UNC
SCHOOL OF GOVERNMENT

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

KNAPP-SANDERS BUILDING
CAMPUS BOX 3330
CHAPEL HILL, NC 27599-3330

T 919.966.5381
F 919.962.0654
www.sog.unc.edu

November 6, 2012

Carolyn Small
Iowa College Student Aid Commission
603 E. 12th Street, 5th Floorg
Des Moines, IA 50319

Dear Ms. Small:

The General Administration of the University of North Carolina (UNC) on June 12, 2012 approved the University of North Carolina at Chapel Hill's plans to offer an online Master of Public Administration degree.

We seek a license to offer our two distance education programs: the online Master of Public Administration (MPA) degree, which we refer to as the MPA@UNC, and the online Master of Business Administration (MBA) degree, which we refer to as the MBA@UNC. The programs are accredited by the Southern Association of Colleges and Schools (SACS).

Our application includes the following documents, beginning with the "Application for Approval and Registration of Postsecondary Schools."

1. Application for Approval and Registration of Postsecondary Schools
A1. Refund Policy
A2. 2011-2012 Graduate Record (Catalog)
A3. Institutional Accreditation
A4. Program Accreditation
A5. Program Accreditation
A6. Preservation of Records
A7. List of Approved States and Agencies
A8. Statement of Independent Auditor
A9. Faculty Qualifications Chart
A10. Faculty vitae
A11. Commitment Letter/Teach Out Policy
A12. Student Grievance Policy
A13. Iowa Secretary of State Certificate of Authority
A14. Articles of Incorporation ("Evidence of Existence")
A15. Cohort Default Rates
A16. Graduation Rates

Should you have any questions regarding our application for registration, please contact:

Benjamin Paul
Accreditation and Regulation Manager
240-487-3959
ben_paul@unc.edu

Iowa College Student Aid Commission

Postsecondary Registration Administrator
603 East 12th Street,FL 5th
Des Moines, IA 50319
(515) 725-3470

Postsecondary Registration
Iowa Code Chapter 261B

This is the application form for all schools that are required to register under Iowa Code Chapter 261B.

All items must be completed before the registration application or the exemption will be considered received for processing. If there is insufficient space on the form to provide all requested information, use additional pages as required, numbering to correspond to the item. Other documents or materials may be attached to the form in lieu of providing the information on the form. In such cases, the material or document should be referenced on the form and *clearly marked* for ease of identification.

Submit one paper copy and one electronic pdf copy of the application.

GENERAL INFORMATION

Q. *Who must register?*

A. Registration is required for any school that maintains or conducts one or more courses of instruction, including courses of instruction by correspondence or other distance delivery offered in this state or which has a presence in this state and offers courses in other states or foreign countries and is not subject to an exception described in Iowa Code Chapter 261B.11.

"School" is defined as an entity which:
a. Is, owns, or operates a nonprofit postsecondary educational institution.
b. Provides a postsecondary instructional program or course leading to a degree.
c. Uses in its name the term "college", "academy", "institute", or "university" or a similar term to imply that the person is primarily engaged in the education of students at the postsecondary level, and which charges for its services.

"Presence" means maintaining a physical, postal, telephone or internet address within Iowa. "*Presence*" does not mean, "located in Iowa".

Q. *What is required to register?*

A. To register, a school must first be accredited by an agency or organization approved or recognized by the United States Department of Education or a successor agency and be approved by all State of Iowa agencies with approval jurisdiction, and subsequently, except as provided in subsection 2, be approved for operation by the Iowa College Student Aid Commission.

An educational practitioner preparation program that is operated by a school that applies to register the program in accordance with this chapter must be accredited by an agency or organization approved or recognized by the United States Department of Education or a successor agency and in addition, be approved by the state board of education pursuant to section 256.7, subsection 3, and subsequently be approved for operation by the Iowa College Student Aid Commission.

Q. *When must registration and renewal occur?*

A. Registration must occur ***prior*** to the school commencing instruction which would bring the school under the registration requirement.
1. Registrations must be renewed every four years.

2. Registrations must also be renewed upon any substantive change in program offerings, location or accreditation.

Q. *Must the school also file a bond under Iowa Code §714.17 et seq?*

A. The provisions of *Iowa Code* § 714.17 *et seq.* require the posting of proof of financial security, as defined by a list of organizations that are *not* required to provide proof of financial security. There is no automatic exemption between chapters 261B and 714.

Whether a school is subject to Iowa Code Chapter 714 depends upon the specific situation of the school. A school must review the provisions of Iowa Code Chapter 714 to determine how the law applies to the school's own situation.

Q. *If the school is incorporated under the laws of a jurisdiction other than Iowa, must the school also obtain a Certificate of Authority to do business in Iowa? Is registration under Chapter 261B required if a Certificate of Authority to do business in Iowa has been granted?*

A. *Iowa Code* §490.1501 requires a non-Iowa for profit corporation to obtain a Certificate of Authority from the Secretary of State before business is transacted in Iowa. *Iowa Code* §504.1501 similarly requires non-Iowa nonprofit corporations to obtain a Certificate of Authority from the Secretary of State prior to conducting affairs in Iowa. Registration under *Iowa Code* Chapter 261B is not a substitute for obtaining a Certificate of Authority. An incorporated school must review the provisions of *Iowa Code* §490.1501 *et seq.* or §504.1501 *et seq.* in the context of the school's planned activities to determine whether a Certificate of Authority is required. The Secretary of State may be contacted at the following address.

Secretary of State
State Capitol, Room 105
Des Moines, Iowa 50319.
Phone: (515) 281-8993
FAX: (515) 242-5952
Website: www.sos.state.ia.us

Q. What is the fee for registration or renewal?

A. The complete application fee structure is as follows:

Initial application	$4,000
Renewal	$4,000
Substantive Change or Amendment	$1,000

The information you provide will be open to public inspection under Iowa Code Chapter 22.11

Iowa College Student Aid Commission

Postsecondary Approval and Registration Administrator
603 East 12th Street, FL 5th
Des Moines, IA 50319
(515) 725-3470

Application for Approval and Registration of Postsecondary School Iowa Code Chapter 261B

Pursuant to Iowa Code Chapter 261B, the undersigned school applies for registration to conduct or maintain one or more courses of instruction, including courses of instruction by correspondence, where the courses are offered in Iowa or the school has a presence in Iowa and desires to offer courses in other states or foreign countries.

Submit a paper document and a complete duplicate in pdf format on a CD.
Applications may be submitted electronically by contacting the Postsecondary Approval Administrator at the Iowa College Student Aid Commission.

Applications for an initial approval and registration must include a *non-refundable* check for $4,000 payable to the State of Iowa.

Applications fees are to be sent to:

Postsecondary Approval and Registration Administrator
603 East 12th Street, FL 5th
Des Moines, IA 50319

All items must be completed before the application will be considered as received by the Commission. Attach additional pages as needed to provide the requested information. Responses are required to have a minimum of a summary paragraph on this form. Responses that include only statements similar to "please see attached", will be considered incomplete. Other documents or materials may also be attached to support the application. Attachments must be tabbed and clearly marked on both the paper and pdf documents..

(Registrations must be renewed every four years or upon any substantive change in program offerings, location, or accreditation.)

Name of school and address of the principal office as defined in Iowa Code Section 490.140 or 510.141: [(261B.4(2))] and [(261B.4(1))]

Name of School: The University of North Carolina at Chapel Hill
Suite: _____
Street: 1405 Knapp-Sanders Bldg, CB 3330
City: Chapel Hill
State: North Carolina
Zip: 27599
Country: United States
Telephone Number (including country or area code): (919) 843-7310

Type of corporation:

[ ] For-profit
[X] Non-profit

Address of this school in all in other states, and in foreign countries:

Not Applicable

Suite	Street	City	State	Zip	Country	Telephone

Address of all locations in Iowa where instruction is to be provided

Not Applicable - UNC-Chapel Hill will not have any physical location in Iowa.

Suite	Street	City	State	Zip	Country	Telephone

Tuition charges, fees and other costs payable to the school by a student. [(261B.4(3))]

Program to be Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
MPA@UNC	$52,800	$1,162.12	$600	--	$54,562.12
MBA@UNC	$91,225	$1,663.94	$1000		$93,888.94

Refund policy of the school for the return of refundable portions of tuition, fees, or other charges [(261B.4(4))] If the refund policy is attached, please summarize the policy below.

If a student withdraws from the University tuition and fees will be prorated according to the withdrawal refund schedule. After 1 week, 95% of tuition is refunded. After 2 weeks, 80%, 3 weeks 70%, etc. A copy of the full withdrawal schedule and policy is included as Attachment 1.

Degrees granted by the school [(261B.4(5))]

Offered in Iowa [(261B.4(11))]

Master of Business Administration, MBA@UNC

Master of Public Administration, MPA@UNC

Offered outside of Iowa

The University of North Carolina offers 89 master's and doctorate-level degree programs. A full listing of these program

can be found at http://gradschool.unc.edu/programs/degreeprograms/

Name, business address and telephone number of the chief executive officer of the school: [(261B.4(7))]

Name: Holden Thorp, Chancellor

Suite:

Street: 103 South Building CB 9100
City: Chapel Hill
State: North Carolina
Zip: 27599
Country: United States
Telephone Number (including country or area code): (919) 962-1647

Provide a copy or description of the means by which the school intends to comply with 261B.9 [(261B.4(8))]. Code section 261B.9 is as follows:

261B.9 DISCLOSURE TO STUDENTS.

