NURS 805.

NURS 866. DNP Clinical Practicum II. 2 Credits.
This course is designed to provide the Advanced Practice Nurse with the knowledge and skills to practice at an advanced level in a practice-based setting. Focus will be on evidence-based practice, teamwork, evidence-based research, and advanced clinical diagnostics. Corequisite: NURS 806.

NURS 867. DNP Clinical Practicum III. 3 Credits.
This course is designed to provide the Advanced Practice Nurse with the knowledge and skills to practice as an expert clinician, a program evaluator, and a team leader within a practice-based setting focusing on evidence-based practice. Healthcare technology will be explored.

NURS 868. DNP Clinical Practicum IV. 3 Credits.
This course is designed to provide the Advanced Practice Nurse with the knowledge and skills to practice as an expert clinician, a program evaluator, a team leader, and a change agent with emphasis on translational and evidence-based research. Corequisite: NURS 890.

NURS 890. DNP Nursing Capstone. 3 Credits.
This capstone course is designed to facilitate the ability of the advanced practice nurse to synthesize, translate, and disseminate practice-focused research findings and apply them to practice settings.

NURS 895. Topics. 1-3 Credits.
Designed to provide the advanced doctoral student with an opportunity to investigate specific topics of current interest in the health services. Prerequisites: DNP standing or permission of the instructor.

NURS 897. Independent Study. 1-3 Credits.
This course focuses on research-related competencies of graduate nursing students. Students enroll on an as-needed basis as determined by the instructor. Prerequisites: Enrollment in the graduate nursing DNP program and permission of instructor.

NURS 898. Independent Clinical Study. 1-3 Credits.
This course focuses on clinical and/or research-related competencies of DNP graduate nursing students. Students enroll on an as-needed basis as determined by the instructor. Prerequisites: Enrollment in the graduate nursing program and permission of instructor.

NURS 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

NURS 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

NURA - Nurse Anesthesia

NURSE ANESTHESIA Courses

NURA 745. Applied Chemistry and Physics for Nurse Anesthetists. 2 Credits.
This course is a review of the principles of organic chemistry, biochemistry, and physics. It is designed as a foundation for the students' understanding of pharmacology, physiology, and the anesthesia gas machine. This course will also provide an introduction to the chemical structure-activity relationships, metabolism and mechanism of action of selected agents.

NURA 746. Advanced Physiology for Nurse Anesthetists. 4 Credits.
This course focuses on normal physiological functioning of body systems building on undergraduate anatomy and physiology to further examine structure and function focusing on cellular, subcellular, genetic and biochemical processes. The goal is to provide an in-depth understanding of the function and regulation of body systems to maintain homeostasis.
NURA 750. Applied Principles of Anesthesia Practice I. 4 Credits.
This course integrates scientific concepts with basic principles of anesthesia practice and prepares the student for their new role in the safe and effective delivery of anesthesia. Emphasis is on vital anesthesia monitoring and delivery systems. Airway management and general anesthesia techniques will also be discussed. Simulation is incorporated into the learning process to reinforce principles introduced in class. Prerequisite: NURA 745.

NURA 751. Applied Principles of Anesthesia Practice II. 4 Credits.
This course formulates a basic level of cognitive, affective, and psychomotor expertise for the preoperative, intraoperative, and postoperative anesthesia periods. Students will analyze and apply basic physiological principles in preparation for the anesthesia management of patients undergoing complex surgical procedures. Human Simulation is incorporated into the learning process to reinforce principles introduced in class. Prerequisites: NURA 746 and NURA 750.

NURA 752. Applied Principles of Anesthesia Practice III. 4 Credits.
This course is the third course in a series of three and is intended to further the foundation for safe and effective delivery of anesthesia. It is designed to prepare the student for the decision making necessary for the complex issues of anesthesia in clinical practice. Students will apply knowledge of pathophysiological conditions to formulate safe plans of care for patients undergoing complex surgical procedures. Human Simulation is incorporated into the learning process to reinforce principles introduced in class. Prerequisites: NURA 747 and NURA 751.

NURA 753. Advanced Pharmacology for Nurse Anesthesia Practice. 3 Credits.
The major focus of the course is synthesizing principles learned in Advanced Pharmacology for Nursing Practice and applying them to anesthetic pharmaceuticals. Emphasis is placed on the critical thinking process used to choose and prescribe drugs in the management of anesthesia.

NURA 758. Clinical Practicum D. 10 Credits.
Each course consists of orientation to the Operating Room and the Anesthesia Department. Provides actual administration of general and regional anesthesia with qualified clinical instructors (Anesthesiologists and/or CRNA’s). Weekly classroom sessions consist of clinical conferences; journal club; and seminars dealing with current topics, including, but not necessarily limited to, respiratory, cardiovascular, thoracic, neuro, regional, obstetrical, pediatric, and special areas of anesthesia. Various special projects and competency examinations are administered throughout this phase. Prerequisites: NURS 770 and NURA 751.

NURA 761. Evidenced-Based Seminar for Anesthesia Practice I. 1 Credit.
This course is the first in a series of six seminar courses that helps prepare advanced practice nurses with an opportunity to assess clinical and scientific evidence through appraisal of the literature. The course explores the philosophical underpinnings for nursing knowledge and evidence in nursing practice. Pre- or corequisite: NURA 752, NURA 754, and NURS 801.

NURA 762. Evidenced-Based Seminar for Anesthesia Practice II. 1 Credit.
The course is designed to build on the understanding gained in NURA 761 and to expand the advanced practice nursing student’s understanding of research methods, design, and statistics. Prerequisite: NURA 761.

NURA 763. Nurse Anesthesia Clinical Practicum A. 3 Credits.
This introductory-level course is designed to integrate didactic knowledge with basic practical application to the art and science of nurse anesthesia. It is designed to cultivate the novice student nurse anesthetist in selected clinical settings under direct supervision of qualified clinical preceptors.

NURA 764. Nurse Anesthesia Clinical Practicum B. 5 Credits.
Orientation to the Operating Room and the Anesthesia Department. Provides actual administration of general and regional anesthesia with qualified clinical instructors (Anesthesiologists and/or CRNA’s). Weekly classroom sessions consist of clinical conferences; journal club; and seminars dealing with current topics, including, but not necessarily limited to, respiratory, cardiovascular, thoracic, neuro, regional, obstetrical, pediatric, and special areas of anesthesia. Various special projects and competency examinations are administered throughout this phase.

NURA 856. Nurse Anesthesia Clinical Practicum C. 4 Credits.
Orientation to the Operating Room and the Anesthesia Department. Provides actual administration of general and regional anesthesia with qualified clinical instructors (Anesthesiologists and/or CRNA’s). Weekly classroom sessions consist of clinical conferences; journal club; and seminars dealing with current topics, including, but not necessarily limited to, respiratory, cardiovascular, thoracic, neuro, regional, obstetrical, pediatric, and special areas of anesthesia. Various special projects and competency examinations are administered throughout this phase.

NURA 857. Nurse Anesthesia Clinical Practicum D. 4 Credits.
Orientation to the Operating Room and the Anesthesia Department. Provides actual administration of general and regional anesthesia with qualified clinical instructors (Anesthesiologists and/or CRNA’s). Weekly classroom sessions consist of clinical conferences; journal club; and seminars dealing with current topics, including, but not necessarily limited to, respiratory, cardiovascular, thoracic, neuro, regional, obstetrical, pediatric, and special areas of anesthesia. Various special projects and competency examinations are administered throughout this phase.

NURA 858. Anesthesia Clinical Practicum E. 4 Credits.
This course is the fifth in six in an increasingly more complex six-course series, and continues the integration of didactic knowledge and practical application to the art and science of nurse anesthesia. It is designed to cultivate the proficient student nurse anesthetist in a variety of clinical settings in collaboration with qualified clinical preceptors. The student will be immersed in the anesthesia clinical environment for this course. Course content is based on the American Association of Nurse Anesthetists Standards for Nurse Anesthesia Practice. Prerequisite: NURA 857.

NURA 859. Anesthesia Clinical Practicum F. 4 Credits.
This course is the final in an increasingly more complex six-course series, and continues the integration of didactic knowledge and practical application to the art and science of nurse anesthesia. It is designed to cultivate the proficient student nurse anesthetist in a variety of clinical settings in collaboration with qualified clinical preceptors. The student will be immersed in the anesthesia clinical environment for this course. Course content is based on the American Association of Nurse Anesthetists Standards for Nurse Anesthesia Practice. Prerequisite: NURA 859.

NURA 863. Evidenced-Based Seminar for Anesthesia Practice III. 1 Credit.
This course is the third in a series of six seminar courses designed to enhance the nurse anesthesia student’s understanding of research methods, design and analysis. A journal club format is used to evaluate anesthesia care for optimum outcomes using published research studies. Prerequisite: NURA 762.

NURA 864. Evidenced-Based Seminar for Anesthesia Practice IV. 1 Credit.
This course is the fourth in a series of six seminar courses designed to enhance the nurse anesthesia student’s understanding of research methods, design and analysis. A journal club format is used to evaluate anesthesia care for optimum outcomes using published research studies. Prerequisite: NURA 863.

NURA 865. Evidenced Based Seminar for Anesthesia Practice V. 1 Credit.
This course is the fifth in a series of six seminar courses designed to enhance the nurse anesthesia student’s understanding of research methods, design and analysis. A journal club format is used to evaluate anesthesia care for optimum outcomes using published research studies. Prerequisite: NURA 864.

NURA 866. Evidenced Based Seminar for Anesthesia Practice VI. 1 Credit.
This course is the sixth in a series of six seminar courses designed to enhance the nurse anesthesia student’s understanding of research methods, design and analysis. A journal club format is used to evaluate anesthesia care for optimum outcomes using published research studies. Prerequisite: NURA 865.
OEAS 502. Field Experiences in Oceanography for Teachers. 3 Credits. Field and laboratory experiences in oceanography including hands-on experience using equipment and methods suitable for middle and secondary education professionals. Course will provide understanding of oceanic processes using simple field and laboratory experiments. Not available for credit for OEAS majors and minors. Prerequisite: background in K-12 Education.

OEAS 503. Aquatic Pollution. 3 Credits. This course will present basic ecological principles relevant to water pollution and ecotoxicology. Topics will include runoff, eutrophication, water and sewage treatment, industrial waste, oil pollution, pesticides, and plastics in the sea. Case studies provide focal points for consideration of issues in making decisions and setting policy. This is a writing intensive course.

OEAS 504. Environmental Physiology of Marine Animals. 3 Credits. Functional morphology and physiological aspects of growth and ecological energetics of marine animals. Basic concepts and habitat comparisons.

OEAS 505. Physical Oceanography. 3 Credits. Physics of the ocean: properties of seawater and their distribution; water mass formation; mass and energy flows; waves; tides; models; estuarine and coastal processes. An elective for science and engineering majors. Prerequisites: C or better in MATH 211 and either PHYS 232N or two semesters of hydraulics.

OEAS 506. Matlab. 1 Credit. This course is designed to introduce students to Matlab programming and to develop skills utilizing this program for data analysis. Prerequisite: C or better in MATH 211 or permission of instructor.

OEAS 508. Introductory Soils. 4 Credits. Nature and properties of soils. Physical and chemical processes in soils and their influence on plant growth, the movement of water, and pollutants. Importance of soil properties in determining urban, industrial and agricultural uses.

OEAS 510. Chemical Oceanography. 3 Credits. Chemical composition of the ocean and the chemical, biological, geological and physical processes controlling it.

OEAS 511. Structural Geology. 4 Credits. Recognition, habitat, and origin of deformed geologic structures. Relationships between structural patterns and tectonic settings. Laboratory sessions emphasize cartographic and stereographic projections, map interpretation, and hand sample evaluation. Weekend field trip required.

OEAS 512. Global Environmental Change. 3 Credits. An examination of the development of the earth as a habitable planet, from its origin to human impacts on global biogeochemical cycles on land, and in the oceans and atmosphere.

OEAS 513. Environmental Geochemistry. 3 Credits. Low temperature geochemistry of surface and near-surface materials and processes. Weathering and the geochemical cycle as influenced by environment.

OEAS 515. Waves and Tides. 3 Credits. Causes, nature, measurement and analysis of water waves and tides. Mathematical and graphical application to wave and tide problems. Prerequisites: C or better in MATH 212 and PHYS 232N or permission of the instructor.

OEAS 516. Electronics and Oceanographic Instrumentation. 3 Credits. The course will consist of brief lectures and hands-on laboratory exercises, in which students will learn to build, use, and debug electronic devices relevant to ocean and earth science applications. Topics covered will include circuit theory, power supplies and budgets, transducers and amplifiers, computerized data acquisition, instrument control, signal conditioning and resolution.

OEAS 518. Chemical Limnology. 3 Credits. Chemical cycling in lakes and reservoirs, and interactions with biological and physical processes; quantitative modeling of lake geochemistry.

OEAS 519. Spatial Analysis of Coastal Environments. 3 Credits. The course integrates remotely sensed and field techniques for scientific investigation and practical management of coastal environmental systems. Spatial modeling of coastal processes and management tools using geographic information system (GIS). Prerequisite: GEOG 504.

OEAS 520. Hydrogeology. 3 Credits. Topics covered will include the occurrence and movement of surface and subsurface water, the nature and distribution of permeable rocks and strata, field techniques used in ground-water studies, and the flow of ground-water to wells.

OEAS 526. Concepts in Oceanography for Teachers. 3 Credits. This web-based course will provide a practical introduction to oceanography for earth science teachers. It is particularly aimed at current science teachers attempting to become certified in earth science education. Topics will include discussions of geological, biological, physical and chemical oceanography. Not available for credit for OEAS majors and minors.

OEAS 530. Introduction to Geophysics. 3 Credits. Introduction to the physics of the earth, including plate tectonics, volcanism, earthquakes and seismology, gravity, the earth's magnetic field, geophysical remote sensing, and mantle convection.

OEAS 531. Sedimentary Petrology. 3 Credits. The chemical aspects of sediments and sedimentary rock needed for modern geologic and oceanographic studies. Optical petrology and x-ray diffraction are emphasized in the laboratory with particular attention to clay mineralogy. Field trip required.

OEAS 534. Geodynamics. 3 Credits. A qualitative and quantitative description of physical processes in the Earth and environmental sciences. Topics include stress and strain, plate elasticity and flexure, heat flow, fluid mechanics, material rheology, and groundwater flow. Emphasis will be placed on developing an understanding of Earth dynamics using real-world examples, including numerical exercises. Prerequisites: MATH 211, MATH 212, PHYS 231N, and PHYS 232N or equivalents.

OEAS 540. Biological Oceanography. 4 Credits. Marine organisms and their relationship to physical and chemical processes in the ocean. Laboratory study of local marine organisms, marine ecosystem and sampling techniques. Includes identification, data analysis and field trips.

OEAS 546. Quaternary Geology. 3 Credits. Geological effects of Cenozoic climate changes and tectonic movements on marine and terrestrial systems. Weekend field trips to study landscapes and deposits in the coastal plain and Appalachian provinces.

OEAS 548. Population Ecology. 3 Credits. This course uses conceptual and mathematical models to understand how populations grow and persist in space and time. Both plants and animals are discussed.

OEAS 551. Data Collection and Analysis in Oceanography. 4 Credits. This course introduces students to the basic oceanographic instruments used to obtain and analyze information by investigating different locations in the Chesapeake Bay. Data obtained with these instruments will be processed and analyzed using the data analysis techniques discussed in class. The data will then be used to answer a particular question related to the temporal and spatial variability in a natural system. Prerequisites: College level calculus and statistics (at least one semester of each).
OEAS 553. Marine Molecular Ecology. 4 Credits.
This course will explore the ecology of marine organisms using molecular techniques and data. Molecular ecology covers a wide variety of sub-disciplines, including genetics, physiology, ecology, and evolution. The course will explore basic theory in population genetics, ecology, and evolution and cover nucleic acid techniques and their applications.

OEAS 566. Introduction to Mitigation and Adaptation. 3 Credits.
Students will be introduced to the science underpinning mitigation of human-induced changes in the Earth system, including but not limited to climate change and sea level rise, and adaptation to the impacts of these changes. This course will cover the environmental hazards and the opportunities and limitations for conservation, mitigation and adaptation. Cross listed with BIOL 566.

OEAS 567. Sustainability Leadership. 3 Credits.
In this class, students will discover what makes a leader for sustainability. They will consider a range of global and local crises from a leadership point of view in the context of sustainability science, which addresses the development of communities in a rapidly changing social, economic, and environmental system-of-systems environment. The course will be based on taking a problem-motivated and solution-focused approach to the challenges considered. The course includes a service learning project focusing on a leadership experience in solving a real-world environmental problem. Prerequisite: BIOL 566 or OEAS 566.

OEAS 595. Special Topics. 1-4 Credits.
Lectures, field and laboratory studies. An investigation of a selected problem in physical, geological, chemical, or biological oceanography. Prerequisites: permission of the instructor.

OEAS 603. Geobiology and Biosedimentology. 3 Credits.
Geobiology and biosedimentology reflect the interdisciplinary approach to environmental problems, questions related to Earth history, and the exploration of extraterrestrial worlds. The course elaborates our understanding of geobiology and biosedimentology by conducting a study on benthic cyanobacteria and their influences on sedimentary processes in marine environments. Study area is Fisherwoman’s Island, located close to Norfolk, VA. The course includes aspects of astrobiology (the “sister of geobiology”), and discusses the evolution of life on Earth.

OEAS 604. Introduction to Physical Oceanography. 3 Credits.
Introduction to descriptive and dynamical physical oceanography. Properties of sea water; distribution of temperature, salinity and density; water, salt, and heat budgets; techniques for describing the ocean; circulation and water masses of the world’s oceans and coastal waters.

OEAS 605. Introduction to Ocean Modeling and Prediction. 3 Credits.
Instructor approval required. Introduction to concepts and theories of numerical ocean models and their applications in physical oceanography, computational fluid dynamics, environmental problems and ocean forecast systems. Prerequisite: OEAS 505 or OEAS 604.

OEAS 606. Experimental Procedures in Physical Oceanography. 3 Credits.
Provides basic knowledge for conducting field experiments in physical oceanography. Fundamentals of experimental design and sampling theory. Standard methods of data reduction, analysis, and reporting.

OEAS 610. Advanced Chemical Oceanography. 3 Credits.
Chemical properties of seawater; chemical composition of the ocean including major and trace elements, dissolved gases, micronutrient elements, and organic compounds; processes controlling this composition.

OEAS 611. Chemical Oceanography Laboratory. 3 Credits.
Basic analytical chemistry of seawater; field work in chemical oceanography.

OEAS 612. Marine Geochemistry. 3 Credits.
Processes governing the chemical composition of the ocean. Riverine input; air-sea exchange; sediment-bottom water exchange; hydrothermal input; internal cycling by physical processes; numerical modeling in chemical oceanography. Prerequisite: OEAS 610.

OEAS 613. Geochemistry of Marine Sediments. 3 Credits.
An introduction to the geochemistry of marine sediments, with an emphasis on nutrient (C,N,P,S) and trace element cycling in marine sediments. Prerequisites: OEAS 610 and OEAS 612.

OEAS 614. Chemical Oceanography in the Coastal Environment. 3 Credits.
Chemical dynamics within water and sediments of estuaries, salt marshes, and the continental shelf; river-sea, air-sea, and sediment-water interactions; modeling techniques. Prerequisite: OEAS 610.

OEAS 616. Advanced Chemical Oceanography Laboratory. 3 Credits.
Analysis of trace constituents in marine waters, sediments, and sediment porewaters; sampling techniques; field experience. Prerequisite: OEAS 611.

OEAS 620. Advanced Geological Sciences. 3 Credits.
Survey of marine and terrestrial geology and geophysics; plate tectonics and basin formation; marine sediments and sediment dynamics; marine depositional environments and depositional systems; marine stratigraphy dynamics and the formation of marine basins.

OEAS 622. Wetland Hydrology. 3 Credits.
Hydrologic criteria used to delineate wetlands. Techniques used to calculate components of water budgets for non-tidal wetlands. Many lab exercises will require extensive field work in wetlands.

OEAS 625. Marine Sedimentary Environments. 3 Credits.
Attributes of marine sediments; main sedimentary facies zones in marine and coastal environments (deep sea, shelf, tidal flats, lagoons, barrier islands); modern depositional systems versus ancient depositional systems; reefs (brachiopoda, corals, sponges, foraminifers, etc); traces and trace fossils. Prerequisites: OEAS 620.

OEAS 630. Dynamical Oceanography I. 3 Credits.
Dynamics of rotating, stratified fluids, geostrophic adjustment, potential vorticity, Ekman layers, gravity waves, and large scale ocean circulation. Prerequisites: OEAS 604 and MATH 691.

OEAS 634. Applied Clay Mineralogy. 3 Credits.
The study of clay minerals and colloids and the application of their physical and chemical properties to various geologic, agricultural, and environmental problems. Special emphasis is given to ion exchange and sorption problems involving clays under various conditions. Techniques of semi-quantitative analysis of clay minerals and the alteration of their chemical physical properties are emphasized.

OEAS 640. Advanced Biological Oceanography. 4 Credits.
Marine organisms and their interactions with the physical and chemical environments of the sea; primary production, population ecology, nutrition, reproduction, and marine biogeography; related laboratory exercises.

OEAS 644. Environmental Physiology of Marine Animals. 3 Credits.
Physiological and biochemical adaptations of marine animals in stable and changing environments. Topics include foraging, respiration growth and reproductive strategies in diverse marine habitats. Prerequisite: OEAS 640 or equivalent.

OEAS 651. Introduction to Physics of Estuaries. 3 Credits.
This course considers the physical oceanography of estuaries. In particular, it explores how circulation and mixing in estuaries are influenced by atmospheric forcing, tidal forcing, coastal influences and bathymetric variability. Topics to be treated include classification of estuaries, typical steady dynamical balances, transport of salt and other quantities, mixing, and time-space scales of variability. Prerequisite: OEAS 604.

OEAS 658. Participatory and Agent-Based Modeling, Simulation, and Visualization. 3 Credits.
This class will introduce students to the theory of wicked problems and how to address these problems using collaborative strategies such as participatory modeling. The role of agent-based models in studying and visualizing conflicts of interest will be emphasized. Scenario-based simulations help to create foresight related to wicked problems. Tools for visualization of data and model output will further support addressing the wicked problems.
The course covers the distribution, abundance, and biogeochemical activities of microorganisms in the oceans, with emphasis on prokaryotic microbes and viruses. Symbioses with higher organisms, and applied aspects of marine microbiology, including biofouling and corrosion, invasive species, and marine biotechnology are also addressed.

OEAS 735. Paleoclimatology. 3 Credits.
The course focuses on the causes (forcings) of climate change; natural response time of the climate system; interactions and feedbacks; and the geologic record in climate change.

OEAS 741. Fisheries Population Dynamics. 4 Credits.
An introduction to the major questions in the management of marine fisheries: abundance, estimation, distribution, recruitment and optimum yield. Topics are presented within the context of fisheries management, marine productivity and population ecology, all of which shape the direction of the primary literature.

OEAS 743. Applied Methods of Fisheries. 4 Credits.

OEAS 744. Fisheries Management. 3 Credits.
Quantitative methods for the description and management of fisheries. Analytical and empirical forecasting models used to study case histories of managed fish stocks. Case studies of poorly and well managed stocks.

OEAS 747. Reproduction and Larval Ecology of Marine Invertebrates. 3 Credits.
Topics include the evolution of reproductive strategies, maturation, behavior, larval ecology, and recruitment.

OEAS 755. Mathematical Modeling of Marine Ecosystems. 3 Credits.
This course is focused on the theory and techniques of mathematical model development for marine ecosystems. The course is designed to provide an understanding of how to parameterize interaction among components of marine food webs and interaction of food web components with physical environments.

OEAS 764. Coastal Sedimentology. 3 Credits.
Sedimentary processes in different coastal zones will be described: carbonate, evaporitic, and clastic depositional systems. We will conduct a small research project along the coast of Virginia. Field trip required.

OEAS 765. Marine Biogeochemistry. 3 Credits.
This class will focus on biologically mediated elemental cycling in aquatic systems. Assimilatory and dissimilatory biological processes involving auto- and heterotrophic organisms frequently mediate elemental cycling of these elements. Inorganic compounds and dissolved and particulate organic material will be discussed in terms of their biological reactivity and turnover times in aquatic systems and their contribution to elemental cycling on a variety of temporal and spatial scales. Also included is the issue of how community structure and function alter biogeochemical cycles.

OEAS 770. Aquatic Photosynthesis. 4 Credits.
This course examines the physics, chemistry, biology and ecology of photosynthesis by aquatic organisms. Topics include light harvesting, energy transfer, carbon metabolism and biosynthesis and their ecological consequences.

OEAS 772. Aquatic Optics. 4 Credits.
The course covers the physics of light transmission through the aquatic medium as affected by scattering and absorption, the optical properties of seawater, suspended particles of living cells, underwater vision and ocean color.
OEAS 795. Advanced Topics in Oceanography. 1-4 Credits.
An advanced investigation of a selected problem in physical, geological, chemical, or biological oceanography under the direction of the faculty of the Department of Ocean, Earth and Atmospheric Sciences.

OEAS 800. Survival Skills for Scientists. 1 Credit.
Seminar class each fall and spring that will address a series of topics to improve student success as scientists. Pass/Fail grading.

OEAS 803. Stability of Ocean Flow. 3 Credits.
A study of the basic ideas and methods used to examine the stability of ocean currents. Topics include fundamentals, barotropic and baroclinic instability, wave packets and energy balance. Prerequisites: calculus, differential equations, geo-physical fluid dynamics.

OEAS 804. Time Series in Oceanography. 3 Credits.
A study of the basic techniques used to model and analyze time series of oceanographic data. These include temporal spatial and frequency/wave number domain techniques. Prerequisite: calculus.

OEAS 808. Simulation Techniques for Ocean Circulation. 3 Credits.
Emphasis is on the construction of working ocean models, both vorticity-stream function and primitive equation models analyzed, mostly finite difference techniques, implicit and explicit schemes, staggered grids, discussion of ocean general circulation models. Prerequisites: OEAS 730, and knowledge of a computer program language (FORTRAN preferred).

OEAS 811. Regional Oceanography. 3 Credits.
The regional oceanography of the major ocean basins, marginal seas, and coastal oceans. Seasonal and interannual variability. Heat and salt cycles. Prerequisite: OEAS 604.

OEAS 823. Ocean Turbulence and Mixing Processes. 3 Credits.
This course will first provide a broad background in the concepts, theories and semi-analytical techniques used to describe turbulent motions and their effects in fluids. The various observational techniques that are presently used to measure turbulence in the ocean will be explored. Prerequisites: OEAS 730 and OEAS 830.

OEAS 830. Dynamical Oceanography II. 3 Credits.
Dynamics of rotating stratified fluids. Inertial waves, equatorial dynamics, coastal dynamics, dynamic instability.

OEAS 832. Advanced Geochemistry of Marine Sediments. 3 Credits.
Advanced topics in the geochemistry of marine sediments, with an emphasis on mathematical modeling of sedimentary geochemical processes.

OEAS 833. Marine Microbiology. 3 Credits.
The course covers the distribution, abundance, and biogeochemical activities of microorganisms in the oceans, with emphasis on prokaryotic microbes and viruses. Symbioses with higher organisms, and applied aspects of marine microbiology, including biofouling and corrosion, invasive species, and marine biotechnology are also addressed.

OEAS 840. Plankton Dynamics. 3 Credits.
This course emphasizes the ecology of heterotrophic plankton from bacteria to protists, from metazoan invertebrate plankton to fish larvae. Students will explore the role of plankton groups and species in the context of pelagic ecosystems. Planktonic processes are not only relevant for the ocean ecosystem but also for fisheries, aquaculture, environmental and human health, and global climate. The course consists of lectures, discussion groups on selected reading material, and laboratory demonstrations.

OEAS 841. Fisheries Population Dynamics. 4 Credits.
An introduction to the major questions in the management of marine fisheries: abundance, estimation, distribution, recruitment and optimum yield. Topics are presented within the context of fisheries management, marine productivity and population ecology, all of which shape the direction of the primary literature.

OEAS 843. Applied Methods of Fisheries. 4 Credits.

OEAS 844. Fisheries Management. 3 Credits.
Quantitative methods for the description and management of fisheries. Analytical and empirical forecasting models used to study case histories of managed fish stocks. Case studies of poorly and well managed stocks.

OEAS 847. Reproduction and Larval Ecology of Marine Invertebrates. 3 Credits.
Topics include the evolution of reproductive strategies, maturation, behavior, larval ecology, and recruitment.

OEAS 855. Mathematical Modeling of Marine Ecosystems. 3 Credits.
This course is focused on the theory and techniques of mathematical model development for marine ecosystems. The course is designed to provide an understanding of how to parameterize interaction among components of marine food webs and interaction of food web components with physical environments.

OEAS 864. Coastal Sedimentology. 3 Credits.
Sedimentary processes in different coastal zones will be described: carbonate, evaporitic, and clastic depositional systems. We will conduct a small research project along the coast of Virginia. Field trip required.

OEAS 865. Marine Biogeochemistry. 3 Credits.
This class will focus on biologically mediated elemental cycling in aquatic systems. Assimilatory and dissimilatory biological processes involving auto- and heterotrophic organisms frequently mediate elemental cycling of these elements. Inorganic compounds and dissolved and particulate organic material will be discussed in terms of their biological reactivity and turnover times in aquatic systems and their contribution to elemental cycling on a variety of temporal and spatial scales. Also included is the issue of how community structure and function alter biogeochemical cycles.

OEAS 869. Internship in Oceanography. 1-3 Credits.
1-3 credits. Prerequisite: permission of the department.

OEAS 870. Aquatic Photosynthesis. 4 Credits.
This course examines the physics, chemistry, biology and ecology of photosynthesis by aquatic organisms. Topics include light harvesting, energy transfer, carbon metabolism and biosynthesis and their ecological consequences.

OEAS 872. Aquatic Optics. 4 Credits.
The course covers the physics of light transmission through the aquatic medium as affected by scattering and absorption, the optical properties of seawater, suspended particles of living cells, underwater vision and ocean color.

OEAS 895. Advanced Topics in Oceanography. 1-4 Credits.
An advanced investigation of a selected problem in physical, geological, chemical, or biological oceanography under the direction of the faculty of the Department of Ocean, Earth and Atmospheric Sciences.

OEAS 898. Doctoral Research. 1-9 Credits.
Any semester; hours to be arranged; variable credit, 1-9 credits per semester. Ph.D.-level research.

OEAS 899. Dissertation. 1-9 Credits.
Any semester; hours to be arranged; variable credit, 1-9 credits per semester. Ph.D.-level work primarily devoted to the writing of the dissertation.

OPMT - Operations Management

OPERATIONS MANAGEMENT Courses

OPMT 611. Operations Management with Quantitative Analysis. 3 Credits.
Introduces concepts and frameworks for making decisions concerning designing, planning and controlling service and manufacturing operations. Concepts and issues related to process, layout, materials management, capacity, and quality, and how they affect productivity and customer satisfaction are discussed. Quantitative techniques such as linear programming, PERT/CPM, and control charts are used to make appropriate decisions. Prerequisite: BNAL 600.
OPMT 615. Operations & Supply Chain Management. 2 Credits.
This course focuses on the issues related to process, layout, production planning, materials management, quality, and lean manufacturing. The effects of these issues on productivity, firm performance, and customer satisfaction will be discussed. Furthermore, supply chain design, integration, and sustainability are discussed and analyzed. Prerequisites: Admission to the MBA Program, MBA 600, MBA 601, MBA 602, MBA 603, and MBA 604.

OPMT 624. Managing Services. 3 Credits.
An examination of the operations function in service organizations. Concepts and issues related to characteristics of services, managing demand, designing and delivering services, service processes and quality, and human resource management in service systems will be discussed.

OPMT 667. Cooperative Education. 1-3 Credits.
Approval for enrollment and allowable credits are determined by the department and Career Development Services in the semester prior to enrollment. Prerequisites: graduate standing.

OPMT 668. Operations Management Internship. 1-3 Credits.
Approval for enrollment and allowable credits are determined by the department and Career Development Services in the semester prior to enrollment. Prerequisites: graduate standing.

OPMT 695. Selected Topics in Operations Management. 3 Credits.
3 credits. Prerequisite: permission of the department chair and the graduate program director.

OPMT 697. Independent Study in Operations Management. 3 Credits.
Affords students the opportunity to undertake independent study under the direction of a faculty member. Prerequisite: OPMT 611.

OPMT 795. Topics. 3 Credits.
Lecture 3 hours; 3 credits.

OPMT 895. Topics. 3 Credits.
Lecture 3 hours; 3 credits.

PADM - Public Administration

PUBLIC ADMINISTRATION Courses

PADM 634. Regional Planning. 3 Credits.
The course analyzes the origins of regional planning agencies, current organizational structures, financing and functional activities. The focus is on the application of the systems approach to metropolitan planning issues. This latter objective is achieved through participation in exercises dealing with economics, transportation and land-use allocation modeling.

PADM 651. Administrative Theory I: The Context of Public Administration. 3 Credits.
Introduction to the profession of public administration; the evolution and development of the field, the role of organizations in contemporary American government, and the roles of politics and administration. The course also provides an introduction to the necessary skills for successful graduate study.

PADM 652. Administrative Theory II: The Process of Public Administration. 3 Credits.
Introduction to management in the public sector. Topics include: organizing public agencies, managing people and work groups, introduction to organizational systems (human resources, budget, and information systems), and effective leadership and decision-making processes.

PADM 653. Wicked Problems in Public Administration. 3 Credits.
This course deals with some of the many complex, intractable, or "wicked" problems that public and non-profit sector professionals will struggle with during the course of their careers. In the context of public administration, a wicked problem is a set of conditions and circumstances that seems to defy resolution or even amelioration because of the incredibly complex nature of the situation.

PADM 668. Internship/Field Experience. 3-6 Credits.
Required of all students without previous experience in government service. Supervised work experience in a public agency. A written report will be required.

PADM 671. Public Budgeting and Financial Management. 3 Credits.
The purpose of this course is to examine the institutions, principles, and techniques of national, state, and local budgeting processes and financial administration. The course explores the allocation as well as the re-distributive role of government and the market. While applying information technology, students will analyze the practices and fundamental concepts of government budgeting, financial management, and public finance, with an emphasis on revenue, expenditure, capital budgeting and debt structures.

PADM 672. Public Financial Management. 3 Credits.
Examination of public sector financial management principles, practices and processes. Emphasis on financial auxiliary services employed in local government financial management. Introduction to governmental accounting practices and financial statements. Micro computer applications to public sector financial decision-making techniques. (Cross listed with PPCM 672).

PADM 695. Advanced Topics. 1-3 Credits.
Topics vary each semester.

PADM 696. Directed Readings. 1-3 Credits.
Specifically planned readings for the graduate student who wishes to pursue special interests outside the scope of formal studies. Supervised on an individual basis.

PADM 698. Directed Research. 1-6 Credits.
Supervised research on a specific program. A written report will be required.

PADM 699. Thesis. 3-6 Credits.
An approved research project, written under the supervision of a faculty committee, in which the student demonstrates the capacity to design and complete independent scholarly investigation. The completed project must be approved by the thesis committee.

PADM 701. Public Policy and Evaluation. 3 Credits.
Exploration of key theories and approaches to public policy. This course covers all phases of the policy process, from formulation to evaluation, with particular focus upon the substance, political dynamics, and evolution of public policy.

PADM 704. Methods of Public Program Evaluation. 3 Credits.
Examination of various methodologies for designing and conducting program evaluation and research. Experimental, quasi-experimental and nonexperimental procedures will be covered. (Cross listed with PPCM 704) Prerequisites: PADM 753/PAFM 853.

PADM 708. Urban and Regional Economic Development. 3 Credits.
This course examines the theory and practice of urban and regional economic development. The tools, institutions, and analytical techniques of urban and regional economic development are examined in light of relevant public policy issues.

PADM 711. Tools of Government. 3 Credits.
Analysis of the range of administrative tools and strategies for the delivery of government services. Emphasizes new administrative alternatives under conditions of constant change.

PADM 712. Emergency Management and Policy. 3 Credits.
Explores policy and regulatory issues of emergency management; intergovernmental responsibilities and relationships among local, state and federal agencies in an “all hazards” approach to preparing and responding to manmade and natural disasters. Examines challenges faced by local, state, and federal managers during a large scale disaster.