Prior to the commencement of a course of instruction and prior to the receipt of a tuition charge or fee for a course of instruction, a school shall provide written disclosure to students of the following information accompanied by a statement that the information is being provided in compliance with this section:

1. The name or title of the course.
2. A brief description of the subject matter of the course.
3. The tuition charge or other fees charged for the course. If a student is enrolled in more than one course at the school, the tuition charge or fee for all courses may be stated in one sum.
4. The refund policy of the school for the return of the refundable portion of tuition, fees, or other charges. If refunds are not to be paid, the information shall state that fact.
5. Whether the credential or certificate issued, awarded, or credited to a student upon completion of the course or the fact of completion of the course is applicable toward a degree granted by the school and, if so, under what circumstances the application will be made.
6. The name of the accrediting agency recognized by the United States department of education or its successor agency which has accredited the school.

Response:

The six criteria listed above are all made available to UNC students in both an online and printed form in the current year's UNC Graduate Record (Catalogue). A hardcopy of the Graduate Record is included as Attachment 2, and the web address to the Graduate Record is http://www.unc.edu/gradrecord/.

Any disclosure statements required by the state of Iowa will be made publicly available on our website's legal page found at http://onlinemba.unc.edu/legal/required-state-disclosures.

Name, address, and telephone number of a contact person in Iowa. [(261B.4(10))]

Name: UNC will be offering the MBA and MPA via distance education and thus will not have any employees in Iowa.
Suite:
Street:
City:
State:
Zip:
Country:

Telephone Number (including country or area code): _____

Name, address, and title of the other officers and members of the legal governing body of the school: [(261B.4(6))]

Officer Number 1

Name: Bruce Carney, Executive Vice Chancellor and Provost
Suite: _____
Street: 104 South Building, CB 3000
City: Chapel Hill
State: North Carolina
Zip: 27599
Country: United States
Telephone No. (including country or area code): (919) 962-2198

For officers 2 or more, add pages as needed:

Owner Number 2

Names and addresses of persons owning more than 10% of the school: [(261B.4(6))]

Name: The University of North Carolina at Chapel Hill is a state-supported, public institution.
Suite: _____
Street: _____
City: _____
State: _____
Zip: _____
Country: _____
Telephone Number (including country or area code): _____

For owners 2 or more, add pages as needed

Name all agencies accrediting the institution. For each agency, include **name, address, telephone number, and whether the agency is recognized by the U.S. Department of Education.** [(261B.4(9))] Attach copies of accreditation certificates of status for each agency. If the Iowa location is not accredited, provide accrediting agency certification that the Iowa location will be granted accreditation upon approval by the College Student Aid Commission. **Provide documentation that every location of applicant school is approved by the accrediting agency and in good standing, for all locations throughout the world.**

Accrediting agency 1

Name: Southern Association of Colleges and Schools (see Attachments 3, 4 and 5 for documentation)
Suite: _____
Street: 1866 Southern Lane
City: Decatur
State: Georgia
Zip: 30033
Country: United States
Telephone Number (including country or area code): (404) 679-4500
Contact Person: _____

Is this agency recognized by the U. S. Department of Education? [X] Yes [ ] No

Accrediting Agency 2

Name: National Association of Schools of Public Affairs and Administration
Suite:
Street: 1029 Vermont Ave NW
City: Washington
State: District of Columbia
Zip: 20005
Country: United States
Telephone Number (including country or area code): 202.628-8965
Contact Person:

(UNC's MPA program is listed as an accredited program at http://www.naspaa.org/accreditation/NS/Roster.asp)

Is this agency recognized by the U. S. Department of Education? [ ] Yes [X] No

Accrediting Agency 3

Name:
Suite:
Street:
City:
State:
Zip:
Country:
Telephone No. (including country or area code):
Contact Person:

Is this agency recognized by the U. S. Department of Education? [ ] Yes [ ] No

Accrediting Agency 4+

Respond on a separate page:

Describe the procedures followed by the school for permanent preservation of student records. [(261B.4(12))]

The Office of the University Registrar at UNC-Chapel Hill supports the academic and research missions of the university and serves as a central administrative office for students, faculty and alumni. This office handles grade reports, transcripts and permanent records for all students at UNC Chapel Hill. In accordance with FERPA regulations, UNC will not disclose personally identifiable information from a student's education records without prior written consent. In the unlikely event that UNC would cease operations, the North Carolina State Archives would assume responsibility for the maintenance of student records, provide "services customarily rendered by a registrar" for such records. Please see Attachment 6 for a letter from the North Carolina Department of Cultural Resources.

Provide the contact information to be used by students and graduates who seek to obtain transcript information.

Name: Office of the Registrar
Suite:
Street: UNC-Chapel Hill Suite 3100
City: Chapel Hill
State: North Carolina
Zip: 27599
Country: United States
Telephone Number. (including country or area code): (919) 962-3954

List the states and approval or registration agencies for all states in which the school operates or maintains a presence.

UNC's online Master of Business Administration program, MBA@UNC, currently operates in all 50 U.S. states. We intend to gain similar authorization for the MPA@UNC. A full list of the state agencies and their contact information is included as Attachment 7.

State	Agency Name	Address	Contact Person	Telephone Number

Describe the academic and instructional methodologies and delivery systems to be used by the school and the extent to which the school anticipates each methodology and delivery system will be used,, including, but not limited to, classroom instruction, correspondence, internet, electronic telecommunications, independent study, and portfolio experience evaluation. [(261B.4(13))]

Students will master course materials on their own timetables and interact with faculty and classmates in weekly live, online sessions. Self-paced or asynchronous course content will cover material taught in a typical lecture. These sessions will include original, broadcast-quality video segments, self-paced lectures, interactive case studies and collaborative activities designed to foster teamwork. Students will have access to this content 24 hours a day, seven days a week. In live or synchronous class sessions, a professor and a cohort of 10 to 15 students will collaborate in an online classroom at prearranged dates and times. These sessions, scheduled to accommodate students in multiple time zones, will use live, streaming video to allow students and professors to see and hear each other as they analyze and discuss course topics in real time. The technology also will enable live office hours with professors and student-led study groups, all of which will be recorded so students can revisit them, even after they complete the courses. In addition, faculty and students will be able to interact through the learning management system via discussion boards, groups, etc.

Provide the name of every other State of Iowa agency required to approve the applicant school in Iowa, the school's contact person at the agency and the current status of that approval. Attach documentation in the form of a letter or certificate for each agency.

Agency Name	Contact Person	Telephone Number	Approval Status
N/A: Licensure is not part of			
either program.			

Is the school subject to a limitation, suspension or termination (LST) order issued by the U.S. Department of Education?

[ ] Yes [X] No

If yes, explain below.

Provide the name and contact information for a U. S. Department of Education official who can verify the LST statement.

Do you:

Enroll students in Iowa? [ ] Yes [X] No

Employ Iowa faculty? [ ] Yes [X] No

Do you intend to:

Enroll students in Iowa? [x] Yes [ ]

No Employ Iowa faculty? [ ] Yes [X] No

Describe current operations or plans to enroll students in Iowa or employ Iowa faculty.

The MBA program had previously been granted an exemption from licensure, but to this date there are no Iowa residents enrolled in the MBA program. In regards to the MPA program, UNC does not plan to enroll any Iowa students until the Postsecondary Registration Application process is complete and the Iowa College Student Aid Commission has given UNC authorization to operate the MPA program in Iowa. Until approval is received, UNC's admissions counselors will be permitted to answer questions and provide information about the program to interested students in Iowa.After the program is approved, admissions counselors will inform interested students about the program's availability and counselthem through the admissions process. Students admitted to the MPA@UNC will be allowed to enroll for classes in cohorts, with the first cohort beginning in January 2013. The projected enrollment for the first year of the program is 75 students across all U.S. states and countries. All classes will be delivered via distance education through a proprietary online platform. UNC does not plan on hiring any faculty or other employees in the state of Iowa.

Name, address, and telephone number of full-time employees in Iowa.

Name: N/A: UNC will not have any employees in the state of Iowa.

Suite:

Street:

City:

State:

Zip:

Country:

Telephone Number (including country or area code):

Will your school comply with *Iowa Code* section 261B.7 limiting the use of references to the Secretary of State, State of Iowa, or College Student Aid Commission in promotional material (See the *Iowa Code* for details)

[X] Yes [ ] No "261B.7: Unauthorized Representation - Neither a school nor its officials or employees shall advertise or represent that the school is approved or accredited by the commission or the state or Iowa nor shall it use the registration as a reference in promotional materials."

Will your school comply with the requirements of *Iowa Code* section 261.9(1)"e" to "g"? [

(See the *Iowa Code* for details.) [X] Yes [ ] No

Does the school agree to file annual reports that the Commission requires from all Iowa colleges and universities?

[X] Yes [ ] No

Attached a copy of the applicant school's most recent audit prepared by a certified public accounting firm no more than 12 months prior to the application and state below where, in the audit report, there is evidence that the auditor is providing an unqualified opinion.

Attachment 8 is the "Independent Auditor's Report" from the UNC 2011 Comprehensive Annual Financial Report. The audit was conducted by the North Carolina Office of the State Auditor, whose publicly stated mission is "to provide citizens and North Carolina's state leadership with independent, unbiased an professional assessments of whether public resources are being properly accounted for." The auditor's statement declared "In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly in all material respects, the respective financial position of the University of North Carolina at Chapel Hill and its discretely presented component units as of June 30, 2011, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America."

Describe how students will be provided with access to learning resources, including appropriate library and other support services requisite for the schools' degree programs.

The UNC-Chapel Hill Libraries license and provide access to many electronic databases and journals for use of UNC-Chapel Hill faculty, staff, and students. Most electronic resources are accessible both on campus and from off campus locations. The library also provides a wide array of resources and services specifically designed for the distance education student. The UNC-Chapel Hill library system collections include more than 5 million volumes.

Students will access course content through the learning management system. Video lectures, interactive case studies, collaborative activities, articles and readings will be available to students 24 hours a day for them to complete at their own pace.

Provide evidence that faculty within an appropriate discipline are involved in developing and evaluating curriculum for the program(s) to be registered in Iowa.

UNC's online courses are developed by a team of lead faculty from each school, who are either current faculty or new tenure-track faculty we are in the process or hiring. These lead faculty members will prepare the asynchronous materials, assessments, and activities for the course. For the MPA program, these same faculty will teach the live, synchronous portions of the course for the January 2013 cohort. The MBA program has been operating since 2011, and has developed a set of course offerings that have been optimized for online delivery. The curriculum is evaluated in the same way as on campus offerings, through student, graduate, and faculty assessments. Please see Attachment 9 for a faculty qualifications chart for both programs and Attachment 10, which includes the resumes for program faculty.

Provide evidence that the school has adequate physical facilities appropriate for the program(s) to be offered and are located in the state. Include a copy of a signed agreement for a facility purchase or lease or option to purchase or lease. Please include a photograph of the location.

UNC's proposed programs will be offered entirely through distance education and will not have any physical facilities in Iowa. The MBA program has no on-ground component to be completed within the state of Iowa. For the MPA program, students will complete an internship in the state of Iowa, however we expect the majority of students to use their current place of employment to fulfill the internship requirement. Thus, the exact sites of these internships cannot be determined until enrollment begins.

Include a statement, signed by the chief executive officer of the applicant school, on school letterhead, demonstrating the school's commitment to the delivery of programs located in Iowa, and agreeing to provide alternatives for students to complete programs at other institutions if the applicant school closes the program before students have completed their courses of study.

Please see Attachment 11.

Provide an organizational plan that shows the location and physical address, telephone number, fax number and contact information for all internet-based and site-based educational locations, administrative, and service centers operated by the applicant and any parent organization.

UNC School of Government
Knapp-Sanders Building
Campus Box 3330
UNC- Chapel Hill
Chapel Hill, NC 27599

UNC Kenan-Flagler Business School
300 Kenan Drive
Chapel Hill, NC 27599

Provide documentation showing the school's policy for the resolution of student and graduate comments and complaints. Provide complete contact information to which complainants may be referred.

Students may file grievances with:
Dean of Students
Campus Box 5100
450 Ridge Road Ste. 1106
Student Academic Services Building
Chapel Hill, NC 27599

A copy of the UNC Graduate School's student grievance policy is attached.

Provide a copy of a current Certificate of Authority provided by the applicant's home state and the Iowa Secretary of State.

See Attachment 13 for a copy of UNC's Certificate of Authority from the Iowa Secretary of State, and Attachment 14 for our "Evidence of Existence" document, detailing UNC's status in the state of North Carolina.

Provide the U.S. Department of Education cohort default rate for each associated organizational entity for which the U.S. Department of Education reports a cohort default rate.

The University of North Carolina's cohort default rate is based upon the most recent available data compiled from Fiscal Years 2007, 2008, and 2009 with the default rates being calculated at .9%, .7%, and .5% respectively. This cohort default information is included as Attachment 15 and can be found online at:
http://www.nslds.ed.gov/nslds_SA/defaultmanagement/cohortdetail.cfm?sno=0&ope_id=002974

Provide the average debt upon graduation of individuals completing programs at each branch location and the entire organization,

The average indebtedness of a graduate of the University of North Carolina at Chapel Hill is $17,525. Of all full-time matriculated undergraduates who had enrolled in 2010, 9,650 applied for aid, 7,273 were judged to have need, and 6,315 had their need fully met. This and other information regarding financial and and student debt is available at Peterson's College Search and can be found online at: http://www.petersons.com/college-search/the-university-of-north-carolina-at-chapel-hill-cost-and-financial-aid-000_10002989_10003.aspx

Provide the U. S. Department of Education cohort graduation rate for each branch location and the total organization, showing rates for graduates of diploma, two-year, and four-year, programs if those rates are reported to the U. S. Department of Education National Center for Education Statistics.

UNC's current graduation rate is 88%. This calculation is from the U.S. Department of Education National Center for Education Statistics, and is included as Attachment 16. It can also be found online at: http://nces.ed.gov/collegenavigator/?q=university+of+north+carolina&s=all&id=199120#retgrad

SIGNATURE

Applicant School Chief Executive Officer

TODD NICOLET
Name

DIRECTOR, MPA@UNC
Title

Signature

8/7/12
Date

If any information in this application changes between the time of application Commission action, the school must inform the Commission by filing an Amended Application clearly indicating the information which is being amended. Amendments must be received before the Commission takes action.

Graduate Bulletin, p352:

"Proration of Tuition": If a student withdraws from the University tuition and fees will be prorated according to the withdrawal refund schedule posted under "Important Dates" on the Web at finance.unc.edu/university-controller/student-account-services/student-billing.html. If a student drops the onl y course he or she is taking, this constitutes a withdrawal from the University."

Finance Division: Student Accounts and University Receivables

Withdrawal: Withdrawal is dropping all classes after classes have begun. Withdrawal from the University results in a prorated refund. A weekly schedule, by percentage, is provided below for calculating a prorated estimated refund. Calculate withdrawal credit by multiplying total tuition and mandatory fees charged by the percentage below:

Withdrawal Schedule	% Tuition Refunded
Week 1	95%
Week 2	80%
Week 3	70%
Week 4	60%
Week 5	50%
Week 6	40%
Week 7	30%
Week 8	20%
Week 9	10%
Week 10+	0%

CAROLINA

THE GRADUATE SCHOOL

2011–2012 RECORD

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Although the publisher of this bulletin has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical, or printing errors or errors occasioned by mistakes. The publisher has attempted to present information which, at the time of preparation for production, most accurately describes the course offerings, faculty listings, policies, procedures, regulations, and requirements of the University. However, it does not establish contractual relationships. The University reserves the right to alter or change any statement contained herein without prior notice.

PUBLISHED BY THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, Chapel Hill, NC

www.unc.edu/gradrecord

This public document was produced at a cost of $5,950.00.

The University of North Carolina at Chapel Hill is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone number [404] 679-4501) to award bachelor's, master's, doctoral, and professional degrees.

Cover photo by Dan Sears.

THE GRADUATE SCHOOL

Graduate Record of The University of North Carolina at Chapel Hill 2011–2012

www.unc.edu/gradrecord

UNC's Commitment to Diversity and Inclusivity

UNC–Chapel Hill has a long-held tradition of striving for excellence. Quality education takes place among persons with differing social backgrounds, economic circumstances, personal characteristics, philosophical outlooks, life experiences, perspectives, beliefs, and expectations. We at the University acknowledge that we face ongoing challenges to overcome the effects and influences of adverse historical, social, political, and economic factors. A critical element for any 21st-century educational institution is a diverse and inclusive community that functions in a global context. The historical, political, economic, and educational backgrounds of the University, the state, and the nation shape our present circumstances and inform the measures we must take to accomplish our highest aspirations. The University engages in teaching, research, and service to expand and discover knowledge, promote educational enlightenment, and improve understanding. We work to assure that we have a complement of students, faculty, and staff that broadly reflects the ways in which people differ. We speak of these differences as representing "diversity."

UNC's commitment to diversity excellence began in the 1960s through the support of minority programming and continues today through the work of the Office for Diversity and Multicultural Affairs (DMA). DMA is an administrative unit in the Office of the Executive Vice Chancellor and Provost. It is lead by the associate provost for diversity and multicultural affairs, who serves as the chief diversity officer and advises the University community on diversity policies and issues. The office collaborates with University officers and campus units to identify and implement strategies and initiatives for achieving the core values with respect to diversity and the goal of increased diversity among students, staff, and faculty. The ultimate goal of both DMA and the University is building an inclusive environment that values and respects the contributions of all members of the Carolina community.

For more information about the Office for Diversity and Multicultural Affairs, see www.unc.edu/diversity.

For information about Graduate School diversity matters, see gradschool.unc.edu/diversity or contact Roy Charles, Director of Diversity, Recruitment, and Retention, UNC–Chapel Hill Graduate Student Center, 211A W. Cameron Avenue, Campus Box 4010, Chapel Hill, NC 27599-4010. Phone: (919) 966-2613; e-mail: rac@email.unc.edu.