PADM 713. Fundraising for Nonprofit Organizations. 3 Credits.
This course introduces students to fundraising principles of nonprofit organizations with an emphasis on different types of philanthropy, fundraising theories and practices, and motivations of givers. They will develop skills in creative problem solving for fundraising practice while learning to analyze and evaluate the fundraising process and methods. Additionally, students will develop the ability to synthesize and integrate current information and emerging ideas into a fundraising strategy and to think critically and analytically about a variety of fundraising perspectives.
PADM 714. Public-Private Partnerships. 3 Credits.
An in-depth analysis of the forces behind the privatization movement. Examines the context of privatization, the theoretical and empirical arguments on both sides of the debate, and the different forms of privatization practiced in the U.S. The course draws on a wide range of disciplines in a quest for an understanding of the privatization phenomenon - political science, public administration, public policy, sociology, economics, management, and others. (Cross listed with PPCM 714).

PADM 715. Management of Nonprofit Organizations. 3 Credits.
Successful nonprofit organizations require substantial capability in key areas of management such as developing a strong board of directors, recruiting and motivating talented staff and volunteers, creating a strategic plan and wisely managing fiscal and human resources. This course addresses these topics from theoretical and practitioner perspectives.

PADM 716. Introduction to Nonprofit Sector. 3 Credits.
This course offers a broad introduction to the study and practice of the nonprofit sector. The course explores the history, scope, and significance of the nonprofit sector as it relates to philanthropy, voluntary action, civil society, and civic engagement.

PADM 717. Nonprofit Financial Management. 3 Credits.
This course provides students with the knowledge to become effective financial managers by giving them practical applications of theory and skill-building in fiscal and accounting processes of nonprofit organizations.

PADM 718. Public Sector Contract Administration. 3 Credits.
Examines the actions that must be taken following the award of a contract, including assurance of required outcomes, assurance of compliance, proper contract launch, proper contract close-out, and documentation and carrying forward lessons learned. Connections to steps that must be taken in the other two phases of the procurement process are noted. (Course is cross listed with PPCM 718).

PADM 719. Leadership. 3 Credits.
Examines leadership through theoretical and practice-based frameworks. Offers analytical and intellectual examination and reflection on core issues in the practice of leadership. These objectives will be achieved through open discussion, honest self-assessment, experiential exercises, and observation of real-life leadership practice. (Cross listed with PPCM 719).

PADM 720. Public Personnel Administration. 3 Credits.
Examines the basic framework of the public personnel system beginning with the legal requirements imposed by federal and state laws and regulations. General considerations of policy and procedures development, the organization of the public personnel system, the adoption of the personnel ordinance, the determination of various levels of employee status and the coverage of the personnel system are included.

PADM 721. Transportation Policy. 3 Credits.
Lecture, 3 hours; 3 credits. This course focuses on surface transportation policy and planning, and highways and roads in particular. Topics include local, state and federal policies, public involvement in transportation planning, transportation and highway finance, privatization and public-private partnerships, critical issues and policy questions.

PADM 723. Ethics in Public Administration. 3 Credits.
This course reviews the theory and application of ethics in the public sector, identifying public values and how they apply in the administration of government. It reviews sources of values employed in public sector decision-making, and reviews how values in public administration are managed and applied. Systems of professional ethics are reviewed in the context of public professions. Case studies and best practices are examined to help the student understand the application of administrative ethics in public management.

PADM 724. Administration of Human Services. 3 Credits.
Analysis of human services involving direct client/agency interaction. Problems of discretion and control are examined as alternative service delivery strategies which can deal with these problems.

PADM 725. Government, Society, and Business. 3 Credits.
This course studies the interdependencies and interactions among three broad entities - business, government, and society - in the delivery of public services, paying special attention to their implications for public policy. Prerequisites: six completed hours of graduate work in MBA or MPA program.

PADM 726. Introduction to Public Procurement. 3 Credits.
This course provides an overview of procurement and contract management as a core function in public sector organizations. The course introduces the student to how properly- aligned, best practice acquisitions can support public entities' strategic goals. Challenges and opportunities for all stakeholders are addressed. Special attention is given to ongoing changes in public procurement. (Cross listed with PPCM 726).

PADM 727. Public Procurement and Project Management. 3 Credits.
Course covers each phase of the public procurement project cycle, with an emphasis on tools and techniques to manage a public procurement project. (Cross listed with PPCM 727).

PADM 728. Public Sector Contract Planning and Formation. 3 Credits.
This course provides insight into why and how public sector contracts should be planned and formed properly. A strong emphasis is placed on the strategic role that procurement can play in public sector organizations and how procurement planning and source selection, in particular, fit into that role. (Cross listed with PPCM 728).

PADM 730. Theoretical Conflict Resolution and Problem Solving. 3 Credits.
An introduction to the field of alternative dispute resolution methods and problem solving. The first part of the course focuses on conflict theory at all levels of human social systems and the second part examines collaborative problem solving strategies.

PADM 731. Public Sector Procurement Law and Ethics. 3 Credits.
This course surveys the laws and ethics applicable to public sector procurement and contract management. A theoretical and problem-based, interdisciplinary approach is used to address the major legal and ethical issues that arise when public sector organizations plan, form, and administer contracts. Attention is given to the role of professionalizing in socializing appropriate ethics. (Cross listed with PPCM 731).

PADM 733. Legal and Ethical Foundations of Public Administration. 3 Credits.
Introduces the role of law in ordering public administration through the application of constitutional values and administrative law principles in administrative practice. Introduces ethical theories and applications in the public sector, examining values within administrative environments. Topics include privacy in information systems management, whistleblowing, and other cases of applied ethical reasoning in the practice of public administration.

PADM 734. Negotiation and Dispute Resolution. 3 Credits.
The course provides conceptual and practical skills in negotiations. It examines the underlying cultural, legal, and organizational issues and problems that affect managing human resources in the workplace. (Cross listed with PPCM 734).

PADM 738. Conflict Mediation and Arbitration. 3 Credits.
Surveys the field of third-party intervention in dispute resolution. Provides practical skills in mediation and arbitration. Examines the nature and effectiveness of mediation in a wide variety of disputes including labor relations, community, family, environmental, and international conflicts.

PADM 739. Cultural Competency. 3 Credits.
This course focuses on the growing challenges and opportunities created by our interconnected world and the knowledge and abilities necessary to lead through situations in which there are misunderstandings or conflicts rooted in differences. The course explores the structure and dynamics of all forms of diversity in public, non-profit, and governmental organizations, the resulting implications for organizational health, and the critical role of cultural-competent leadership.
PADM 740. Community Participation and Civic Engagement. 3 Credits.
This course examines the importance of social, economic, cultural, religious, and civic organizations in building or restoring communities. The course focuses on the revitalization, restoration, or upgrading of communities, cities, and localities or neighborhoods within or adjacent to cities, by the residents themselves. Viewed through the lens of social capital theory, the course further explores examples of short- and long-term change accomplished by community members on their own, within organizations, or in partnership with government officials.

PADM 745. Managing Development and Change in Organizations. 3 Credits.
Examination of the theory and practice of organization development. Participants will take the role of change agent and public manager and apply a range of organization development techniques to public agency situations while giving attention to the particular cultural, political, legal and organizational characteristics of public organizations.

PADM 746. Capstone Seminar in Public Administration. 3 Credits.
Presents an integrated approach to the field of public administration, and examines the political, administrative, and social implications of administrative choices. The emphasis of the course will be a case approach to public administration and public management. Prerequisite: completion of 30 hours in the MPA program or permission of instructor.

PADM 750. Performance Measurement and Management. 3 Credits.
This course focuses on performance-based management approaches in public and non-profit settings. It addresses the performance measurement and management process, the identification of appropriate performance measures, and the implementation of a performance measurement system, as well as managing for performance.

PADM 752. Introduction to Statistics for Public Administration. 3 Credits.
An introduction to statistics for students in Public Administration and related fields. Emphasis is placed on the quantitative analysis of demographics and factors affecting public administrators in the field.

PADM 753. Research Methods in Public Administration. 3 Credits.
This course examines various methods for designing and conducting research, collecting and organizing data, and disseminating results. Information technology and applications to practical management problems and public research topics are emphasized.

PADM 760. Collaboration in Public Administration. 3 Credits.
An examination of the fundamental concepts of collaborative governance in the field of public administration and public policy. Emphasis is placed on the government and/or nonprofit management and process of collaborative problem solving and policy implementation in cross-sector and intra-sector environments.

PADM 780. Local Government Management. 3 Credits.
This course provides students with the professional knowledge, skills, and abilities to engage successfully with local governments from the following perspectives: as a generalist public administrator, as a local government specialist, and as a citizen, non-profit leader, or businessperson. In addition, this course provides students with the theoretical and policy context within which local governments operate. Students will master that knowledge by researching how local governments use those concepts in every day administration.

PADM 781. Intergovernmental Management. 3 Credits.
Analysis of relationships among federal, state, and local governmental units in the delivery of governmental programs. Focus on intergovernmental issues in urban metropolitan regions. (Cross listed with PPCM 781).

PADM 785. Social Marketing in the Public Sector. 3 Credits.
The course is an examination of the principles, practices, and use of Social Marketing - the use of techniques to influence a target audience to voluntarily accept, reject, modify, or abandon a behavior for the benefit of individuals, groups, or society as a whole - in the public sector. In addition, the course will familiarize students with current and potential uses of Social Marketing to accomplish public sector goals.

PADM 789. Colloquium - Public Administration and Policy. 1 Credit.
This course introduces students to the field, the academy, the School of Public Service faculty, and university resources; it also sets program expectations for students. Topics include: research process, developing a research agenda, critical analysis of literature, professional development, comprehensive exams process, and academic v. nonacademic careers.

PADM 801. Policy Theory. 3 Credits.
This course provides an overview of theories of public policy. It provides a solid foundation for knowledge in this area. Students will be introduced to the leading theories, frameworks, and models that help describe and explain the policy process. The course examines the historical heritages of the policy sciences and the bases upon which public policy discussions take place at all stages of the policy process.

PADM 802. Public Administration I. 3 Credits.
The course reviews the history of administrative theory and the broad topics of administrative theory. The course is intended to address the impact that organizational structure and political/social environment have on administration. This course will not cover every theory, model, or framework relevant to public administration. However, this course is intended to provide the doctoral student with the theoretical foundations of public administration and understanding of their historical context in the field.

PADM 803. Public Administration II. 3 Credits.
This course is a continuation of PADM 802 and is intended to provide a framework for doctoral students to develop their understanding of public and nonprofit management organizational practices in the American context. The course is not exclusively directed to any one level of government, but includes national, state, and local management and organizational behavior. The course provides material on the concepts and perspectives on managerial rationale, responsibilities, decision making, and approaches to administration. Prerequisite: PADM 802.

PADM 804. Multi-Sector Administration. 3 Credits.
The course explores public administration from Neoliberalism and beyond to focus on the development of multi-sector administration, where multi-sector is defined as policy action across governments, nonprofit organizations, for-profit organizations, and/or grass-roots groups and individuals. The course is expected to cover the methods, challenges, and consequences of multi-sector administration. This course will also address the management and evaluation of multi-sector relationships. This is not an introduction to organizational structure or theory.

PADM 805. Research Design. 3 Credits.
The course examines advanced research design and evaluation methods used in public administration and management research. Experimental, quasi-experimental, and nonexperimental procedures in the context of urban settings will be emphasized. Includes usage of various statistical software.

PADM 806. Multivariate Analysis in Public Administration. 3 Credits.
This course explores the proper use, calculation, and interpretation of multivariate statistics as commonly found in the literature in public administration. The course will prepare students to choose the appropriate statistical tools, generate testable hypotheses, correctly apply the statistical tool, analyze the results, and present and interpret the results of those tests in a manner appropriate for public administration in the field. Prerequisite: FOUN 722.

PADM 808. Urban and Regional Economic Development. 3 Credits.
This course examines the theory and practice of urban and regional economic development. The tools, institutions, and analytical techniques of urban and regional economic development are examined in light of relevant public policy issues.

PADM 810. Policy and Program Evaluation. 3 Credits.
Examination of various methodologies for designing and conducting public policy and program evaluation and research. Experimental, quasi-experimental and non-experimental procedures will be covered.
PADM 813. Fundraising for Nonprofit Organizations. 3 Credits.
This course introduces students to fundraising principles of nonprofit organizations with an emphasis on different types of philanthropy, fundraising theories and practices, and motivations of givers. They will develop skills in creative problem solving for fundraising practice while learning to analyze and evaluate the fundraising process and methods. Additionally, students will develop the ability to synthesize and integrate current information and emerging ideas into a fundraising strategy and to think critically and analytically about a variety of fundraising perspectives.

PADM 814. Public-Private Partnerships. 3 Credits.
An in-depth analysis of the forces behind the privatization movement. Examines the context of privatization, the theoretical and empirical arguments on both sides of the debate, and the different forms of privatization practiced in the U.S. The course draws on a wide range of disciplines in a quest for an understanding of the privatization phenomenon—political science, public administration, public policy, sociology, economics, management, and others.

PADM 815. Management of Nonprofit Organizations. 3 Credits.
Successful nonprofit organizations require substantial capability in key areas of management such as developing a strong board of directors, recruiting and motivating talented staff and volunteers, creating a strategic plan and wisely managing fiscal and human resources. This course addresses these topics from theoretical and practitioner perspectives.

PADM 816. Introduction to Nonprofit Sector. 3 Credits.
This course offers a broad introduction to the study and practice of the nonprofit sector. The course explores the history, scope, and significance of the nonprofit sector as it relates to philanthropy, voluntary action, civil society, and civic engagement.

PADM 818. Public Sector Contract Administration. 3 Credits.
Examines leadership through theoretical and practice-based frameworks. Offers analytical and intellectual examination and reflection on core issues in the practice of leadership. These objectives will be achieved through open discussion, honest self-assessment, experiential exercises, and observation of real-life leadership practice.

PADM 820. Public Personnel Administration. 3 Credits.
Examines the basic framework of the public personnel system beginning with the legal requirements imposed by federal and state laws and regulations. General considerations of policy and procedures development, the organization of the public personnel system, the adoption of the personnel ordinance, the determination of various levels of employee status and the coverage of the personnel system are included.

PADM 823. Ethics in Public Administration. 3 Credits.
This course reviews the theory and application of ethics in the public sector, identifying public values and how they apply in the administration of government. It reviews sources of values employed in public sector decision-making, and reviews how values in public administration are managed and applied. Systems of professional ethics are reviewed in the context of public professions. Case studies and best practices are examined to help the student understand the application of administrative ethics in public management.

PADM 825. Government, Society and Business. 3 Credits.
An overview of business-government society interactions, with special attention to the influence of public policy and corporate strategy on corporate social responsibility. An important theme is the ethical component of management decision making.

PADM 826. Introduction to Public Procurement. 3 Credits.
This course provides an overview of procurement and contract management as a core function in public sector organizations. The course introduces the student to how properly-aligned, best practice acquisitions can support public entities' strategic goals. Challenges and opportunities for all stakeholders are addressed. Special attention is given to ongoing changes in public procurement.

PADM 827. Public Procurement and Project Management. 3 Credits.
Course covers each phase of the public procurement project cycle, with an emphasis on tools and techniques to manage a public procurement project.

PADM 828. Public Sector Contract Planning and Formation. 3 Credits.
This course provides insight into why and how public sector contracts should be planned and formed properly. A strong emphasis is placed on the strategic role that procurement can play in public sector organizations and how procurement planning and source selection, in particular, fit into that role.

PADM 830. Theories of Conflict Resolution and Problem Solving. 3 Credits.

PADM 831. Public Sector Procurement Law and Ethics. 3 Credits.
This course surveys the laws and ethics applicable to public sector procurement and contract management. A theoretical and problem-based, interdisciplinary approach is used to address the major legal and ethical issues that arise when public sector organizations plan, form, and administer contracts. Attention is given to the role of professionalization in socializing appropriate ethics.

PADM 834. Negotiation and Dispute Resolution. 3 Credits.
The course provides conceptual and practical skills in negotiations. It examines the underlying cultural, legal, and organizational issues and problems that affect managing human resources in the workplace.

PADM 838. Conflict Mediation and Arbitration. 3 Credits.
Surveys the field of third-party intervention in dispute resolution. Provides practical skills in mediation and arbitration. Examines the nature and effectiveness of mediation in a wide variety of disputes including labor relations, community, family, environmental, and international conflicts.

PADM 845. Managing Development and Change in Organizations. 3 Credits.

PADM 850. Performance Measurement and Management. 3 Credits.
This course focuses on performance-based management approaches in public and non-profit settings. It addresses the performance measurement and management process, the identification of appropriate performance measures, and the implementation of a performance measurement system, as well as managing for performance.

PADM 860. Collaboration in Public Administration. 3 Credits.
An examination of the fundamental concepts of collaborative governance in the field of public administration and public policy. Emphasis is placed on the government and/or nonprofit management and process of collaborative problem solving and policy implementation in cross-sector and intra-sector environments.

PADM 872. Public Financial Management. 3 Credits.
Examination of public sector financial management principles, practices and processes. Emphasis on financial management and reporting employed in local government financial management. Introduction to governmental accounting practices and financial statements.

PADM 880. Local Government Management. 3 Credits.
This course provides students with the professional knowledge, skills, and abilities to engage successfully with local governments from the following perspectives: as a generalist public administrator, as a local government specialist, and as a citizen, non-profit leader, or businessperson. In addition, this course provides students with the theoretical and policy context within which local governments operate. Students will master that knowledge by researching how local governments use those concepts in every day administration.

PADM 881. Intergovernmental Relations. 3 Credits.
Analysis of relationships among federal, state, and local governmental units in the delivery of governmental programs. Focus on intergovernmental issues in urban metropolitan regions.

PADM 885. Social Marketing in the Public Sector. 3 Credits.
Analysis of relationships among federal, state, and local governmental units in the delivery of governmental programs. Focus on intergovernmental issues in urban metropolitan regions.

PADM 895. Advanced Topics. 3 Credits.
Advanced topics in public administration.

PADM 898. Directed Research. 3 Credits.
Supervised research on a specific problem. A written report is required.
PAUP 889. Dissertation. 1-12 Credits.
An approved research project, written under the supervision of a faculty advisor, in which the student demonstrates the capacity of design and completes independent applied research. The completed project must be approved by the dissertation committee.

PAUP 998. Master’s Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

PAUP 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail/final course for doctoral students to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

**PAUP - Public Administration and Urban Policy**

**PUBLIC ADMIN/URBAN POLICY Courses**

**PAUP 801. Theories of Public Policy. 3 Credits.**
Exploration of key theories and approaches to public policy. This course covers all phases of the policy process, from formulation to evaluation, with particular focus upon the substance, political dynamics, and evolution of public policy.

**PAUP 802. Logic of Social Inquiry. 3 Credits.**
Social inquiry, the production and application of social science knowledge in the field of public administration/management and urban policy, is replete with contending philosophical and paradigmatic points of view. The goal of this course is to provide a forum for students to review and critique the major issues within social inquiry; ways of knowing questions of epistemology and methodology, ways of deciding and ways of acting upon decisions.

**PAUP 803. Multivariate Quantitative Analysis for Public Administration. 3 Credits.**
This course explores the proper use, calculation, and interpretation of multivariate statistics as commonly found in the literature in public administration. The course will prepare students to choose the appropriate statistical tools, generate testable hypotheses, correctly apply the statistical tool, analyze the results, and present and interpret the results of those tests in a manner appropriate for public in the field.

**PAUP 804. Policy and Program Evaluation. 3 Credits.**
Examination of various methodologies for designing and conducting public urban program evaluation and research. Experimental, quasi-experimental and nonexperimental procedures will be covered. Prerequisite: PADM 753 or URBN 607.

**PAUP 806. Urban Resource Allocation. 3 Credits.**

**PAUP 807. Urban Theory and Practice. 3 Credits.**
The purpose of this course is to convey an understanding of urban theory and practice in the culturally diverse urban environment. The course focuses on the process of urbanization, social differentiation, and social and political organization. Special emphasis is given to the role of technology in contributing to urban change. Prerequisites: permission of instructor or graduate program director.

**PAUP 808. Intellectual Foundations of Public Administration. 3 Credits.**
The course reviews the broad topics of administration theory, behavior and practice in organizations and focuses on the development of management thoughts, as well as the macro and micro organizational processes in public and non-profit organizations.

**PAUP 809. Public Organization Behavior and Theory. 3 Credits.**
This course is intended to provide a forum for students to discuss and advance their knowledge of the broad classical and modern organizations theories and behavior. The goal is that in the process of discussing the theories of organization, students will develop expertise in specific, cutting edge areas of academic thoughts of the field.

**PAUP 810. Governance and Accountability. 3 Credits.**
Public law defines the structure and authorized practices of public institutions in urban settings. The course reviews the legal powers of state and local government in the U.S., of cities, counties, public authorities and special districts, and of nontraditional forms of governance including principal-agent relations in the production of public services, regulatory governance, delegation of public authority to private entities, and citizen roles in governance.

**PAUP 811. Urban Services Administration. 3 Credits.**
Analysis of the range of administrative tools and strategies for the delivery of urban services. Emphasizes new administrative alternatives under conditions of urban change.

**PAUP 812. Public Policy Formulation and Implementation. 3 Credits.**
This course focuses on public policy formulation and implementation. The purpose of this course is to examine the bases upon which public policy discussions take place, both at the formulation and implementation stages of the policy process. The goal is to develop a solid understanding of theory and empirical research bearing on critical dimensions of policy and the policy process.

**PAUP 813. Contemporary Public Administration Theory. 3 Credits.**
The purpose of this course is to enhance the knowledge inventory of doctoral students and better prepare them for academic careers in the field of public administration in the long term. Students will be exposed to a discussion of the current literature on legitimacy issues, phenomenological issues, gender issues, and Postmodernism in public administration.

**PAUP 814. Public-Private Partnerships. 3 Credits.**
An in-depth analysis of the forces behind the privatization movement. Examines the context of privatization, the theoretical and empirical arguments on both sides of the debate, and the different forms of privatization practiced in the U.S. The course draws on a wide range of disciplines in a quest for an understanding of the privatization phenomenological science, public administration, public policy, sociology, economics, management, and others.

**PAUP 817. Nonprofit Financial Management & Fundraising. 3 Credits.**
This course provides students with the knowledge to become effective financial managers by giving them practical applications of theory and skill-building in fiscal processes and fundraising of nonprofit organizations.

**PAUP 820. Public Personnel Administration. 3 Credits.**
Examines the basic framework of the public personnel system beginning with the legal requirements imposed by federal and state laws and regulations. General considerations of policy and procedures development, the organization of the public personnel system, the adoption of the personnel ordinance, the determination of various levels of employee status and the coverage of the personnel system are included.

**PAUP 821. Transportation Policy. 3 Credits.**
This course focuses on surface transportation policy and planning, and highways and roads in particular. Topics include local, state and federal policies, public involvement in transportation planning, transportation and highway finance, privatization and public-private partnerships, critical issues and policy questions.

**PAUP 823. Ethics in Public Administration. 3 Credits.**
This course reviews the theory and application of ethics in the public sector, identifying public values and how they apply in the administration of government. It reviews sources of values employed in public sector decision-making, and reviews how values in public administration are managed and applied. Systems of professional ethics are reviewed in the context of public professions. Case studies and best practices are examined to help the student understand the application of administrative ethics in public management. Prerequisite: PADM 651.

**PAUP 824. Administration of Human Services. 3 Credits.**
Analysis of human services involving direct client/agency interaction. Problems of discretion and control are examined as alternative service delivery strategies which can deal with these problems.
PAUP 825. Business, Government, and Society. 3 Credits.  
An overview of business-government-society interactions, with special 
attention to the influence of public policy and corporate strategy on 
corporate social responsibility. An important theme is the ethical component 
of management decision making. Prerequisite: six completed hours of 
graduate work in MBA or MPA program.

PAUP 830. Theories of Conflict Resolution and Problem Solving. 3 
Credits.  
An introduction to the field of alternative dispute resolution methods and 
problem solving. The first part of the course focuses on conflict theory at all 
levels of human social systems and the second part examines collaborative 
problem solving strategies.

PAUP 833. Legal Foundations of Public Administration. 3 Credits.  
Focus on the processes of law and law application by the executive 
departments of government and especially the independent regulatory 
agencies, and their control by legislature and court. Examination of the 
political origins and constitutional status of administrative agencies and of 
administration discretion.

PAUP 834. Negotiation and Dispute Resolution. 3 Credits.  
The course provides conceptual and practical skills in negotiations. It 
examines the underlying cultural, legal, and organizational issues and 
problems that affect managing human resources in the workplace.

PAUP 837. Digital Government. 3 Credits.  
This course provides public administrators knowledge of current technology 
issues in the public sector and familiarizes them with technological tools 
used in delivering public services. The course explores administrative 
responsibility and accountability in digital government, and problems in 
managing technology in the public sector. Issues concerning citizen 
privacy, freedom of information requirements, planning, coordinating and 
sharing information among public sector agencies and the private sector, 
and building community networks are reviewed.

PAUP 838. Conflict Mediation and Arbitration. 3 Credits.  
Surveys the field of third-party intervention in dispute resolution. Provides 
practical skills in mediation and arbitration. Examines the nature and 
effectiveness of mediation in a wide variety of disputes including labor 
relations, community, family, environmental, and international conflicts.

PAUP 845. Managing Development and Change in Public 
Organizations. 3 Credits.  
Examination of the theory and practice of organization development. 
Participants will take the role of change agent and public manager and 
apply a range of organization development techniques to public agency 
situations while giving attention to the particular cultural, political, legal and 
organizational characteristics of public organizations.

PAUP 850. Performance Measurement and Management. 3 Credits.  
This course focuses on performance-based management approaches in 
public and non-profit settings. It addresses the performance measurement 
and management process, the identification of appropriate performance 
measures, and the implementation of a performance measurement system, as 
well as managing for performance.

PAUP 853. Research and Evaluation Design. 3 Credits.  
The course examines advanced research design and evaluation methods used 
in public administration and management research. Experimental, quasi-
experimental, and non-experimental procedures in the context of urban 
settings will be emphasized. Includes usage of various statistical software.

PAUP 854. Advanced Public Program Evaluation. 3 Credits.  
PAUP 857. Advanced Public Research and Decision Making Methods. 3 
Credits.  
PAUP 860. Collaboration. 3 Credits.  
An examination of the fundamental concepts of intra-sectoral and cross-
sectoral collaboration. Emphasis is placed on the management and process of 
collaboration.

PAUP 868. Urban Services Internship. 3 Credits.  
Urban field experience for students in the Ph.D. in Public Administration 
and Urban Policy program. Supervised work experience in a public agency. 
A written report is required.

PAUP 881. Intergovernmental Relations. 3 Credits.  
Analysis of relationship among federal, state, and local governmental units in 
the delivery of governmental programs. Focus on intergovernmental 
issues in urban metropolitan regions.

PAUP 890. Dissertation Seminar. 3 Credits.  
A multidisciplinary seminar that focuses on the design, implementation, and 
evaluation of urban programs under real-life conditions in the field. Students 
and faculty work with urban decision makers utilizing problem-solving skills and 
analysis.

PAUP 895. Advanced Topics. 3 Credits.  
Advanced topics in public administration.

PAUP 898. Directed Research. 1-6 Credits.  
Supervised research on a specific problem. A written report is required.

PAUP 899. Dissertation. 1-12 Credits.  
An approved research project, written under the supervision of a faculty 
advisor, in which the student demonstrates the capacity of design and 
completes independent applied research. The completed project must be 
approved by the dissertation committee.

PE - Physical Education

PHYSICAL EDUCATION Courses

PE 597. Topics in Health and Physical Education. 1-3 Credits.  
This course provides an opportunity for in-depth study of selected topics in 
health and physical education. Prerequisites: approval of program advisor.

PHIL - Philosophy

PHILOSOPHY Courses

PHIL 502. Gender and Philosophy. 3 Credits.  
A philosophical survey of approaches to understanding gender and gender 
differences. The course will also serve as an introduction to feminist 
philosophy, with a particular emphasis on feminist ethics.

PHIL 504. Twentieth-Century Continental Philosophy. 3 Credits.  
A study of influential contemporary movements in European philosophy. 
Emphasis will be given to the writings of Husserl, Heidegger, Sartre, 
Gadamer, Derrida, and Foucault.

PHIL 506. Contemporary Analytic Philosophy. 3 Credits.  
A study of the twentieth-century analytic tradition, including such thinkers 
as Moore, Russell, Wittgenstein, Ayer, Carnap, Ryle, Wisdom, and Austin.

PHIL 510. Social and Political Philosophy. 3 Credits.  
A philosophical analysis of the relation between man, society, and the state, 
studying about a dozen philosophers since Plato on such topics as justice, 
authority, law, freedom, and civil rights.

PHIL 511. Postmodernism and Political Philosophy. 3 Credits.  
An examination of intellectual currents in postmodernism as they pertain to 
central questions in social and political thought. The course covers the roots of 
modernism in the Enlightenment and various challenges to modernism in 
19th and 20th century thought. Particular attention is given to the prospects 
for democracy in postmodern thinking.

PHIL 512. Philosophy of Law. 3 Credits.  
An examination of the nature of law and philosophical issues concerning the 
law.

PHIL 517. Philosophy of Education. 3 Credits.  
Considers the relationship of philosophy and education. Topics considered 
include: philosophy as a foundation for education, education as an 
institution, and educational and philosophical issues as they relate to each 
other.

PHIL 523. Philosophy of Work. 3 Credits.  
An examination of philosophical issues surrounding the practice of work. 
Topics to be discussed may include the definition of work, alienation, 
exploitation, whether there is a right to work or a right not to work, religious 
perspectives on work, and gender issues in work.
PHIL 531. Nineteenth-Century Philosophy. 3 Credits.
A study of significant intellectual innovations and revolutions in nineteenth-century European thought that helped shape the modern mind. Emphasis will be given to the writings of Kant, Schopenhauer, Hegel, Marx, Kierkegaard and Nietzsche.

PHIL 534. Contemporary Theory of Knowledge. 3 Credits.
This course provides students with a problem-oriented, critical, and comparative understanding of problems in contemporary epistemology. Topics include skepticism and responses thereto, analyses of knowledge, the externalist versus internalist debate, foundationalism and coherentism, and social approaches to knowledge including contextualism and feminism.

PHIL 535. Philosophy of Psychology. 3 Credits.
An examination of various ways in which the mind has been understood in philosophy and in psychology and of the methods that have been used in the study of the mind.

PHIL 540. Philosophy of Science. 3 Credits.
A study of the concepts and philosophical problems in the sciences: scientific reasoning, confirmation, explanation, laws, meaning, theories, revolutions, progress, and values.

PHIL 541. Foundations of Ethics. 3 Credits.
An inquiry into the philosophical foundations of ethical theory. Various ethical systems are considered, and different views of metaethics and moral psychology may be as well.

PHIL 542. Studies in Applied Ethics. 3 Credits.
An intensive examination of ethical issues in a particular field or profession; an emphasis on ethical theory underlying practical decisions.

PHIL 580. Hinduism. 3 Credits.
An intensive study of the basic teachings of Hinduism as manifested in its sacred writings.

PHIL 581. Buddhism. 3 Credits.
A study of the origin, historical development, and contemporary status of Buddhism, in terms of its religious and philosophical elements and its influence in Asian cultures.

PHIL 582. Chinese Religion and Philosophy. 3 Credits.
A study of Chinese thought emphasizing Early and Classical Confucianism and Taoism, Chinese Buddhism, and Neo-Confucianism. Modern currents of Chinese thought are also discussed.

PHIL 585. Japanese Religion and Philosophy. 3 Credits.
A study of the religious and philosophical traditions of Japan. Emphasis will be given to Shintoism, Buddhism, and Neo-Confucianism and their contemporary status and influence in Japanese culture.

PHIL 591. Seminar in Philosophy. 3 Credits.
Intensive examination of the thought of one major philosopher.

PHIL 592. Seminar in Philosophy. 3 Credits.
Intensive examination of the thought of one major philosopher.

PHIL 593. Seminar in Philosophy. 3 Credits.
Intensive examination of the thought of one major philosopher.

PHIL 594. Seminar in Philosophy. 3 Credits.
Intensive examination of the thought of one major philosopher.

PHIL 595. Topics in Philosophy. 1-3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest that, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule, and will be more fully described in information distributed to all academic advisors.

PHIL 596. Topics in Philosophy. 1-3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest that, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule, and will be more fully described in information distributed to all academic advisors.

PHIL 597. Tutorial Work in Special Topics in Philosophy. 1-3 Credits.
Independent reading and study of a topic to be selected under the direction of an instructor. Conferences and papers as appropriate.

PHIL 598. Tutorial Work in Special Topics in Philosophy. 1-3 Credits.
Independent reading and study of a topic to be selected under the direction of an instructor. Conferences and papers as appropriate.

PHIL 603. Studies in Social and Political Philosophy. 3 Credits.
An intensive study of one or more figures, movements, or theoretical questions in social and political philosophy. Prerequisites: One 500-level Philosophy course with a grade of “B” or higher (or equivalent).

PHIL 606. Studies in Asian Philosophy. 3 Credits.
An intensive study of one concept, movement, or thinker indigenous to the Asian philosophical tradition.

PHIL 608. Studies in Ancient Philosophy. 3 Credits.
A study of certain philosophers, movements or specific philosophical issues in the ancient Greek and early Roman periods. Prerequisites: One 500-level Philosophy course with a grade of B or higher (or equivalent).

PHIL 609. Studies in the Philosophy of Science. 3 Credits.
A consideration of some philosophical problem or problem area related to science or to some position or tradition in the philosophy of science. Prerequisites: One 500-level Philosophy course with a grade of B or higher (or equivalent).

PHIL 610. Studies in the Philosophy of Art. 3 Credits.
An evaluation of the field of art in relation to the rest of human culture, emphasizing the various approaches that may be used. Prerequisites: One 500-level Philosophy course with a grade of B or higher (or equivalent).

PHIL 611. Studies in the History of Philosophy. 3 Credits.
A consideration of selected themes in the history of philosophy, or the specific examination of one major philosopher or group of related philosophers. Prerequisites: One 500-level Philosophy course with a grade of B or higher (or equivalent).

PHIL 695. Topics in Philosophy. 3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest that, due to their specialized nature, may not be offered regularly. Prerequisites: One 500-level Philosophy course with a grade of B or higher (or equivalent).

PHIL 697. Tutorial Work in Special Topics in Philosophy. 1-3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisites: approval of the department chair and one 500-level Philosophy course with a grade of “B” or higher (or equivalent).

PHIL 698. Tutorial Work in Special Topics in Philosophy. 1-3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisites: approval of the department chair and one 500-level Philosophy course with a grade of “B” or higher (or equivalent).

PHIL 707. Ethics in Public Health Practice. 1-3 Credits.
An investigation of ethical issues in public health policy, practice, and research. Students will develop a capacity for reasoned judgments in these matters by understanding and applying basic moral concepts, theories, and ideals. Prerequisites: open to all graduate students in relevant fields.

PHIL 710. International Rights. 3 Credits.
A philosophical study of rights applicable to the international arena. Theories from the early Modern European period to the present day will be treated. Coverage includes international law, the rights of nations, and human rights. Prerequisites: approval of instructor.

PHIL 795. Topics in Philosophy. 3 Credits.
The advanced study of special topics that may not be offered regularly.

PHIL 797. Tutorial in Philosophy. 1-3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisites: approval of the department chair.
PHIL 807. Ethics in Public Health Practice. 1-3 Credits.
An investigation of ethical issues in public health policy, practice, and research. Students will develop a capacity for reasoned judgments in these matters by understanding and applying basic moral concepts, theories, and ideals. Prerequisites: Open to all graduate students in relevant fields.

PHIL 810. International Rights. 3 Credits.
A philosophical study of rights applicable to the international arena. Theories from the early Modern European period to the present day will be treated. Coverage includes international law, the rights of nations, and human rights. Prerequisites: approval of instructor.

PHIL 895. Topics in Philosophy. 3 Credits.
The advanced study of special topics that may not be offered regularly.

PHIL 897. Tutorial in Philosophy. 1-3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisites: approval of the department chair.

PHYS - Physics

PHYSICS Courses

PHYS 503. Electronic Instrumentation. 3 Credits.

PHYS 506. Observational Astronomy. 3 Credits.
Observational techniques in astronomy with emphasis on constellation identification, celestial movements, and telescopic observation. Individualized night observations are required.