Policy on Prohibited Harassment and Discrimination
(www.unc.edu/campus/policies.html)

I. Policy Statement

The University of North Carolina at Chapel Hill is committed to providing an inclusive and welcoming environment for all members of our community. In accordance with its Policy Statement on Nondiscrimination (see below), the University of North Carolina at Chapel Hill does not discriminate in offering equal access to its educational programs and activities or with respect to employment terms and conditions on the basis of an individual's race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression (hereinafter his/her "protected status").

The University recognizes the rights of all members of the University community to learn and work in an environment that is free from harassment and discrimination based on his/her protected status as described above. Any harassment or discrimination of University students, and employees, including faculty, EPA non-faculty, SPA employees, postdoctoral scholars, and student employees, is prohibited.

This policy also prohibits retaliation against an individual who in good faith utilizes the procedures included as appendices in the publication entitled "Policy on Prohibited Harassment and Discrimination" (located at www.unc.edu/campus/policies.html) and/or participates in any investigation related to an allegation of prohibited harassment or discrimination.

II. Resources for Information and Assistance

The Equal Opportunity/ADA Office has primary responsibility for administering this policy, but questions, concerns, and/or complaints may be addressed to any of the following offices: the Dean of Students Office, the Office of Human Resources, the Academic Personnel Office, the University Ombuds Office, the Office of Disability Services, the Office of Diversity and Multicultural Affairs, or to the respective chairs of the student, faculty, and EPA non-faculty grievance committees.

Individuals in these offices are prepared to help all members of the University community understand the policy, including providing training and information and assisting units that wish to participate in online training. They are able to explain the options available for resolving concerns related to alleged harassment or discrimination in academic or work settings at the University, including use of the procedures in the publication in Section I above. All offices receiving complaints of harassment or discrimination must notify the Equal Opportunity/ADA Office.

Policy Statement on Nondiscrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, it is therefore the University's policy not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. A copy of the University's EPA and SPA Equal Opportunity Plans are available on the University's Web site at equalopportunity-ada.unc.edu/index.htm.

Any inquiries regarding the University's nondiscrimination policies should be brought to the attention of one of the following administrators, as noted*:

Discrimination in employment or educational programs and activities	University EEO/ADA Officer CB# 9160, 100 Pettigrew Hall Chapel Hill, NC 27599-9160 (919) 966-3576
Discrimination in employment	Vice Chancellor for Human Resources CB #1000, 300 South Building Chapel Hill, NC 27599-3000 (919) 962-1554
Discrimination involving students	Academic Personnel Office CB# 8000, 218 South Building Chapel Hill, NC 27599-8000 (919) 843-6056
Sex descrimination in educational programs and activities	Dean of Students CB# 5100, 450 Ridge Road, Suite 1106 Student Academic Services Bldg. Chapel Hill, NC 27599-5100 (919) 966-4042 OR University Title IX Officer CB# 9160, 100 Pettigrew Hall Chapel Hill, NC 27599-9160 (919) 966-3576

The University's Office of Counseling and Wellness Services (919-966-3658) is available to provide confidential assistance to students. The University's Ombuds Office (919-843-8204) is available to provide confidential assistance to employees.

**The University's policy prohibiting discrimination on the basis of sexual orientation, gender expression, and gender identity does not apply to the University's relationships with outside organizations, including the federal government, the military, ROTC, and private employers.*

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To Graduate Students and Prospective Graduate Students

The University of North Carolina at Chapel Hill is one of the leading graduate research universities in the United States. As one of the most comprehensive universities in the nation, Carolina provides a breadth of study and interdisciplinary experience matched by few institutions. More than 80 graduate programs, including both doctoral-level and master's-level training, are currently active in The Graduate School.

This catalog provides basic information about these programs. It includes our admission standards and requirements, tuition and other costs, sources of financial aid (including fellowships), information concerning research institutes and centers, and brief descriptions of programs and courses. In addition, you will find under each program description a listing of all graduate faculty in that area together with their specific research interests. Please visit the Graduate School Web site, gradschool.unc.edu, for further information on many of these topics.

The University of North Carolina at Chapel Hill believes that academic excellence is enhanced by the maintenance of a community that includes people from a wide range of ethnic, racial, socio-economic, and geographic backgrounds, as well as individuals whose personal attributes will contribute to a richer learning environment. The University is committed to equality of educational opportunity.

In addition to our outstanding faculty, our comprehensive research and library resources and our exceptional facilities, the University has a warm and collegial spirit that is conducive to personal growth and scholarship.

By attending this institution you are becoming an important part of a 200-year-long tradition of excellence in scholarship, research, teaching, and public service. We hope that your time here is fruitful, challenging, and rewarding.

The Graduate School

Academic Calendar

University Registrar Calendars can be obtained on the Registrar's Web site: regweb.unc.edu.

Mission Statement: The University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill, the nation's first public university, serves North Carolina, the United States, and the world through teaching, research, and public service. We embrace an unwavering commitment to excellence as one of the world's great research universities.

Our mission is to serve as a center for research, scholarship, and creativity and to teach a diverse community of undergraduate, graduate, and professional students to become the next generation of leaders. Through the efforts of our exceptional faculty and staff, and with generous support from North Carolina's citizens, we invest our knowledge and resources to enhance access to learning and to foster the success and prosperity of each rising generation. We also extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the state.

With *lux, libertas*—light and liberty—as its founding principles, the University has charted a bold course of leading change to improve society and to help solve the world's greatest problems.

(Approved by the Board of Governors, November 2009)

The UNC System History of the University

In North Carolina all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The University of North Carolina at Chapel Hill is one of the constituent institutions of the multicampus state university.

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

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

In 1931 the North Carolina General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College of Agriculture and Engineering at Raleigh (now North Carolina State University at Raleigh) and the North Carolina College for Women (Woman's College) at Greensboro (now the University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president. By 1969 three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971 the General Assembly passed legislation bringing into the University of North Carolina the state's 10 remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created a 16-campus University. In l985 the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University, and it recently became the seventeenth constituent institution.

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

Each of the 17 institutions, including the high school, is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex officio. (The North Carolina School of the Arts has two additional ex officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

The University of North Carolina: Constituent Institutions

Universities

Appalachian State University
www.appstate.edu

East Carolina University
www.ecu.edu

Elizabeth City State University
www.ecsu.edu

Fayetteville State University
www.uncfsu.edu

North Carolina Agricultural and Technological State University
www.ncat.edu

North Carolina Central University
www.nccu.edu

North Carolina School of the Arts
www.ncsa.edu

North Carolina State University
www.ncsu.edu

University of North Carolina at Asheville
www.unca.edu

University of North Carolina at Chapel Hill
www.unc.edu

University of North Carolina at Charlotte
www.uncc.edu

University of North Carolina at Greensboro
www.uncg.edu

University of North Carolina at Pembroke
www.uncp.edu

University of North Carolina at Wilmington
www.uncwil.edu

Western Carolina University
www.wcu.edu

Winston-Salem State University
www.wssu.edu

High School

North Carolina School of Science and Mathematics
www.ncssm.edu

Board of Governors
The University of North Carolina

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The University of North Carolina General Administration

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President

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Chief of Staff

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Secretary of the University

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Vice President for Research

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Vice President and General Counsel

Vacant
Vice President for Academic Planning and University–School Programs

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Senior Vice President for Academic Affairs

William Fleming, M.P.A.
Vice President for Human Resources

John Leydon, M.B.A.
Vice President for Information Resources and Chief Information Officer

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Vice President for Finance

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Vice President for Federal Relations

Anita S. Watkins, J.D.
Vice President for Government Relations

Joni B. Worthington, M.A.
Vice President for Communications

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Brenda W. Kirby, *Secretary of the University*

Office of the Provost
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Ronald B. Strauss, Ph.D., *Executive Associate Provost*
Carol Tresolini, Ph.D., *Associate Provost, Academic Initiatives*
Terri Houston, M.A., *Interim Chief Diversity Officer and Executive Director, Diversity and Multicultural Affairs*
Dwayne Pinkney, Ph.D., *Associate Provost, Finance and Academic Planning*
Shirley A. Ort, J.D., *Associate Provost and Director, Scholarships and Student Aid*
Sarah Michalak, M.L.S., *Associate Provost; University Librarian*
Stephen M. Farmer, M.A., *Associate Provost; Director, Undergraduate Admissions*
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Jack M. Richman, Ph.D., *Dean, School of Social Work*
Jan J. Yopp, M.A., *Dean, Summer School*
Vacant, *Director, The William and Ida Friday Center for Continuing Education*

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Bettina C. Shuford, Ph.D., *Associate Vice Chancellor, Student Affairs*
Vacant, *Dean of Students*

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David M. Parker, J.D., *Associate Vice Chancellor and Deputy General Counsel*

Athletics
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The UNC System: UNC–Chapel Hill Administrative Board of the Graduate School

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Professor of Nutrition (2012)

Phil Cohen, Ph.D.
Associate Professor of Sociology (2012)

Marila Cordeiro-Stone, Ph.D.
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Associate Professor of Nursing (2012)

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Clinical Assistant Professor of Education (2013)

Michel Gagne, Ph.D.
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Ashu Handa, Ph.D.
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Anne Johnston, Ph.D.
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Wayne Landsman, Ph.D.
Professor of Business Administration (2012)

Jessica Lee, Ph.D.
Associate Professor of Dentistry (2012)

Joelle Powers, Ph.D.
Clinical Assistant Professor of Social Work (2014)

Edgar Shields, Ph.D.
Associate Professor of Exercise and Sport Science (2014)

Scott Singleton, Ph.D.
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Associate Professor of Anthropology (2014)

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Professor of Public Administration (2013)

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Associate Professor of Religious Studies (2014)

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Professor of English (2014)

Student Representative

Julie Lauffenburger, *Graduate and Professional Student Federation*

The Graduate School

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Dean

Sandra H. Hoeflich, Ph.D.
Associate Dean for Interdisciplinary Education, Fellowships, and Communication

Stephanie Schmitt, M.P.A.
Associate Dean for Academics

Leslie Lerea, Ph.D.
Associate Dean for Student Affairs

The UNC System: UNC–Chapel Hill Staff of the Graduate School

Roy Anthony Charles
Director of Diversity, Recruitment, and Retention

Pam Dixon
Admissions and Enrolled Students Assistant

Pam Frome
Research Associate for Graduate Education Studies

Betty Haggerty
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Sandra Hoeflich
Associate Dean for Interdisciplinary Education, Fellowships, and Communication

Mary Anne Larson
Director, Office of Development

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Faye Lewis
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Jenny Lewis
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Steven Matson
Dean

Nancy McKinney
Director, Admissions and Enrolled Students

Lou Anne Phelps
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Sylvia Roberson
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Bryan Rybarczyk
Director, Graduate Student Academic and Professional Development

Deb Saine
Communications and Interdisciplinary Programs Manager

Stephanie Schmitt
Associate Dean for Academics

Medelia Stambach
Financial and Administrative Assistant

Rachell Underhill
Web and Information Manager

Beverly Wyrick
Director, Administration and Finance

Amy Yonai
Fellowship and Funding Manager

UNC–Chapel Hill General Information

History

The University of North Carolina at Chapel Hill was the first state university to admit students. It was chartered in 1789 and formally opened in 1795; from early in its history, it has encouraged research and creative activity.

As early as 1853–1854 the catalog of the University carried an announcement of graduate course work. In 1876, after the institution had been closed for the period 1871–1875, the catalog announced the requirements for the master's degree, and the next issue carried an announcement of regulations governing the degrees of master of arts, master of science and doctor of philosophy. Several graduate degrees were awarded before the turn of the century (the first degree of doctor of philosophy being conferred in 1883), but it was not until 1903 that a separate graduate school with a dean was established.

The Graduate School celebrated its 100th year in 2003 by hosting a national forum on graduate education, numerous student and alumni recognition ceremonies, and by commissioning the book *Pioneer to Powerhouse: The History of Graduate Education at Carolina.*

In 1922, the graduate faculty voted, first, to vest in the Administrative Board of The Graduate School legislative powers in matters that affected graduate education; second, to authorize the Administrative Board to admit members to the teaching faculty of The Graduate School; and, third, to vest in the Administrative Board the responsibility for authorizing curricula and courses carrying graduate credit.

With the exception of the master of business administration (M.B.A.), the master of accounting (M.A.C.), and the master of school administration (M.S.A.) degree in educational leadership, all master's degrees offered by the University and the degrees of doctor of philosophy, doctor of education, and doctor of public health are conferred by The Graduate School.

Work toward advanced degrees at the University of North Carolina at Chapel Hill proceeds under policies and regulations established by the graduate faculty. The immediate direction of The Graduate School is in the charge of the Administrative Board, of which the dean is chair. At present, the board consists of academic and health affairs faculty representatives appointed by the chancellor upon nomination by the dean of The Graduate School.

The Summer School

The University of North Carolina at Chapel Hill established one of the first summer schools in America in 1877. The "Summer Normal School," as it was then called, enrolled 235 students in courses over 10 different disciplines. About half the students were teachers; students came from 42 counties across North Carolina and from some neighboring states. The Summer School was the first to enroll women as university students and has continued this equal admission policy throughout its history. By 1925, records indicate that 19,983 students had enrolled in summer school at UNC–Chapel Hill.

Curricula and courses that are offered during summer school are comparable to those of the fall and spring semesters. The Summer School is divided into two regular sessions of five and one-half weeks each and a special session that includes short courses, institutes, workshops, etc., with various beginning and ending dates. The summer program is planned to meet the needs of graduate students who are fulfilling degree requirements in this institution, visiting graduate students who desire to take courses for transfer to other institutions, teachers and administrators who desire to meet state certification requirements and other students who have special educational objectives.

Graduate students who wish to be admitted or readmitted in the Summer School to a degree program should write to the dean of The Graduate School. The requirements for admission to a degree program starting in the summer are the same as those in the regular academic year. Those who desire a copy of the *Summer School Catalog*, or other information, or those wanting to enroll in the summer as visiting students should visit the Summer School's Web page at www.unc.edu/depts/summer, or write to the dean of the Summer School, The University of North Carolina at Chapel Hill, CB# 3340, 134 East Franklin Street, Room 200, Chapel Hill, NC 27599-3340, or telephone (919) 966-4364; fax (919) 962-2752.

Visiting Scholars

Registration as a visiting scholar at the University of North Carolina at Chapel Hill entitles the registrant to certain privileges of the University, the issuance of a UNC One Card and the use of University facilities for the duration of the visiting scholar's stay.

Eligibility for registration as a visiting scholar is limited to those who (1) are not on the University payroll as employees in any capacity, and (2) are visiting the University under the sponsorship of an academic department or school for the furtherance of scholarly interests. Visiting Scholars may include faculty members on leave from other institutions of higher learning, postdoctoral fellows or others who hold the terminal degree in their fields and are invited to visit by a department or school.

Persons interested in applying for visiting scholars status should communicate with the appropriate department or school within the University. Further details concerning University privileges for visiting scholars are available from the EPA/Faculty Benefits Office, CB# 1045, 725 Martin Luther King Jr. Boulevard, Chapel Hill, NC 27599-1045.

The University Year

Two semesters of approximately 17 weeks each and a summer school consisting of two sessions (each five and one-half weeks long) constitute the University year. The requirements for admission to graduate programs and for graduate degrees in the summer session are the same as those in the regular academic year. For the schedule of events of particular interest to graduate students, consult the academic calendars at the Office of the University Registrar (regweb.unc.edu).

Admissions and Financial Information

General Admissions Information

Welcome. We are pleased that you are considering applying for admission to the UNC–Chapel Hill Graduate School. Admission to Graduate School academic programs is competitive and students are selected on the basis of their academic preparation, ability, and program fit. For some programs, an on-site pre-admissions interview may be required. Early contact with your program of interest can be helpful in preparing your application.

For the most updated admissions information, please check our Web site at gradschool.unc.edu/admissions. Due to final changes in each year's admission process, the Web site will often be more updated than this publication, so we encourage prospective students to begin there.

The Graduate School relies mainly on e-mail to communicate with all applicants. Therefore, please include a current e-mail address on your application and be sure to promptly respond to all correspondence.

Application

Required materials for all applicants include:

- Graduate School application (gradschool.unc.edu/admissions/instructions.html#app)
- Application fee (gradschool.unc.edu/admissions/instructions.html#fee) (nonrefundable $78)
- Transcripts (gradschool.unc.edu/admissions/instructions.html#transcripts) (complete, not selected courses)

  One unofficial transcript from each university attended must be uploaded within the application. If offered admission, one paper official transcript for each university attended will be required.
- Current letters of recommendation (gradschool.unc.edu/admissions/instructions.html#ltrs).

  The e-mail address of three recommenders will be required within the application for electronic submission and delivery.
- Standardized test scores (gradschool.unc.edu/admissions/instructions.html#tests) (GRE, GMAT, etc.; no more than five years old.)
- Statement of purpose (gradschool.unc.edu/admissions/instructions.html#purpose)
- Supplemental information (any additional information or materials required by the program; must be uploaded within the application)

For international applicants only:

- TOEFL or IELTS score (gradschool.unc.edu/admissions/instructions.html#toefl) (no more than two years old)
- Financial certificate (gradschool.unc.edu/admissions/instructions.html#fincert) (U.S. Immigration requirement for entry into the United States)

Once we have received all required application materials, the review and evaluation of your application will begin. While the various components of your application will likely arrive at The Graduate School at different times, it is your responsibility to make sure the entire application is complete prior to the deadline.

Application for admission can be made online at gradschool.unc.edu/admissions/instructions.html. Once an account is created, applicants may return to their application at any time to complete the application and view the current status of materials submitted.

Admission Criteria

The minimum requirements for admission to a graduate program are:

- A bachelor's degree (based on a four-year curriculum) completed before graduate study begins or its international equivalent with an accredited institution
- An average grade of B (cumulative GPA 3.0) or better

Along with these minimal requirements, admission decisions are based on a number of factors, including academic degrees and record, written statement of purpose, letters of recommendation, test scores, and relevant work experience. All admission decisions are made by each individual program or department.

Application Process

Applications for admission to the UNC–Chapel Hill Graduate School should be submitted via the online admission application. This is the fastest and most secure method of applying. All required materials listed above should be submitted according to the instructions provided. Your application will not be reviewed until the application fee is received. By submitting an application to UNC–Chapel Hill, consent is granted to University staff to obtain any additional or missing information as needed, including campus safety information.