PHYS 508. Astronomy for Teachers. 3 Credits.
A course in astronomy dealing with stars and stellar systems. Topics will include observational astronomy, the electromagnetic spectrum, relativity, stellar and galactic structures, cosmology, and the search for extraterrestrial intelligence.

PHYS 513. Methods of Experimental Physics. 3 Credits.
Experiments in classical and modern physics, designed to develop skills in the collection, analysis, and interpretation of experimental data.

PHYS 515. Introduction to Nuclear Particle Physics. 3 Credits.
An introduction to the structure of the atomic nucleus, natural and artificial radioactivity, nuclear decay processes and stability of nuclei, nuclear reactions, properties of nuclear forces, and nuclear models. Also, particle phenomenology, experimental techniques and the standard model. Topics include the spectra of leptons, mesons, and baryons; strong, weak, and electromagnetic interactions.

PHYS 516. Introduction to Solid State Physics. 3 Credits.
Introduction to solid state physics and materials science, with emphasis placed on the applications of each topic to experimental and analytical techniques. Topics include crystallography, thermal and vibrational properties of crystals and semiconductors, metals and the band theory of solids, superconductivity and the magnetic properties of materials.

PHYS 517. Introduction to Particle Accelerator Physics. 3 Credits.
Introduction to the historical development and applications of particle accelerators. Fundamentals of relativistic particle dynamics including particle acceleration; linear beam optics and particle transfer stability; weak and strong focusing; introduction to the statistical descriptions of particle beams; linear and non-linear synchrotron motion; and radiation production by accelerated relativistic particles. Examples relevant to betatrons, cyclotrons, synchrotrons, and linear accelerators will be given. Prerequisites: PHYS 319 or MAE 205, and PHYS 425 or ECE 323.

PHYS 520. Introductory Computational Physics. 3 Credits.
Introduction of computational methods and visualization techniques for problem solving in physics.

PHYS 525. Electromagnetism I. 3 Credits.
A study of the classical theory and phenomena of electricity and magnetism. Topics include the calculation of electric and magnetic fields, magnetic and dielectric properties of matter, and an introduction to Maxwell's equations. The course contains a mandatory recitation section.

PHYS 551. Theoretical Mechanics. 3 Credits.
A mathematical study of the concepts of mechanics. Vector calculus methods are used. Topics include mechanics of a system of particles, Lagrangian mechanics, Hamilton’s canonical equations, and motion of a rigid body.

PHYS 552. Introduction to Quantum Mechanics. 3 Credits.
Introduction to the physical and mathematical structure of quantum theory, including the historical and experimental origins of the subject. The curriculum includes techniques for solving the Schrodinger wave equation, particularly for the harmonic oscillator and the hydrogen atom. The course contains a mandatory recitation section. Prerequisites: PHYS 319 and PHYS 323.

PHYS 553. Electromagnetism II. 3 Credits.
A course in electrodynamics developed from Maxwell’s Equations. Topics include Maxwell’s Equations, Conservation Laws, Electromagnetic Waves, Potentials and Fields, Radiation, and the interplay of electrodynamics and special relativity. The course contains a mandatory recitation section.

PHYS 554. Thermal and Statistical Physics. 3 Credits.
A study of the fundamental concepts of thermodynamics, kinetic theory, and statistical mechanics. Topics include the thermodynamics of simple systems, kinetic theory of gases, statistical mechanics of gases and an introduction to quantum statistics.

PHYS 556. Intermediate Quantum Mechanics. 3 Credits.
This course follows directly from PHYS 552. It includes a more detailed study of simple systems, an introduction to abstract quantum mechanics and Dirac notation, and applications to operator methods. Particular attention is paid to electron spin, angular momentum theory, operator treatment of the harmonic oscillator, the Pauli exclusion principle, perturbation theory, and scattering. The course contains a mandatory recitation section.

PHYS 560. Fundamentals of Accelerator Physics and Technology with Simulations and Measurements Lab. 3 Credits.
Historical development of accelerators and their past and present applications. Principles of acceleration, including the physics of linear accelerators, synchrotrons, and storage rings. Magnet design; machine lattice design and particle beam optics. Longitudinal and transverse beam dynamics, including synchrotron and betatron particle motion. Special topics will be reviewed, including synchrotron radiation, injection techniques, and collective effects and beam instabilities.

PHYS 595. Special Topics in Physics. 1-3 Credits.
In-depth study of a selected topic in physics at the graduate level. May include a laboratory or computational component. Prerequisite: Permission of the instructor.

PHYS 597. Special Problems and Research. 1-3 Credits.
These courses afford the student an opportunity to pursue individual study and research. Prerequisites: permission of the instructor.

PHYS 601. Mathematical Methods of Physics I. 3 Credits.
Basic mathematical methods with applications: vector analysis, linear algebra, series and series of functions, Hilbert spaces, complex variable theory.

PHYS 602. Mathematical Methods of Physics II. 1 Credit.

PHYS 603. Classical Mechanics. 3 Credits.

PHYS 604. Classical Electrodynamics I. 3 Credits.
PHYS 621. Quantum Mechanics I. 3 Credits.

PHYS 658. MICROWAVE MEAS & BEAM INST LAB. 3 Credits.
Introduction to RF and microwave technology and laboratory methods for its characterization. Topics include microwave measurements in the time and frequency domains, basics of spectrum analyzers, vector signal analyzers, and time domain reflectometers; transmission lines, complex impedance, reflection coefficients; microwave measurements with a Vector Network Analyzer, basics of vector network analyzers; stripline pickups and kickers; beam signals for Circular Accelerators, beam spectrums, power spectral density, betatron and synchrotron signals; beam impedance and methods for measuring it; impedance matching, basics of matching devices; and RF cavity and linac structure measurements, cavity and coupled cavity structure basics, beam pull, coupling, cavity bandwidth.

PHYS 659. Microwave Sources. 3 Credits.
Introduction to principles of common standing wave (klystron) and traveling-wave (TW4 and FEL) microwave devices, particularly how electron beams exchange energy with rf fields. Students will be able to predict device gain and efficiency, and will understand basic beam dynamics, microwave tubes focusing, and space charge effects. Beam physics materials include magnetic focusing, Busch's Theorem, solenoidal and PPM focusing, diamagnetic effects, potential depression, and balanced, confined, and Brillouin flow. Prerequisites: PHYS 425, PHYS 453, MATH 211, and MATH 212.

PHYS 695. Selected Topics in Pure and Applied Physics. 1-3 Credits.
These courses afford the student an opportunity to pursue individual study. Prerequisites: permission of the instructor.

PHYS 696. Special Topics in Accelerator Physics. 3 Credits.
Special topics related to particle accelerators and their applications. Departmental approval required.

PHYS 698. Research. 1-9 Credits.
M.S. level research supervised by the student's thesis advisor.

PHYS 699. Thesis. 1-9 Credits.
M.S. level research supervised by the student's thesis advisor.

PHYS 701. Advanced Mathematical Methods of Physics. 3 Credits.
Group theory, Lie groups and Lie algebras, differential geometry, tensor fields on manifolds, integral calculus of differential forms. Prerequisites: PHYS 601.

PHYS 704. Classical Electrodynamics II. 3 Credits.
Electrodynamics: Maxwell equations, plane electromagnetic waves and wave propagation, waveguides, radiating systems, special theory of relativity, including the dynamics of relativistic particles and electromagnetic fields. Prerequisites: PHYS 604.

PHYS 707. Statistical Mechanics. 3 Credits.

PHYS 711. Computational Physics. 3 Credits.
Studies of high level computer languages. Computational techniques used in physics. Numerical techniques for differential and integral problems. Algebraic processing languages. Introduction to scientific visualization techniques.

PHYS 721. Quantum Mechanics II. 3 Credits.

PHYS 722. Nuclear and Particle Physics I. 3 Credits.
Nuclear forces, models of nuclear structure and reactions, hadron and lepton scattering, introduction to constituent quark model and hadron spectroscopy. Prerequisites: PHYS 621.

PHYS 723. Nuclear and Particle Physics II. 3 Credits.
Discrete and continuous symmetries and application to particle physics, SU(2) and SU(3) symmetries and static properties of hadrons. Klein-Gordon and Dirac equations, quantum electrodynamics and Feynman rules, strong and weak interactions, Standard Model and physics beyond the Standard Model. Prerequisites: PHYS 722 or PHYS 822.

PHYS 724. Condensed Matter Physics I. 3 Credits.
Electronic and lattice properties of solids, band structures of metals, semiconductors and insulators, dynamics of electron and phonons, electromagnetic and optical properties of metals and doped semiconductors, phenomenology of superconductivity and magnetism, and selected experimental methods of solid state physics. Prerequisites: PHYS 621, and PHYS 721 or PHYS 821.

PHYS 727. Atomic Physics. 3 Credits.
Irreducible tensor methods. Radiative excitation and ionization processes. Atom-atom scattering. Time-evolution of atomic observables in external fields. Multiple channel quantum defect theory and complex atomic and molecular spectra. Prerequisites: permission of the instructor.

PHYS 750. Quantum Electronics. 3 Credits.
Interaction of quantized electromagnetic field with matter, including photon coherence, theory of laser, nonlinear optics and selected applications. Prerequisites: PHYS 604.

PHYS 751. Simulation of Beam and Plasma Systems. 3 Credits.
Provides a comprehensive introduction to numerical modeling techniques used to analyze beam and plasma systems in the context of accelerator technology. Emphasis on self-consistent modeling of systems where self-fields cannot be neglected, collective effects are important, and "plasma accelerators" where particles are accelerated in the ionized gas using resonant plasma waves. More advanced refinements of the PIC method are also surveyed including mesh refinement, advanced movers, and optimal Lorentz frame simulations. Prerequisites: PHYS 425, PHYS 451, PHYS 453, and PHYS 460 or PHYS 560.

PHYS 752. Control Theory with Applications to Accelerators and RF Systems. 3 Credits.
Focuses on control theory applied to dynamic systems, in particular to systems found in accelerator/light source facilities. Fundamental concepts of control theory and feedback design techniques are explored to then introduce the student to robust design and optimized design of controllers. Prerequisites: PHYS 417 or PHYS 517, and PHYS 601.

PHYS 754. Accelerator Physics. 3 Credits.
Overview of the underlying physics of modern particle accelerators. Acceleration, beam transport, nonlinear dynamics, coherent synchrotron radiation, wakefields and impedances, collective effects, phase space cooling, free-electron lasers, novel methods of acceleration, accelerator systems. Prerequisites: PHYS 859.

PHYS 756. Beam Physics with Intense Space Charge. 3 Credits.
This course is intended to give the student a broad overview of the dynamics of beams with strong space charge. The emphasis is on theoretical and analytical methods of describing the acceleration and transport of beams. Some aspects of numerical and experimental methods will also be covered. Students will become familiar with standard methods employed to understand the transverse and longitudinal evolution of beams with strong space charge. The material covered will provide a foundation to design practical architectures. Prerequisites: Undergraduate level Electricity and Magnetism and Classical Mechanics is required; some familiarity with plasma physics, special relativity, and basic accelerator physics is strongly recommended.
PHYS 758. SRF Technology: Practices and Hands-on Measurements. 3 Credits.
The purpose of the course is to introduce students to the SRF technology and
the procedures and techniques used in the production and testing of
SRF cavities. It will focus on multi-cell elliptical structures. The course is
intended to be mainly hands-on work with cavities using the processing,
test and measurement systems available at the Jefferson Lab SRF Institute.
The course is intended for graduate-level students with a background in
SRF technology, individuals working in the field, and individuals intending
on working in the field. Students will be required to take several basic on-
line safety training classes in advance of the course. Prerequisites: Students
should have an undergraduate degree in physics or engineering with a basic
knowledge of the use of radio frequency test equipment such as vector
network analyzers, spectrum analyzers, and power measurement equipment;
completion of PHYS 658 and PHYS 460/PHYS 560 is desirable.

PHYS 760. Low Temperature Physics. 3 Credits.
Properties and behavior of materials and systems at low temperature with
emphasis on particle accelerator and microwave applications. Macroscopic
quantum phenomena in condensates. Superfluidity, electrodynamic
properties of superconductors. Prerequisites: PHYS 825.

PHYS 765. Linear Accelerators. 3 Credits.
This course will cover design and general operating principles for linear
accelerators, including acceleration methods for particles and beams.
Topics will include the evolution and descriptions of particle beams under
acceleration, the physics of accelerated particle beams, as well as the effects
of space charge, high-order modes (HOMs), and other collective effects.
Aspects of both normal conducting (RF) and superconducting (SRF) linear
accelerators will be covered. Prerequisites: PHYS 603, PHYS 604, and
PHYS 754 or PHYS 854.

PHYS 790. Introduction to the Processes of Quantum Chromodynamics. 3 Credits.
An introduction to basic Quantum Chromodynamics (QCD) methods in
hadron-scattering experiments. Focus will be placed on perturbative methods
and partonic interpretations of specific processes. The course will begin
with a general overview of QCD, and specific processes will be studied in
detail to illustrate the general features of partonic physics and their QCD
interpretations. The course will close with a summary of questions of current
research interest. Prerequisites: PHYS 871.

PHYS 791. Seminar I. 1 Credit.
This seminar is designed to enhance both written and oral communication
skills as applied to physics. Topics include effective display of data,
preparation of scientific reports and preparation and delivery of scientific
talks.

PHYS 797. Research. 1-6 Credits.

PHYS 801. Advanced Mathematical Methods of Physics. 3 Credits.
Group theory, Lie groups and Lie algebras, differential geometry, tensor
fields on manifolds, integral calculus of differential forms. Prerequisites: PHYS 601.

PHYS 804. Classical Electrodynamics II. 3 Credits.
Electrodynamics: Maxwell equations, plane electromagnetic waves
and wave propagation, waveguides, radiating systems, special theory
of relativity, including the dynamics of relativistic particles and
electromagnetic fields. Prerequisites: PHYS 604.

PHYS 807. Statistical Mechanics. 3 Credits.
The virial expansion. Quantum statistical mechanics and the micro-
canonical, canonical, and grand-canonical ensembles. The Fermi and Bose
gases, and applications. Special topics in statistical mechanics. Prerequisites: PHYS 603.

PHYS 811. Computational Physics. 3 Credits.
Studies of high level computer languages. Computational techniques used
Algorithmic processing languages. Introduction to scientific visualization
techniques.
PHYS 853. Atomic & Molecular Physics. 3 Credits.
Theory of atomic and diatomic molecular structure, including coupling of angular momenta and tensor operators. Influence of external static fields and interaction of atomic and molecular systems with both classical and quantized radiation fields. Contemporary topics such as degenerate Fermion and Boson gases, quantum sensors, mesoscopic quantum physics, squeezed light, resonance fluorescence, cold atoms and atom interferometry are also included. Prerequisites: PHYS 621 and either PHYS 721 or PHYS 821 or permission of the instructor.

PHYS 854. Accelerator Physics. 3 Credits.
Overview of the underlying physics of modern particle accelerators. Acceleration, beam transport, nonlinear dynamics, coherent synchrotron radiation, wakefields and impedances, collective effects, phase space cooling, free-electron lasers, novel methods of acceleration, accelerator systems. Prerequisites: PHYS 859.

PHYS 856. Beam Physics with Intense Space Charge. 3 Credits.
This course is intended to give the student a broad overview of the dynamics of beams with strong space charge. The emphasis is on theoretical and analytical methods of describing the acceleration and transport of beams. Some aspects of numerical and experimental methods will also be covered. Students will become familiar with standard methods employed to understand the transverse and longitudinal evolution of beams with strong space charge. The material covered will provide a foundation to design practical architectures. This course will be the same as PHYS 756, except that it will be augmented with additional assignments at the appropriate level. Prerequisites: Undergraduate level Electricity and Magnetism and Classical Mechanics is required; some familiarity with plasma physics, special relativity, and basic accelerator physics is strongly recommended.

PHYS 857. Plasma Physics. 3 Credits.
Motion of charged particles in electromagnetic fields. Coulomb collisions and transport processes. Collisional Boltzmann equation. Generation of various forms of plasma in the laboratory. Basic plasma diagnostic methods including plasma and laser spectroscopy, measurements of electron and ion density and energy distribution. Prerequisites: PHYS 603, PHYS 604, PHYS 704/PHYS 804, PHYS 727/PHYS 827 or permission of the instructor.

PHYS 858. SRF Technology: Practices and Hands-on Measurements. 3 Credits.
The purpose of the course is to introduce students to the SRF technology and the procedures and techniques used in the production and testing of SRF cavities. It will focus on multi-cell elliptical structures. The course is intended to be mainly hands-on work with cavities using the processing, test and measurement systems available at the Jefferson Lab SRF Institute. The course is intended for graduate-level students with a background in SRF technology, individuals working in the field, and individuals intending on working in the field. Students will be required to take several basic online safety training classes in advance of the course. This course will be the same as PHYS 758, except that it will be augmented with additional assignments at the appropriate level. Prerequisites: Students should have an undergraduate degree in physics or engineering with a basic knowledge of the use of radio frequency test equipment such as vector network analyzers, spectrum analyzers, and power measurement equipment; completion of PHYS 658 and PHYS 460/PHYS 560 is desirable.

PHYS 859. Classical Mechanics and Electromagnetism in Accelerator Physics. 3 Credits.
Further development of classical mechanics and electromagnetism and their application to accelerator physics: Lagrangian and Hamiltonian formulation of equations of motion, canonical transformations, adiabatic invariants, linear and nonlinear resonances. Louisville's theorem, solutions of Maxwell's equation in cavities and waveguides, wakefields, radiation and retarded potentials, synchrotron radiation. Prerequisites: PHYS 601, PHYS 603, and PHYS 704 or PHYS 804.

PHYS 860. Low Temperature Physics. 3 Credits.
Properties and behavior of materials and systems at low temperature with emphasis on particle accelerator and microwave applications. Macroscopic quantum phenomena in condensates. Superfluidity, electrodynamics properties of superconductors. Prerequisites: PHYS 825.

PHYS 861. Nuclear Physics. 3 Credits.

PHYS 865. Linear Accelerators. 3 Credits.
This course will cover design and general operating principles for linear accelerators, including acceleration methods for particles and beams. Topics will include the evolution and descriptions of particle beams under acceleration, physics of accelerated particle beams, as well as the effects of space charge, high-order modes (HOMs), and other collective effects. Aspects of both normal conducting (RF) and superconducting (SRF) linear accelerators will be covered. Prerequisites: PHYS 603, PHYS 604, and PHYS 754 or PHYS 854.

PHYS 871. Introduction to Quantum Field Theory. 3 Credits.
Quantization of the Klein-Gordon field, interactions in quantum field theory and Feynman diagrams, quantization of the Dirac field, quantization of the electromagnetic field, quantum electrodynamics, renormalization, quantum chromodynamics and asymptotic freedom. Prerequisites: PHYS 842.

PHYS 890. Introduction to the Processes of Quantum Chromodynamics. 3 Credits.
An introduction to basic Quantum Chromodynamics (QCD) methods in hadron-scattering experiments. Focus will be placed on perturbative methods and partonic interpretations of specific processes. The course will begin with a general overview of QCD, and specific processes will be studied in detail to illustrate the general features of partonic physics and their QCD interpretations. The course will close with a summary of questions of current research interest. Pre- or corequisite: PHYS 871.

PHYS 891. Seminar I. 1 Credit.
This seminar is designed to enhance both written and oral communication skills as applied to physics. Topics include effective display of data, preparation of scientific reports and preparation and delivery of scientific talks.

PHYS 892. Seminar II. 1 Credit.
A continuation of PHYS 891 at an advanced level. This seminar is designed to enhance both written and oral communication skills as applied to physics. Topics include effective display of data, preparation of scientific reports and preparation and delivery of scientific talks.

PHYS 898. Doctoral Research. 1-12 Credits.

PHYS 899. Dissertation. 1-9 Credits.

POLS - Political Science

POLITICAL SCIENCE Courses

POLS 503. First Amendment Freedoms. 3 Credits.
The course deals with the development and practice of conflicting judicial and legal theories concerning our substantive guaranties. Students are asked to act as advocates in developing and substantiating theories of their own.

POLS 510. African American Politics. 3 Credits.
This course examines the political development of Black people in the United States by focusing on the relationship and processes of the American political system. The political dynamics of Black political thought, the Civil Rights Movement, and Black protest politics are also analyzed.

POLS 512. Politics of the Civil Rights Movement. 3 Credits.
Examines the political activities which resulted in the passage of the nation's second Civil Rights policy, the 1960 and 1964 Civil Rights Acts, the 1965 Voting Rights Act and the 1968 Fair Housing Act. The course analyzes the underpinnings, leadership, and political strategies of the Civil Rights Movement.
POLS 514. Politics of Education. 3 Credits.
The question of power, often ignored by education policy analysts and researchers, is a principal focus of this seminar. Issues ranging from the role of education in political socialization and the politics of affirmative action and equal opportunity are examined.

POLS 515. Women and Politics in America. 3 Credits.
Examines women's place in political theory and the practice of politics in the United States. A major focus is to trace the development of women's political rights, the impact of public policy on the lives of American women and to see how women influence and participate in the political process.

POLS 520. Southern Politics. 3 Credits.
This seminar focuses on the politics of the American South from the 1940s to the present. Emphasis is on introducing students to contrasting explanations and analysis about the politics of the American South.

POLS 521. International Law. 3 Credits.
Surveys major areas of public international law (e.g., laws of warfare, law of the sea, conflict resolution, etc.). Emphasizes the relationship between international law and international politics.

POLS 524. International Organization. 3 Credits.
Course provides a basis for understanding the role and importance of international organizations in contemporary international relations. Focuses on development and history of global organizations, with particular emphasis on the United Nations, and regional and functional organizations.

POLS 534. Political Participation in the United States. 3 Credits.
An examination of current theories and research on political behavior, conventional and unconventional modes of political participation, and the impact of participation on the political system.

POLS 535. Chinese Politics. 3 Credits.
A study of origins of the Chinese revolution; development and functions of the Chinese Communist Party; government institutions; the defense establishment; evolution of foreign policy; and post-Mao political and economic reforms.

POLS 536. Japanese Politics. 3 Credits.
A study of Japan's historical political development and social patterns; government institutions; problems of the constitution; and foreign and defense policy.

POLS 537. International Relations in East Asia. 3 Credits.
A study of contemporary issues (political, economic, and strategic) in the East Asia area; the interactions of China, Japan, the United States, and the former Soviet republics in East Asia.

POLS 539. International Relations of African States. 3 Credits.
This course aims to expose students to an examination of the workings of international politics from the viewpoint of Africans and African states. International relations have tended to look at the world from the viewpoint of its most powerful states. Yet, most the world's states - notably in Africa - are weak but have great potential global impact.

POLS 542. Twentieth Century Dictatorships. 3 Credits.
A study of the Fascist, Nazi, Stalin and Mao regimes and the forces that brought them to power and sustained them, including a study of the impact of their policies on their people and neighboring states.

POLS 555. The Politics of Climate Change. 3 Credits.
An examination of the science of climate change and how United States political actors have responded to this global environmental challenge.

POLS 566. Politics of the Middle East. 3 Credits.
An analysis of the political processes throughout the region and in selected nations of the Middle East. Topics to be discussed include inter-Arab relations, the Arab-Israeli conflict, the Iran-Iraq rivalry and foreign power involvement in the Middle East.

POLS 595. Topics in Political Science. 1-3 Credits.
The advanced study of selected topics which, due to their specialized nature, may not be offered regularly.

POLS 596. Topics in Political Science. 1-3 Credits.
The advanced study of selected topics which, due to their specialized nature, may not be offered regularly.

POLS 597. Independent Research in Political Science. 1-3 Credits.
Independent research in political science under the supervision of a faculty member.

POLS 602. Seminar in American Foreign Policy. 3 Credits.
The formulation and conduct of U.S. foreign policy under changing domestic and external circumstances. Models of decision making; interrelationships of economic, political, and military factors; major trends in contemporary American foreign policy making.

POLS 623. Foreign Policy Analysis. 3 Credits.
Comparative study of foreign policy behavior. Internal and external factors in formation and implementation of foreign policy. Examination and application of foreign policy models.

POLS 624. National Security Policy. 3 Credits.
Examines U.S. national security policy, strategy and the use of force, the formulation and execution of policy, the international dimension of national security, and contemporary issues in national security.

POLS 626. Seminar in Politics of Russia and the Soviet Successor States. 3 Credits.
Power and authority in Russia and the other successor states of the former Soviet Union. Although focusing on Russia, the course embraces the contemporary internal politics of the states in the space between Germany and Japan/China including Central Asia and the Caucasus. Emphasizes research methodology and strategies.

POLS 631. Seminar in Chinese Politics. 3 Credits.
An advanced survey and research on contemporary Chinese politics, political and economic reforms; intellectuals and politics; China's experience of socialist revolution and economic construction; and foreign policy.

POLS 650. Interdependence, Power and Transnationalism. 3 Credits.
This course covers the fundamental concepts, ideas, and approaches to the study of interdependence and transnationalism. It seeks to expose students to the nature, role, and impact of economic, technological, strategic, and cultural interdependence. Cases of interdependence and transnationalism are explored in the post-Cold War era. Some focus is placed on how interdependence and transnationalism are impacting the power of the state. Prerequisites: Permission of director or instructor.

POLS 665. International Political Economy. 3 Credits.
Analysis of the forces shaping national and transnational economic institutions and their policies on a range of contemporary issues, including North-South relations.

POLS 695. Selected Topics in Political Science. 1-3 Credits.
The advanced study of selected topics which, due to their specialized nature, may not be offered regularly.

POLS 696. Selected Topics in Political Science. 1-3 Credits.
The advanced study of selected topics which, due to their specialized nature, may not be offered regularly.

POLS 697. Independent Research in Political Science. 1-3 Credits.
Independent research in political science under the supervision of a faculty member.

PORT - Maritime, Ports and Logistics Management

MARITIME PORTS LOGISTICS MGMT Courses

PORT 610. International Shipping and Supply Chain Management. 3 Credits.
Examines international freight transportation and terms for movement of international trade; focuses on improving supply chain relationships in the movement of international trade/directing the flow of information, materials and products. (cross-listed with MSCM 610).
PORT 611. International Maritime Transport. 3 Credits.
Examines the international business of shipping, commercial processes, maritime-related organizations, shipbuilding and repair, ship types and fleets, and commodity movement. Prerequisites: an undergraduate course in the international field such as MGMT 361, MGMT 462, or a similar graduate course.

PORT 612. Port Operations and Management. 3 Credits.
Covers role, functions, and types of international terminals and ports, including design and operation of general and specialized cargo handling facilities and offshore systems, port authorities, operational structures, and labor. Prerequisites: a graduate course in management such as MGMT 602 and a course in operations management.

PORT 613. International Maritime and Admiralty Law. 3 Credits.
International law of the sea, maritime jurisdiction, regulation of shipping, carriage of goods, marine insurance, salvage, marine environmental law, safety at sea, and the Oil Pollution Act of 1990 are covered, along with other maritime laws. Prerequisites: a basic law course.

PORT 614. Port Planning and Economics. 3 Credits.
Port planning and competition, ports and ocean container shipping, port impacts, port users in theory, port operator costing and pricing, port carriers and shippers, government and maritime institutions, dockworkers, port environment and port performance evaluation. Prerequisites: a course in microeconomics such as ECON 604.

PORT 615. Maritime Security and Risk Analysis. 3 Credits.
An overview of international and U.S. initiatives to ensure the security of vessels, cargo, people, and infrastructure within the maritime domain. In addition to the impacts of regulatory requirements on maritime commerce, the course also addresses maritime threats to the international economy (including maritime piracy and maritime terrorism), maritime coalitions, and state-of-the-art techniques and tools for safeguarding oceanborne commerce. (cross-listed with MSCM 615).

PORT 616. Reverse Logistics and Sustainable Operations. 3 Credits.
This course explores the theoretical foundations of global supply chain partnerships and reverse logistics systems, and examines the practices, risks, and opportunities found in today's systems. Fundamental tools and techniques are used to provide insights and solutions on how to best organize, manage, and optimize such systems to achieve sustainable performance. (cross-listed with MSCM 616) Pre- or corequisite: MSCM 641 or PORT 611 or PORT 612 or instructor's permission.

PORT 617. Transportation Intermediaries. 3 Credits.
An overview of the document, role and functions of transportation intermediaries. The relationships between intermediaries, carriers and shippers are discussed as well as the major intermediaries and their competitive strategies. The customers of various international trade and supply chains of intermediaries are also discussed. (cross-listed with MSCM 617).

PORT 618. Shipbuilding and Ship Repair Business Management. 3 Credits.
Examines the shipbuilding and ship repair industry from the perspective of industry economics, industry financial management and repair operations and acquisition processes. Provides industry professionals with business management practices that shape the industry.

PORT 619. Marine Insurance. 3 Credits.
Examines the rise of Lloyd's and the London Insurance Market, the current maritime insurance market, principles of insurance and law, Hull Insurance Law, cargo insurance, general average and salvage insurance.

PORT 641. Supply Chain Management and Logistics. 3 Credits.
This course examines supply chain management, the integration of all activities associated with the flow of materials and information from product to customers' receipt. Examples include order processing, warehousing, inventory management, transportation and logistics, and the costs and information systems supporting these activities. Particular attention will be paid to global logistics systems supporting port and maritime activities. Supply chain relationships can be improved through effective integration of management and via such technologies as the World Wide Web, electronic data exchange, and enterprise resource planning (ERP). (cross-listed with MSCM 641).

PORT 668. Directed Research/Port Internship. 1-3 Credits.
Practical field experience in international maritime, ports and logistics related challenges through supervised investigation and analysis of a problem or a working internship within the port-related arena. Prerequisites: PORT 611, PORT 612, PORT 613, and PORT 614.

PORT 695. Selected Topics in Maritime and Port Management. 3 Credits.
The advanced study of selected topics not offered on a regular basis. Prerequisites: PORT 611 or PORT 612.

PORT 697. Independent Study. 3 Credits.
Designed to provide the opportunity for independent study under the guidance of a member of the faculty.

PPCM - Public Procurement and Contract Management

PUBLIC PROCUREMENT AND CONTRACT MANAGEMENT Courses

PPCM 672. Public Financial Management. 3 Credits.
Examination of public sector financial management principles, practices and processes. Emphasis on financial auxiliary services employed in local government financial management. Introduction to governmental accounting practices and financial statements. Micro-computer applications to public sector financial decision-making techniques. (Cross listed with PADM 672).

PPCM 704. Methods of Public Program Evaluation. 3 Credits.
Examination of various methodologies for designing and conducting program evaluation and research. Experimental, quasi-experimental and nonexperimental procedures will be covered. (Cross listed with PADM 704).

PPCM 714. Public-Private Partnerships. 3 Credits.
An in-depth analysis of the forces behind the privatization movement. Examines the context of privatization, the theoretical and empirical arguments on both sides of the debate, and the different forms of privatization practiced in the U.S. The course draws on a wide range of disciplines in a quest for an understanding of the privatization phenomenon-political science, public administration, public policy, sociology, economics, management, and others. (Cross listed with PADM 714).

PPCM 718. Public Sector Contract Administration. 3 Credits.
Examines the actions that must be taken following the award of a contract, including assurance of required outcomes, assurance of compliance, proper contract launch, proper contract close-out, and documentation and carrying forward lessons learned. Connections to steps that must be taken in the other two phases of the procurement process are noted. (Course is cross listed with PADM 718.).

PPCM 719. Leadership. 3 Credits.
Examines leadership through theoretical and practice-based frameworks. Offers analytical and intellectual examination and reflection on core issues in the practice of leadership. These objectives will be achieved through open discussion, honest self-assessment, experiential exercises, and observation of real-life leadership practice. (Cross listed with PADM 719).
Parks, Recreation and Tourism Studies

PARK, RECREATION AND TOURISM STUDIES Courses

PRTS 561. Tourism and the Hospitality Industry. 3 Credits.
This course explores tourism from a social perspective. The focus of the course will be on economic and social dimensions of tourism, tourism development strategies, and current research in hospitality from national and international case studies. Prerequisites: permission of instructor.

PRTS 575. Sustainable Tourism Management. 3 Credits.
This course examines the principles and practices of planning, marketing, and managing sustainable tourism. Assessment, development, and maintenance of sustainable tourism products are explored. Prerequisites: Junior standing or permission of the instructor.

PRTS 595. Topics. 1-3 Credits.
This course provides an opportunity for in-depth study of selected topics in the variety of areas comprising parks, recreation and tourism studies.

PRTS 619. Strategic Marketing in Parks, Recreation and Tourism. 3 Credits.
Course is designed to examine the principles and practices of strategic marketing as it pertains to tourism planning and development. The course will explore market analysis in segmenting and identifying specified tourist markets.

PRTS 636. Research Problems in Park, Recreation and Tourism Studies. 3 Credits.
Practice in the use of statistical and analytical techniques in solving problems in Park, Recreation and Tourism Studies; supervised student research.

PRTS 650. Contemporary Issues in Park, Recreation and Tourism Studies. 3 Credits.
This course is designed to increase the student’s ability to critically analyze and discuss the contemporary issues and trends in parks, recreation and tourism. This course will require students to describe, evaluate, and critique the current research in the field; evaluate the future trajectory of park, recreation and tourism studies; and assess both personal and professional philosophies to elucidate his/her role as an advanced-level practitioner in parks, recreation or tourism industry.

PRTS 668. Internship in Park, Recreation and Tourism Studies. 1-6 Credits.
Designed to provide detailed practical experience (400 clock hours) in a park, recreation or tourism field setting. Prerequisite: completion of 75% of graduate work.

PRTS 695. Topics in Park, Recreation and Tourism Studies. 1-3 Credits.
Selected topic courses in Park, Recreation and Tourism Studies.

PRTS 697. Independent Study in Park, Recreation and Tourism Studies. 1-3 Credits.
Inquiries on park, recreation, and tourism studies. Problems approved in advance are investigated under the supervision of the faculty advisor.

PRTS 698. Thesis Research in Park, Recreation and Tourism Studies. 3-6 Credits.
Students work independently with a faculty member to conduct research for their thesis on a topic related to Park, Recreation, and Tourism Studies. Prerequisite: Permission of the advisor and committee.

PRTS 699. Thesis in Park, Recreation and Tourism Studies. 3-6 Credits.
Students work independently with a faculty member to complete their thesis on a topic related to Park, Recreation and Tourism Studies. Prerequisite: permission of the advisor and committee.

PRTS 710. Tourist Behavior and Consumption. 3 Credits.
This course explores the complexities and evolution of tourism consumer behavior from a multidisciplinary perspective. Choosing, buying and consuming tourism/travel products and services includes a range of psychosocial processes, individual and environmental influences, motivations, and meanings that researchers and managers of national parks and tourism destinations should take into account when evaluating the tourism experience. This course provides an overview of such processes and influences and explains the basic and advanced concepts and theories that underlie tourist decision-making and behavior.

PRTS 720. Advanced Leisure Theories and their Applications. 3 Credits.
The course examines the concepts, theories and philosophies related to outdoor recreation, travel and tourism, and community recreation. Discussion will focus on the application of social science theories to the study of leisure, parks, recreation and tourism.

PRTS 730. Park Management for Professionals. 3 Credits.
This course targets research related to outdoor recreation in parks and open spaces. Empirical studies investigating sense of place, motivations for outdoor recreation, carrying capacity, crowding, recreation opportunity spectrum, and other sensitive issues will be covered. The course will also provide a historical overview of social sciences in outdoor recreation, and the principles guiding park management.

PRTS 740. Recreation Management for Administrators. 3 Credits.
This course provides preparation for upper-level recreation administration. National standards for managerial, administrative and executive decision-making for parks and recreation professionals will be discussed, in addition to practical knowledge and current real-world skills necessary in today’s changing park and recreation environment. The course is designed to prepare professionals to sit for the Certified Park and Recreation Professionals (CPRP) or Certified Park and Recreation Executive (CPRE) exam.

PRTS 760. Advanced Sustainable Tourism Management. 3 Credits.
This course examines the planning, development and management of the tourism industry with regard to economic, social, cultural and environmental sustainability. Current theory and research in the field of sustainable tourism will also be explored in order for students to develop a critical perspective on sustainable tourism development.
PRTS 770. Grant Writing for Parks and Recreation. 3 Credits.
Grant writing is an essential skill for the park and recreation professional. This course examines the grant writing process. This includes, but is not limited to, The Office of Research, the ODU Research Foundation, budgeting, human subjects, and partnerships. Students will be expected to submit a grant application by the end of the course.

PRTS 780. Youth Development in Recreation. 3 Credits.
The Positive Youth Development (PYD) movement has been greatly influenced by sport and recreation. With the recent increase of diabetes, obesity, sedentary lifestyles, and risky behaviors among youth, sport and recreation professionals are charged to help alleviate these societal issues. More specifically, practitioners need to target the socio-emotional needs of our youth through the sport and recreation experience. By using class lectures, technology, video, and self-directed research, students will explore research, theory, practice, and techniques of structuring positive experiences for youth. This course includes the examination of theories on youth development, behavior management, motivation, resiliency, and social skills as they relate to the sport and recreation experience.

PRTS 810. Tourist Behavior and Consumption. 3 Credits.
This course explores the complexities and evolution of tourism consumer behavior from a multidisciplinary perspective. Choosing, buying and consuming tourism/travel products and services includes a range of psycho-social processes, individual and environmental influences, motivations, and meanings that researchers and managers of national parks and tourism destinations should take into account when evaluating the tourism experience. This course provides an overview of such processes and influences and explains the basic and advanced concepts and theories that underlie tourist decision-making and behavior.

PRTS 820. Advanced Leisure Theories and their Applications. 3 Credits.
The course examines the concepts, theories and philosophies related to outdoor recreation, travel and tourism, and community recreation. Discussion will focus on the application of social science theories to the study of leisure, parks, recreation and tourism.

PRTS 830. Park Management for Professionals. 3 Credits.
This course targets the pursued and needed research of outdoor recreation in parks and open space. Empirical studies investigating areas such as: sense of place, motivations for outdoor recreation, carrying capacity, crowding, recreation opportunity spectrum, and other sensitive issues will be covered. The course will also include an historical overview of social sciences in outdoor recreation. The course will also cover principles to guide park management.

PRTS 840. Recreation Management for Administrators. 3 Credits.
This course provides preparation for upper-level recreation administration. National standards for managerial, administrative and executive decision-making for parks and recreation professionals will be discussed, in addition to practical knowledge and current real-world skills necessary in today’s changing park and recreation environment. The course is designed to prepare professionals to sit for the Certified Park and Recreation Professionals (CPRP) or Certified Park and Recreation Executive (CPRE) exam.

PRTS 860. Advanced Sustainable Tourism Management. 3 Credits.
This course examines the planning, development and management of the tourism industry with regard to economic, social, cultural and environmental sustainability. Current theory and research in the field of sustainable tourism will also be explored in order for students to develop a critical perspective on sustainable tourism development.

PRTS 880. Youth Development in Recreation. 3 Credits.
The Positive Youth Development (PYD) movement has been greatly influenced by sport and recreation. With the recent increase of diabetes, obesity, sedentary lifestyles, and risky behaviors among youth, sport and recreation professionals are charged to help alleviate these societal issues. More specifically, practitioners need to target the socio-emotional needs of our youth through the sport and recreation experience. By using class lectures, technology, video, and self-directed research, students will explore research, theory, practice, and techniques of structuring positive experiences for youth. This course includes the examination of theories on youth development, behavior management, motivation, resiliency, and social skills as they relate to the sport and recreation experience.

PSYC - Psychology

PSYCHOLOGY Courses

PSYC 651. Developmental Psychology. 3 Credits.
This course covers topics related to the physical, cognitive, social and emotional aspects of growth, from conception to death. It focuses on human growth and development, but other organisms are also considered.

PSYC 653. Personality Psychology: Theory and Research. 3 Credits.
Lecture and discussion 3 hours; 3 credits. The course deals with basic issues and contemporary topics in personality research. The basic issues covered include personality measurement, heredity, biological approaches, personality development, and motives. Current topics in personality research that are covered include the unconscious, personal efficacy, sex and gender, control, self-concept, stress and illness, sexuality, and disorders of personality.

PSYC 661. Psychopathology. 3 Credits.
The course provides a conceptual basis for the study of abnormal behavior. Students conduct an in-depth review of the literature related to the classification, etiology, and treatment of mental disorders.

PSYC 662. Human-Computer Interface Design. 3 Credits.
Course introduces students to the fundamental principles of human-computer interaction. Exposes students to basic psychological concepts and shows how they are used to create effective interface designs. Covers both theoretical and practical aspects of interface design. Prerequisites: graduate standing and permission of the instructor.

PSYC 663. Intellectual Assessment. 3 Credits.
Lecture and discussion 3 hours; 3 credits. Primary focus is on intellectual assessment for children and adults. Basic instruction in administration and interpretation of standard tests of intelligence will be provided. Additional topics include tests of achievement and memory function.

PSYC 664. Personality Assessment. 3 Credits.
Lecture and discussion 3 hours; 3 credits. Course covers major methods of personality assessment including objective and projective instruments. Emphasis is on current theory and applications of personality assessment.

PSYC 667. Practicum in Psychology. 2-5 Credits.
2-5 credits. Prerequisites: 15 graduate course hours (including PSYC 663) and permission of the instructor. Students will receive supervised training in an applied setting in the area of clinical or industrial psychology.

PSYC 696. Topics in Psychology. 3 Credits.

PSYC 697. Selected Topics in Psychology. 1-4 Credits.
This course provides opportunities for advanced investigations of selected topics in psychology. May be taken by students beyond the first year of graduate study who wish to pursue topics not covered by regularly scheduled courses. Prerequisites: permission of the instructor and graduate program director.

PSYC 698. Research in Psychology. 3 Credits.
3 credits. Individual project under guidance of a research advisor. Required for students choosing thesis option. Limited to a total of 3 hours of credit.

PSYC 699. Thesis. 1-3 Credits.
1-3 credits. Prerequisite: PSYC 698. Individual project under guidance of a research advisor. Required for students choosing thesis option.
PSYC 712. History and Systems of Psychology. 3 Credits.
Lecture and discussion 3 hours; 3 credits. A survey of the historical roots of modern psychology.

PSYC 713. Research Methods in Psychology. 3 Credits.
This course will cover research design and methodology. Topics may include experimental, quasi-experimental, single subject and survey research; validity; reliability; confounds; measurement; sampling; inductive inference. Additionally, this course will cover Responsible Conduct of Research, including completion of CITI course, protection of human subjects, University Human Subjects Committee and IRB, APA Style, paper structure, references, tables, figures, etc., research paper writing, including searching for sources, writing, oral presentation, data collection and management issues (e.g., Qualtrics, SONA, data cleaning). Students are required to complete a Research Proposal with Introduction and Methods and Data Analysis Plan and give an oral presentation of research proposal.

PSYC 722. Occupational Health Psychology. 3 Credits.
This course examines multidisciplinary research and theories on issues related to individual and organizational well-being and health. Occupational health psychology (OHP) emphasizes the promotion of wellness and the prevention of injuries and illnesses in the workplace. Through lectures/presentations, discussions, and research activities, students will learn about OHP theory and practice. Prerequisites: PSYC 763/863 and PSYC 850.

PSYC 727. Analysis of Variance and Experimental Design. 4 Credits.
Review of the basic descriptive and inferential statistical procedures with a heavy emphasis on fundamental and advanced analysis of variance techniques. Topics include contrasts, factorial designs, within-subject and mixed designs, and analysis of covariance. Course materials are covered in the context of classical experimental and quasi-experimental design. Prerequisites: admission into the psychology M.S. or Ph.D. program or permission of the instructor.

PSYC 728. Regressional and Correlational Design. 4 Credits.
Course covers correlation with heavy emphasis on regression analysis in the context of the general linear model. Topics include partial correlations, categorical and continuous interactions, non-linear regression, and multivariate statistics. Course materials are covered in the context of correlational designs and survey research. Prerequisites: Admission into the psychology M.S. or Ph.D. program or permission of the instructor and PSYC 727/PSYC 827 or equivalent.

PSYC 730. Teaching Statistics and Research Practicum. 1,3 Credit.
Advanced graduate students in Psychology will have the opportunity to direct statistics and research methods labs for graduate statistics courses. Students’ main role will be acting as peer mentors for the new graduate students. Other possible responsibilities may include grading, creating lab activities and assignments, and supervising students’ research projects. Students will be evaluated on their teaching effectiveness and performance. Prerequisites: PSYC 727/PSYC 827 or PSYC 824 and PSYC 728/PSYC 828 or PSYC 825.

PSYC 731. Human Cognition. 3 Credits.
Lecture and discussion 3 hours; 3 credits. Prerequisite: admission into the psychology M.S. or Ph.D. program or permission of the instructor. An investigation of the processes by which people acquire and retain information, make decisions, and solve problems. Current models of structures and processes of human memory and cognition are discussed with particular emphasis on neurocognitive evidence of the brain mechanisms involved in cognition.

PSYC 735. Health Psychology. 3 Credits.
This course focuses on contemporary theory and research topics in health psychology. The course examines psychological and behavioral issues affecting health maintenance, coping with life-threatening illnesses and chronic diseases, and health promotion. The course uses the biopsychosocial (mind-body) model as an organizing framework, emphasizing the dynamic interactions among biological, social, personality, and behavioral factors jointly in influencing people’s health. The course is conducted as a seminar.

PSYC 736. Multilevel Models: HLM. 3 Credits.
Social science data frequently have a hierarchical or multilevel structure as a consequence of sampling designs or repeated measures. The purpose of the course is to introduce students to the basic principles and applications of hierarchical linear modeling in social science research. Topics covered include an introduction to multilevel analyses, random intercept models, random slope models, hypotheses testing, hierarchical models for limited dependent variables, model fitting, three-level models, and repeated-measures applications. Prerequisites: PSYC 728 or PSYC 828 or equivalent.

PSYC 740. Quasi-Experimental Methods. 3 Credits.
Quasi-experimental methods is a course to teach techniques for research designs not conducive to randomized-control trials. The philosophy of these techniques, issues of validity, and analyses are discussed. Comparisons with randomized-control trials as well as means to strengthen quasi-methodologies for better general causal inferences are presented.

PSYC 741. Sensation and Perception. 3 Credits.
Lecture and discussion 3 hours; 3 credits. A survey of human sensation and perception emphasizing historical contributions, recent theoretical and methodological developments, and empirical findings.

PSYC 744. Program Evaluation. 3 Credits.
This course is designed to introduce students to the field of program evaluation as well as to give students practical experience conducting a program evaluation. Students will get experience creating and conducting qualitative and quantitative assessments. A course goal is to work in small groups to conduct a program evaluation. Prerequisites: PSYC 727/PSYC 827 and PSYC 728/PSYC 828 (or current enrollment).

PSYC 745. Psychometric Theory. 3 Credits.
This course introduces classical test theory, including definitions and formulas for test reliability, standard error of measurement, and related statistics. Additional topics include scaling, test validity, item statistics useful in test constructions, and norms commonly used in educational and psychological testing. Generalizability Theory, factor analysis, and Item Response Theory (IRT) are introduced. Prerequisites: PSYC 728 or PSYC 828 or equivalent.

PSYC 746. Structural Equation Modeling. 3 Credits.
This course covers the topics of linear structural equation modeling and focuses on estimation, measurement models, confirmatory and hierarchical factor analysis, structural equations, longitudinal models, multisample analyses, and mean structures. Prerequisites: PSYC 745 or PSYC 845 or equivalent.

PSYC 747. Multivariate Methods for the Social/Behavioral Sciences. 3 Credits.
The course is focused on methods and techniques for analyzing multivariate data. Emphasis includes both conceptual and computational aspects of the most commonly used analytical tools when experimental units have multiple measures. A goal of the course is to avoid the extremes of “plug n’ chug” analyses on the one hand and theorems and proofs on the other to provide generalizable working knowledge of multivariate statistics. Featured techniques are MANOVA, MANCOVA, profile analysis, discriminant analysis, canonical correlation, principal components analysis, and exploratory factor analysis. Prerequisites: PSYC 728 or PSYC 828 or equivalent.

PSYC 748. Categorical Methods for the Social/Behavioral Sciences. 3 Credits.
The purpose of this course is to review the linear regression model and move into categorical methods. Featured methods are inference using proportions and odds ratios, multi-way contingency tables, logistic regression, and loglinear models. The generalized linear model is also introduced. Prerequisites: PSYC 727/PSYC 827 or PSYC 728/PSYC 828.

PSYC 749. Advanced Social Psychology. 3 Credits.
Lecture and discussion 3 hours; 3 credits. This course discusses the behavior of the human as a member of a group. Topics include attitude theory and change, interpersonal attraction, group dynamics, and related theory and applied research techniques.
PSYC 750. Organizational Psychology. 3 Credits. Lecture and discussion 3 hours; 3 credits. This course provides an overview of organizational behavior and theory. Topics include leadership, motivation, teams, social processes at work, workplace relationships, organization structure and environments, and organizational development and change.

PSYC 763. Personnel Psychology. 3 Credits. Lecture and discussion 3 hours; 3 credits. This course provides an overview of personnel psychology. Topics include reliability and validity, job analysis, performance criteria, performance appraisal, employee recruitment, employee selection, and training and development.

PSYC 770. Human Factors Psychology. 3 Credits. The application and evaluation of psychological principles and research relating human behavior to the design of tools, technology, and the work environment. Theory, methods, and application are emphasized. Prerequisites: PSYC 731/PSYC 831 and PSYC 741/PSYC 841 or equivalents or permission of the instructor.

PSYC 771. Ergonomics. 3 Credits. Lecture 3 hours; 3 credits. Basic overview and application of anthropometry, biomechanics, functional anatomy, mechanics, and human physiology for the design of industrial tools, equipment, and workstations.

PSYC 776. Human-Computer Interaction. 3 Credits. Review of the physical, cognitive, and performance capabilities and limitations of humans as they interact with modern computer systems. Emphasis is placed on the tools, techniques and procedures for the assessment and effective design of computer hardware, software and displays of information.

PSYC 780. Ethics, Professional Standards, and Responsible Conduct. 3 Credits. Ethical principles, APA codes, laws, policies and approaches to ethical decision making will be applied to case studies involving dilemmas and issues in several areas of the professional activities of psychologists. Students will prepare an ethical and/or professional issue paper and a self-reflection on acculturation into professional ethics and standards.

PSYC 781. Advanced Ergonomics. 3 Credits. Basic overview of the application of anthropometry, biomechanics, ergonomics, cognition and perception within workplace environments. Particular focus on the analysis and prevention of accidents at work. Course requires considerable practice in technical writing.

PSYC 792. Advanced Seminar in Physiological Psychology. 3 Credits. Students will investigate the biological underpinnings of behavior and explore what is currently known about their role in movement, emotions, mental illness, sexual behavior, memory, states of consciousness, sensory perception, thought and language, and several neuro-psychiatric disorders. Through active learning exercises, i.e., class discussion, reports, critiques, oral presentations, and a final research paper or proposal, students will apply and demonstrate their acquired knowledge and critical thinking skills to the biological basis of human behavior.

PSYC 795. Topics in Psychology I. 1-4 Credits.

PSYC 796. Topics in Psychology II. 1-4 Credits.

PSYC 801. Empirically-Supported Therapies. 3 Credits. Empirically-Supported Therapies is designed to foster the integration of clinical science and the practice of psychotherapy. Course objectives include learning how to identify, evaluate, and implement empirically supported interventions for various psychological disorders.

PSYC 810. Seminar in Professional Aspects of Industrial/Organizational Psychology. 3 Credits. Lecture 3 hours; 3 credits. Prerequisite: admission into the I/O Ph.D. program. Topics covered include standards of professional behavior of I/O psychologists, the governance of psychology, I/O psychology professional associations, and professional opportunities for I/O psychologists.

PSYC 812. History and Systems of Psychology. 3 Credits. Lecture and discussion 3 hours; 3 credits. A survey of the historical roots of modern psychology.

PSYC 813. Research Methods in Psychology. 3 Credits. This course will cover research design and methodology. Topics may include experimental, quasi-experimental, single subject and survey research; validity; reliability; confounds; measurement; sampling; inductive inference. Additionally, this course will cover Responsible Conduct of Research, including completion of CITI course, protection of human subjects, University Human Subjects Committee and IRB, APA Style, paper structure, references, tables, figures, etc., research proposal writing, including searching for sources, writing, oral presentation, data collection and management issues (e.g., Qualtrics, SONA, data cleaning). Students are required to complete a Research Proposal with Introduction and Methods and Data Analysis Plan and give an oral presentation of research proposal.

PSYC 815. Teaching Psychology. 1 Credit. Lecture and discussion 1 hour; 1 credit. Seminar on the pedagogy of teaching as applied to the discipline of psychology. Topics include syllabus preparation, lecture and discussion methods, assessment and grading, and teaching portfolio development.

PSYC 822. Occupational Health Psychology. 3 Credits. This course examines multidisciplinary research and theories on issues related to individual and organizational well-being and health. Occupational health psychology (OHP) emphasizes the promotion of wellness and the prevention of injuries and illnesses in the workplace. Through lectures/presentations, discussions, and research activities, students will learn about OHP theory and practice. Prerequisites: PSYC 763/PSYC 863 and PSYC 850.

PSYC 824. ODU-Research Methods I: Analysis of Variance and Experimental Design. 4 Credits. Review of basic descriptive and inferential statistical procedures with a heavy emphasis on fundamental and advanced analysis of variance techniques. Topics include contrasts, factorial designs, within-subject and mixed designs, and analysis of covariance. Course materials are covered in the context of classical experimental and quasi-experimental design. Prerequisites: admission into Virginia Consortium PhD in Clinical Psychology program or permission of the instructor.

PSYC 825. ODU Research Methods II: Regression and Correlational Design. 4 Credits. Course covers correlation with heavy emphasis on regression analysis in the context of the general linear model. Topics include partial correlations, categorical and continuous interactions, non-linear regression, and multivariate statistics. Course materials are covered in the context of correlational designs and survey research. Prerequisites: admission into Virginia Consortium PhD in Clinical Psychology or permission of the instructor.

PSYC 827. Analysis of Variance and Experimental Design. 4 Credits. Review of the basic descriptive and inferential statistical procedures with a heavy emphasis on fundamental and advanced analysis of variance techniques. Topics include contrasts, factorial designs, within-subject and mixed designs, and analysis of covariance. Course materials are covered in the context of classical experimental and quasi-experimental design. Prerequisites: admission into the psychology M.S. or Ph.D. program or permission of the instructor.

PSYC 828. Regressional and Correlational Design. 4 Credits. Course covers correlation with heavy emphasis on regression analysis in the context of the general linear model. Topics include partial correlations, categorical and continuous interactions, non-linear regression, and multivariate statistics. Course materials are covered in the context of correlational designs and survey research. Prerequisites: Admission into the psychology M.S. or Ph.D. program or permission of the instructor and PSYC 727/PSYC 827 or equivalent.
PSYC 830. Teaching Statistics and Research Practicum. 1,3 Credit.
Advanced graduate students in Psychology will have the opportunity to
direct statistics and research methods labs for graduate statistics courses.
Students’ main role will be acting as peer mentors for the new graduate
students. Other possible responsibilities may include grading, creating lab
activities and assignments, and supervising students’ research projects.
Students will be evaluated on their teaching effectiveness and performance.
Prerequisites: PSYC 727/PSYC 827 or PSYC 824 and PSYC 728/PSYC 828
or PSYC 825.

PSYC 831. Human Cognition. 3 Credits.
Lecture and discussion 3 hours; 3 credits. Prerequisite: admission into the
psychology M.S. or Ph.D. program or permission of the instructor. An
investigation of the ways in which people process and retain information,
making decisions, and solve problems. Current models of structures and
processes of human memory and cognition are discussed with particular
emphasis on neurocognitive evidence of the brain mechanisms involved in
cognition.

PSYC 833. Grant and Manuscript Writing. 3 Credits.
The course is designed: (1) to teach students to write article-length scholarly
manuscripts in APA format of publishable quality, and (2) to teach students
the critical components of grant applications. By the end of this course,
each student will have prepared a manuscript that is ready for submission
to a peer-reviewed journal and have completed sections of a federal grant
application. Prerequisites: admission to the doctoral program in psychology
and completion of master’s thesis, or permission of instructor.

PSYC 835. Health Psychology. 3 Credits.
This course focuses on contemporary theory and research topics in health
psychology. The course examines psychological and behavioral issues
affecting health maintenance, coping with life-threatening illnesses and
chronic diseases, and health promotion. The course uses the biopsychosocial
(mind-body) model as an organizing framework, emphasizing the dynamic
interactions among biological, social, personality, and behavioral factors
jointly in influencing people’s health. The course is conducted as a seminar.

PSYC 836. Multilevel Models: HLM. 3 Credits.
Social science data frequently have a hierarchical or multilevel structure as
a consequence of sampling designs or repeated measures. The purpose of
the course is to introduce students to the basic principles and applications
of hierarchical linear modeling in social science research. Topics covered
include an introduction to multilevel analyses, random intercept models,
random slope models, hypotheses testing, hierarchical models for limited
dependent variables, model fitting, three-level models, and repeated-
measures applications. Prerequisites: PSYC 728 or PSYC 828 or equivalent.

PSYC 837. Longitudinal Data Analysis. 3 Credits.
This course will introduce students to the theory and practice of longitudinal
data analysis. It will examine a number of approaches for modeling change
(in continuous outcomes) and event occurrence (broadly defined, in
categorical or ordinal outcomes), including a careful treatment of the metric
of time as well as missing data. Students will learn to develop, implement,
interpret, and report research involving longitudinal data analyses. The
use of statistical software is also illustrated. Prerequisites: PSYC 728 or
PSYC 828 and PSYC 736 or PSYC 836.

PSYC 840. Quasi-Experimental Methods. 3 Credits.
Quasi-experimental methods is a course to teach techniques for research
designs not conducive to randomized-control trials. The philosophy of these
techniques, issues of validity, and analyses are discussed. Comparisons
with randomized-control trials as well as means to strengthen quasi-
methodologies for better general causal inferences are presented.

PSYC 841. Sensation and Perception. 3 Credits.
Lecture and discussion 3 hours; 3 credits. A survey of human sensation
and perception emphasizing historical contributions, recent theoretical and
methodological developments, and empirical findings.

PSYC 844. Program Evaluation. 3 Credits.
This course is designed to introduce students to the field of program
evaluation as well as to give students practical experience conducting a
program evaluation. Students will get experience creating and conducting
qualitative and quantitative assessments. A course goal is to work in small
groups to conduct a program evaluation. Prerequisites: PSYC 727/PSYC 827
and PSYC 728/PSYC 828 (or current enrollment).

PSYC 845. Psychometric Theory. 3 Credits.
This course introduces classical test theory, including definitions and
formulas for test reliability, standard error of measurement, and related
statistics. Additional topics include scaling, test validity, item statistics
useful in test constructions, and norms commonly used in educational
and psychological testing. Generalizability Theory, factor analysis, and
Item Response Theory (IRT) are introduced. Prerequisites: PSYC 728 or
PSYC 828 or equivalent.

PSYC 846. Structural Equation Modeling. 3 Credits.
This course covers the topics of linear structural equation modeling and
focuses on estimation, measurement models, confirmatory and hierarchical
factor analysis, structural equations, longitudinal models, multisample
analyses, and mean structures. Prerequisites: PSYC 745 or PSYC 845 or
equivalent.

PSYC 847. Multivariate Methods for the Social/Behavioral Sciences. 3 Credits.
The course is focused on methods and techniques for analyzing multivariate
data. Emphasis includes both conceptual and computational aspects of
the most commonly used analytical tools when experimental units have
multiple measures. A goal of the course is to avoid the extremes of “plug-
n-chug” analyses on the one hand and theorems and proofs on the other
to provide generalizable working knowledge of multivariate statistics.
Featured techniques are MANOVA, MANCOVA, profile analysis,
discriminant analysis, canonical correlation, principal components analysis,
and exploratory factor analysis. Prerequisites: PSYC 728 or PSYC 828 or
equivalent.

PSYC 848. Categorical Methods for the Social/Behavioral Sciences. 3 Credits.
The purpose of this course is to review the linear regression model and
move into categorical methods. Featured methods are inference using
proportions and odds ratios, multi-way contingency tables, logistic
regression, and loglinear models. The generalized linear model is also
introduced. Prerequisites: PSYC 727/PSYC 827 or PSYC 728/PSYC 828.

PSYC 849. Advanced Social Psychology. 3 Credits.
Lecture and discussion 3 hours; 3 credits. This course discusses the behavior
of the human as a member of a group. Topics include attitude theory and
change, interpersonal attraction, group dynamics, and related theory and
applied research techniques.

PSYC 850. Organizational Psychology. 3 Credits.
Lecture and discussion 3 hours; 3 credits. This course provides an overview
of organizational behavior and theory. Topics include leadership, motivation,
teams, social processes at work, workplace relationships, organization
structure and environments, and organizational development and change.

PSYC 851. Organizational Leadership. 3 Credits.
This course concerns the study of leadership and its effects on organizational
behavior and effectiveness as well as employee well-being and health.
Emphasis will be placed on classic and contemporary leadership theory
and research. Prerequisites: PSYC 750/PSYC 850 or permission of the instructor.

PSYC 853. Job Attitudes and Motivation. 3 Credits.
The course focuses on the major concepts, issues, principles, and findings
of job attitudes and motivation at the workplace. The student who successfully
completes this course should be able to apply knowledge and skills to
workplace issues regarding job attitudes and motivation, as well as stimulate
ideas for future research projects.
PSYC 854. Organizational Development and Change. 3 Credits.
This seminar discusses models and theories of organizational change and interventions that are commonly used to foster organizational development and effectiveness. Students participate in an organizational consulting project to apply lessons learned in the classroom. Prerequisites: PSYC 851 and PSYC 853 or permission of the instructor.

PSYC 855. Field Research Methods in Organizational Psychology. 3 Credits.
Lecture, discussion, and field research project; 3 credits. Prerequisite: admission into the I/O Ph.D. program or permission of the instructor. This seminar discusses the design and analysis of surveys, quasi-experiments, questionnaires, interviews and other methods for studying organizational processes. Both quantitative and qualitative research methods are discussed.

PSYC 858. ODU Clinical and Ethical Issues. 1 Credit.
Weekly seminars address professional and ethical issues in the practice of clinical psychology.

PSYC 859. ODU-Cognitive and Behavioral Therapies. 3 Credits.
Lecture 3 hours; 3 credits. Covers theory and techniques of cognitive and behavioral approaches. Applications for the assessment and treatment of adults, children, couples, and families are discussed. Students gain practical experience in these techniques as well as case conceptualizational skills.

PSYC 860. ODU Practicum in Clinical Psychology. 3 Credits.

PSYC 861. ODU Advanced Practicum in Clinical Psychology. 3-6 Credits.

PSYC 862. ODU Psychodynamic Therapy. 3 Credits.

PSYC 863. Personnel Psychology. 3 Credits.
Lecture and discussion 3 hours; 3 credits. This course provides an overview of personnel psychology. Topics include reliability and validity, job analysis, performance criteria, performance appraisal, employee recruitment, employee selection, and training and development.

PSYC 864. Human Resource Development. 3 Credits.
This course covers research findings, methodologies, and evaluation designs for the training and development of personnel in organizations. Specific topics include needs assessment, learning principles and system design. Prerequisites: PSYC 763/PSYC 863 or permission of the instructor.

PSYC 865. Psychology of Personnel Selection. 3 Credits.
This course covers the topics of recruitment, job performance, interviews, internet-based testing, and psychological constructs for use in employee selection (e.g., intelligence, personality). Prerequisite: PSYC 763/PSYC 863 or permission of the instructor.

PSYC 866. Advanced Personnel Psychology II. 3 Credits.
Lecture and discussion 3 hours; 3 credits. Prerequisite: PSYC 865 or permission of the instructor. This course covers statistical and theoretical issues related to the research and practice of personnel psychology, including meta-analysis, significance testing, aggregation issues, scale development and validation, utility, the fairness and bias of tests, and the legal context of selection.

PSYC 867. Human Performance Assessment. 3 Credits.
This course covers the job analysis and performance appraisal/management (PA/MA). Specific topics include job analysis methods; use of job analysis results for various HR functions; performance assessment/appraisal methods; multi-source feedback; employee reactions to and use of PA/MA information; rater cognitive processes and affect; rater goals, bias, and accuracy; and organizational practical and legal issues surrounding job analysis and PA/PM. Prerequisites: PSYC 763/PSYC 863 or permission of the instructor.

PSYC 868. Internship. 1 Credit.
The course is designed to provide individual students with advanced on-the-job professional experience. Internship assignments must be approved by the student's program of study. Direct supervision is given by an experienced professional at the internship setting.

PSYC 870. Human Factors Psychology. 3 Credits.
The application and evaluation of psychological principles and research relating human behavior to the design of tools, technology, and the work environment. Theory, methods, and application are emphasized. Prerequisites: PSYC 731/PSYC 831 and PSYC 741/PSYC 841 or equivalents or permission of the instructor.

PSYC 871. Ergonomics. 3 Credits.
Basic overview and application of anthropometry, biomechanics, functional anatomy, mechanics, and human physiology for the design of industrial tools, equipment, and workstations.

PSYC 872. Methods, Measures, Techniques, and Tools in Human Factors. 3 Credits.
Lecture 3 hours; 3 credits. Experiential survey of methods, measures, techniques, and prototyping tools available for human factors investigations in laboratory and field settings. The design and execution of experimental investigations utilizing the measures and tools are emphasized.

PSYC 873. ODU Biological Bases of Behavior. 3 Credits.

PSYC 874. ODU Biological Bases III: Drugs and Behavior. 3 Credits.
Lecture 3 hours; 3 credits. This course deals with substance abuse disorders, identification/diagnosis, etiology, treatment and recovery. It also covers the proper use of and desired effects and side effects of medications used in the treatment of psychiatric disorders.

PSYC 875. Advanced Visual Perception and Visual Displays. 3 Credits.
Lecture 3 hours; 3 credits. Detailed review of the physiological bases of visual perception, the capabilities and limitations of the visual systems, and the metrics involved in vision research. A survey of current advanced visual displays is presented, stressing the interaction of the characteristics of these displays with the capabilities and limitations of the human visual system.

PSYC 876. Human-Computer Interaction. 3 Credits.
Review of the physical, cognitive, and performance capabilities and limitations of humans as they interact with modern computer systems. Emphasis is placed on the tools, techniques and procedures for the assessment and effective design of computer hardware, software and displays of information.

PSYC 877. Theories, Models and Simulations in Human Factors. 3 Credits.
Lecture 3 hours; 3 credits. Survey of the historical and philosophical bases for the use of theories, models, and simulations in human factors applications with a critical evaluation of existing theories, mathematical and cognitive models, and simulations in terms of actual and potential contributions to the field.

PSYC 878. Advanced Cognition and Information Processing. 3 Credits.
Lecture 3 hours; 3 credits. Historical survey of human information processing literature, detailed review of recent developments in cognitive psychology, and examination of the purposes, role and scope of cognitive engineering.

PSYC 879. Careers. 3 Credits.
This course covers the developmental processes, facilitators, and barriers individuals encounter in their work lives. It provides a theoretical foundation in the careers literature and introduces contemporary research in the area. Work-family conflict, mentoring, organizational socialization, and career success are among the topics covered. Prerequisites: PSYC 750/PSYC 850 and PSYC 851 or permission of instructor.

PSYC 880. Ethics, Professional Standards, and Responsible Conduct. 3 Credits.
Ethical principles, APA codes, laws, policies and approaches to ethical decision making will be applied to case studies involving dilemmas and issues in several areas of the professional activities of psychologists. Students will prepare an ethical and/or professional issue paper and a self-reflection on acculturation into professional ethics and standards.

PSYC 881. Advanced Ergonomics. 3 Credits.
Basic overview of the application of anthropometry, biomechanics, ergonomics, cognition and perception within workplace environments. Particular focus on the analysis and prevention of accidents at work. Course requires considerable practice in technical writing.
PT 630. Concepts in Histology for Physical Therapy. 1 Credit.
The emphasis in this course in histology is on connective tissue, muscle
tissue, tissues of the nervous system as well as the skeletal system. The
course is intended to give the physical therapy student a basic understanding
of cell structure and function in these major systems. The course integrates
with human anatomy and neuroscience.

PT 634. Clinical Sciences I. 3 Credits.
A series of lectures designed to acquaint the student with the clinical areas
related to pathological conditions frequently seen in physical therapy
practice. The course develops an understanding of the disease processes and
guides the student in the application and analysis of pathology in the care of
the patient.

PT 635. Clinical Sciences II. 3 Credits.
This course is designed to acquaint the student with medical aspects
and pathological conditions associated with musculoskeletal and
cardiopulmonary disease and disorders. Subunits also include presentations
on cancer, hospice care, and hematological disorders.

PT 638. Exercise Physiology. 2 Credits.
This course provides an overview of human physiology as it relates to
exercise and the clinical practice of physical therapy. Energy systems and
cardiopulmonary physiology will be covered, including electrocardiogram
interpretation, as well as resistance training and weight loss.

PT 640. Patient Evaluation I. 3 Credits.
A beginning course in patient examination skills which focuses on
documentation, vital signs and history/interviewing skills. Respiratory and
cardiac examination, range of motion, surface anatomy palpation, reflex
testing, and vascular status assessment are introduced.

PT 641. Patient Evaluation II. 3 Credits.
A continuation of the study of patient evaluation. The focus of this course is
on the musculoskeletal respiratory and cardiovascular systems, and includes
examination of posture and gait.

PT 655. Clinical Problem Solving I. 2 Credits.
Use of case discussions, sample patients, and small group experiences to
challenge student’s abilities to apply information from class to actual patient
problems.

PT 656. Clinical Problem Solving II. 2 Credits.
Use of case discussions, sample patients and small group experience to
challenge student's abilities to apply information from spring semester
classes to actual patient problems. For this course, the emphasis is on
therapeutic exercise, cardiopulmonary rehabilitation, and care of the acutely
ill patient.

PT 665. Biomechanics/Kinesiology I. 3 Credits.
This course will review the musculoskeletal system with emphasis on
normal movement of the spine and extremities and the coordinated muscle
activity necessary to produce that movement. Students will learn manual
muscle testing techniques. The course will also introduce basic concepts
such as types of muscle contractions, torque production, and joint reaction
forces.

PT 666. Biomechanics/Kinesiology II. 2 Credits.
Students will learn to assess the measurement of motion and forces in
normal human movement. Trigonometry will be employed in the problem-
solving section of the course as the student assesses forces, vectors and
loads.

PT 669. Clinical Internship I. 4 Credits.
This first full-time clinical education period begins at the end of the first
academic year of the program and is designed to permit progressive
responsible practice in patient evaluation and treatment based upon material
learned in classes during the first year. Each student is required to provide
one in-service presentation during the clinical learning experience.

PT 695. Topics in Physical Therapy. 1-3 Credits.
Advanced study of selected topics.

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PT 792. Neuroscience I. 3 Credits.
Neuroscience I is the first in a series of courses that provide the student with an understanding of integrated neuroanatomy and neurophysiology. Emphasis will be placed upon basic neurophysiologic principles at the cellular level. Prerequisites: BIOL 889.

PT 793. Neuroscience II. 3 Credits.
Neuroscience II is the second course in the sequence. From the foundation of Neuroscience I, the course will build to the progressively higher order of structural functional relationships that control behavior. Prerequisites: PT 792 and BIOL 889.

PT 810. Scientific Inquiry I. 3 Credits.
This is the first in a series of courses that prepare the graduate to critically analyze and use scientific literature to improve clinical decision-making and practice. This course introduces the terminology and strategies of evidence-based practice applied to physical therapy. It emphasizes the basic concepts such as research design, measurement principles and basic statistics.

PT 822. Scientific Inquiry II. 2 Credits.
This course is a continuation of the graduate's preparation to practice critical analysis skills related to scientific literature. Its emphasis is placed on knowing the components of research reports and concepts associated with judging the quality and value of research. Students will apply this knowledge to answer clinical questions of diagnosis, prognosis, and intervention.

PT 826. Theory and Practice III. 4 Credits.
A continuation of the important aspects of physical therapy practice. This semester is made up of the following units: spinal cord injury, pediatric neurologic dysfunction, and adult neurologic dysfunction. The course focuses on treatment procedures including proprioceptive neuromuscular facilitation, current motor control and motor learning concepts, and neurodevelopmental treatment.

PT 827. Theory and Practice IV. 4 Credits.
This course covers advanced and special interest areas of practice such as joint mobilization, sports medicine, special testing equipment, mechanical traction application, and discharge planning for orthopedic patients.