Most programs admit students for the fall semester only; however, a few programs allow spring or summer session admissions. Please see the listing of application deadlines at gradschool.unc.edu/programs/degreeprograms.html. Contact your intended program for the appropriate term of entry for your application.

Each offered admission is specific for the term stated in the admission letter. If you do not register for classes or complete your first semester, you must apply again in a subsequent semester. Contact your intended program for questions about deferrals of admission offers.

Application Deadlines

Please be aware that each program has a specific application deadline. Please see the listing of deadlines at gradschool.unc.edu/programs/degreeprograms.html.

Completed applications and application fees (nonrefundable) must be received before the program's application deadline. Applications will not be accepted for review or consideration after the posted graduate program deadline has passed. International applicants should apply early in order to allow sufficient time for financial and visa document preparation. The Graduate School recommends that international applicants submit a complete application no later than December 1.

Fellowship and Financial Aid Deadlines

Most of the financial support available to graduate students is based within individual programs. In addition, a limited amount of financial support is available from The Graduate School and is based upon nominations from individual programs. In order to allow sufficient time for your program to nominate you for Graduate School fellowships, your application should be received before December 13.

If your program continues to accept applications after December 13, you are still eligible for its program-based support. Contact your intended program for complete information about available graduate student financial support and relevant deadlines.

The University awards loans and tuition enhancement grants to graduate students who qualify, based on information provided in the FAFSA (Free Application for Federal Student Aid, www.fafsa.ed.gov) form due March 1. For more information, please visit the Office of Scholarships and Student Aid.

Application Fee

A nonrefundable $78 application fee is required for each program to which you apply.

Applicants can pay their application fee by credit card (Visa/MasterCard) or mail a check, money order, or waiver request addressed to the University of North Carolina at Chapel Hill Graduate School. For security purposes, the credit card address manually inserted during the final payment process must exactly match the credit card billing address for a successful transaction. Mail-in payments are restricted to a check (in U.S. funds) that contains the pre-printed electronic routing numbers, or an international money order made payable to the University of North Carolina at Chapel Hill. Please include your full name, birth date, and program to which you applied.

Applications that arrive without the required application fee will remain on file, unprocessed, pending receipt of the application fee. If someone is paying the application fee for you, please ask that person to include your name as the intended applicant when he/she submits the check or money order.

There are several categories of applicants who may qualify for an application fee waiver. Please see Information on Application Fee Waiver requests (gradschool.unc.edu/admissions/feewaiver.html).

Transcripts

Transcripts of all post-secondary education (including community colleges, summer sessions, and extension programs) are required to be uploaded in the application. Unofficial transcripts must be complete (not select courses), issued in the original language, and accompanied by certified English translations when applicable. Transfer credit posted on the transcript of other institutions is not accepted in lieu of transcripts from the institution attended. A transcript from each institution is always required. If the institution will not release official transcripts directly to you, it may send the transcripts directly to the Graduate School.

A note on foreign degrees:

As part of the transcript submission, degree credentials are also reviewed. Assessment of a foreign degree, including those conferred from institutions participating in the Bologna Accords, is based upon the characteristics of a national system of education, the type of institution attended, its accreditation, and the level of studies completed. The following guidelines indicate the level of study expected of international applicants prior to graduate enrollment:

- British patterned education — bachelor's degree with honours
- French patterned education — degree of diplôme requiring four years of post baccalauréat study
- Germany — university Diplom preferred. Applicants with very strong academic records may be considered if they have completed the Staatsexamen, or at least one year of full-time study beyond the Vorprüfung, Zwischenprüfung, or Vordiplom.
- Other European countries — university degree requiring a minimum of four years of study
- Canada — three-year bachelor's degree from Québec; four-year bachelor's degree from all other provinces
- Latin America — university degree requiring a minimum of four years of study
- India, Pakistan, Bangladesh, Nepal — bachelor's degree in engineering or medicine; master's degree in all other fields
- Philippines — five-year bachelor's degree or four-year bachelor's degree plus one year of graduate work
- Other Asian countries — university degree requiring a minimum of four years of study

Individuals with only three-year degrees and others who do not meet the educational requirement for graduate admission are welcome to consider other admission options available at www.unc.edu/admissions.

Letters of Recommendation

Three current letters of recommendation from persons qualified to evaluate your academic and professional qualifications are required. You should solicit recommendations from individuals who are familiar with your academic achievement and who can address your potential for success in this particular academic setting. If you have been out of school for a number of years and are unable to contact former professors, letters from other individuals who can address your achievement and potential will be accepted. We advise against using generic letters of recommendation such as those provided by campus career planning and placement offices.

The online application will prompt you to submit the e-mail addresses for your three recommenders.

Hardcopy letters: In the event your recommender prefers paper recommendations, please advise him or her to mail a letterhead document or use our paper form located at gradschool.unc.edu/documents/recform.pdf. The recommendation should be mailed in a sealed envelope with a signature over the flap directly from the recommender to the Graduate School for manual linking to the application.

Standardized Test Scores

Official GRE General Test scores (or GMAT, MCAT, etc., if accepted by your intended program) are required for applicants to all programs except Studio Art, Dentistry (except Oral Biology), and Dramatic Art.

Applicants for fall 2012 should be aware that ETS is changing the GRE General Test format. If your program requires GRE scores before November, you must take the current GRE General Test before August.

If GRE scores are not required until after November, then applicants should take the GRE revised General Test. Applicants who test in August or September 2011 will save 50 percent on their test fee.

No matter which test they take, applicants should register as soon as possible. The last dates for the current GRE General Test are approaching and seats will fill up quickly.

Standardized test scores must be official and reported directly by the Educational Testing Service (ETS, www.ets.org). They must be current and no more than five years old. Standardized test scores that are submitted to this institution are kept on file for only one year.

When you register for any tests, you should indicate the University of North Carolina at Chapel Hill Graduate School (institution #5816) as a score recipient. If you did not specify the UNC–Chapel Hill Graduate School as a score recipient at the time of taking the test, you must promptly ask ETS to send your scores to us (institution #5816). No departmental code is required. While photocopies of score reports are useful for informal evaluation, the official report of your scores must arrive before final review and admission can be offered. GMAT scores should be sent to UNC (c/o KFBS) Program Code D40-HL-(select appropriate major code).

Applicants who already hold a research or professional doctorate degree may be exempted from the standardized test score requirement at a program's request. Applicants near completion of a doctoral degree may request an exemption based on the receipt of appropriate degree verification status from the university registrar of the institution. If the degree or official verification is not received, the standardized scores will remain a requirement. International applicants must also submit official TOEFL or IELTS standardized test scores (see below).

Statement of Purpose

All graduate programs require a written statement to be uploaded within your application. The form and content requirements may vary by program, so before applying, please read the information and instructions specific to your intended program. Your written statement is a critical component of your application for admission, and can sometimes be the determining factor in approval of admittance or financial support. Therefore, your statement should reflect your professional goals, as well as familiarity with the program and faculty at UNC–Chapel Hill.

Campus Safety Information

Applicants for admission will be asked several questions regarding criminal pleas, charges and convictions, academic suspensions, and military discharges. Transcripts from every college or university attended must be provided. If additional information is needed, you may be asked to submit information for a criminal background check, including a nominal fee. You must describe violations of law in your home country and in any other country in which you have resided. The term "law" includes codes, legal rules, and regulations, and other criminal-type statutes or violations of municipal, local, provincial, state, federal, national, commonwealth, and other governmental jurisdiction. Failure to provide complete, accurate, and truthful information will be grounds to deny or withdraw your admission, or to dismiss you after enrollment. The same actions will occur if you fail to notify the Admissions Office promptly in writing of such charges that occur at any time after you submit the application.

Instructions for Submitting Your Application

The Graduate School programs prefer to receive applications online, and those received with the application fee (paid by credit card) are processed on the same or the next business day.

Electronic submission to The Graduate School:

- online application
- application fee, paid by credit card as instructed in the online application

Application Status

You may monitor the status of your application at my.unc.edu/dt.

Special Information for International Applicants

The University of North Carolina at Chapel Hill encourages a diverse student body and welcomes applicants from all over the world. Together with the instructions above, international applicants should also submit two additional pieces of information with their application. The Graduate School understands it is difficult and sometimes confusing to apply to universities in another country, and we will assist you in clarifying requirements whenever possible.

TOEFL or IELTS Score

All international applicants must submit acceptable, official (reported directly from ETS.org) TOEFL scores or IELTS (reported directly from IELTS.org). We accept no other English language tests.

We recommend that you plan to take any required exams no later than October to allow time for scores to arrive in time for consideration for fall admission.

Standardized test scores must be official and are reportable for a period of two years from the date of the exam. Exam results more than two years old cannot be considered. Standardized test scores that are submitted to this institution are kept on file for only one year.

When you register for any tests, you should indicate the University of North Carolina at Chapel Hill Graduate School as a score recipient. If you did not specify the UNC–Chapel Hill Graduate School as a score recipient at the time of taking the test, you must promptly ask to send your scores to us. While photocopies of score reports are useful for informal evaluation, the official report of your scores must arrive before final review and admission can be offered.