PT 836. Clinical Sciences III. 3 Credits.
This course continues with the presentation of pathologies and clinical manifestations of selected patient populations. Units within this course include pediatric, adult neurology, and spinal cord injury.

PT 837. Clinical Sciences IV. 3 Credits.
The continuation of a series in clinical areas. Emphasis areas in this course are on radiology, pharmacology, chronic pain, functional capacity evaluation and electrophysiological testing.

PT 842. Patient Evaluation III. 3 Credits.
This course covers the important evaluative elements associated with the neurological system, including evaluation of adult and pediatric patients with congenital or acquired conditions.

PT 857. Clinical Problem Solving III. 2 Credits.
Student must be a second year PT student enrolled in PT curriculum. Use of case discussions, sample patients, and small group experiences to challenge student's abilities to apply information from class to actual patient problems. For this course, the emphasis is on Neurological and pediatric patients.

PT 858. Clinical Problem Solving IV. 2 Credits.
Use of case discussions, sample patients, and small group experiences to challenge student's abilities to apply information from class to actual patient problems. For this course, the emphasis is on orthopedic patients.

PT 865. Prosthetics and Orthotics. 3 Credits.
This course addresses the examination, assessment and fabrication issues associated with the development of prosthetics and orthotics for selected patient populations. Prerequisites: PT 665 and PT 666.

PT 871. Clinical Internship II. 4 Credits.
The student is provided an 8-week opportunity to apply academic philosophy, theory, and practices during a period of clinical education. This internship or PT 872 will consist of a rehabilitation experience (pediatric or adult neurology). The student will be required to collect data for a research case study during this internship or PT 872.

PT 872. Clinical Internship III. 4 Credits.
The student is provided an 8-week opportunity to apply academic philosophy, theory, and practices during a period of clinical education. This internship or PT 871 will consist of a rehabilitation experience (pediatric or adult neurology). The student will be required to collect data for a research case study during this internship or PT 871.

PT 873. Clinical Internship IV. 4 Credits.
Students spend eight weeks at different facilities in a full-time internship. This course provides an opportunity to develop on-site innovative clinical investigations with program and clinical faculty coordination/supervision.

PT 874. Clinical Internship V. 4 Credits.
A final clinical experience for physical therapy students. Students spend eight weeks at different facilities in a full-time internship. This course provides an opportunity to develop on-site innovative clinical investigations with program and clinical faculty coordination/supervision.

PT 880. Psychosocial Aspects of Patient Care. 2 Credits.
This course focuses upon the emotional and psychological elements associated with illness and disease. Students will learn the various societal and personal views of sickness and chronic illness as well as the coping mechanism employed by individuals and families when facing disease and terminal illness.

PT 881. Inter-Professional Case Management for Special Populations. 3 Credits.
This hybrid course combines in-class lectures with online discussion boards and collaborations with other health profession students. The student will learn to work with other health professionals to coordinate care in people dealing with the effects of aging and age-related movement problems, dementia, osteoporosis, breast and prostate cancer, sexuality, nutrition, and pelvic floor function.

PT 882. Practice Management. 3 Credits.
This course is designed to provide the physical therapy student with a review of the principles and practices of managing and administering physical therapy in various clinical settings. The course stresses the principles of management administered in patient care in clinical environments.

PT 883. Professional Issues in Physical Therapy. 2 Credits.
This course is for the identification, analysis, and discussion of issues currently facing the physical therapy profession. The issues focus on the ethical questions as well as the role relationships of physical therapists in the greater health care delivery system of the United States.

PT 884. Clinical Teaching and Professional Communication. 3 Credits.
This course is designed to meet the needs for patient instruction, education within the classroom and clinic, and peer continuing education. The focus of the course is on clear communication in the teaching/learning process.

PT 890. Differential Diagnosis Seminar. 3 Credits.
The focus of this seminar is on the integration of the student’s knowledge in the areas of the foundation and clinical sciences through the application of problem solving in differential diagnosis.

PT 891. Seminar in Integrative Case Reports. 3 Credits.
This course provides the faculty and students the forum to present clinical case studies. The students will have collected the data for their individual case presentations during the previous summer internships.

PT 892. Seminar in Inter-Professional Practice. 1 Credit.
The purpose of this course is to challenge the student to interact with other health professionals in making patient care decisions.

PT 893. Research Topics. 2 Credits.
Research topics.

PT 895. Topics in Physical Therapy I. 1 Credit.
This course will expose interprofessional students to current trends in health promotion and illness prevention. Topics will include: Healthy People 2020 objectives, age specific clinical guidelines for health promotion and illness prevention, theories on behavior and motivation, sociocultural issues, and screening for a variety of health problems. Measures for promoting and maintaining health throughout the lifespan will be explored with attention to current research from the literature.
Students will pick from a variety of clinical specialty practice, service learning or research topics to explore in a small group setting.

**READING - Reading**

**READING Courses**

**READ 612. Action Research in Reading. 3 Credits.**
This course will introduce students to action research, a form of self-reflexive, systematic inquiry by educators of their own practice. Students will learn about research methods, design, and implementation, and they will develop action research proposals based on a line of structured inquiry emanating from events occurring within their own classrooms. Teachers will study student learning related to their own teaching, a process which allows them to learn about their own instructional practices and to continue monitoring improved student learning. Conducting action research provides educators with an avenue to reflect on their own teaching practices with the aid of empirical data and engage in self-directed learning with the ultimate goal of improving student learning. Must have completed 15 Graduate credit hours in reading coursework.

**READ 614. Foundations of Literacy Learning. 3 Credits.**
Surveys theories and historical trends leading up to present day literacy instruction. Participants will learn how to incorporate application of current research to the methods and philosophies of teaching reading and writing. An integrated language model suggests that reading, writing, and thinking be viewed as interrelated, critical processes for exploring and responding to the world. Offers students an opportunity to acquire foundational knowledge of materials, instructional strategies, and assessment tools that support literacy and engaging learners.

**READ 618. Approaches to Teaching Literature and Writing K-12. 3 Credits.**
Explores the theory and practice of teaching literature, including young adult and children's literature, and writing. Considers some of the characteristics of writing processes, the role of the teacher in structuring and responding to student writing, the role of the teacher in literary text selection, the relationships between writing and literacy understanding, and the authentic assessment of K-12 students' reading, writing and learning.

**READ 619. Word Study, Phonics, and Linguistics. 3 Credits.**
Provides an overview of the field of linguistics, the scientific study of language and word study, an approach to spelling instruction that relies on an understanding of English orthography that incorporates instruction in phonics, spelling and vocabulary. Students will learn to recognize characteristics of readers and writers at different levels of development. The course provides multiple opportunities for hands-on practice and application.

**READ 620. Multicultural Children's Literature and Literacy. 3 Credits.**
Provides for the examination, evaluation, and use of multicultural library materials and resources for elementary and middle school children.

**READ 622. Culturally Responsive Literacy for All Learners. 3 Credits.**
Explores curriculum, instructions, materials and issues related to teaching literacy and language to diverse learners regardless of their ethnic, cultural, linguistic, cognitive, religious, gender, backgrounds, etc.

**READ 625. Issues and Trends in Literacy Education. 3 Credits.**
This course provides an opportunity for students to explore the critical trends and issues being debated within the field of Literacy Education. This course will provide students with an in-depth understanding of significant issues, trends, and practices in reading instruction at the K-12 level. The course is designed to deal with questions and problems of the type facing teachers, supervisors, and administrators. In addition to providing students with a deeper understanding of current trends and the latest literacy research, this course will also help students to critique ideas and issues surrounding informed instruction within literacy education.

**READ 627. School-Wide Assessment and Professional Development. 3 Credits.**
This course focuses on the literacy coach's roles and responsibilities in conducting school-wide, needs-based assessments and planning professional development to align with assessments. Multiple perspectives and approaches to considering, piloting, and administering needs-based surveys and analyzing data for schools and school divisions are explored and practiced. Using results, data-based professional development planning is studied and practiced. Through interactive online instruction, lecture, projects, and reflective participation based upon the International Reading Association's Standards and The Virginia Standards of Learning, a professional knowledge base will be developed. This course provides experiences on a variety of levels to further the development of the literacy coach within ODU’s Educator as Professional Framework.

**READ 628. New Literacies, Digital Technologies, and Learning. 3 Credits.**
This course is designed to provide a context in which in-service teachers can explore a range of “new” literacies and consider their relationships to school-based literacy education. Participants will explore these new literacies, specifically the socially immersive experiences of youth and their new media practices. These participating educators will examine the role of multimodality in literacy learning across the curriculum with an emphasis on how to bridge the digital literacies of students’ private lives with the traditional print practices valued in school. Teachers will gain insight into and understanding of how young people’s participation in a shifting media landscape can help shape and form learning and literacy in the 21st Century classroom.

**READ 637. Problems in Reading Education. 3 Credits.**
Present an overview of current reading research and its application to instruction. Provides study and practice in the use of quantitative or qualitative techniques, including analytical processes, in solving problems in reading education. Prerequisite: FOUN 612 and 15 hours in Reading Education.

**READ 680. Reading to Learn Across the Curriculum. 3 Credits.**
This class has an emphasis on advanced techniques in reading for classroom teachers who are not reading specialists. Students develop an understanding of the process of reading to learn across the curriculum including a wide variety of comprehension strategies and an understanding of the complex nature of reading throughout the disciplines. Lecture, demonstrations, development of materials, and practice in the techniques of reading for elementary and secondary classroom teachers and library media specialists are provided. Prerequisite: Graduate standing.

**READ 683. Diagnostic Teaching of Reading in the Classroom. 3 Credits.**
Provides classroom teachers with strategies/techniques to employ to ongoing diagnosis and remediation through the use of informal and standardized tests to select appropriate instructional strategies for pupils' existing reading capabilities.

**READ 685. Organizing and Supervising Reading Program Development. 3 Credits.**
Presents an overview of the total school reading program (K-12), and not only prepares the prospective reading supervisor to make decisions pertaining to the procurement of materials for the program but also explores modes for integrating reading into the general curriculum. Prerequisites: 9 graduate hours in reading.

**READ 686. Advanced Language Development and Reading. 3 Credits.**
Explores current theories of cognitive development and their relationship to language development and reading as bases for evaluating methods and materials of teaching reading and the related communicative arts: spelling, writing, and speaking. Prerequisite: Graduate standing.

**READ 689. Survey of Reading Instruction. 3 Credits.**
Surveys the linguistic, psychological, sociological, philosophical, and historical foundations of current reading pedagogy. Prerequisite: graduate standing.
REL 693. Practicum in Reading. 3 Credits.
Hours to be arranged. Prerequisite: 15 hours in graduate reading to include
REL 683 and permission of the instructor. This course provides graduate
teachers with opportunities to practice and further refine their understandings
of the reading process in clinical and classroom settings. Teachers provide
both individual and group reading lessons with students from the local
community. Advanced diagnostic tests of learning processes and intellectual
capacity are covered. These advanced diagnostic techniques are in addition
to those covered in the initial diagnostic reading course.

READ 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester.
It may be taken to fulfill the registration requirement necessary for
graduation. All master's students are required to be registered for at least one
graduate credit hour in the semester of their graduation.

REL - Religious Studies

RELIGIOUS STUDIES Courses

REL 500. Sacred Texts of Islam. 3 Credits.
The course will examine the Qur'an, the scripture of Islam, as well as other
sacred texts such as the Hadith literature (sayings of Muhammad) and the
Sira literature (accounts of Muhammad's life). This course will explore the
role of these literatures in the faith, culture, and history of Islam. Our survey
will include explorations of the history and reception of various texts, their
literary and stylistic features, and various themes such as mystical, legal,
modern, and feminist interpretations.

REL 595. Topics in Religious Studies. 3 Credits.
The advanced study of selected topics designed to permit qualified students
to work on subjects that, because of their specialized nature, may not be
taught regularly. These courses will appear in the course schedule and will
be more fully described in information distributed to all academic advisors.
Prerequisites: 3 hours in PHIL or permission of the instructor.

REL 596. Topics in Religious Studies. 3 Credits.
The advanced study of selected topics designed to permit small groups of
qualified students to work on subjects of mutual interest which, due to their
specialized nature, may not be offered regularly. These courses will appear
in the course schedule, and will be more fully described in information
distributed to all academic advisors.

REL 597. Tutorial Work in Religious Studies. 1-3 Credits.
Independent reading and study of a topic to be selected under the direction of
an instructor. Conferences and papers as appropriate.

REL 598. Tutorial Work in Religious Studies. 1-3 Credits.
Independent reading and study of a topic to be selected under the direction of
an instructor. Conferences and papers as appropriate.

REL 697. Tutorial Work in Religious Studies. 1-3 Credits.
Independent reading and study of a topic to be selected under the direction of
an instructor. Conferences and papers as appropriate.

REL 698. Tutorial Work in Religious Studies. 1-3 Credits.
Independent reading and study of a topic to be selected under the direction of
an instructor. Conferences and papers as appropriate.

SEPS - STEM Education and Professional Studies

STEM EDUCATION AND PROFESSIONAL STUDIES Courses

SEPS 500. Instructional Systems Development. 3 Credits.
Students learn how to design and develop classroom instructional materials
including career and technical education and training curricula and programs
for youths and adults. Skills in this area include the selection and use
of materials, including media and computers and evaluation of pupil
performance. Training specialist students learn to develop instructional
materials using the instructional systems design process. Career and
technical education students learn to plan instruction, to implement
competency-based and standards-based education, and to modify and use the
Virginia career and technical education curriculum guides.

SEPS 501. Foundations of Career and Technical Education. 3 Credits.
This course is designed to teach career and technical education majors
to plan, develop, and administer a comprehensive program of career
and technical education for high school students and adults. Students also
develop an understanding of the historical and sociological foundations
underlying the role, development and organization of public education in the
United States.

SEPS 502. Instructional Methods in Occupational Studies. 3 Credits.
Designed to develop a student's ability to use basic instructional techniques
and methods applicable to career and technical education, and adults in
business, government, and industrial organizations. It involves videotaped
micro-teaching demonstrations.

SEPS 503. Methods in Career and Technical Education. 3 Credits.
A practical study and application of recommended methods of teaching
career and technical education to high school students. Video-taped micro-
teaching demonstrations are included. The course should be taken the
semester prior to student teaching.

SEPS 508. Advanced Classroom Issues and Practices in Career and
Technical Education. 3 Credits.
An overview of classroom issues and practices for prospective career and
technical teachers. The course covers classroom management and safety,
communication processes, reading in the content area and child abuse
and neglect recognition and intervention. Students learn the legal requirements
and alternative teaching strategies for serving students with special needs.
Students visit schools for a 30-hour student observation. PRAXIS II
completion is a course requirement. Prerequisites: junior standing and
passing scores on PRAXIS I or State Board of Education-approved SAT or
ACT scores.

SEPS 509. Fashion Forecasting Market Trip. 3 Credits.
This is the study of planning and conducting a fashion buying trip to one
of the major fashion markets in the United States like the Las Vegas Magic
Trade Show. The students envision themselves as buyers in action and
learn how trend forecasting and creative presentations help market fashion
products and services to trade customers and consumers.

SEPS 510. The Foreign Fashion Market Trip. 3 Credits.
Students plan and conduct a fashion buying trip to a foreign market
in Europe or Asia, and learn how to buy merchandise in the global
marketplace. The course requires students to go on the trip as well as attend
the pre- and post-trip classes. Prerequisite: SEPS 208.

SEPS 511. Fashion Show Production. 3 Credits.
Students plan and produce a fashion show. They examine each behind-the-
scenes step from concept to execution as they organize and stage a show that
is profitable, entertaining, and aesthetically pleasing.

SEPS 523. Visual Merchandising and Display. 3 Credits.
This course is designed to introduce students to the best practices and
effective strategies in visual merchandising. It will provide the basic
framework with which prospective merchandisers plan and construct visual
displays that enhance the selling of merchandise and ideas. Prerequisite:
permission of the instructor.
SEPS 524. Fashion, Textiles, and Construction Analysis. 3 Credits.
This course explores information related to new technological advances in the textile/apparel industry and determines consumer preferences and concepts of fashion product quality. It includes the development of standards for judging qualities of merchandise. Fabrics are examined to determine the value they provide to the apparel and accessories customer. Prerequisite: permission of the instructor.

SEPS 530. Technology Applications in Training. 3 Credits.
This course is designed to prepare training professionals to plan and conduct training using technological applications. The course covers instructional technology skills, computer systems, and software that trainers need so that they can teach basic computer and information skills in business, industry and government.

SEPS 531. Web-Based Organization for Fashion. 3 Credits.
This course provides the basic communications foundations needed to conceive, plan, develop, implement, and maintain a Web-based organization for fashion. Upon completion, students will understand what is required to plan, launch and maintain a successful online venture, limited only by the willingness of the student to explore these technological advances.

SEPS 535. International Retailing. 3 Credits.
This course examines globalization and the development of an integrated global economy. Primary emphasis is placed on the strategies for successful global business expansion for retailers in international markets.

SEPS 540. Fashion Global Sourcing/Supply Chain Management. 3 Credits.
This course examines the role of global sourcing in the strategic positioning of retailers in the global economy. Emphasis is placed on economic, political, logistical, and ethical factors affecting world trade and global sourcing decisions.

SEPS 550. Assessment, Evaluation and Improvement. 3 Credits.
This course prepares training and educational professionals to plan for and conduct assessments to use in planning instructional programs, evaluate individual learning, monitor student progress, measure program effectiveness and efficiency, and evaluate the return on investments of training courses and programs.

SEPS 571. Communication Industries. 3 Credits.
A course designed to provide career and technical education teachers, industrial technologists, counselors, and administrators an opportunity to observe and enhance their knowledge of representative communication industries from the local region. Prerequisites: junior standing and industrial technology major for 471.

SEPS 572. Construction Industries. 3 Credits.
A course designed to provide career and technical education teachers, industrial technologists, counselors, and administrators an opportunity to observe and enhance their knowledge of representative construction industries from the local region. Prerequisites: junior standing and industrial technology major for 472.

SEPS 584. Student Teaching Mentored. 6-12 Credits.
Classroom placement in school systems for students to apply content and methodologies. The student is mentored by a school mentor and university faculty. This course is for newly hired teachers on provisional contracts. Prerequisites: completion of the approved teacher education program in the major area, departmental approval, and permission of the director of teacher education services; passing scores on PRAXIS I or State Board of Education-approved SAT or ACT scores and passing scores on the appropriate PRAXIS II content examination required.

SEPS 586. Middle School Student Teaching for Technical Education. 6 Credits.
Classroom placement for student teaching in a middle school technology laboratory. Students apply content and methodology under the supervision of a cooperating teacher and university faculty member. Available for pass/fail grading only. Prerequisites: STEM 305, 306, SEPS 408, SEPS 450; or SEPS 508, 596, STEM 730, SEPS 788, TLED 608, 616, READ 680 for graduate students; passing scores on PRAXIS I or State Board of Education-approved SAT or ACT scores and passing scores on the appropriate PRAXIS II content examination are required.

SEPS 595. Topics in Occupational Education. 1-3 Credits.
The department offers selected topics designed to permit small groups of qualified students to work in subjects of mutual interest which, due to their specialized nature, may not be offered regularly. Prerequisite: permission of the instructor.

SEPS 596. Topics in Career and Technical Education. 1-3 Credits.
The department offers selected topics designed to permit small groups of qualified students to work in subjects of mutual interest which, due to their specialized nature, may not be offered regularly. Prerequisite: permission of the instructor.

SEPS 597. Independent Study in Occupational Education. 1-6 Credits.
Independent study. Prerequisite: permission of the instructor.

SEPS 603. Planning Issues for Vocational Special Needs Programs. 3 Credits.
Overview of vocational special needs programs and services including their purposes and practices; characteristics of special populations, including the medical and educational aspects of disability.

SEPS 604. Implementation and Administration of Vocational Special Needs Programs. 3 Credits.
This course includes career/life planning, transitioning, occupational information, and delivery of cooperative education programs, instructional methods, and curriculum modification and resources available to support vocational special needs programs.

SEPS 606. Vocational Evaluation Processes. 3 Credits.
This course includes the basic concepts and skills of planning for and delivering vocational evaluation and career assessment services, the use of vocational interviewing, individualized service planning, report development and communication, and use of modifications and accommodations. Students practice specific assessment techniques and skills and the processes used in vocational evaluation and career assessment, including job and training analysis, work samples and systems, situational and community-based assessment, behavioral observation, and learning and functional skill assessment.

SEPS 635. Research Methods in Occupational and Technical Studies. 3 Credits.
Types of research, selection of problems, location of educational information, collection and classification of data, organization, presentation, and interpretation of findings. The focus is on conducting research in the student's content specialty area.

SEPS 636. Problems in Occupational and Technical Studies. 3 Credits.
Taken the last semester of graduate work. Practice in the use of statistical and analytical techniques in solving problems in occupational and technical studies related to secondary, community college, and training environments. Prerequisites: FOUN 612.

SEPS 695. Topics in Occupational Education. 1-3 Credits.
The department offers selected topics designed to permit groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

SEPS 696. Topics in Occupational Education. 1-3 Credits.
The department offers selected topics designed to permit groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.
SEPS 697. Independent Study in Occupational Education. 1-3 Credits.
Individual study under the supervision of a graduate faculty member.
Prerequisites: permission of the instructor.

SEPS 698. Thesis in Occupational Education. 3-6 Credits.
Research and writing of the master’s thesis and scheduled conferences with the
candidate’s advisor. Prerequisite: permission of the advisor.

SEPS 740. Readings in Occupational and Technical Studies. 3 Credits.
A guided review of the literature to determine the history, development, and
issues of occupational and technical education, including specialization in
technology education, career and technical education specialties, and human
resources training.

SEPS 750. Trends and Issues in Training: Modeling and Simulation. 3
Credits.
This course is designed to explore the issues and trends in developing and
implementing technology-based training with emphasis on modeling and
simulation.

SEPS 760. Trends and Issues in Occupational Education. 3 Credits.
This course prepares training and educational professionals to plan for and
conduct assessments to use in planning research findings and issues related to
tech prep and other articulated programs being established in secondary
schools, community colleges, and four-year institutions. Prerequisites: junior
standing.

SEPS 761. Foundations of Adult Education and Training. 3 Credits.
This course is a study of adult education and training in many settings
including the community college, business, industry, labor, government,
the military, and social service agencies of many types. An attempt will be
made to assess the important trends or directions such activities are taking,
including the needs of non-traditional learners and education and labor.

SEPS 762. Administration and Management of Education and Training
Programs. 3 Credits.
This course deals with organizational policy, human and financial resources,
facilities, and the planning process as applied to occupational education and
adult training programs.

SEPS 765. Trends and Issues of Economic and Workforce Development.
3 Credits.
An analysis of economic trends and issues that lead to workforce
development decisions. Focus is on planning for educational and training
programs to meet workforce needs dictated by local and regional economic
issues. This course is designed for community college and school system
personnel. Prerequisite: student must be accepted into doctoral program or
have permission of the instructor.

SEPS 780. Administration and Supervision of Occupational Education.
3 Credits.
Study of the principles and practices of administering and supervising
occupational education programs.

SEPS 785. Curriculum Development in Occupational Education and
Training. 3 Credits.
A course designed to prepare students to design and develop curriculum for
occupational education and training courses and programs. Included is a
focus on articulation between secondary and post-secondary curriculum.

SEPS 787. Career and Technical Education Curriculum. 3 Credits.
Learn the various curriculum options taught in secondary schools under the
auspices of career and technical education. Work from an administrative
standpoint to learn the mission and goals of the various subject areas and
plan to direct such efforts.

SEPS 788. Instructional Strategies for Innovation in Training and
Occupational Education. 3 Credits.
Learning and teaching styles are considered as a basis for developing
instructional strategies to maximize occupational and technical education
at all levels, including secondary, the community college, and senior
institutions. Relevant learning theories and knowledge of self, learner,
and the environment are blended to enhance the participants’ instructional
strategies.

SEPS 789. Instructional Technology in Education and Training. 3
Credits.
A course that provides insights about trends, issues, and the applications of
instructional technologies as they may be applied to education and training
environments. Topics include selected technical processes and electronic
media to solve practical problems in educations and training.

SEPS 790. Practicum in Occupational Education. 3 Credits.
Individually prescribed instruction under the supervision of a graduate
faculty member. Study intended to professionally fulfill development of
graduate candidates. Prerequisite: permission of the graduate program
director.

SEPS 795. Topics in Occupational Education. 1-3 Credits.
The department offers selected topics designed to permit groups of
qualified students to work on subjects of mutual interest which, due to their
specialized nature, may not be offered regularly.

SEPS 797. Independent Study in Occupational Education. 1-6 Credits.
Individual study under the supervision of a graduate faculty member.
Prerequisite: Permission of the instructor.

SEPS 835. Research Design for Occupational and Technical Studies. 3
Credits.
Analyses of current research and needs in occupational and technical studies.
Students analyze the literature and develop a research focus for future
graduate studies.

SEPS 840. Readings in Occupational and Technical Studies. 3 Credits.
A guided review of the literature to determine the history, development, and
issues of occupational and technical education, including specialization in
technology education, career and technical education specialties, and human
resources training.

SEPS 850. Trends and Issues in Training: Modeling and Simulation. 3
Credits.
This course is designed to explore the issues and trends in developing and
implementing technology-based training with emphasis on modeling and
simulation.

SEPS 860. Trends and Issues in Occupational Education. 3 Credits.
Trends in philosophy, workforce needs, curriculum and teaching procedures
in occupational and technical education. Analysis of research findings and
issues related to tech prep and other articulated programs being established in
secondary schools, community colleges, and four-year institutions.

SEPS 861. Foundations of Adult Education and Training. 3 Credits.
This course is a study of adult education and training in many settings
including the community college, business, industry, labor, government,
the military, and social service agencies of many types. An attempt will be
made to assess the important trends or directions such activities are taking,
including the needs of non-traditional learners and education and labor.

SEPS 862. Administration and Management of Education and Training
Programs. 3 Credits.
This course deals with organizational policy, human and financial resources,
facilities, and the planning process as applied to occupational education and
adult training programs.

SEPS 865. Trends and Issues of Economic and Workforce Development.
3 Credits.
An analysis of economic trends and issues that lead to workforce
development decisions. Focus is on planning for educational and training
programs to meet workforce needs dictated by local and regional economic
issues. This course is designed for community college and school system
personnel. Prerequisite: student must be accepted into doctoral program or
have permission of the instructor.

SEPS 868. Internship. 3 Credits.
Supervised assignment to an agency operating an occupational education or
training program. Prerequisite: permission of the instructor.

SEPS 880. Administration and Supervision of Occupational Education.
3 Credits.
Study of the principles and practices of administering and supervising
occupational education programs.
SEPS 885. Curriculum Development in Occupational Education and Training. 3 Credits.
A course designed to prepare students to design and develop curriculum for occupational education and training courses and programs. Included is a focus on articulation between secondary and post-secondary curriculum.

SEPS 887. Career and Technical Education Curriculum. 3 Credits.
Learn the various curriculum options taught in secondary schools under the auspices of career and technical education. Work from an administrative standpoint to learn the mission and goals of the various subject areas and plan to direct such efforts.

SEPS 888. Instructional Strategies for Innovation in Training and Occupational Education. 3 Credits.
Learning and teaching styles are considered as a basis for developing instructional strategies to maximize occupational and technical education at all levels, including secondary, the community college, and senior institutions. Relevant learning theories and knowledge of self, learner, and the environment are blended to enhance the participants' instructional strategies.

SEPS 889. Instructional Technology in Education and Training. 3 Credits.
A course that provides insights about trends, issues, and the applications of instructional technologies as they may be applied to education and training environments. Topics include selected technical processes and electronic media to solve practical problems in educations and training.

SEPS 890. Practicum in Occupational Education. 3 Credits.
Individually prescribed instruction under the supervision of a graduate faculty member. Study intended to professionally fulfill development of graduate candidates. Prerequisites: permission of the graduate program director.

SEPS 895. Topics in Occupational Education. 1-3 Credits.
The department offers selected topics designed to permit groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

SEPS 897. Independent Study in Occupational Education. 1-6 Credits.
Individual study under the supervision of a graduate faculty member. Prerequisite: Permission of the instructor.

SEPS 899. Dissertation in Occupational Education. 1-12 Credits.
Work on pre-selected dissertation topics under the direction of dissertation committee chair. Prerequisite: permission of dissertation committee chair.

SEPS 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

SEPS 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

SMGT - Sport Management

SPORT MANAGEMENT Courses

SMGT 556. Sport Psychology. 3 Credits.
Study of the psychological bases of coaching strategies and methodologies. Emphasis is placed on applying knowledge in field settings.

SMGT 595. Topics in Sport Management. 3 Credits.
This course provides an opportunity for in-depth study of selected topics in sport management. Pre- or corequisite: Permission from the instructor.

SMGT 636. Research Problems in Sport Management. 3 Credits.
Practice in the use of statistical and analytical techniques in solving problems in sport management; supervised student research. Prerequisites: HMS 635 or FOUN 612; taken in the last semester of graduate work.

SMGT 652. Facility Management for Sport, Recreation and Entertainment. 3 Credits.
This course examines the principles of facility operation for sport, recreation, and entertainment events. It will provide students with an understanding of the unique challenges and opportunities commonly faced by facility managers and how to effectively manage a sport facility. Students will analyze current research related to planning, funding, and operating facilities for sport, recreation, and entertainment. Prerequisites: Must be a degree seeking student admitted into the M.S. Sport Management program.

SMGT 653. Sponsorship and Event Planning. 3 Credits.
This course examines the theory and practice of securing sponsorships and planning events. Students will analyze partnerships created between sport events and corporate sponsors. In addition, students will gain experience in planning and implementing a sport or leisure event. Prerequisite: Must be a degree seeking student admitted into the M.S. Sport Management program.

SMGT 668. Internship in Sport Management. 6 Credits.
Designed to provide detailed practical experience (400 clock hours) in a sport management field setting. Prerequisite: Must be a degree seeking student admitted into the M.S. Sport Management program.

SMGT 695. Topics in Sport Management. 1-3 Credits.
Selected topic courses in Sport Management. Prerequisite: Must be a degree seeking student admitted into the M.S. Sport Management program.

SMGT 697. Independent Study in Sports Management. 1-3 Credits.
Individualized instruction to include research, specialized studies, or other scholarly writing. Prerequisite: Must be a degree seeking student admitted into the M.S. Sport Management program.

SMGT 698. Thesis Research in Sport Management. 3-6 Credits.
Students work independently with a faculty member to conduct research for their thesis on a topic related to sport management. Prerequisite: Permission of the advisor and committee.

SMGT 699. Thesis in Sport Management. 3-6 Credits.
Students work independently with a faculty member to complete their thesis on a topic related to sport management. Prerequisite: Permission of the advisor and committee.

SMGT 738. Sport Finance. 3 Credits.
This course is designed to examine the principles and practices of financial management in diverse sport service settings. This course will explore the basic concepts of financial planning and analysis required to effectively manage a successful sport operation. The concepts covered in this course include finance, economics, accounting, and general business practices. The course is intended to offer a broad perspective of sport finance along with the basic skills associated with fiscal planning and management. Students will gain an understanding of the core principles associated with the financial management of sport enterprises. Prerequisite: Must be a degree seeking student admitted into the M.S. Sport Management program.

SMGT 746. Strategic Marketing in Sport. 3 Credits.
This course will familiarize the student with theoretical and practical aspects of sport marketing including the dynamic nature of sport and the importance of branding. Through lecture and case-study analysis, the course will provide students with an understanding of the importance of marketing and consumer behavior theory and fundamentals specific to strategic marketing in the sport industry. Prerequisite: Must be a degree seeking student admitted into the M.S. Sport Management program.

SMGT 750. Ethics in Sport Management. 3 Credits.
This course is designed to provide students with an understanding of ethics and morals and how they apply in sport management settings. Teleological and deontological theories of ethics are examined with special application made to sport environments. Models of moral development, ethical decision making, and codes of ethics are emphasized. Prerequisite: Must be a degree seeking student admitted into the M.S. Sport Management program.
SMGT 755. Social Issues in Sport. 3 Credits.
The course will examine the nature and scope of sport from sociological, historical, economic, and philosophical perspectives. Special emphasis will be placed on studying selected issues and topics that impact sport managers and their understanding of the role that sport plays in society. Prerequisite: Must be a degree seeking student admitted into the M.S. Sport Management program.

SMGT 760. Sport Law. 3 Credits.
This course will examine the theory and practice of sport law as it relates to the management and supervision of sport and recreation facilities, programs, participants, spectators and events. Prerequisite: Must be a degree seeking student admitted into the M.S. Sport Management program.

SMGT 775. Management and Leadership in Sport. 3 Credits.
This course will examine various management principles as they apply to sport settings. Special emphasis will be placed on studying leadership theories, human resource management, strategic planning, decision making, problem-solving, and employee motivation. Prerequisite: Must be a degree seeking student admitted into the M.S. Sport Management program.

SMGT 795. Topics in Sport Management. 1-3 Credits.
Selected topic courses in sport management. Prerequisite: Must be a degree seeking student admitted into the M.S. Sport Management program.

SMGT 838. Sport Finance. 3 Credits.
This course is designed to examine the principles and practices of financial management in diverse sport service settings. This course will explore the basic concepts of financial planning and analysis required to effectively manage a successful sport operation. The concepts covered in this course include finance, economics, accounting, and general business practices. The course is intended to offer a broad perspective of sport finance along with the basic skills associated with fiscal planning and management. Students will gain an understanding of the core principles associated with the financial management of sport enterprises. Prerequisite: Must be a degree seeking student admitted into the Human Movement Sciences doctoral program.

SMGT 846. Strategic Marketing in Sport. 3 Credits.
This course will familiarize the student with theoretical and practical aspects of sport marketing, including the dynamic nature of sport and the importance of branding. Through lecture and case-study analysis, the course will provide students with an understanding of the importance of marketing and consumer behavior theory and fundamentals specific to strategic marketing in the sport industry. Prerequisite: Must be a degree seeking student admitted into the Human Movement Sciences doctoral program.

SMGT 850. Ethics in Sport Management. 3 Credits.
This course is designed to provide students with an understanding of ethics and morals and how they apply in sport management settings. Teleological and deontological theories of ethics are examined with special application made to sport environments. Models of moral development, ethical decision making, and codes of ethics are emphasized. Prerequisite: Must be a degree seeking student admitted into the Human Movement Sciences doctoral program.

SMGT 855. Social Issues in Sport. 3 Credits.
The course will examine the nature and scope of sport from sociological, historical, economic, and philosophical perspectives. Special emphasis will be placed on studying selected issues and topics that impact sport managers and their understanding of the role that sport plays in society. Prerequisite: Must be a degree seeking student admitted into the Human Movement Sciences doctoral program.

SMGT 860. Sport Law. 3 Credits.
This course will examine the theory and practice of sport law as it relates to the management and supervision of sport and recreation facilities, programs, participants, spectators and events. Prerequisite: Must be a degree seeking student admitted into the Human Movement Sciences doctoral program.

SMGT 875. Management and Leadership in Sport. 3 Credits.
This course will examine various management principles as they apply to sport settings. Special emphasis will be placed on studying leadership theories, human resource management, strategic planning, decision making, problem-solving, and employee motivation. Prerequisite: Must be a degree seeking student admitted into the Human Movement Sciences doctoral program.

SMGT 895. Topics in Sport Management. 1-3 Credits.
Selected topic courses in sport management. Prerequisite: Must be a degree seeking student admitted into the Human Movement Sciences doctoral program.

SOC - Sociology

SOCIOLOGY Courses

SOC 500. War and Gender. 3 Credits.
In this course students grapple with issues concerning war, gender roles, and gender inequality. The course addresses gender roles in war throughout history, globally and across cultures. However, the United States military and military involvement in the 20th and 21st century will remain the primary focus areas. Discussions include how social norms and ideals of masculinity and femininity shape, and in turn are shaped by, images and realities of war, including gendered aspects of nationalism and just war theories. The military involvement of men, women (and children) in war and in peacetime, as participants and observers, perpetrators and victims, supporters and opponents of war is also discussed.

SOC 520. Sociology of Child Welfare. 3 Credits.
A sociological analysis of the field of child welfare. Topics include social inequality as it applies to children as a group in the U.S. and globally; understanding violence against children within the global context of children's rights; examining data on the degree to which policies, programs and research in the field fail to protect children and why; prevalence, causes and consequences of child sexual, physical and emotional abuse and neglect; evaluation of programs like "family preservation" and placement in 'substitut' care, i.e. foster care, adoption, institutionalization; changes that would protect and advance the interests and rights of children at the parent-child, agency and societal level.

SOC 525. Social Change and Social Movements. 3 Credits.
Analysis of the nature and causes of social change, major social movements, and their impact upon contemporary society.

SOC 521. Deviant Behavior. 3 Credits.
A study of various definitions and forms of deviant behavior, theoretical explanations of causes of deviant behavior and the impact of deviant behavior on society and the individual.

SOC 523. Women, Health and Healing. 3 Credits.
An examination of women's experiences with health and illness and women's roles in the health-care system as patients and care providers from a feminist sociological perspective.

SOC 526. The Sociology of Minority Groups. 3 Credits.
The study of the process of and responses to the oppression of racial, religious, ethnic, and national minorities in a variety of countries within a historical and comparative perspective. Special emphasis given to American minorities and especially African Americans.

SOC 527. Violence Against Women. 3 Credits.
A critical analysis of violence against women as an institution of social control. Examines violence in the context of social and political inequality and feminist critique. Issues explored include pornography, prostitution, sexual harassment, incest, battering and rape.

SOC 540. Sociology of Health and Wellbeing. 3 Credits.
The study of health and wellbeing. After exploring how health is conceptualized by the prevailing allopathic medical model, an emergent alternative or "integrative" health perspective is examined with a focus on how wellbeing may be understood.
SOC 541. Drugs and Society. 3 Credits.
Topics include changes in the legal status of drugs, cross-cultural and historical variations in the control and use of drugs, and social epidemiology of drug use in contemporary society.

SOC 595. Topics in Sociology. 3 Credits.
The advanced study of selected topics designed to permit qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule, and will be more fully described in information distributed to academic advisors.

SOC 596. Topics in Sociology. 3 Credits.
The advanced study of selected topics designed to permit students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule, and will be more fully described in information distributed to academic advisors.

SOC 597. Tutorial Work in Special Topics in Sociology. 1-3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate.

SOC 598. Tutorial Work in Special Topics in Sociology. 1-3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate.

SOC 610. Applied Social Research Methods. 3 Credits.
The application of social science methods to practical problems. The topics of research design, measurement, scaling, sampling, data collection, and research organization are taught with reference to issues of reliability, validity and ethical concerns.

SOC 620. Proseminar in Sociological Theory. 3 Credits.
An examination of classical and contemporary sociological theories about the relations between the individual and society; the ways theory shapes and informs the study of social issues; and the relationship among theory, research and practice.

SOC 627. Violence Against Women. 3 Credits.
This course examines the many ways in which violence against women functions as an agent of social control. Violence is viewed on a continuum in order to determine how a variety of acts contribute to the subordination of women. Specific types of violence are explored including: wife assault, rape, incest, sexual harassment and pornography.

SOC 630. Applied Social Statistics. 3 Credits.
This course is a graduate-level introduction to social statistics as they may be applied to various practical problems. Students will learn the appropriate use of various statistical procedures through discussion and application. Prerequisites: SOC 610.

SOC 640. Sociological Application of Computer and Data Analysis. 3 Credits.
This course is a graduate-level introduction to the use of the computer in problems of data management and analysis. Students will use existing software packages (e.g., SPSS, SAS) to build specified data files and carry out various statistical procedures. Prerequisites: SOC 610.

SOC 644. Current Feminist Research in Sociology. 3 Credits.
The course provides a feminist analysis of the way women and gender traditionally have been studied in mainstream sociology. A minimum of one-third of the course is devoted to feminist critique of conventional conceptual and methodological approaches to gender relations in the social sciences. Feminist epistemological challenges are used to evaluate current research on selected topics reflecting the specialization and research interests of the faculty who teach the course.

SOC 650. Research Seminar. 3 Credits.
This seminar integrates the skills needed to complete a master's thesis. Exercises include formulating research questions, developing a research design, and writing a publishable paper. Students practice these skills assignments in class and by completing their thesis proposal. Prerequisites: SOC 610, SOC 620 or CRJS 620, SOC 630, and SOC 640.

SOC 660. Sociology Seminar. 3 Credits.
An examination of contemporary research and policy issues in the study of sociology. The course also provides an overview for specific concentrations in criminal justice and women's studies when necessary. Prerequisites: SOC 610 and SOC 620 and SOC 630 and SOC 640 and 6 hours of SOC electives at the graduate level.

SOC 668. Internship. 3 Credits.
Students gain first-hand experience in professional settings which are deemed appropriate given their academic background and career objectives. Students will be required to complete a research project which corresponds to their specific internship placement. Prerequisites: Permission of the instructor.

SOC 695. Topics of Sociology. 3 Credits.
Topics vary each semester.

SOC 696. Topics of Sociology. 3 Credits.
Topics vary each semester.

SOC 697. Independent Study in Special Topics in Sociology. 3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisites: Approval of the department chair.

SOC 698. Independent Study in Special Topics in Sociology. 3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisites: Approval of the department chair.

SOC 699. Thesis. 3-9 Credits.
Credit hours to continue thesis work.

SOC 740. Demographic Techniques. 3 Credits.
Basic methods of demographic analysis. Topics include population estimation and projection and the measurement of fertility, mortality, and migration.

SOC 795. Topics in Sociology. 3 Credits.
Topics vary by semester. Prerequisites: Six hours of graduate credit.

SOC 797. Independent Study in Sociology. 3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Prerequisites: Approval of department chair and 6 hours of graduate credit.

SOC 840. Demographic Techniques. 3 Credits.
Basic methods of demographic analysis. Topics include population estimation and projection and the measurement of fertility, mortality, and migration.

SOC 895. Topics in Sociology. 3 Credits.
Topics vary by semester. Prerequisites: Six hours of graduate credit.

SOC 897. Independent Study in Sociology. 3 Credits.
Independent reading and study on a topic to be selected under the direction of an instructor. Prerequisites: Approval of department chair and 6 hours of graduate credit.

SOC 998. Master's Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

SOC 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.
SPAN - Spanish

SPANISH Courses

SPAN 507. Advanced Grammar and Syntax. 3 Credits.
This class is designed to solidify and refine students' working knowledge of written skills in the language, with an emphasis on increasing their written sophistication. Focus is on analysis of vocabulary, grammar, and cultural nuances in the syntax to examine how language reflects the ways of life and beliefs of its speakers, contrasted with the extent of language's influence on culture. Students will refine their skills in written inter-cultural communication, paying attention to idioms and the fine points of "cultural grammar," communicative competence and specialized discourse to develop excellent communication skills. This course is intended to prepare students for using their knowledge of language and culture in professional settings. Prerequisite: 9 hours of 300-level Spanish courses.

SPAN 510. Spanish Applied Linguistics. 3 Credits.
This course provides an introduction to Spanish linguistics and establishes the basis for the application of linguistic principles, including an introduction to the description and organization of data dealing with phonology (how sound patterns form words), discussion on topics in morphology (word formation and verbal inflection) and the description and organization of data dealing with syntax (how words combine to form phrases and sentences). In addition, the course analyzes the regional variations of Spanish (dialectology), and applying linguistics concepts, students contrast and compare the regional categories of Spanish use world-wide. It will provide students with a level of knowledge to make connections between the structure of Spanish and relevant issues in contemporary Hispanic linguistics, such as second language learning, language variation, bilingualism, and Spanish in the United States.

SPAN 515. Spanish Phonetics. 3 Credits.
This class is an introduction to the descriptive analysis of Spanish sounds and provides a comprehensive presentation of phonetics concepts as well as the comparisons drawn between the sounds of Spanish and those of English from a theoretical perspective. Students will gain a solid understanding of the sound system and strengthening of their pronunciation of Spanish from engaging, culturally driven activities taken from real-life modern Spanish sources, as well as enhancing awareness through aural comprehension of the nuances of the different dialects from speakers across the Spanish-speaking world.

SPAN 547. Drama of the Spanish Golden Age. 3 Credits.
A study of selected works of the major playwrights of the Golden Age: Lope de Vega, Calderon de la Barca, Tirso de Molina, Ruiz de Alarcon.

SPAN 548. Contemporary Spanish Drama. 3 Credits.
Through reading and analysis of the most representative texts of Spanish drama of the last decades, this course intends to introduce students to contemporary theater production in relation to the social, political and cultural trends that dominate in Spain today. Readings will allow students to gain a deeper understanding of the debates predominating within Spanish society and of possible correlations linking Spanish and European culture today.

SPAN 549. Contemporary Spanish-American Drama. 3 Credits.
A study of contemporary Spanish-American drama through the reading of representative authors.

SPAN 550. Contemporary Peninsular Narrative. 3 Credits.
Study of contemporary peninsular narrative works (novel, essay and some short story) within the Spanish social, political and cultural context of the last 40 years (1970-2012). Prerequisites: SPAN 311, SPAN 312W and (SPAN 331 or SPAN 332 or SPAN 333 or SPAN 334).

SPAN 551. Contemporary Latin American Narrative. 3 Credits.
This class traces the major cultural moments in Latin America from the 1920s to the present. Students will read, view and listen to cultural products from a broad range of genres and media (narrative, manifesto, photography, film, video and popular music) in order to reflect upon significant artistic trends, political movements and intellectual debates of the last century: modernism and modernity, nationalism and cosmopolitanism, revolution, subalternity and post-dictatorship. The course will conclude with a consideration of contemporary cultural forms, such as video, performance art, blogging and other digital media. Students will be expected to contribute oral and written assignments reflecting upon these works and will learn to think critically about Latin American cultural production. Prerequisites: SPAN 311, SPAN 312W, SPAN 320 or SPAN 321, and SPAN 331 or SPAN 332 or SPAN 333 or SPAN 334.

SPAN 552. Latin American Poetry. 3 Credits.
This course will study the principal figures and poetic movements of twentieth-century Latin America, which, by definition, includes Brazil and Spanish America. The primary objective is to learn to love poetry and develop the lifelong habit of reading and studying poetry. Students will learn to read a poem objectively, using only the internal form and content as the criteria of analysis. Moreover, students will learn to situate that poem within the poet's body of work as well as a given aesthetic movement. Finally, students will learn to analyze that poet's creative output within a socio-cultural, historical, political, and economic framework. Prerequisites: SPAN 311, SPAN 312W, SPAN 320 or SPAN 321, and SPAN 331 or SPAN 332 or SPAN 333 or SPAN 334.

SPAN 553. Border Culture and Literature. 3 Credits.
Students study a variety of current cultural texts from the U.S. and Mexico to explore the multiplicity of images that surround and define the highly contested and increasingly important area of the U.S.-Mexico border. Discussions are grounded in an ideological analysis with the goal of developing a description of the historical and social parameters and strategies that are utilized in the critical revision of the Borderlands. Specifically, this course focuses on questions dealing with subaltern identities, for example women, indigenous groups, immigrants, and the poor. Prerequisites: SPAN 311, SPAN 312W, SPAN 320 or SPAN 321, and SPAN 331 or SPAN 332 or SPAN 333 or SPAN 334.

SPAN 569. Hispanic Film. 3 Credits.
A topical study of the major works of Spanish and Latin American film from Bunuel to the present. The course will explore many issues, including those related to gender, race, symbolism, and class struggle. (cross listed with COMM 443/COMM 543) Prerequisites: SPAN 311, SPAN 312W, SPAN 320 or SPAN 321, and SPAN 331 or SPAN 332 or SPAN 333 or SPAN 334.

SPAN 571. Hispanic Women Authors. 3 Credits.
A study of fictional and non-fictional works by Spanish, Spanish-American, and U.S. Latina writers from the 16th to the 20th century. The course analyzes gender identity and roles and the interaction of gender, race, and class in literary representations of courtship and marriage, spirituality, nationalism, colonialism, and multiculturalism. (cross-listed with WCS 471/WCS 571).

SPAN 573. Contemporary Latina Literature: From Borders to Crossroads. 3 Credits.
The course focuses on poetry, prose fiction and theater written by Chicana, Puerto Rican, Cuban-American, and Dominican-American women authors in the last twenty years. Attention will also be paid to the very influential theoretical work written by Chicanas.

SPAN 595. Topics in Spanish. 1-3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule.

SPAN 596. Topics in Spanish. 1-3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule.
SPED 400 or SPED 500.

This course is designed for students interested in keeping up with cultural developments in the Spanish-speaking world and in maintaining/ improving linguistic performance. Emphasis will be placed on authentic materials from newspapers, magazines, film and video, and the Internet.

SPAN 668. Internship in Spanish. 3 Credits.

Individualized practical experience. Students gain first-hand experience in settings that are appropriate given their academic background and career objectives. Prerequisite: Departmental approval required.

SPAN 695. Topics in Spanish. 1-9 Credits.

Advanced study of selected topics which may not be offered regularly. These courses appear in the course schedule.

SPAN 696. Topics in Spanish. 1-9 Credits.

Advanced study of selected topics which may not be offered regularly. These courses appear in the course schedule.

SPAN 697. Tutorial Work in Special Topics in Spanish. 1-3 Credits.

The independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisites: approval of the department chair.

SPAN 698. Tutorial Work in Special Topics in Spanish. 3 Credits.

The independent reading and study on a topic to be selected under the direction of an instructor. Conferences and papers as appropriate. Prerequisites: approval of the department chair.

SPED - Special Education

SPECIAL EDUCATION Courses

SPED 500. Foundations of Special Education: Legal Aspects and Characteristics. 3 Credits.

The course provides an introduction and overview of the field of special education from the perspective that it is a subsection of general education and that the field is in transition by virtue of philosophical, legislative and programmatic changes. Legal aspects, regulatory requirements, and critical analyses of research are addressed. This course includes a broad overview of the expectations associated with the identification, characteristics, and education of students with disabilities. Prerequisite: junior standing.

SPED 502. Instructional Design I: Learner Characteristics and Assessment. 3 Credits.

The intent of this course is to provide pre-service teachers with: (a) knowledge of the characteristics of students with mild disabilities who are accessing the general curriculum, K-12, including, but not limited to learning disabilities, emotional disabilities and intellectual disabilities and (b) the ability to develop knowledge and skill in the selection, administration, scoring and interpretation of standardized/norm-referenced assessments of exceptional learners. Administering formal and informal assessment tools and the development of an IEP are emphasized. The use of assessment data to improve instruction and student performance is discussed. Prerequisites: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 503. Directed Field Experience in Special Education. 2 Credits.

This course provides variable hours of direct participation in a community or educational setting with individuals with special needs. The course includes specific skills of program planning, implementation, evaluation and classroom management. Practicum of 45 hours required. Prerequisites: a grade of C- or higher in SPED 400 and SPED 402 or a grade of B- or higher in SPED 500 and SPED 502, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 583.

SPED 504. Characteristics and Medical Aspects of Disabling Conditions. 3 Credits.

This course reviews medical conditions present among individuals with disabilities and implications for classroom instruction. Prerequisites: SPED 400 or SPED 500.

SPED 506. Students with Diverse Learning Needs in the General Education Classroom. 3 Credits.

This course introduces general education teachers to the legal aspects and educational needs of at-risk students and those with disabilities. Emphasis is on characteristics of children with special needs and procedures for effective academic, behavioral, and social integration of these children in the general education classroom. Prerequisites: junior standing.

SPED 511. Classroom and Behavioral Management Techniques for Students with Diverse Needs. 3 Credits.

This course will address classroom management techniques and individual interventions based upon behavioral, cognitive, affective, social, and ecological theory and practice. The course will focus on the field of applied behavior analysis, including best practices in the areas of data collection, program selection, program implementation, and data analysis. Positive behavior management and supports and functional behavioral assessment will be emphasized. Pre- or corequisite: a grade of C- of higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 515. Instructional Design II: Curricular Procedures and Individualized Education Planning. 3 Credits.

The intent of this course is to provide preservice teachers with: (a) knowledge of research-based instruction for K-12 students with disabilities and those who are gifted; (b) knowledge and skill in using data collection to make decisions about student progress, instruction, program, accommodations and teaching methodology for exceptional learners, and (c) knowledge and skill in planning, developing and implementing individual educational plans and group instruction for diverse exceptional learners who are accessing the general education curriculum and the Virginia Standards of Learning. Practicum of 45 hours required. Prerequisites: a grade of C- or higher in SPED 400 and SPED 402 or a grade of B- or higher in SPED 500 and SPED 502, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 517. Collaboration and Transitions. 3 Credits.

This course addresses the complex issues surrounding families and children with disabilities and transitions across the lifespan, as well as effective collaboration with families and professionals to support inclusion and/or effective early intervention services, educational programs and transition services for students at-risk and students with disabilities. Emphasis is on successful professional collaboration and effective relationships in educational, transition, and family settings. Pre- or corequisite: SPED 400/ SPED 500.

SPED 528. Instructional Strategies for Students Accessing the Adapted Curriculum. 3 Credits.

This course addresses the characteristics and instructional strategies of students accessing the adapted curriculum. Emphasis is on assessment, program development, academic, and functional skills instruction. This course addresses the needs of individuals with severe and/or profound multiple disabilities. 45 Hour Practicum Prerequisites: a grade of C- or higher in SPED 400 and SPED 411 or a grade of B- or higher in SPED 500 and SPED 511, and passing scores on the Praxis Core Academic Skills for Education Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 532. Characteristics of Students with Visual Impairments. 2 Credits.

Provides an overview of the characteristics of and services to persons with visual impairments, including the impact of visual impairment on infants’ and children’s growth and development, child and adolescent emotional and social development, and family interaction patterns. Considers the educational, conceptual, psycho-social, and physical implications of a visual impairment. Prerequisites: SPED 400/SPED 500.
SPED 533. Braille Code. 3 Credits.
This course provides instruction in the development, use, and application of the Braille literary code and its implications for educational/literacy programs for students with visual disabilities. Students will develop the skills to read and write contracted and uncontracted Braille, while acquiring instructional methodologies for teaching children who are blind to read and write. Sources of Braille materials for educational purposes are identified. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 534. Medical and Educational Implications of Visual Impairments. 3 Credits.
Provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Topics include anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development. Practicum of 25 hours required. Prerequisites: passing Praxis Core Academic Skills for Educator Tests scores or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 535. Orientation and Mobility. 2 Credits.
Provides the foundation for understanding the components and essence of orientation and mobility. Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation and mobility including cane instruction, dog guides and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized. Practicum of 45 hours required. Prerequisites: Passing Praxis Core Academic Skills for Educator Tests scores or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 536. Curriculum and Assessment of Students with Visual Impairments. 3 Credits.
Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students will practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement. Practicum requires a minimum of 25 hours. Prerequisites: passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 537. Assistive Technology for People with Sensory Impairments. 3 Credits.
This course is designed for professionals and/or students interested in serving the visually impaired/blind population or hearing impaired/deaf population. It is designed to heighten the awareness of participants to specific technology and resources available to enhance and improve the ability of individuals with visual and hearing impairments to succeed in school, daily living activities and employment. Knowledge and awareness components of this course will be delivered via distance education. Pre- or corequisite: SPED 400 or SPED 500 and SPED 432 or SPED 532.

SPED 540. Assistive Technology for Diverse Students. 3 Credits.
This course provides lectures for pre-service and in-service teachers, and related service providers of special populations in use of assistive technology (AT) devices and services, and augmentative and alternative communication (AAC) systems for instructional programs and computer applications. Study will involve compliance with federal and state laws, and national and state educational standards related to providing assistive technology to students with diverse learning needs. Prerequisite: SPED 400/SPED 500.

SPED 541. Teaching Students with Severe Physical and Sensorimotor Disabilities. 3 Credits.
This course reviews techniques for working with students who have severe physical and sensorimotor disabilities. Course emphasis is on proper positioning and handling for students with atypical motor/muscle development who function at developmental levels between birth and five years. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 560. Teaching Preschoolers With Diverse Needs. 3 Credits.
This course prepares students in developing skills in curricula, materials, and methods of instruction for preschool-aged (2-6 years) children with diverse needs. Programming for personal-social, language, motor, and cognitive development are addressed. Data collection, programmatic organization, and classroom planning are covered. Practicum of 45 hours required. Prerequisites: SPED 400 or SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 561. Developmental/Ecological Assessment Strategies. 3 Credits.
This course prepares students with the skills necessary for assessment of atypical development as well as best practices involved in assessment. Students explore and give assessments to children from birth through eight years of age or older with severe disabilities. Practicum of 45 hours required. Pre- or corequisite: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 567. Collaboration, Transitions and Infant-Family Intervention. 3 Credits.
This course prepares professionals from cross-discipline backgrounds to serve families with children who are at-risk and disabled from birth to age three. Emphasis is placed on development of IFSPs, procedures, materials, transitions, and curricula for this population. Observation of 20 hours in an infant-toddler program is required. Pre- or corequisite: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 569. Communication/Language Development/Intervention for Students with Significant Disabilities. 3 Credits.
This course examines symbolic and non-symbolic communication/language development and acquisition. Emphasis is on routine-based communication training, communication/language facilitation strategies, augmentative communication systems, and informal/functional communication/language assessment procedures for students in early childhood special education, students with autism, and students with multiple disabilities. Prerequisites: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 583. Field Experience Seminar in Special Education. 1 Credit.
Explores issues, problems, concerns and processes related to teaching and entering the profession of teaching. Passing scores on the Virginia Communication and Literacy Assessment (VCLA), Praxis II: Elementary Education Content Test, and Virginia Reading Assessment (VRA)/Reading for Virginia Educators (RVE) will be required by the end of the course. Prerequisites: SPED 313, SPED 400/SPED 500 and SPED 402/SPED 502.

SPED 586. Teacher Candidate Internship for Special Endorsement. 9 Credits.
Seven weeks will be completed at the elementary level and seven weeks will be completed at the middle/secondary level. Prerequisites: admission to ODU Teacher Education Program; completion of the approved teacher education program in the specific endorsement area; completion of SPED 583; departmental approval; passing scores on Praxis Core Academic Skills for Educator Tests (or equivalent as prescribed by the Virginia Board of Education); passing scores on Virginia Communication and Literacy Assessment (VCLA), the Virginia Reading Assessment (VRA)/Reading for Virginia Educators (RVE), and the appropriate Praxis II content examination.

SPED 595. Topics in Special Education. 1-3 Credits.
This course offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest in the special education field. Prerequisites: SPED 400/SPED 500.
SPED 601. English Learners and the Special Education Process. 3 Credits.
This course will provide students with information regarding the characteristics of English learners with disabilities, the special education law, and the legal requirements for assessment, evaluation, eligibility determination, and program planning. Progress monitoring, annual reviews, and reevaluation of English learners with disability or suspected of a disability also will be reviewed. The role of parents and community will be examined. Prerequisite: Permission of the instructor.

SPED 602. Principles of Language Learning and Assessment of English Learners with Disabilities. 3 Credits.
This course will provide students with knowledge and skills related to first and second language acquisition, language assessment, response to intervention, program planning, data collection and analysis, and the effective use of interpreters. Special attention is focused upon factors that affect second language acquisition, typical and atypical language development, differentiation for English learners with disabilities, and the bilingual brain. Prerequisite: SPED 601.

SPED 603. Language, Literature Content for English Learners With Disabilities in Inclusive Settings. 3 Credits.
This course examines language as the key to learning and the integration of speaking, listening, reading and writing to English learners’ (EL) literacy development with a focus on ELs with disabilities. Students will learn phonological and orthographic features of words, factors that influence reading comprehension, how to differentiate instruction, how to teach sentence and paragraph writing, and how to develop academic vocabulary in ELs with disabilities. Prerequisite: SPED 602.

SPED 604. Instructional Strategies for English Learners with Disabilities. 3 Credits.
This course details current evidence-based practices to teach English learners with disabilities. Students will learn principles of effective evidence-based instructional strategies and guidelines for selecting them, including the use of technology to teach English learners with disabilities. Prerequisite: SPED 603.

SPED 610. Characteristics of Students Accessing the General Curriculum. 3 Credits.
The intent of this course is to provide pre-service and currently licensed teachers with (a) knowledge of the characteristics of students with disabilities who are accessing the general curriculum, K-12, including, but not limited to learning disabilities, emotional disabilities, and intellectual disabilities; (b) the ability to recognize etiologies, underlying factors, and contributing conditions that impact student learning, and (c) the cultural impact of disabling conditions. Prerequisites: SPED 400/SPED 500.

SPED 611. Instructional Strategies for Students accessing the General Education Curriculum. 3 Credits.
This course emphasizes effective research-based instructional strategies for teaching students with mild/moderate disabilities in grades K-12 who are accessing the general education curriculum. Practicum of 45 hours in middle/secondary-level setting is required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, SPED 610 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 613. Human Growth and Development. 3 Credits.
This course is designed to give a thorough overview of human development from birth through adolescence and to develop an understanding of what impact physical, social, emotional, and intellectual development may have on the student, the learning environment, and instructional decisions. This course provides an advanced overview of current research and theory in human growth and development and their applications to the classroom. Throughout the course, issues of diversity as it applies to economic, social, racial, ethnic, and religious characteristics will be explored; developmental issues related to giftedness or disability and the impact of family disruptions, child abuse, and substance abuse will be addressed within the context of each topic.

SPED 615. Behavior Change in Classroom. 3 Credits.
This course will focus on the following elements of effective management: integration of instruction for positive learning environment; strategies to provide students the opportunity to be successful academically, emotionally, and socially; assessment of and modifying the learning environment; and group and individualized strategies to affect behavior change in order to increase student learning.

SPED 618. Characteristics and Advanced Procedures: Emotional and Behavioral Disorders. 3 Credits.
This course addresses characteristics and various approaches to the education and treatment of emotional/behavioral disorders. Emphasis is on group/individualized programming that addresses social, emotional, academic and behavioral needs. Behavior measurement and direct observation, problem behavior specification, intervention development and implementation, data collection and analysis, curriculum adaptation, and teacher collaboration skills for successful regular classroom reintegration and transition are also discussed. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 620. Advanced Special Education Law and Ethics. 3 Credits.
This course provides in-depth research and nuanced application of federal regulations (Individuals with Disabilities Education Act [IDEA]; the Rehabilitation Act of 1973; Section 504; the No Child Left Behind Act of 2001, and the Americans with Disabilities Act [ADA]), case law, current special education legal issues, and ethical conduct for individuals seeking an advanced special education degree. This course is not suitable for individuals seeking initial licensure in special education. Prerequisite: SPED 400/SPED 500.

SPED 621. Effective Interventions for Children and Youth with Challenging Behavior. 3 Credits.
Students with challenging behavior pose a tremendous challenge to school personnel. Along with the growing incidence of behavior problems, there has been a dramatic increase in the number of research-supported interventions. Emphasis is on assessment of the structural and functional properties of problem behavior to facilitate development of interventions that match the nature and severity of the problem behavior. The course focuses on gaining knowledge of the likely source(s) of challenging behavior, including various strategies to document the environmental determinants of the behavior, establishment of school-wide, classroom-level, and student-specific intervention programs and ways to document the outcome of those interventions. Attention is given to adult- as well as peer-mediated intervention options for problem behavior reduction/replacement among children and youth from diverse backgrounds and across categories of exceptionality. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 411/SPED 511, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 622. Advanced Collaboration and Lifespan Transitions. 3 Credits.
This course provides students opportunities to develop advanced competencies and skills in collaborative consultation and delivery of special education services to individuals with disabilities across the continuum of educational settings and lifespan transitions. This course has applications for special education teachers, other professional educators, and related service providers.

SPED 623. Characteristics and Advanced Procedures: Intellectual Disabilities. 3 Credits.
The course examines the characteristics and various approaches to the education and treatment of students with intellectual disabilities and developmental disabilities. Assessment, curriculum development, instructional design, appropriate placement setting, transition and utilization of environmental resources are emphasized. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.
SPED 625. Characteristics of Students with Autism Spectrum Disorders. 3 Credits.
This course includes a review of characteristics, etiology, prevalence, and perspectives of students with autism spectrum disorders. Prerequisites: SPED 400/SPED 500.

SPED 626. Characteristics and Advanced Procedures: Learning Disabilities. 3 Credits.
This course provides the professional educator with a variety of educational procedures for students with learning disabilities, including diagnostic assessment, causal nature, and research based instructional strategies for teaching students with learning disabilities. This course has an applied emphasis and includes a 45-hour practical experience with students with learning disabilities. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 627. Instructional Strategies for Students with Autism Spectrum Disorders. 3 Credits.
This course includes a review of intervention strategies for students with autism spectrum disorders. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 628. Instructional Strategies for Students Accessing the Adapted Curriculum. 3 Credits.
This course addresses the characteristics and instructional strategies of students accessing the adapted curriculum. Emphasis is on assessment, program development, academic, and functional skills instruction. This course addresses the needs of individuals with severe and/or profound multiple disabilities. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 630. Teaching Preschoolers with Disabilities. 3 Credits.
This course is designed to prepare students in curricula, materials and methods of instruction for preschool-aged (2 to 6 years) children with special needs. Programming for self-help, social, language, motor, and cognitive development are addressed. Data collection, program organization, and classroom planning are also covered. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 631. Developmental and Ecological Assessment Strategies. 3 Credits.
This course provides students with the skills necessary for assessment of atypical early development as well as best practices in assessing functional skills in students with severe disabilities. Students will explore and give assessments to children from birth to 6 years of age and students with severe/multiple/profound disabilities. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 633. Teaching Students with Severe Physical and Sensorimotor Disabilities. 3 Credits.
This course reviews techniques for working with students who have severe physical and sensorimotor disabilities. Emphasis is on proper positioning and handling for students with atypical motor/muscle development who function at developmental levels between birth and five years. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 634. Capstone Seminar. 3 Credits.
Capstone seminar.

SPED 637. Infant/Family Intervention and Teamwork. 3 Credits.
This course prepares professionals from cross-discipline backgrounds to serve families with children who are at-risk and disabled from birth through age three. Emphasis is on the development of the individualized family service plan (IFSP), procedures, materials and curriculum for this population. A family-centered approach is stressed. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 630, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 638. Teaching Methods for Students with Visual Impairments. 3 Credits.
This course emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. It addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. In addition, it provides information on adaptations within various educational programs and adaptation of general education classroom materials and procedures for use with blind and low vision children and youth. Prerequisites: passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education. Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532.

SPED 639. Braille Reading and Writing. 3 Credits.
This course provides basic instruction on transcription of advanced Braille codes, including: music, foreign language, chemistry, computer Braille, and Nemeth Code (Braille math code). Introduces techniques for teaching skills in each code. Explores technology tools used to create Braille and tactile materials in addition to other assistive technologies used for instruction in math and science. Practicum requires a minimum of 15 hours. Prerequisites: SPED 400/SPED 500 or permission of the instructor.

SPED 640. Applied Behavior Analysis: Principles, Procedures, and Philosophy. 3 Credits.
This course focuses on basic principles and procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances. Prerequisites: Permission of the instructor.

SPED 641. Applied Behavior Analysis: Empirical Bases. 3 Credits.
This course focuses on basic content of applied behavior analysis. This course teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs. Pre- or corequisite: SPED 640 or permission of the instructor.

SPED 642. Ethics and Professional Conduct for Behavior Analysts. 3 Credits.
This course provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board's Guidelines for Responsible Conduct and Disciplinary Standards, and professional conduct consistent with the practice of applied behavior analysis. Prerequisites: SPED 640 or permission of the instructor.

SPED 643. Applied Behavior Analysis: Assessments and Interventions. 3 Credits.
This course further expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs. Prerequisites: SPED 640 or permission of the instructor.

SPED 644. Applied Behavior Analysis: Applications. 3 Credits.
This course expands capability to deal with more complex behavioral situations, enabling ability to relate to more sophisticated professional issues and environments. Prerequisites: SPED 640, SPED 641, and SPED 643 or consent of the instructor. Pre- or corequisite: SPED 643.
SPED 645. Applied Behavior Analysis: Verbal Behavior. 3 Credits.
This course further expands capability to deal with more complex behavioral situations, and enables students to relate to more sophisticated professional issues and environments. Prerequisites: SPED 643 or permission of the instructor.

SPED 669. Directed Field Internship Special Education, K-12. 1-6 Credits.
The course provides supervised involvement in a practicum setting where the student and the instructor work together closely to develop curricula and gain expertise in teaching specific topics of importance to special educators. 50 hours per credit. Prerequisites: appropriate graduate instructional strategies course work and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 670. Transition and Community-Based Instruction. 3 Credits.
This course provides an overview of the role of special educators in preparing students with severe disabilities for post-secondary vocational, residential, educational, community, and recreational settings. Emphasis is placed on developing appropriate curricula, involving students and their families in planning, implementing and evaluating transition programs, and helping students to access the services needed to be successful in adult life. Prerequisites: SPED 400/SPED 500.

SPED 671. Positive Behavior Supports. 3 Credits.
This course is designed specifically for teachers and other professionals working with individuals who have moderate to severe disabilities, including autism, or with young children who have disabilities. It is required for endorsement in Adapted Curriculum and Early Childhood Special Education. The primary focus is upon the concepts and skills needed (a) to design, implement, and evaluate individualized behavior support programs which derive from functional behavioral assessment, (b) to use effective teaching strategies to build relevant replacement skills, (c) to facilitate generalization and maintenance of skills, (d) to incorporate prevention strategies, (e) to improve the aspects of the student's environment that relate to the problem behavior, and (d) to incorporate, as appropriate, individually designed crisis intervention procedures Prerequisites: SPED 400/SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests.

SPED 672. Curriculum and Assessment in Severe Disabilities. 3 Credits.
This is an advanced level course in the Special Education, Adapted Curriculum Course Sequence, requiring prerequisite knowledge and skills in the discipline. The course is designed to help students develop or enhance their knowledge and skills related to best practices in curriculum and assessment. It is also designed for those preparing to teach individuals with severe disabilities who need an individualized, adapted approach to the general education curriculum. Three major components of the assessment process will be addressed: (1) initial diagnosis and assessment for establishing/maintaining eligibility for services and identifying needed supports and services; (2) assessment to develop standards-based IEPs and to create meaningful, functional, academically-based curricula within an inclusive framework; and (3) assessment to evaluate student progress for the IEP, the VAAP and state and national assessment mandates. Students will plan, develop, and implement a variety of assessment and curriculum activities with target students with severe disabilities within each of the three assessment components. Applied use of assistive technology will be integrated within the course. Prerequisites: SPED 400 and SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests.

SPED 673. Communication and Severe Disabilities, 3 Credits.
This course introduces professionals to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. It addresses the knowledge and skills that are needed to assess the potential AAC user, to make team decisions, to develop and implement instruction, and to evaluate the effects of instruction. The course is also aimed at motivating, building, and expanding communication, choice-making, and social interaction. Prerequisites: SPED 400/SPED 500.

SPED 674. Medical and Developmental Risk Factors for Children with Disabilities. 3 Credits.
This course examines the nature and causes of disabling or special health conditions. It covers screening and evaluation techniques, characteristics, and educational implications. Prerequisites: SPED 400/SPED 500.

SPED 675. Foundations of Language and Literacy for Diverse Learners. 3 Credits.
This course provides an understanding of the development of emergent and early literacy in developmentally-typical learners and learners with complex language and learning needs, as well as the inter-relationship of language and literacy development. Emphasis will be placed on identifying effective research-based strategies for promoting and enhancing emergent literacy and early reading and writing skills for children and youth with language and intellectual disabilities and English language learners with disabilities. Field experience is required: course participants must identify an appropriate target student and engage in observation and assessment activities with that student and his/her family during the first half of the course. Final product includes the development of a literacy development plan for the student. Prerequisites: SPED 400/SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests.

SPED 676. Curriculum and Methods-Severe Disabilities. 3 Credits.
This course focuses on current best practices in curriculum and methods for students with severe disabilities, including specific strategies for teaching students with severe disabilities, general strategies for working with heterogeneous groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with severe disabilities. Prerequisites: SPED 400/SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests.

SPED 677. Consultation and Collaboration. 3 Credits.
This course provides professionals in special education, regular education, and related fields with knowledge and communications skills necessary for collaborative consultation and technical assistance to other educators and service providers. Prerequisites: SPED 400/SPED 500.

SPED 678. Interdisciplinary Approaches for Children with Sensory/Motor Disabilities. 3 Credits.
This course emphasizes positioning, handling, and adaptive strategies for children with sensory and/or motor disabilities. It focuses on understanding the roles of related disciplines in collaborative planning and service delivery. Prerequisites: SPED 400/SPED 500.