There are several categories of applicants who may qualify for an exception to the TOEFL exam:

- Those from countries where English is the SOLE OFFICIAL language of instruction (Australia, Bahamas, Barbados, Canada—except Quebec, England, Ghana, Ireland, India, Jamaica, Kenya, New Zealand, Nigeria, Scotland, St. Vincent and the Grenadines, Trinidad, Tobego, Uganda, and Wales)
- Those who have received or will receive a degree from an accredited university in the United States. (If you are currently enrolled at a U.S. institution, you must submit an official transcript or verification of degree candidate status from that institution to qualify for a TOEFL or IELTS waiver. If the degree or an official verification is not received, the score will again be required.)

The required minimum total scores on the exams are:

- The paper-based TOEFL exam = 550 with a minimum of 50 in each section
- The Internet-based TOEFL exam = 79
- The IELTS exam = 7

Some programs have their own minimal score requirements which are higher than those stated above, in which case these higher standards will be required.

All newly admitted international students are required to take an English proficiency exam prior to enrolling for classes. Individuals who fail to achieve a passing score on this exam are required to register for a noncredit English course (ENGL 601) their first semester of enrollment. Failure to take the test and/or register for the required course will prevent future registrations.

Financial Certificate

A completed Financial Certificate (gradschool.unc.edu/documents/2011-12FinancialCertificate.pdf) and supporting materials must be uploaded within the application. In order to meet U.S. Immigration requirements for entry into the United States, proof of sufficient financial resources to cover educational and living expenses for the duration of your program must be in place before visa documents can be issued.

The completed financial certificate should outline financial support available to you. You should attach original evidence to support the amounts indicated (bank statements, scholarship letters, etc.). Please also attach a photocopy of the identification page of your passport.

The financial certificate is also required for international students currently residing in the United States. The University does not have special travel or study scholarships for international students.

We suggest that international applicants in need of financial aid write to the Institute of International Education, 809 United Nations Plaza, New York, NY 10017, or review the IIE Web site at www.iie.org.

The University's Office of Scholarships and Student Aid (studentaid.unc.edu) can only fund students who are U.S. citizens, nationals, permanent residents with I-151 or I-551 Alien Registration Receipt Cards, permanent residents of the Northern Mariana Islands and the Trust Territory or the Pacific Islands, and other noncitizens who have Arrival-Departure Records (I-94) showing "refugee" or "adjustment applicant" or official grant of asylum in the United States. Students who meet these requirements should apply for financial assistance before March 1.

Information concerning visa, U.S. immigration, or financial certificate matters can be obtained from our Office of International Student and Scholar Services (oisss.unc.edu). Please follow the mailing instructions above and do not mail admission materials directly to OISSS.

Decision Notification

Although individual programs may notify applicants of their recommendation regarding admission, official notification of the decision will come directly from The Graduate School. As a member of the Council of Graduate Schools, the UNC Graduate School has agreed to honor the April 15 deadline that applicants are given for responding to fall offers of admission. Every effort will be made to give sufficient notice regarding admission decisions prior to this deadline. Where an early decision is not possible, applicants can expect final notification regarding their application no less than two months before the beginning of the relevant semester.

Funding Opportunities

The Graduate School offers a variety of funding opportunities to assist graduate students in funding their graduate programs from admission through graduation. The Graduate School provides information and support to students applying for external fellowships, as well as providing fellowships and other direct financial support to graduate students, which supplements what the individual department provides. For updated information, please see our Funding Resources Web site (gradschool.unc.edu/funding).

Departmental Awards

Teaching and Research Assistantships

The majority of assistantships available to graduate students are awarded by academic departments. Approximately 2,500 graduate, research, and teaching assistantships are available through specific departments. Graduate assistantships are also available through the University's various research institutes and centers. Stipends, responsibilities, selection criteria, and application and notification procedures vary from department to department. Applicants should discuss with the program to which they are applying (see gradschool.unc.edu/programs/degreeprograms.html) the specific funding opportunities available through graduate programs.

Federal/State Fellowships and Traineeships

A number of state and federally funded fellowships and traineeships are also available in some departments. Students must be pursuing graduate training in specified fields of study to be eligible for these awards. Interested students should request additional information from their academic departments.

Application Deadline

Prospective students may indicate when applying for admission their interest in an assistantship and should discuss application deadlines with their prospective departments.

Questions

Contact the department to which you are applying (see gradschool.unc.edu/programs/degreeprograms.html).

Graduate School Fellowships for Incoming Students

Royster Society of Fellows

Purpose

The Royster Society of Fellows includes fellowships named for Dr. Thomas S. Royster and Mrs. Caroline H. Royster, Mrs. Victor Humphreys, William R. Kenan Jr., John Motley Morehead, Joseph E. Pogue, and William N. Reynolds. These fellowships support exceptionally talented doctoral students. In addition to a very competitive financial award, a Fellowship in the Royster Society of Fellows supports and nurtures members through the mentoring of senior faculty, interdisciplinary learning, and leadership development opportunities. For more information about Royster Society of Fellows, visit gradschool.unc.edu/programs/royster.

Eligibility

All new students entering a doctoral degree program at UNC–Chapel Hill.

Application Deadline

Prospective students cannot apply directly for this fellowship but are nominated by the graduate program to which they are applying. If you are interested in being nominated for this award, please contact your department (see gradschool.unc.edu/programs/degreeprograms.html). To ensure full consideration for Graduate School funding, applicants should submit their complete application for admission to the University of North Carolina at Chapel Hill as early as possible. We strongly recommend your full application be received by The Graduate School by December 15.

Awards

Awards provide a competitive stipend, tuition, fees, and health insurance each academic year for five years. The first and last years are nonservice awards, but Fellows may perform teaching and research activities for their departments in the intervening years. Fellows receive additional

travel funds to present research findings at national conferences. Fellows have the opportunity to develop mentoring relationships with senior faculty and to engage in interdisciplinary forums and discussions.

Selection
Graduate programs nominate a limited number of their most promising applicants into a university-wide competition. The Fellowship Committee and Royster Society of Fellows faculty then select applicants who will receive fellowship offers in March.

Questions
Contact the department to which you are applying (see gradschool.unc.edu/programs/degreeprograms.html), or e-mail gradfunding@unc.edu.

Weiss Urban Livability Fellowships

Purpose
Endowed through generous gifts from Professors Emeriti Charles and Shirley Weiss, this program provides students with an interest in urban livability a competitive financial award and an opportunity for interdisciplinary learning in the area of urban livability. For more information about Weiss Fellows, visit gradschool.unc.edu/programs/weiss.

Eligibility
New students entering a doctoral or masters program at UNC-Chapel Hill. The fellowship is open to students in any discipline, but applicants' research and career interests should ultimately address issues of urban livability.

Application Deadline
Prospective students cannot apply directly for this assistantship but are nominated by the graduate program to which they are applying. If you are interested in being nominated for this award please contact your department (see gradschool.unc.edu/programs/degreeprograms.html). To ensure full consideration for Graduate School funding, applicants should submit their complete application for admission to the University of North Carolina at Chapel Hill as early as possible. We strongly recommend your full application be received by The Graduate School by December 15.

Awards
Awards provide a competitive stipend, tuition and health insurance. The Weiss Urban Livability Fellows meet regularly within an interdisciplinary forum to discuss and collaborate on topics of mutual interest. Guest lecturers and senior faculty from various departments meet with and provide mentoring for the fellows throughout the year.

Selection
Graduate programs nominate a limited number of their most promising applicants into a University-wide competition. The Weiss ULP Faculty Board then selects applicants who will receive fellowship offers.

Questions
Contact the department to which you are applying (see gradschool.unc.edu/programs/degreeprograms.html) or e-mail gradfunding@unc.edu.

University Merit Assistantships

Purpose
Merit assistantships are one-year awards that provide a competitive stipend for entering master's/doctoral students and students entering professional, terminal degree master's programs.

Application Deadline
Prospective students cannot apply directly for this assistantship but are nominated by the graduate program to which they are applying. If you are interested in being nominated for this award please contact your department (see gradschool.unc.edu/programs/degreeprograms.html). To ensure full consideration for Graduate School funding, applicants should submit their complete application for admission to the University of North Carolina at Chapel Hill as early as possible. We strongly recommend your full application be received by the Graduate School by December 15.

Awards
Awards provide a competitive stipend, tuition and health insurance. Students pay only fees. Students awarded university merit assistantships will assist with teaching or research activities, not to exceed 20 hours per week, within their department.

Selection
Graduate programs nominate a limited number of their most promising applicants into a University-wide competition. The Fellowship Committee of the Graduate School then selects applicants who will receive assistantship offers.

Questions
Contact the department to which you are applying (see gradschool.unc.edu/programs/degreeprograms.html) or e-mail gradfunding@unc.edu.

UNC Campus Scholarship (formerly the Native American Incentive Grant)

1) Financial need will be the chief criterion for UNC Campus Scholarships for each new incoming class of "tribal eligible" Native American students.

- Award amounts will be guaranteed up to a maximum of $2,000 per academic year for on-time financial aid applicants. (On-time applicants must submit Profile and FAFSA forms by March 1 each year.)
- Recipients must show proof of tribal affiliation. (This process is managed by Marcus Collins, Assistant Dean, Office of Student Academic Counseling, who will notify OSSA of "tribal eligible" students.)
- Awards will be renewable as long as recipients demonstrate financial need and maintain a minimum cumulative grade point average of 2.0 (reviewed at the end of each academic year).