SPED 698. Research Project. 1 Credit.
This capstone seminar is one of the culminating assessments for the master's degree in education with a major in advanced special education. Students will design, develop, and deliver an evidence-based professional development program that is aligned with their concentrations. As a culminating activity, this project will reflect the synthesis of coursework, research, and practical experience as these program aspects relate to the needs of school divisions and the education of students from diverse backgrounds.

SPED 701. Historical and Contemporary Research in Special Education. 3 Credits.
This course covers contemporary and historical topics related to problem issues in special education. This is a course of study that will enable participants to examine various topics in special education and research a position on an issue.

SPED 702. Cognitive Processes and Learning Strategies for Students with Special Needs. 3 Credits.
The intent of this course is to provide an overview of research and critical issues relative to the cognitive and affective development of individuals with disabilities. Research-based interventions that address deficits of cognitive processes will be discussed and specific learning strategies will be presented.
SPED 705. Advanced Student and Program Evaluation in Special Education. 3 Credits.
The intent of this course is to provide scholars with the advanced knowledge of systems and theories of assessment, special education evaluation and eligibility determination, and the skill competence to design and implement research activities, instruction, and student and program evaluation. Scholars will access, evaluate, and use valid formative and summative assessment and evaluation measures for monitoring and promoting student learning and educational performance. Prerequisites: FOUN 611 and SPED 701.

SPED 707. Advanced Instructional Procedures in Special Education. 3 Credits.
This course provides students with advanced skills in educational planning, development, and implementation for students with learning problems. Techniques focus on inclusive and self-contained classroom arrangements. Prerequisite: graduate standing.

SPED 714. Alternative Strategies for Secondary Students. 3 Credits.
This course is designed to provide students with an opportunity to examine and develop curriculum strategies and adaptations which may be used to meet the needs of students with diverse learning needs. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education.

SPED 715. Alternative Strategies for Elementary Students: Prevention and Intervention. 3 Credits.
The intent of this course is to provide pre-service and in-service teachers with the knowledge and skill to collaborate with other professionals to identify and remediate students who are at-risk for school problems due to academic challenges and/or behavior, and to effectively support students with identified mild disabilities in general education classrooms. The course focuses on developing proactive pre-referral interventions and working with general educators to develop and implement effective interventions, accommodations, modifications and supports for students with mild difficulties in general education classes. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education.

SPED 720. Curriculum and Instruction: Research Into Practice. 3 Credits.
This course provides an overview of research methods employed in the field of special education. Current trends related to curriculum and instruction in general and special education will be investigated. Strategies and procedures for identifying learner characteristics and application of that knowledge will be included. Implementation of quality curricular modifications and/or instructional accommodations for students with diverse needs in a variety of educational settings and evaluation of instruction will be addressed. Prerequisites: SPED 400/SPED 500 or SPED 701/SPED 801.

SPED 730. Single Subject Research. 3 Credits.

SPED 769. Practicum in Applied Behavior Analysis. 3,6 Credits.
This course may be taken as an elective for students who complete the ABA certificate program and wish to complete the 15 total required practicum hours to sit for the National ABA Board Examination. Course can be repeated up to 5 times.

SPED 801. Historical and Contemporary Research in Special Education. 3 Credits.
This course covers contemporary and historical topics related to problem issues in special education. This is a course of study that will enable participants to examine various topics in special education and research a position on an issue.

SPED 802. Cognitive Processes and Learning Strategies for Students with Special Needs. 3 Credits.
The intent of this course is to provide an overview of research and critical issues relative to the cognitive and affective development of individuals with disabilities. Research-based interventions that address deficits of cognitive processes will be discussed and specific learning strategies will be presented.

SPED 807. Advanced Instructional Procedures in Special Education. 3 Credits.
This course provides students with advanced skills in educational planning, development, and implementation for students with learning problems. Techniques focus on inclusive and self-contained classroom arrangements. Prerequisite: graduate standing.

SPED 814. Alternative Strategies for Secondary Students. 3 Credits.
This course is designed to provide students with an opportunity to examine and develop curriculum strategies and adaptations which may be used to meet the needs of students with diverse learning needs. Practicum of 45 hours required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education.

SPED 815. Alternative Strategies for Elementary Students: Prevention and Intervention. 3 Credits.
The intent of this course is to provide pre-service and in-service teachers with the knowledge and skill to collaborate with other professionals to identify and remediate students who are at-risk for school problems due to academic challenges and/or behavior, and to effectively support students with identified mild disabilities in general education classrooms. The course focuses on developing proactive pre-referral interventions and working with general educators to develop and implement effective interventions, accommodations, modifications and supports for students with mild difficulties in general education classes. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education.

SPED 820. Curriculum and Instruction: Research Into Practice. 3 Credits.
This course provides an overview of research methods employed in the field of special education. Current trends related to curriculum and instruction in general and special education will be investigated. Strategies and procedures for identifying learner characteristics and application of that knowledge will be included. Implementation of quality curricular modifications and/or instructional accommodations for students with diverse needs in a variety of educational settings and evaluation of instruction will be addressed. Prerequisites: SPED 400/SPED 500 or SPED 701/SPED 801.

SPED 821. Critical Issues I: Readings in Special Education and Professional Writing. 3 Credits.
The intent of this course is to provide doctoral candidates an opportunity to do the following: (a) become thoroughly involved in the literature relating to current critical issues in special education, and (b) begin the process of developing writing skills suitable for positions and tenure in higher education. The course stresses APA writing guidelines and style, conducting literature searches, and beginning development of a writing product that is suitable for publication. The course provides an introduction to the skills necessary for advancement in higher education and professional institutions.

SPED 822. Critical Issues II: Research and Professional Writing. 3 Credits.
This course provides doctoral candidates an opportunity to read, analyze and synthesize research in special education with the intent to contributing to the literature. The course emphasizes skills necessary for developing writing skills suitable for positions and tenure in higher education. APA writing guidelines and style, analyzing and synthesizing research/literature, and producing a lengthy written product suitable for publication are stressed. The course is designed to build skills necessary for advancement in higher education and professional institutions. Prerequisites: SPED 821.

SPED 830. Single Subject Research. 3 Credits.

SPED 868. Internship: Special Education. 3 Credits.
Internships in teaching, research, and other professional activities will provide experience in the roles that students will assume after completing their doctoral degrees. The successful completion of a 3-credit internship is required to fulfill program requirements and necessitates a commitment of a minimum of 150 contact hours. Internships may be at the regional, national or international levels.
SPED 869. Practicum/Field Experience. 6-12 Credits.
Supervised involvement of the doctoral-level student in a practicum setting, where the student and the instructor work together closely to develop curriculum and gain expertise in teaching specific topics of importance to early childhood educators. A weekly seminar is required.

SPED 893. Professional Seminar: Teaching, Research, and Service. 3 Credits.
This course prepares doctoral candidates to meet professional standards in teaching, research and service in special education in higher education institutions. Teaching includes an understanding of adult learning and the design, delivery, evaluation of content, and use of technology in college teaching. Research includes recognizing and critically discussing scholarly work, systematically planning and preparing for research, and developing research proposals. Service includes identifying professional organizations and agencies and creating integrated professional development programs. The course is designed to build skills necessary for advancement in higher education and professional institutions. Prerequisites: SPED 821 and SPED 822.

SPED 899. Dissertation. 1-12 Credits.
Dissertation. Prerequisites: Successful defense of prospectus and admission to candidacy.

SPED 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

STAT - Statistics

STATISTICS Courses

STAT 505. Introduction to Data Handling. 3 Credits.
Use of SAS and R to handle data sets. Topics for SAS include data input, creating permanent data sets, merging data sets, creating new variables, sorting, printing, charting, formatting, IML programming, macro programming, and an overview of proc SQL and other statistical procedures. Topics for R include data structure, control structure, writing functions, and graphics. Prerequisites: A grade of C or better in STAT 130M or equivalent, and a grade of C or better in MATH 316 or equivalent, or permission of the instructor.

STAT 531. Theory of Statistics. 3 Credits.
Topics include point and interval estimation, tests of hypotheses, introduction to linear models, likelihood techniques, and regression and correlation analysis. Prerequisites: A grade of C or better in STAT 331 or permission of the instructor.

STAT 532. Sampling Theory. 3 Credits.
Sampling from finite populations is discussed. Topics such as simple random sampling, stratified random sampling and ratio and regression estimation are included. Also discussed are aspects of systematic sampling, cluster sampling, and multi-stage sampling. Prerequisites: A grade of C or better in STAT 431/STAT 531.

STAT 535. Design and Analysis of Experiments. 3 Credits.
Topics include analysis of variance with one or more factors, multiple comparisons, randomized blocks, Latin squares and related designs, multifactor factorial experiments; blocking and confounding in the 2^{k} factorial design; two-level fractional factorial designs. Statistical software will be used to analyze real life data. Prerequisites: A grade of C or better in STAT 405 or STAT 505 and STAT 437 or STAT 537.

STAT 537. Applied Regression and Time Series Analysis. 3 Credits.
Topics include theory of least squares, simple linear regression, multiple regression and residual analysis. Multicollinearity issues, regression on dummy variables, extensions to dependent errors and introduction to elementary time series, including auto-regressive and moving-average models will also be discussed. Fitting and interpreting the models using SAS and R software for real data is emphasized. Prerequisites: A grade of C or better in STAT 531. Pre- or corequisite: STAT 405 or STAT 505.

STAT 540. Clinical Trials. 3 Credits.
An introduction to statistical methods used in the design, conduct, and analysis of clinical trials. Topics include: study designs, treatment allocation, sample size and power, clinical life tables, log rank test, cross-over designs, and sequential methods of monitoring clinical trials. Prerequisites: A grade of C or better in STAT 431 or STAT 531.

STAT 542. Environmental Statistics. 3 Credits.
Topics include nonlinear and generalized linear models, quantitative risk assessment, analysis of stimulus-response and spatially correlated data, methods of combining data from several independent studies. Regression settings are emphasized where one or more predictor variables are used to make inferences on an outcome variable of interest. Applications include modeling growth inhibition of organisms exposed to environmental toxins, spatial associations of like species, risk estimation, and spatial prediction. SAS is used extensively in the course. Prerequisites: A grade of C or better in STAT 431 or STAT 531; STAT 437 or STAT 537 recommended.

STAT 547. Analysis of Longitudinal Data. 3 Credits.
Topics include general linear models, weighted least squares (WLS), maximum likelihood (ML), restricted maximum likelihood (REML) methods of estimation, analysis of continuous response repeated measures data, parametric models for covariance structure, generalized estimating equations (GEE) and quasi least squares (QLS), models for discrete longitudinal data: marginal, random effects, and transition models. Limitations of existing approaches will be discussed. Emphasis will be on the application of these tools to data related to the biological and health sciences. Methods will be implemented using statistical software. Prerequisites: A grade of C or better in STAT 431 or STAT 531. Pre- or corequisite: STAT 405 OR STAT 505.

STAT 549. Nonparametric Statistics. 3 Credits.
Topics include the theory and applications of binomial tests and rank tests, including the tests of McNemar, Mann-Whitney, Friedman, Kruskal-Wallis, and Smirnov. Prerequisites: A grade of C or better in STAT 330 or STAT 331 or departmental permission.

STAT 550. Categorical Data Analysis. 3 Credits.
Topics include relative risk and odds ratio measures for 2 x 2 tables, the chi-square and Mantel-Haenszel tests, Fisher's exact test, analysis of sets of 2 x 2 tables using Cochran-Mantel-Haenszel methodology, analysis of I x J and sets of I x J tables for both nominal and ordinal data, logistic regression including the logit and probit models, and building and applying loglinear models. Emphasis will be on the application of these statistical tools to data related to the health and social sciences. Interpretation of computer output will be stressed. Prerequisites: A grade of C or better in STAT 431 or STAT 531.

STAT 560. Statistical Simulation/Programming Using Statistical Software Packages. 3 Credits.
This course is a data-based tour of advanced statistical techniques using software packages, exploring a catalog of data sets (simulated or otherwise) spanning a variety of fields and applications, including data suitable for regression, ANOVA, time series modeling, longitudinal data analysis and multivariate techniques. Approaches will include parametric, nonparametric, simulation, and bootstrapping. SAS and R (S-plus) will be used extensively, with some other specialized products. For writing actual (not packaged) code, PROC IML and R will be used. This is a finishing course for applied statisticians, highly recommended for students planning a career in statistical programming and simulation. Prerequisites: A grade of C or better in STAT 505 and two of STAT 535, STAT 537, STAT 547 and STAT 550.

STAT 597. Topics in Statistics. 1-3 Credits.
The advanced study of selected topics. Prerequisites: permission of the instructor.
STAT 613. Applied Statistical Methods I. 3 Credits.
Intended for graduate students in all academic disciplines; not available for credit to graduate students in the Department of Mathematics and Statistics. Topics include descriptive statistics, probability computations, estimation, hypothesis testing, linear regression, analysis of variance and categorical data analysis. Emphasis will be on statistical analysis of data arising in a research setting. The rationale for selecting methods to address research questions will be emphasized. Examples will be given from the health sciences, social sciences, engineering, education and other application areas. Prerequisites: A grade of C or better in STAT 130M or STAT 330 or MATH 211 or MATH 226 or permission of the instructor.

STAT 625. Mathematical Statistics I. 3 Credits.
An introduction to probability. Topics include axiomatic foundations of probability, conditional probability, Bayes formula, random variables, density and mass functions, stochastic independence, expectation, moment generating functions, transformations, common families of distributions, multiple random variables, covariance and correlation, multivariate distributions, convergence concepts, law of large numbers, limit theorems. Prerequisites: A grade of C+ or better in STAT 531.

STAT 626. Mathematical Statistics II. 3 Credits.
An introduction to statistical inference. Principles of data reduction, sufficiency, completeness, ancillary, likelihood principle, point estimation, method of moments, maximum likelihood and Bayes estimation, Cramer-Rao inequality, hypothesis testing, likelihood ratio tests, Bayesian tests, most powerful tests, Neyman-Pearson Lemma, interval estimates, pivotal quantities, asymptotic evaluations, consistency and asymptotic relative efficiency. Prerequisites: A grade of C+ or better in STAT 625.

STAT 627. Linear Statistical Models. 3 Credits.
Topics include the multivariate normal distribution, distributions of quadratic forms, the general linear model, estimability, the Gauss-Markov theorem and general linear hypotheses, analysis of variance (ANOVA) and covariance (ANCOVA) with special attention to unbalanced data, and analysis of mixed effects and variance components models including repeated measures and split-plot designs. Prerequisites: STAT 626.

STAT 628. Applied Multivariate Analysis. 3 Credits.
Topics include the multivariate normal distribution, graphical display of multivariate data and tests for normality, Hotelling's T², multivariate analysis of variance (MANOVA) and regression, profile analysis, growth curve models, canonical correlation analysis, principal components, factor models, clustering, and discriminant analysis. All methods are implemented using the SAS statistical software. Prerequisites: STAT 537 or STAT 627.

STAT 630. Time Series Models. 3 Credits.
This course examines the principles and concepts of time series and forecasting. Study includes theory, methods, and model parameter estimation taking into account correlation and autocorrelation structures with data applications from pollution, economics, seasonal trends, and the stock market. Notions of autoregressive, moving, average, stationary and nonstationary ARIMA models will be discussed. The multivariate version and state-space models will also be introduced. Simulation of time series data will be discussed in depth. Prerequisites: STAT 626, STAT 505, and STAT 537.

STAT 632. Master's Project. 3 Credits.
Under the guidance of a faculty member in the Department of Mathematics and Statistics, the student will undertake a significant data analysis problem in a scientific setting outside the department. A written report and/or public presentation of results will be required. Prerequisites: permission of graduate program director.

STAT 635. Statistical Consulting. 3 Credits.
This course is intended to teach statistical consulting techniques to graduate students in statistics. Students are expected to work on statistical consulting problems brought by faculty and graduate students in various fields. Prerequisites: STAT 626.

STAT 640. Survival Analysis. 3 Credits.
Survival time models, clinical life tables, nonparametric methods for estimating survival functions, Cox regression, survival distributions, mathematical and graphical methods for goodness of fit, proportional hazards models, comparison of treatment groups, regression models. Prerequisite: STAT 626.

STAT 667. Cooperative Education. 1-3 Credits.
Student participation for credit based on academic relevance of the work experience, criteria, and evaluative procedures as formally determined by the department and the cooperative education program prior to the semester in which the work experience is to take place.

STAT 697. Topics in Statistics. 1-3 Credits.
Advanced study of selected topics. Prerequisites: permission of the instructor.

STAT 727. Advanced Statistical Inference I. 3 Credits.
Topics to be covered include introduction to measure theoretic probability, properties of group and exponential families, sufficiency, unbiasedness, equivariance, properties of estimators, large sample theory, maximum likelihood estimation, EM algorithm, information inequality, asymptotic optimality. Prerequisites: A grade of C+ or higher in MATH 517 and STAT 626.

STAT 728. Advanced Statistical Inference II. 3 Credits.
Topics to be covered include convergence concepts, limit theorems, large sample theory, asymptotic distributions, decision theory, minimax, admissibility, Bayesian estimates, generalized Neyman-Pearson Lemma, uniformly most powerful tests, unbiased tests, invariant tests, and Bayesian tests. Prerequisites: A grade of C+ or higher in STAT 727 or STAT 827.

STAT 795. Seminar in Statistics. 1-3 Credits.
1-3 credits. Prerequisite: permission of the instructor.

STAT 797. Topics in Statistics. 1-3 Credits.
Advanced study of selected topics. Prerequisites: Permission of the instructor.

STAT 827. Advanced Statistical Inference I. 3 Credits.
Topics to be covered include introduction to measure theoretic probability, properties of group and exponential families, sufficiency, unbiasedness, equivariance, properties of estimators, large sample theory, maximum likelihood estimation, EM algorithm, information inequality, asymptotic optimality. Prerequisites: A grade of C+ or higher in MATH 517 and STAT 626.

STAT 828. Advanced Statistical Inference II. 3 Credits.
Topics to be covered include convergence concepts, limit theorems, large sample theory, asymptotic distributions, decision theory, minimax, admissibility, Bayesian estimates, generalized Neyman-Pearson Lemma, uniformly most powerful tests, unbiased tests, invariant tests, and Bayesian tests. Prerequisites: A grade of C+ or higher in STAT 727 or STAT 827.

STAT 895. Seminar in Statistics. 1-3 Credits.
1-3 credits. Prerequisite: permission of the instructor.

STAT 897. Topics in Statistics. 1-3 Credits.

STAT 898. Research. 1-9 Credits.

STAT 899. Dissertation. 1-9 Credits.

STAT 999. Doctoral Graduate Credit. 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.
STEM - Science, Technology, Engineering, and Mathematics Education

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS EDUCATION Courses

STEM 533. Developing Instructional Strategies PreK-6: Mathematics. 3 Credits.
Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children's development of attitudes, behaviors, and concepts in mathematics in grades PreK-6 in support of NCTM national instructional standards and the Virginia Standards of Learning. Prerequisites: TLED 617.

STEM 534. Developing Instructional Strategies PreK-6: Science. 3 Credits.
Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children's development of attitudes, behaviors, and concepts in science in grades PreK-6 in support of AAAS national instructional standards and the Virginia Standards of Learning.

STEM 535. Developing Instructional Strategies for Teaching in the Middle/High School: Mathematics. 3 Credits.
Following a theory/research-into-practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote the development of attitudes, behaviors, and concepts in mathematics, grades 6-12, in support of national instructional standards and the Virginia Standards of Learning; 35 hours of teaching practicum required. Corequisite: TLED 583. Prerequisites: TLED 617 or TLED 677, passing scores on the Praxis Core examination or equivalent SAT scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, grade requirement in the specific content area and professional education core, minimum major and overall GPA of at least 2.75; additional prerequisites for MCTF students are TLED 608 and TLED 616.

STEM 534. Developing Instructional Strategies for Teaching in the Middle/High School: Science. 3 Credits.
Following a theory/research-into-practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote the development of attitudes, behaviors, and concepts in science, grades 6-12, informed by national instructional standards and the Virginia Standards of Learning; 35 hours of teaching practicum required. Prerequisites: TLED 617, or TLED 677, passing scores on the Praxis Core examination or equivalent SAT scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, grade requirement in the specific content area and professional education core, minimum major and overall GPA of at least 2.75; additional prerequisites for MCTF students are TLED 608 and TLED 616.

STEM 571. Communication Industries. 3 Credits.
A course designed to provide career and technical education teachers, industrial technologists, counselors, and administrators an opportunity to observe and enhance their knowledge of representative communication industries from the local region.

STEM 572. Construction Industries. 3 Credits.
A course designed to provide career and technical education teachers, industrial technologists, counselors, and administrators an opportunity to observe and enhance their knowledge of representative construction industries from the local region.

STEM 573. Manufacturing Industries. 3 Credits.
A course designed to provide career and technical education teachers, industrial technologists, counselors, and administrators an opportunity to observe and enhance their knowledge of representative manufacturing industries from the local region.

STEM 574. Service Industries. 3 Credits.
A course designed to provide career and technical education teachers, industrial technologists, counselors, and administrators an opportunity to observe and enhance their knowledge of representative service industries from the local region.

STEM 575. Transportation Industries. 3 Credits.
A course designed to provide career and technical education teachers, industrial technologists, counselors, and administrators an opportunity to observe and enhance their knowledge of representative transportation industries from the local region.

STEM 586. Middle School Student Teaching for Technology Education. 6 Credits.
Classroom placement for student teaching in a middle school technology laboratory. Students apply content and methodology under the supervision of a cooperating teacher and university faculty member. Available for pass/fail grading only. Prerequisites: Passing scores on PRAXIS I or State Board of Education-approved SAT or ACT scores, passing scores on the appropriate PRAXIS II content examination, and SEPS 508, SEPS 596, SEPS 788, STEM 730, TLED 608, TLED 616, and READ 680.

STEM 595. Topics. 1-3 Credits.
The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule.

STEM 651. Differentiation of Mathematics Instruction for Diverse Student Populations. 3 Credits.
Adapting the mathematics teaching and learning practices to accommodate diverse populations will be explored. The essential knowledge and understanding needed by mathematics specialists to assist classroom teachers in effectively utilizing differentiated instruction will be highlighted.

STEM 653. Mathematics in the Elementary/Middle School. 3 Credits.
A course designed to provide career and technical education teachers, industrial technologists, counselors, and administrators an opportunity to observe and enhance their knowledge of representative service industries from the local region.

STEM 574. Service Industries. 3 Credits.
A course designed to provide career and technical education teachers, industrial technologists, counselors, and administrators an opportunity to observe and enhance their knowledge of representative service industries from the local region.

STEM 575. Transportation Industries. 3 Credits.
A course designed to provide career and technical education teachers, industrial technologists, counselors, and administrators an opportunity to observe and enhance their knowledge of representative transportation industries from the local region.

STEM 660. Action Research for Mathematics Specialists. 3 Credits.
Action Research is introduced as a means to conduct classroom-based studies in the context of mathematics. The practical nature of research methods that mathematics specialists can use in conjunction with their mathematics instructional program is emphasized. Prerequisites: Departmental approval required.

STEM 661. Mathematics Specialists as Teacher Leaders. 3 Credits.
The critical characteristics and responsibilities of Mathematics Specialists as teacher leaders will be explored. Structuring classroom assistance through peer coaching, mentoring, observations and conferencing will be highlighted to expand the prospective Mathematics Specialists' leadership capacity.

STEM 662. Mathematical Assessment for Data Driven Decisions. 3 Credits.
Selected key differences between assessment for and of learning will be examined as a means to provide rich descriptions of student learning. Designing and using quality assessment systems to inform instructional decisions and guide student learning will serve as a framework for Mathematics Specialists.
STEM 668. Internship for Mathematics Specialist. 3 Credits.
An internship experience that provides mathematics specialists an opportunity to develop the necessary knowledge, skills and dispositions to impact and improve the mathematics program of schools. Requires 150 hours of internship. Prerequisites: MATH 335.

STEM 720. STEM Educational Foundations. 3 Credits.
A multidisciplinary course designed to provide insights about the fundamental concepts and basis for STEM education programs. Standards for the school subjects of science, technology, engineering education and mathematics literacy will be reviewed. Connections between these subjects will be explored.

STEM 721. Science, Technology, Engineering, and Mathematics Connection and Integration. 3 Credits.
A course designed to teach how to plan integrated STEM curriculum and instructional materials. A review of projects that have undertaken STEM integration will be made. Students will learn how to map STEM content and then design STEM integrated curriculum and instructional materials. Prerequisite: STEM 720 or STEM 820.

STEM 730. Introduction to Technology. 3 Credits.
Order and structure the discipline of technology by identifying and analyzing the component parts and examining technical means as critical variables in the affairs of humankind. Based on the Standards for Technological Literacy.

STEM 731. Technical Systems. 3 Credits.
Analyze the technical concepts common and unique to the technical systems of technology.

STEM 732. Program Development for Technology Education. 3 Credits.
Plan and develop effective program in technology related activities. Focus is on identification and development of resources, activities, and materials for classroom programs.

STEM 795. Topics. 1-3 Credits.

STEM 820. STEM Educational Foundations. 3 Credits.
A multidisciplinary course designed to provide insights about the fundamental concepts and basis for STEM education programs. Standards for the school subjects of science, technology, engineering education and mathematics literacy will be reviewed. Connections between these subjects will be explored.

STEM 821. Science, Technology, Engineering, and Mathematics Connection and Integration. 3 Credits.
A course designed to teach how to plan integrated STEM curriculum and instructional materials. A review of projects that have undertaken STEM integration will be made. Students will learn how to map STEM content and then design STEM integrated curriculum and instructional materials. Prerequisite: STEM 720 or STEM 820.

STEM 830. Introduction to Technology. 3 Credits.
Order and structure the discipline of technology by identifying and analyzing the component parts and examining technical means as critical variables in the affairs of humankind. Based on the Standards for Technological Literacy.

STEM 831. Technical Systems. 3 Credits.
Analyze the technical concepts common and unique to the technical systems of technology.

STEM 832. Program Development for Technology Education. 3 Credits.
Plan and develop effective program in technology related activities. Focus is on identification and development of resources, activities, and materials for classroom programs.

STEM 895. Topics. 3 Credits.

TAX - Taxation

TAXATION Courses

TAX 650. Tax Strategies for Business Decisions. 3 Credits.
An intensive course in taxation. Focuses on the choice of business entity by covering taxation of corporations (both C and S corporations), partnerships and sole proprietorships. The course emphasizes research skills and professional ethics.

TAX 651. Taxation of Corporations I. 3 Credits.
Covers federal income taxation of corporations and shareholders. Includes organizing a corporation; establishing capital structure; determining tax liability; dividends and other non-liquidating distributions; stock redemptions; and liquidations. Prerequisite: ACCT 521 or equivalent.

TAX 652. Taxation of Partners and Partnerships. 3 Credits.
Taxation of partners and partnerships: formation, termination, distributions and liquidations, and sales of partnership interests. Limited partnerships in conjunction with their use as tax shelters, and the multifaceted attributes of family partnerships. Prerequisite: ACCT 521 or equivalent.

TAX 653. Taxation of Estates and Gifts. 3 Credits.
Examines transfers under federal estate and gift tax laws. Includes property owned by the decedent; retained life estates; transfers taking effect at death; transfers with retained powers; concurrent property interest; powers of appointment; valuation problems; expenses, debts, and taxes; charitable bequests; marital deduction; taxable inter vivos gifts; gift splitting and credits; consideration of Chapter 14 and asset freezing techniques; and transfer taxation of life insurance. Prerequisite: ACCT 521 or equivalent.

TAX 654. Income Taxation of Estates, Trusts & Beneficiaries. 3 Credits.
Examines simple, complex, and revocable trusts; trusts accumulation distributions; income in respect of decedents; trust accounting income; distributable net income; terminations; excess deductions; basis rules; and the decedent's final income tax return. Prerequisite: TAX 653.

TAX 655. Taxation of Corporations II. 3 Credits.
Analyzes the different types of taxable and tax-free acquisitions and reorganizations. Includes determining tax consequences for corporations and shareholders involved in an acquisition or reorganization and analyzing necessary requirements for a tax-free corporate division (spin-off). Covers aspects of filing consolidated federal income tax returns. Prerequisite: TAX 651.

TAX 656. Taxation of Deferred Compensation. 3 Credits.
Discusses federal income taxation of deferred compensation plans with emphasis on qualified retirement plans. Reviews plan qualification requirements, reporting and disclosure requirements, and distribution rules. Includes discussion of specific types of plans such as Sec. 401(K) and ESOPs. Prerequisite: TAX 651.

TAX 657. State and Local Taxation. 3 Credits.
Examines state levying of individual income, corporate income, property, sales, and excise taxes. Prerequisite: ACCT 521 or equivalent.

TAX 658. Tax Aspects of International Business. 3 Credits.
Taxation of foreign persons conducting business in the U.S. including FIRPTA, source of income rules, and residency requirements; taxation of U.S. individuals and businesses doing business abroad including FSCs, CFCs, FHP Co's and possessions corporations. Prerequisite: ACCT 521 or equivalent.

TAX 660. Taxation of Property Transactions. 3 Credits.
Covers determination of realized and recognized gains and losses and their tax treatment on property dispositions. Includes consequences of property transactions, such as depreciation, depletion, basis and capital gains problems. Prerequisite: ACCT 521 or equivalent.
TAX 661. Taxation of the Small Business Corporation. 3 Credits.
Covers federal income taxation of S corporations including election eligibility; termination of status; treatment of income and deduction items; distributions; and basis of stock and debt. Also discusses compensation arrangements in closely held corporations; fiscal year issues; personal service corporations; the advantages of C corporations versus S corporations; corporation liquidation and redemption rules; and the S corporations' built-in gains tax. Prerequisite: ACCT 521 or equivalent.

TAX 662. Tax Procedure and Practice. 3 Credits.
Discusses procedures for dealing with the IRS. Includes sources of IRS policy; processing returns; auditing returns; rulings and determination letters; assessments and collections; and interest and civil penalties. Prerequisite: ACCT 521 or equivalent.

TAX 695. Selected Topics in Taxation. 3 Credits.
Examines the unique rules applicable to federal taxation of farmers and ranchers. Also, covers the basics on the new Limited Liability Company and Virginia law on LLCs. Topics may vary each year. Prerequisite: ACCT 521 or equivalent and approval of the chair and graduate program director of the School of Accountancy.

TAX 697. Independent Study. 3 Credits.
Individually supervised research projects in selected tax areas. Approval of supervising professor as to topic and evaluation of project required at time of registration. Prerequisites: ACCT 521 or equivalent and approval of instructor.

TLCI - Teaching & Learning - Curriculum & Instruction
TCHNG LRNG - CURRIC INSTR Courses

TLCI 668. Internship in Curriculum and Instruction. 3 Credits.
Designed in consultation with advisor to provide in-depth experience in a school or community setting in which to enact a guided project on a topic of interest.

TLCI 700. Social/Emotional Aspects of Child Development. 3 Credits.
The emphasis of this course is on the theoretical approaches to the social/emotional development of the child that include the psychodynamic, humanistic, cognitive, behavioral, and social learning models as applied to responsive practices that promote the healthy emotional wellbeing of children.

TLCI 702. Historical and Contemporary Perspectives on Education. 3 Credits.
The present educational system, its social impact and future implications are viewed in historical, philosophical, and sociological perspectives. Special attention is given to technology, research, multicultural education/equity and leadership.

TLCI 703. Perspectives and Inquiry in Curriculum and Instruction. 3 Credits.
This course introduces a range of methodologies, theoretical perspectives, and epistemologies in the field of curriculum and instruction. Students will gain strategies for critical reading, scholarly writing, and identify areas for prospective inquiry.

TLCI 704. Instruction Theories and Models. 3 Credits.
Students will investigate a range of instructional theories and design theories in terms of learning domains and pedagogical approaches to the teaching/learning process in a variety of educational settings. Students will utilize a systematic design process grounded in theories and research to propose/develop instruction for specific learning goals related to their own professional situations.

TLCI 705. Critical Issues: Curriculum Research. 3 Credits.
Explores the relationship between the historical, philosophical, and sociopolitical influence on curriculum development and evaluation. Historical and cultural approaches to designing and implementing curricular models, curriculum reform, and understanding the politics of conceptualizing the curriculum process are highlighted. Major issues concerning educational curriculum reform are addressed and reviewed. Prerequisite: graduate standing.

TLCI 710. Models of Parent, Child, Social Interaction. 3 Credits.
This course will examine the family with an emphasis on parent/child interactions. In addition, a model for ecological intervention will be discussed.

TLCI 721. Advanced Curriculum Design and Development. 3 Credits.
Focuses on the process of building a curriculum, historical developments in curriculum design, alternative curricula, current and future trends in curriculum innovations, and research in curriculum development. Prerequisite: graduate standing.

TLCI 722. Curriculum Seminar in Content Areas. 3 Credits.
Investigates the role and nature of the curriculum for particular subject-matter specialities - e.g., math, social studies, science, English, school librarian, reading, etc. Objectives are tailored to specific content areas. Prerequisite: graduate standing.

TLCI 724. Readings in Contemporary Society. 3 Credits.
Surveys the literature related to the issues and trends in contemporary society and provides educators with a substantive base in the philosophy, history, theory, strategies and multicultural perspectives relevant to curriculum development. Prerequisite: graduate standing.

TLCI 726. Advanced Supervision of Reading Programs. 3 Credits.
Explores various models of supervision and relates them to the administration and supervision of reading programs. Also prepares the prospective administrator/supervisor to make decisions relative to the methods and materials used to teach reading.

TLCI 727. Advanced Practicum in Reading. 3 Credits.
This course is designed for teachers having completed the initial reading practicum. Its focus is on the refinement and further exploration of ways to work with students experiencing reading difficulties. Both group and individual tutoring experiences will be provided. Ways will be explored to encourage involvement in existing educational programs and schools.

TLCI 728. Contemporary Issues in Literacy Research. 3 Credits.
Directed study of current topics of interest to students involved in literacy research. Topics to include emergent literacy assessment, adult literacy programs, and other areas of investigation. Students will be required to prepare a scholarly paper reporting results for publication. Prerequisite: M.S.Ed. in Reading Education.

TLCI 731. Instructional Technology Trends in Curriculum and Instruction. 3 Credits.
Examines selected issues and trends involving the use of technology in curriculum and instruction. Students develop a critical awareness of contemporary technology, an understanding of current research regarding the successful implementation of technology in curriculum and instruction, and strategies for using new technology in the future.

TLCI 732. Visual Communication and Design for Instructional Environments. 3 Credits.
Course focuses on visual literacy and the language of graphics. Students will learn to design visual messages, including text, graphics, and data displays. The theoretical underpinnings of various communications media and their efficacy in instructional environments will be studied and applied through graphics, textual, and multimedia software and components.

TLCI 735. Researching with Children: Contemporary Perspectives on the Child in Research. 3 Credits.
This course will explore philosophical and methodological orientations towards conducting research with children in and out of school settings. Students will focus on ethical, political, and pedagogical considerations that arise in working with young persons; explore methods for listening and representing children's voices; and consider implications for policy and practice.

TLCI 736. Working with At-Risk Children and Families: An Ecological Approach. 3 Credits.
The influence of the home, the community and classroom on the achievement of at-risk children is examined. Successful teaching strategies and behavioral interventions also are discussed as well as the need to search for viable alternatives to strategies of past school reforms.
TLCI 737. Schools and Families: Enriching the Partnership. 3 Credits.
A critical examination and analysis of current trends in education as they
affect the family and school will be addressed. Emphasis will be placed on
the need for parent involvement and support in the child's education.

TLCI 739. Cross Cultural Perspectives in Early Childhood Education. 3
Credits.
This course will address the socialization process as a component of the
broad perspective of a child's life. Curriculum development and how it
is affected by the cultural context of an educational system will be discussed,
as well as the impact of current trends on research and pedagogy in early
childhood education.

TLCI 740. Issues in Early Childhood Language and Literacy. 3 Credits.
This course addresses Piaget's theory of cognitive and moral developments.
The emphasis of this course is on the theoretical approaches to the social/
and technology, the effect of these and other changes on education, and the
challenges of life-long learning as an influence on change. Prerequisite:
graduate standing.

TLCI 741. Change Issues in Curriculum and Instruction. 3 Credits.
Explores questions and issues related to the evolving nature of curriculum
and instruction and the design of the contemporary curriculum. Through
readings and projects, students will examine new discoveries in research
and technology, the effect of these and other changes on education, and the
challenges of life-long learning as an influence on change. Prerequisite:
graduate standing.

TLCI 752. Curriculum Problems in Urban Schools and Society. 3
Credits.
Studies major curriculum problems and issues in urban education today and
discusses how the changing urban environment affects curriculum planning
and decision making. Prerequisite: graduate standing.

TLCI 772. Advanced Developmental Process. 3 Credits.
This course is designed to examine the theoretical basis for alternative views
of the nature of human development. Students' understanding of topical areas
in child development will be enhanced through an examination of current
research in child development and relevant findings from cross-cultural
study.

TLCI 774. Constructivist Teaching. 3 Credits.
This course addresses Piaget's theory of cognitive and moral developments.
Students will learn techniques for studying the behavior and development
of young children. Analysis of constructivist research, replicated empirical
work, and implications for planning learning environments and education
programs for young children will be emphasized.

TLCI 788. Seminar in the Multicultural Environment. 3 Credits.
Explores topics related to the cultural characteristics of ethnically diverse
populations and how these diverse populations and characteristics interact
with social, political and economic institutions and the dominant culture
to create the contemporary environment.

TLCI 795. Topics in Education. 1-3 Credits.
Provides opportunities for doctoral students to explore topics related to
curriculum, instructional strategies, and evaluation.

TLCI 797. Independent Study. 1-3 Credits.
Hours to be arranged. Provides opportunities for the doctoral student to do
independent research in an area of his/her particular interests and needs.

TLCI 800. Social/Emotional Aspects of Child Development. 3 Credits.
The emphasis of this course is on the theoretical approaches to the social/
emotional development of the child that include the psychodynamic,
humanistic, cognitive, behavioral, and social learning models as applied
to responsive practices that promote the healthy emotional wellbeing of
children.

TLCI 802. Historical and Contemporary Perspectives on Education. 3
Credits.
The present educational system, its social impact and future implications are
viewed in historical, philosophical, and sociological perspectives. Special
attention is given to technology, research, multicultural education/equity and
leadership.

TLCI 803. Perspectives and Inquiry in Curriculum and Instruction. 3
Credits.
This course introduces a range of methodologies, theoretical perspectives,
and epistemologies in the field of curriculum and instruction. Students will
gain strategies for critical reading, scholarly writing, and identify areas for
prospective inquiry.

TLCI 804. Instruction Theories and Models. 3 Credits.
Students will investigate a range of instructional theories and design
theories in terms of learning domains and pedagogical approaches to the
teaching/learning process in a variety of educational settings. Students will
utilize a systematic design process grounded in theories and research to
propose/develop instruction for specific learning goals related to their own
professional situations.

TLCI 805. Critical Issues: Curriculum Research. 3 Credits.
Explores the relationship between the historical, philosophical, and
sociopolitical influence on curriculum development and evaluation.
Historical and cultural approaches to designing and implementing
curricular models, curriculum reform, and understanding the politics of
conceptualizing the curriculum process are highlighted. Major issues
concerning educational curriculum reform are addressed and reviewed.
Prerequisite: graduate standing.

TLCI 808. Critical Sociocultural Theories of Learning. 3 Credits.
This course will establish a theoretical lens by which students will
understand learning as socially and culturally constituted and apply this
foundation to literacy acquisition and learning. Prerequisite: Admission to
the Curriculum and Instruction doctoral program.

TLCI 810. Models of Parent, Child, Social Interaction. 3 Credits.
This course will examine the family with an emphasis on parent/child
interactions. In addition, a model for ecological intervention will be
discussed.

TLCI 821. Advanced Curriculum Design and Development. 3 Credits.
Focuses on the process of building a curriculum, historical developments
in curriculum design, alternative curricula, current and future trends
in curricular innovations, and research in curriculum development.
Prerequisite: graduate standing.

TLCI 822. Curriculum Seminar in Content Areas. 3 Credits.
Investigates the role and nature of the curriculum for particular subject-
matter specialties - e.g., math, social studies, science, English, school
librarianship, reading, etc. Objectives are tailored to specific content areas.
Prerequisite: graduate standing.

TLCI 824. Readings in Contemporary Society. 3 Credits.
Surveys the literature related to the issues and trends in contemporary
society and provides educators with a substantive base in the philosophy,
history, theory, strategies and multicultural perspectives relevant to
curriculum development. Prerequisite: graduate standing.

TLCI 826. Advanced Supervision of Reading Programs. 3 Credits.
Explores various models of supervision and relates them to the
administration and supervision of reading programs. Also prepares the
prospective administrator/supervisor to make decisions relative to the
methods and materials used to teach reading.

TLCI 827. Advanced Practicum in Reading. 3 Credits.
This course is designed for teachers having completed the initial reading
practicum. Its focus is on the refinement and further exploration of ways
to work with students experiencing reading difficulties. Both group and
individual tutoring experiences will be provided. Ways will be explored to
encourage involvement in existing educational programs and schools.
TLCI 828. Contemporary Issues in Literacy Research. 3 Credits.
Directed study of current topics of interest to students involved in literacy research. Topics to include emergent literacy assessment, adult literacy programs, and other areas of investigation. Students will be required to prepare a scholarly paper reporting results for publication. Prerequisite: M.S.Ed. in Reading Education.

TLCI 831. Instructional Technology Trends in Curriculum and Instruction. 3 Credits.
Examines selected issues and trends involving the use of technology in curriculum and instruction. Students develop a critical awareness of contemporary technology, an understanding of current research regarding the successful implementation of technology in curriculum and instruction, and strategies for using new technology in the future.

TLCI 832. Visual Communication and Design for Instructional Environments. 3 Credits.
Course focuses on visual literacy and the language of graphics. Students will learn to design visual messages, including text, graphics, and data displays. The theoretical underpinnings of various communications media and their efficacy in instructional environments will be studied and applied through graphics, textual, and multimedia software and components.

TLCI 835. Researching with Children: Contemporary Perspectives on the Child in Research. 3 Credits.
This course will explore philosophical and methodological orientations towards conducting research with children in and out of school settings. Students will focus on ethical, political, and pedagogical considerations that arise in working with young persons; explore methods for listening and representing children's voices; and consider implications for policy and practice.

TLCI 836. Working with At-Risk Children and Families: An Ecological Approach. 3 Credits.
The influence of the home, the community and classroom on the achievement of at-risk children is examined. Successful teaching strategies and behavioral interventions also are discussed as well as the need to search for viable alternatives to strategies of past school reforms.

TLCI 837. Schools and Families: Enriching the Partnership. 3 Credits.
A critical examination and analysis of current trends in education as they affect the family and school will be addressed. Emphasis will be placed on the need for parent involvement and support in the child's education.

TLCI 839. Cross Cultural Perspectives in Early Childhood Education. 3 Credits.
This course will address the socialization process as a component of the broad perspective of a child's life. Curriculum development and how it is affected by the cultural context of an educational system will be discussed, as well as the impact of current trends on research and pedagogy in early childhood education.

TLCI 840. Issues in Early Language and Literacy. 3 Credits.
This course follows a theory into practice philosophy, examining language acquisition and early literacy, teaching practice and learning. Students examine, develop and use advanced instructional strategies, materials, technologies, and activities to promote language and literacy development. The impact of formative assessment on instruction and curricular decision-making as well as cultural, social, familial, and multilingual issues will be addressed.

TLCI 841. Change Issues in Curriculum and Instruction. 3 Credits.
Explores questions and issues related to the evolving nature of curriculum and instruction and the design of the contemporary curriculum. Through readings and projects, students will examine new discoveries in research and technology, the effect of these and other changes on education, and the challenges of life-long learning as an influence on change. Prerequisite: graduate standing.

TLCI 845. Concepts and Contexts in School Librarianship. 3 Credits.
Will introduce candidates to the broad landscape of school librarianship and its relationship to the greater library and information profession. Includes a critical examination of benchmarks and key concepts tied to literacies, information science, and technical innovation.

TLCI 846. Frameworks for Best Practice in School Libraries. 3 Credits.
This course will explore best practice in school libraries using the framework of current national standards for school librarianship preparation programs. Major areas for exploration include but are not limited to teaching for learning, literacy and reading, information and access, advocacy and leadership, and program management and administration. Emphasis will be placed on extensive reading in each area. In preparation for a future article submission, students will conduct a thorough literature review in a specific area of interest.

TLCI 847. Strategic Leadership for School Libraries. 3 Credits.
This course will focus on the social, economic, and political issues and trends facing school libraries. The broad area of the social realities will include the increasing diversities in society, overcoming the digital divide, and preparing all students to be active and engaged 21st century citizens. Schools are facing harsh economic realities in funding as well as positive signs that resources in different formats may become less expensive and may greatly increase access. Common Core as well as other state and federal standards initiatives create opportunities on the political front as well.

TLCI 848. Inquiry and Research in School Librarianship. 3 Credits.
This course will examine current research in the school library field and provide students with the skills they need to use existing research data for evidence-based practice. The process of conducting action research and traditional research will be reviewed in the context of the school library field. Students will practice interpreting data and applying their interpretations to solving problems for program improvement. A research proposal for an action research project will be prepared that meets the requirements of the Institutional Review Board (IRB) process. Prerequisites: TLCI 845, TLCI 846 and TLCI 847.

TLCI 852. Curriculum Problems in Urban Schools and Society. 3 Credits.
Studies major curriculum problems and issues in urban education today and discusses how the changing urban environment affects curriculum planning and decision making. Prerequisite: graduate standing.

TLCI 868. Internship: Early Childhood. 3 Credits.
Independent research study allows the student to explore a topic of interest under the close supervision of a faculty member. The coursework may include directed readings, applied independent investigations - collaboration with a faculty member with a research project or carrying out an independent research project - and other activities deemed appropriate including grant proposal writing or programmatic evaluation work. Regardless of the nature of the experience, the work must culminate in a formal paper suitable for inclusion in a published research manuscript.

TLCI 872. Advanced Developmental Process. 3 Credits.
This course is designed to examine the theoretical basis for alternative views of the nature of human development. Students' understanding of topical areas in child development will be enhanced through an examination of current research in child development and relevant findings from cross-cultural study.

TLCI 874. Constructivist Teaching. 3 Credits.
This course addresses Piaget's theory of cognitive and moral developments. Students will learn techniques for studying the behavior and development of young children. Analysis of constructivist research, replicated empirical work, and implications for planning learning environments and education programs for young children will be emphasized.

TLCI 875. Pedagogy of Teacher Education. 3 Credits.
An examination of the theoretical and practical foundations of an effective pedagogy of teacher education. The course will emphasize practitioner inquiry, such as self-study, action research, and teacher research, as a methodological approach to understanding and developing a pedagogy of teacher education.

TLCI 876. Grant Writing. 3 Credits.
This course provides students with an applied introduction to proposal and grant writing. Doctoral students who successfully complete the course will be prepared to seek external funding to support their continuing graduate studies and to support their future success as academics.
THEA 552. Script and Performance Analysis. 3 Credits.
Approaches script and performance analysis by examining the separate elements of action, character, language, music, spectacle or "mise en scene" in order to discover play spine and style as a basis for staging the play. Also examines the method of "scoring a role" or finding character motivations in relation to overall play spine.

THEA 555. Acting Four. 3 Credits.
An advanced scene study class exploring issues of style and period pertinent to portraying characters on stage.
TLED - Teaching & Learning-Education

TEACHING AND LEARNING-EDUCATION Courses

TLED 506. Teaching in the Multicultural Classroom. 3 Credits.
Explores the teaching strategies, materials and understandings needed in developing responsive classroom environments for children from diverse cultural, ethnic, economic and linguistic backgrounds.

TLED 532. Developing Instructional Strategies PreK-6: Language Arts. 3 Credits.
Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children's development of attitudes, behaviors, and concepts in language arts in grades PreK-6 in support of NCTE national instructional standards and the Virginia Standards of Learning. Prerequisites: a grade of C or higher in TLED 617 and TLED 468/TLED 568.

TLED 535. Developing Instructional Strategies PreK-6: Social Studies. 3 Credits.
Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children's development of attitudes, behaviors, and concepts in social studies in grades PreK-6 in support of NCSS national instructional standards and the Virginia Standards of Learning. Prerequisites: TLED 617.

TLED 551. Developing Instructional Strategies for Teaching in the Middle/High School: English. 3 Credits.
Following a theory/research-into-practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote the development of attitudes, behaviors, and concepts in English, grades 6-12, informed by national instructional standards and the Virginia Standards of Learning; 35 hours of teaching practicum required. Corequisite: TLED 583. Prerequisites: TLED 608, TLED 617, SPED 613, passing scores on Praxis Core or Praxis I (if passing scores were achieved prior to January 1, 2014) or equivalent SAT scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C in content area and professional education core, minimum major overall GPA of at least 3.0.

TLED 555. Developing Instructional Strategies for Teaching in the Middle/High School: Social Studies. 3 Credits.
Following a theory/research-into-practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote the development of attitudes, behaviors, and concepts in social studies, grades 6-12, informed by national instructional standards and the Virginia Standards of Learning; 35 hours of teaching practicum required. Corequisite: TLED 583. Prerequisites: TLED 608, TLED 617, SPED 613, passing scores on Praxis Core or Praxis I (if passing scores were achieved prior to January 1, 2014) or equivalent SAT scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C in content area and professional education core, minimum major and overall GPA of at least 3.0.

TLED 568. Language Acquisition and Reading for Students with Diverse Learning Needs. 3 Credits.
This course provides an overview of normal language development and language disorders which impact the acquisition of language based curriculum skills such as listening, speaking, reading, and written expression. Emphasis is on instructional techniques to assist students with diverse learning needs to achieve reading and comprehension skills. Effective reading strategies and curricula for individuals with disabilities will also be reviewed.

TLED 574. Foundations and Contemporary Issues in Early Childhood Education. 3 Credits.
This course addresses current issues related to children and families in early childhood settings. Contemporary research on pedagogical and formative assessment practices related to the education of young children will be discussed through critical exploration. This course will also have an associated 40 hour practicum (20 hours in an infant or toddler classroom and 20 hours in a preschool age classroom).

TLED 578. Integrating Instruction Across the Curriculum PreK-6. 3 Credits.
Following a theory into practice philosophy and building on the instructional strategies for specific disciplines, students explore, develop, and use advanced instructional materials, technologies, and activities to promote interdisciplinary and multidisciplinary instruction across the curriculum in grades PreK-6 in support of national standards and the Virginia Standards of Learning. The field experience component (40 hours) includes participation in pre-k-3 and 4th-6th grade classrooms in an accredited public or non-public school, per program requirement. Prerequisites: TLED 301 or TLED 290, passing scores on PRAXIS Core or met equivalent scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C in content area and professional education core, minimum major overall GPA of at least 3.0 and at least two of the following: TLED 532, TLED 535, STEM 533, and STEM 534.

TLED 579. Classroom Management and Practice PreK-3: PreK-6. 3 Credits.
Course prepares prospective PreK-3 and PreK-6 teachers to provide instruction and management addressing the intellectual, physical, emotional and social needs of PreK-6 learners founded in empirically based practice. The field based component (70 hours) includes participation in Prek-3 and 4th-6th grade classrooms in an accredited public or non-public school. Students in the Prek-3 program are required to complete 35 hours in the Children’s Learning and Research Center. Attendance at seminars and debriefing sessions is required. Prerequisites: TLED 301 or TLED 290, passing scores on Praxis Core or met equivalent scores as established by VA Board of Education, a criminal background check, acceptance into teacher education, no grade less than C in content area and professional education core, minimum major and overall GPA of at least 2.8 and at least two of the following courses: TLED 432 and TLED 532, or TLED 435 and TLED 535, or TLED 478 and TLED 578; STEM 433 and STEM 533, or STEM 434 and STEM 534.

TLED 580. Multicultural Young Adult Literature in Schools. 3 Credits.
This course will explore the reading and teaching of diverse young adult literature. Topics addressed include ideas about adolescents and their learning practices; characteristics of young adult literature and literary criticism; analysis of texts from a range of young adult genres; methods for teaching young adult literature; and lesson and unit design.

TLED 583. Seminar in Teacher Education. 1 Credit.
This course explores issues, problems, concerns, and processes related to teaching and entering the profession of teaching. Passing score on Elementary Education Multiple Subjects Assessment in licensure content area, passing scores on the Virginia Communication and Literacy Assessment (VCLA), and where appropriate passing scores on Reading for Virginia Educators are required to pass this course. Prerequisite: admitted to approved teacher education program.

TLED 586. Student Teaching for Special Endorsement. 3-6 Credits.
Internship in school. Available for pass/fail grading only. Prerequisites: Collegiate Professional Certificate and/or completion of an approved program in teacher education, passing scores on the Praxis Core examination or equivalent SAT or ACT scores as established by VA Board of Education, passing scores on the appropriate Praxis II content examination, passing score on the Virginia Communication and Literacy Assessment, departmental approval, permission of the director of teacher education services, meet grade requirement in the specific content area and professional education core, minimum major and overall GPA of at least 3.0, and a criminal background check.
TLED 595. Topics in Education. 1-4 Credits.
Explores contemporary problems and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation. Prerequisite: graduate standing.

TLED 596. Topics in Education. 1-3 Credits.
Cannot be applied to a Master of Science in Education degree in the Department of Teaching and Learning. Explores contemporary problems and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation. Prerequisite: graduate standing.

TLED 597. Independent Study. 1-3 Credits.
Hours to be arranged. Allows the student to engage in independent study of issues and trends in education. Emphasis is placed upon topics related to curriculum, instructional strategies, and evaluation. Prerequisite: graduate standing.

TLED 608. Foundations of Education and Instructional Assessment. 3 Credits.
Provides students with an understanding of historical, philosophical, economic, and sociological issues in American education, their effect on student achievement, and the impact of social change on existing institutions. Includes the development of instruction based on assessment data including the use, construction, interpretation, and analysis of valid assessments. A 30-hour observation/participation experience is required in an appropriate prek-6, 6-8, or 6-12 grade level. Prerequisites: graduate standing.

TLED 615. Teaching in the Middle School. 4 Credits.
Focusing on middle school teaching, this course examines the organization, curriculum, instructional strategies, classroom management techniques, and teaching methods for working with young adolescents. Also covered are middle school guidance, exploratories, scheduling, and parent-school relations. A 30-hour practicum in a middle school is required. Prerequisite: Graduate standing.

TLED 617. Digital Age Teaching and Learning. 3 Credits.
In this class, contemporary digital tools and Internet resources are used to develop instructional plans and contribute to teaching techniques. The course is designed with three components: effectively integrating technology into the delivery of the curriculum, evidence-based good teaching practices utilizing technology that spans across grades and subject levels, and the technologies that support those practices. Upon completion of this course students should be able to pass, or apply for exemption from their school district's TSIP exam.

TLED 618. Assessment and Evaluation in PK-12 Schools. 3 Credits.
This course will prepare teachers for the appropriate use of formative and summative assessment and evaluation principles in support of students' learning and development. Students will learn to analyze assessment data to evaluate reliability and validity, interpret student performance, and make instructional decisions.

TLED 619. Classroom Research and Assessment in Curriculum and Instruction. 3 Credits.
Students will learn research techniques such as the selection of appropriate designs and data collection protocols in the process of conducting their own research studies with pupils in grades PK-12. Measurement and evaluation principles and procedures for assessing and promoting students' learning and development will be addressed as well as the interpretations of data analyses as part of informed instruction. Students will be required to write the typical three-chapter portion of a Problems Paper Option.

TLED 622. Transitioning from Master Teacher to Mentor Teacher. 1 Credit.
The course provides information in five areas through online modules identified by teaching staff and human resource officials to develop mentor teachers. These five areas are: professionalism, collaboration, classroom/behavior management, differentiation of instruction, and diversity. Prerequisite: Licensed teacher, 3 years of experience, recommendation from school division.

TLED 630. Develop and Enhancing Literacy with Culturally and Linguistical Diverse Learner Across Content Areas. 3 Credits.
This course focuses on the development and implementation of strategies that will accommodate how language and cultural differences affect communication and learning; knowledge of the impact of language-based curriculum skills such as listening, speaking, reading, and writing; instructional techniques needed to assist individuals identified as culturally, linguistically, and academically diverse in achieving reading and comprehension skills; comprehension strategies; and an understanding of reading across the disciplines.

TLED 635. Problems in Education. 3 Credits.
Provides practice in the use of quantitative or qualitative techniques, including analytical processes, in solving problems in education. Pass/Fail grading only. Prerequisites: FOUN 612.

TLED 638. Dynamic Assessment of Teaching and Learning. 3 Credits.
In this course, students will learn the processes of reflective inquiry and conduct assessments of the teaching/learning dynamic in K-12 school settings. The assessments will include school culture, student demographics, curriculum, instructional practices, technology, and other critical components of teaching and learning. Prerequisites: graduate standing.

TLED 639. Seminar in Education. 3 Credits.
Hours to be arranged. Explores in depth a variety of current topics, trends and concerns in K-12 education. Prerequisite: 15 graduate hours in education, including all core courses.

TLED 640. The Management of Learning and Instruction. 3 Credits.
This course explores classroom and behavior management techniques including teacher-student relationships, rules and procedures, and disciplinary interventions. Emphasis is placed on building a diverse repertoire of approaches to classroom management at the individual and classroom level. Candidates will develop a classroom management plan that includes techniques for engaging families.

TLED 652. Language Arts in the Elementary/Middle School. 3 Credits.
Examines the teaching of oral and written expression, reading, spelling, and handwriting and describes conditions necessary for children's optimum development in the language arts. Prerequisite: graduate standing.

TLED 655. Social Studies in the Elementary/Middle School. 3 Credits.
Includes advanced preparation of instructional objectives, evaluation procedures, instructional resources, classroom activities, and lesson development, and describes current social studies curriculum projects as well as current trends in the teaching of social studies.

TLED 666. Internship/Student Teaching and Seminar. 9 Credits.
Five days per week for 14 weeks. Available for pass/fail grading only. Provides practice in teaching in grades 6-8 and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns. Prerequisites: completion of an approved program in teacher education, 6-8, passing scores on PRAXIS I or equivalent SAT or ACT scores as established by VA State Board of Education, passing scores on the appropriate PRAXIS II content examination, departmental approval, permission of the director of teacher education services, no grade less than C- in content area and professional education core, minimum major and overall GPA of at least 2.75.

TLED 667. Internship/Student Teaching and Seminar in PreK-3. 3 Credits.
This course provides practice in teaching in grades PK-3 and in analyzing teaching approaches and behaviors. It examines instructional problems and concerns. Each semester the candidate must maintain continuance and a 3.0 GPA to enroll in each teacher candidate internship semester for a total of 9 semester credit hours. Available for pass/fail grading only. Prerequisites: admission to the approved teacher education program; completion of all undergraduate content courses, professional education courses, and all Virginia Department of Education licensure assessments for admission into the ECE graduate program; no grade less than C in content area and professional education core; minimum major and overall GPA of at least 2.8; and permission of the department.
TLED 668. Internship/Student Teaching and Seminar. 9 Credits.
Five days per week for 14 weeks. Available for pass/fail grading only.
Provides practice in teaching in grades PK-6 and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns. Prerequisites: completion of an approved program in teacher education PreK-6, passing scores on PRAXIS I or equivalent SAT or ACT scores as established by VA State Board of Education, passing scores on the appropriate PRAXIS II content examination, departmental approval, permission of the director of teacher education services, no grade less than C- in content area and professional education core, minimum major and overall GPA of at least 2.75.

TLED 669. Internship/Student Teaching and Seminar. 3-9 Credits.
Five days per week for 6-14 weeks. Available for pass/fail grading only. Provides practice in teaching and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns. Prerequisites: Completion of an approved program in teacher education, passing scores on the appropriate licensure assessments, departmental approval, permission of the director of teacher education services, no grade less than C- in content area and professional education core, minimum major and overall GPA of at least 2.75. GPA of 3.0 required for graduate programs.

TLED 670. Assessment and Evaluation. 3 Credits.
Students will design a three-chapter research proposal and study the appropriate statistical references. Evaluation methodologies leading to this research are explored (portfolio/rubrics). Instructional technology and its classroom applications are interwoven into research and evaluation.

TLED 671. Practitioner Inquiry in Elementary and Secondary Grades. 3 Credits.
In this course, students will explore research methods and forms of data collection and analysis associated with practitioner inquiry, including self-study and action research. Students will be required to design a research proposal using practitioner inquiry research methods.

TLED 676. Teaching Diverse Learners in Elementary & Secondary Schools. 3 Credits.
The course will emphasize evidence-based instructional practices and strategies to teach students with diverse interests, abilities, and prior knowledge. This course examines the impact of students’ varied home support mechanisms and resources on the academic skills among students in contemporary schools. Additionally, the course will focus on instructional strategies that are varied and accessible from many perspectives; emphasis is given to methods of instruction that have evidence to support resulting improved student outcomes.

TLED 677. Advanced Child Development Theory and Research. 3 Credits.
This course focuses on developing an in-depth understanding of major theories of children's learning and development as well as all aspects of their physical, social, emotional, and intellectual development from birth through adolescence. The course requires that students learn the concepts and terminology associated with each theory and be able to use these in analyzing, interpreting, promoting, and evaluating children's growth and learning in the classroom. Research related to the classroom application of these theories is examined and evaluated based on principles of research design and interpretation.

TLED 679. Advanced Classroom Management and Practicum in PreK-6. 3 Credits.
This course will examine advanced methods for educators to use in order to make their classroom teaching and management more efficient and effective. This will include supervised involvement of the student in a practicum setting where the student, instructor and classroom teacher work together closely to develop knowledge and gain expertise in teaching children in a positive and effective learning environment. A weekly seminar is required.

TLED 681. Critical Pedagogy in Early Childhood. 3 Credits.
Building from early childhood traditions that recognize the importance of children’s participation in learning, students will employ critical perspectives of early childhood to develop awareness of paradigmatic changes in thinking about young children by considering the heterogeneous nature of childhood. Students will examine and critically reflect on models of the learner and curriculum contexts in early education through an inter-disciplinary focus that views childhood as a complex web of interdependence. This course will provide students with an understanding of how cultural texts and representation practices shape curricular and pedagogical decisions as well as resources for planning curriculum and instruction from constructivist paradigms. Prerequisites: Departmental approval required.

TLED 687. Pedagogy Principles & Models of Instruction. 3 Credits.
Students will investigate and analyze a range of pedagogical approaches from the objectivist, constructivist and social family of learning models including major psychological and philosophical approaches. Students will assess the syntax of instructional models that can be applied across a variety of content areas and demonstrate their understanding of various teaching models through the development of lesson plans in their content area.

TLED 688. Practicum in Early Childhood. 1-6 Credits.
Supervised involvement of the student in a practicum setting where the student and the instructor work together closely to develop curriculum and gain expertise in teaching specific topics of importance to early childhood educators. A weekly seminar is required.

TLED 690. The Child and the Family. 3 Credits.
This course will examine children in the context of the families in which they live. Family systems theory provides the basis for study, and students do an in-depth examination of their own families of origin. The stages of the family life cycle are taught; principles of healthy family functioning are emphasized to promote healthy growth for children.

TLED 695. Topics in Education. 1-3 Credits.
Provides opportunities for graduate students to explore current topics, trends and issues related to curriculum, instructional strategies, and evaluation. Prerequisite: Graduate standing.

TLED 697. Independent Study. 1-3 Credits.
Hours to be arranged. Provides opportunities for the master's student to do independent research in an area of his/her particular interests and needs. Prerequisites: graduate standing.

TLED 699. Thesis. 3-6 Credits.
Master’s-level research and thesis in topics related to curriculum, instructional strategies, and evaluation in educational settings. Prerequisites: graduate standing and permission of the instructor.

TLED 701. Teacher as Leader. 3 Credits.
This course prepares elementary and secondary teachers to become facilitators of change in schools and communities. They will explore various leader roles in the K-12 context, including exemplary and critically minded practitioner, curriculum decision-maker, researcher, advocate, and facilitator of job-embedded professional development.

TLED 724. Curriculum Development Principles and Practices in Elementary Schools. 3 Credits.
This course will engage students in the on-going debates about the development and shaping of curricula with an emphasis on how these forces play out in elementary schools. The course requires students to investigate the scope and components of curriculum planning, development, and delivery. Students are first expected to develop an understanding of the many forms of dynamic tension at play in curriculum debates and, subsequently, they are required to develop an understanding of specific ways in which teachers and curriculum leaders can shape the instructional process, and select and use curriculum materials.
TLED 725. Curriculum Development Principles and Practices in Secondary Schools. 3 Credits.
This course will engage students in the on-going debates about the development and shaping of curricula with an emphasis on how these forces play out in secondary schools. The course requires students to investigate the scope and components of curriculum planning, development, and delivery. Students are first expected to develop an understanding of the many forms of dynamic tension at play in curriculum debates, and, subsequently, they are required to develop an understanding of specific ways in which teachers and curriculum leaders can shape the instructional process, and select and use curriculum materials.

TLED 734. Problems of Teaching in the Elementary Grades. 3 Credits.
This course addresses the prevailing issues and trends affecting elementary education in the United States. An understanding of contemporary issues that influence education will assist students in utilizing a critical lens to address those issues in their classrooms. This course provides an opportunity to examine and explore significant theorists, researchers and readings considered foundational as well as contemporary related to sociocultural and political issues within the field of elementary education.

TLED 735. Problems of Teaching in the Secondary Grades. 3 Credits.
This course addresses the prevailing issues and trends affecting secondary education in the United States. An understanding of contemporary issues that influence education will assist students in utilizing a critical lens to address those issues in their classrooms. This course provides an opportunity to examine and explore significant theorists, researchers and readings considered foundational as well as contemporary related to sociocultural and political issues within the field of secondary education.

TLED 744. Diversity and Equity in Elementary Education. 3 Credits.
This course focuses on factors of diversity and social justice that effect decisions elementary teachers must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners in the elementary grades.

TLED 745. Diversity and Equity in Secondary Education. 3 Credits.
This course focuses on factors of diversity and social justice that effect decisions secondary teachers must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners in the secondary grades.

TLED 775. English Language Learners in the PK-12 Classroom. 3 Credits.
The course is designed to infuse the teachers’ competencies related to meeting the instructional needs of English language learners. The course will explore the language, culture, instruction, assessment, and professionalism in order to understand and teach linguistically diverse learners effectively.

TLED 998. Master’s Graduate Credit. 1 Credit.
This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

UNIV - University

UNIVERSITY Courses

UNIV 507. Design Thinking. 3 Credits.
Design thinking is a human-centered approach to innovation that uses design methods and tools to integrate the needs of people and organizations, the opportunities of technology, and the requirements for personal, organizational, and business success. The design thinking course introduces students to a robust process for understanding problems, ideation, innovation, and entrepreneurship. This course is facilitated using workshops where students will work in project teams in a design thinking innovation challenge.

WMST - Women's Studies

WOMEN'S STUDIES Courses

WMST 500. U.S. Women's Activism. 3 Credits.
This course historicizes U.S. women's social, political, and rhetorical activism over the last 200 years, tracing their entry into and shaping force upon public life. The course examines the development of women's activism in the nineteenth century, the twentieth-century women's (or feminist) movement, and its current status, particularly in relation to postfeminism and a "third" wave.

WMST 501. Women: A Global Perspective. 3 Credits.
An analysis of the global forces that impact women's lives throughout the world. Particular emphasis is placed on the status of women in the developing world, international institutions that protect women's rights, and efforts to promote gender equality worldwide. (This is a writing intensive course.)

WMST 502. Feminisms and Sexualities. 3 Credits.
This course will examine feminist approaches to the subject of sexuality in the twentieth and twenty-first centuries. The course examines theorizations of sexuality, such as radical, critical race, and transnational feminisms, queer theory, and trans studies. Key questions will be: how have feminists theorized sexualities? What does sexuality have to do with feminist studies or practices? How do other identities, such as race and class, inform sexuality? Prerequisite: WMST 201S, WMST 390T, or instructor approval.

WMST 505. Gender and Media. 3 Credits.
This course examines media-based sites of knowledge production using a feminist approach. To imagine new and more complex ways to think about media rhetorics: celebrity culture; digital media; and the politics of representation. Key questions will be: What roles do media play in shaping social movements? What are the promises and pitfalls of activist interventions in the realm of commercial culture? In what ways might we complicate narratives of co-optation or selling out? The course explores these questions using an intersectional lens attentive to the complex interconnections of race, class, gender, and sexuality. Case studies will include national, international, and transnational media events. Prerequisite: WMST 201S, WMST 390T, or instructor approval.

WMST 560. Feminist Theory. 3 Credits.
A study of the renaissance in feminist theory since the 1960s through close readings of key documents and texts. The course covers a variety of feminist perspectives as expressed in both theory and practice.

WMST 570. Feminist Research Methods. 3 Credits.
This course explores the ethics, practice, and multiple forms of conducting feminist research. Narrative research methods are practiced through hands-on oral herstory assignments. Throughout the course, the process of knowledge construction is interrogated from a feminist perspective.

WMST 595. Topics in Women's Studies. 3 Credits.
Advanced seminars on selected topics. The subject matter is usually interdisciplinary. These seminars are more fully described on the women's studies website and in material distributed each semester to academic advisors.

WMST 596. Topics in Women's Studies. 3 Credits.
Advanced seminars on selected topics. The subject matter is usually interdisciplinary. These seminars are more fully described on the women's studies website and in material distributed each semester to academic advisors.

WMST 597. Independent Study. 1-6 Credits.
Independent study of an interdisciplinary women's studies topic, or a reading plus internship project to be selected under the direction of a women's studies faculty member. Conferences and papers as appropriate. Tutorial work, either library-based or field work, must be approved by the instructor and the woman's studies chair before a student may enroll in the course. No more than three credits of tutorial work may be counted within the basic requirements for the woman's studies minor or major. Prerequisite: at least one woman's studies course.
WMST 598. Independent Study. 1-6 Credits.
Independent study of an interdisciplinary women’s studies topic, or a reading plus internship project to be selected under the direction of a women’s studies faculty member. Conferences and papers as appropriate. Tutorial work, either library-based or field work, must be approved by the instructor and the women’s studies chair before a student may enroll in the course. No more than three credits of tutorial work may be counted within the basic requirements for the women’s studies minor or major. Prerequisite: at least one women’s studies course.

WMST 668. Internship. 3-6 Credits.
Course provides an opportunity to gain experience working in organizations and government agencies. Students’ work should engage with women’s issues at the local, regional, national, and/or global levels. Students must work for at least 50 hours per course credit. Prerequisites: graduate standing and instructor approval required.

WMST 695. Selected Topics in Women’s Studies. 3 Credits.
The advanced study of selected topics which permit small groups of qualified students to work on subjects of mutual interest under the direction on an instructor. Courses may not be offered regularly; when offered courses appear in the course schedule and are more fully described in information distributed to advisors.

WMST 696. Topics in Women’s Studies. 1-3 Credits.

WMST 697. Independent Study. 1-3 Credits.
Independent study of an interdisciplinary women's studies topics to be selected under the direction of a women's studies faculty member. Conferences and papers as appropriate. Prerequisite: graduate standing.

WMST 698. Independent Study. 3 Credits.
Independent study of an interdisciplinary women's studies topics to be selected under the direction of a women's studies faculty member. Conferences and papers as appropriate. Prerequisite: graduate standing.

WMST 795. Selected Topics in Women’s. 3 Credits.
The advanced study of selected topics that permit small groups of qualified students to work on subjects of mutual interest under the direction of an instructor. Courses may not be offered regularly; when offered courses appear in the course schedule and are more fully described in information distributed to advisors. Prerequisites: Instructor approval.

WMST 797. Independent Study. 1-3 Credits.
Independent study of an interdisciplinary women’s studies topic to be selected under the direction of a women’s studies faculty member. Conferences and papers as appropriate. Prerequisite: graduate standing; doctoral level only for 897.

WMST 895. Special Topics in Women’s Studies. 3 Credits.
The advanced study of selected topics that permit small groups of qualified students to work on subjects of mutual interest under the direction of an instructor. Courses may not be offered regularly; when offered, courses appear in the course schedule and are more fully described in information distributed to advisors.

WMST 897. Independent Study. 1-3 Credits.
Independent study of an interdisciplinary women’s studies topic to be selected under the direction of a women’s studies faculty member. Conferences and papers as appropriate. Prerequisite: graduate standing; doctoral level only for 897.
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