2) Any surplus funds remaining after condition #1 has been met will be distributed equally among remaining eligible Native American incoming students, up to a maximum of $2,000, *depending on availability.*

- Non-need based awards are not renewable, though recipients of these one-time awards should nonetheless apply for financial aid by the priority deadline each subsequent year to determine eligibility for the need-based awards.

If, in the unexpected event that any surplus remains after conditions # 1 and # 2 have been met, funds will be used to augment the financial aid packages of aid-eligible Native American students.

Return completed form and tribal documentation to:
Office for Student Academic Counseling
Attn: Marcus Collins, Assistant Dean
CB# 3437, 105A Abernethy Hall
UNC–Chapel Hill
Chapel Hill, NC 27599

Application Deadline
Prospective students cannot apply directly for this grant but are nominated by the graduate program to which they are applying. If you are interested in being nominated for this award please contact your department (see gradschool.unc.edu/programs/degreeprograms.html). To ensure full consideration for Graduate School funding, applicants should submit their complete application for admission to the University of North Carolina at Chapel Hill as early as possible. We strongly recommend your full application be received by The Graduate School by December 15.

Awards
These non-service awards provide a competitive stipend, tuition, fees, and health insurance, as funds available from the state of North Carolina allow.

Selection
Graduate programs nominate a limited number of their most promising applicants into a University-wide competition. The Fellowship Committee of The Graduate School then selects applicants who will receive grant offers.

Questions
Contact the department to which you are applying (see gradschool.unc.edu/programs/degreeprograms.html) or e-mail gradfunding@unc.edu.

Other Programs at UNC

- Rotary World Peace Fellowship at UNC (for international students only) (www.rotary.org/en/StudentsAndYouth/EducationalPrograms/RotaryCentersForInt ernationalStudies/Pages/ridefault.aspx)

External Funding Resources

Nationally Competitive Fellowship Opportunities

The following is a partial list of external fellowship opportunities. Please visit the GrantSource Library (research.unc.edu/offices/grantsource/index.htm) for comprehensive information on funding opportunities.

- AAUW Educational Foundation American Fellowship (www.aauw.org/fga/fellowships_grants/index.cfm)
- Charlotte W. Newcombe Doctoral Dissertation Fellowship (www.woodrow.org/newcombe)
- DOD National Defense Science and Engineering Fellowship (www.asee.org/ndseg)
- Ford Predoctoral Fellowships for Minorities (www7.nationalacademies.org/fordfellowships/fordpredoc.html)
- Ford Dissertation Fellowships for Minorities (www7.nationalacademies.org/fordfellowships/forddiss.html)
- Fulbright Fellowships and Related Grants for Work Abroad (www.iie.org/fulbright)
- Fulbright-Hays Doctoral Dissertation Research Abroad Program (www.ed.gov/programs/iegpsddrap)
- Jacob K. Javits Fellowship Program (www.ed.gov/programs/iegpsjavits)
- NASA Graduate Student Researchers Program (fellowships.hq.nasa.gov/gsrp/nav)
- National Science Foundation Predoctoral Fellowship (www.nsfgradfellows.org)
- Paul and Daisy Soros Fellowship for New Americans (www.pdsoros.org/a_instruction.html)
- Spencer Dissertation Fellowship Program (www.spencer.org/programs/fellows/dissertation.htm)
- SSRC International Dissertation Field Research Fellowship (programs.ssrc.org/idrf)

Graduate Tuition Incentive Scholarship (GTIS)

Purpose
Graduate Tuition Incentive Scholarships (GTIS) are for graduate students receiving external funding in support of their thesis or dissertation research which does not include tuition.

Eligibility
This scholarship is available to masters and doctoral students in a program within the UNC Graduate School. Students must be enrolled full-time and in good standing with their department. Students in distance education or certificate programs are not eligible.

Questions
For additional information, visit the GTIS Web site at gradschool.unc.edu/funding/gtis.html.

Graduate School Fellowships for Current Doctoral Students

The Graduate School offers the following fellowships for current University of North Carolina at Chapel Hill doctoral students:

- Dissertation Completion Research Fellowships (gradschool.unc.edu/funding/dissertation.html)
- Society of Fellows Dissertation Fellowships (gradschool.unc.edu/funding/dissertation.html)
- Off-Campus Dissertation Research Fellowships (gradschool.unc.edu/funding/offcampusdiss.html)
- Summer Research Fellowship (gradschool.unc.edu/funding/summerresearch.html)

For further information, please see our Funding Resources Web site (gradschool.unc.edu/funding)

Financial Aid

The Office of Scholarships and Student Aid works with graduate students who need financial aid to meet the costs of attending the University. Financial support may be available through small grants, from federal or private lender loan programs, and from the federal work-study program, in the form of either hourly paid campus jobs or teaching/research assistantships.

To be eligible for financial aid programs administered by the Office of Scholarships and Student Aid, a student must be enrolled in a degree program on at least a half-time basis, a United States citizen or permanent resident, making satisfactory progress toward completion of the academic program, and, if applicable, registered for Selective Service. The student may not be in default on a loan previously received for college expenses nor owe a refund on a scholarship, grant, or loan from a previous enrollment period.

Graduate students who wish to apply for financial aid to meet the costs of attending the University must complete the Free Application for Federal Student Aid (FAFSA). The application should be completed online at www.fafsa.ed.gov. However, a paper application may be obtained from high schools, most college financial aid offices or in person at the Office of Scholarships and Student Aid. In completing the FAFSA, the student must list UNC–Chapel Hill (code number 002974) as one of the schools to receive the FAFSA information. The information on the FAFSA will be analyzed by an agency contracted by the federal government. The agency will send information and an analysis of the student's eligibility for financial aid funds to both the student and to the Office of Scholarships and Student Aid.

A student should not wait for admission to a graduate program before applying for aid. An applicant should submit the FAFSA by February 15. If additional documentation is needed to complete a student's application for financial assistance, the Office of Scholarships and Student Aid will notify the student. A student who completes the file promptly can expect to receive notice of an award decision early in June.

Additional information about financial aid procedures and programs can be obtained from the Office of Scholarships and Student Aid, 300 Pettigrew Hall, P.O. Box 1080, Chapel Hill, NC 27514. The office is open from 8:00 a.m. to 5:00 p.m. Monday through Friday. The telephone number is (919) 962-8396; telephone hours are 9:00 a.m. to 4:00 p.m. Monday through Friday. More detailed information is also available at studentaid.unc.edu.

North Carolina Residency for Tuition Purposes

For Graduate School students only, go to gradschool.unc.edu/residency/index.html for residency requirements, guidelines, due dates, and online application.

The Academic Common Market

The Graduate School at the University of North Carolina at Chapel Hill proudly participates in the Academic Common Market (ACM). Facilitated by the Southern Regional Education Board (www.sreb.org), the ACM is a cooperative arrangement among universities in 16 states in the southeastern United States. Applicants accepted into one of the following graduate programs at Carolina, and who qualify and are selected for the ACM, are charged tuition (cashiers.unc.edu/stufininfo.htm) at the in-state rate.

To qualify for the ACM you first need to be accepted in one of the graduate programs listed on the ACM Web site at gradschool.unc.edu/admissions/common_mkt.html.

Once accepted, you will need to contact the ACM coordinator in your home state. You can find the name of your ACM home coordinator at https://acm.rti.org/contact/viewcontact.cfm?show=other. Your ACM state coordinator will need to verify that you are a legal resident of that state and the program for which you have been accepted is not offered in your home state. Available slots for qualified ACM students are limited.

Student Affairs Information

Students are at the center of the learning community at the University of North Carolina at Chapel Hill. To ensure a successful learning experience, graduate and professional students are encouraged to take advantage of a variety of programs and services offered by the University through Student Affairs, The Graduate School, and individual schools and departments. Student Affairs oversees services intended for the entire University student community, and offers programs designed primarily for undergraduate students. The Graduate School, on its own and in conjunction with various Student Affairs offices, offers programs and services intended to specifically address the needs of graduate and professional students.

The Graduate School

The Graduate School is committed to improving and facilitating the integration of graduate and professional students' academic, professional, and personal development, as well as to assist students to make the most of their Carolina experience. To further these aims, staff in The Graduate School are responsible for assisting students in a number of capacities. The offices of the associate dean for student affairs and the associate dean for academics create and implement programs and services that specifically address the needs of graduate and professional students. Some of these programs are listed below. The director of diversity, recruitment, and retention develops and provides a number of programs and services throughout the year, both academic and social in nature, to assist graduate students of color with a successful transition and experience during their graduate work. The director of graduate student academic and professional development oversees workshops and events in the Graduate Student Center. Graduate School staff are available to all graduate and professional students as a source of counsel, information, and referral for questions involving student services, academic procedures, policies, and grievances.

Telephone: (919) 966-2611

Web: gradschool.unc.edu

Graduate School Handbook

The *Graduate School Handbook* contains most of the policies and procedures of The Graduate School at the University of North Carolina at Chapel Hill. Students should become familiar with the material pertaining to their degree programs, and, together with their faculty advisors, make certain that the chosen program of study complies with all policies. The *Handbook* may be viewed or downloaded from the Graduate School Web site: handbook.unc.edu.

Policies and Guidelines for a Cooperative Learning Environment

Teaching and learning occur simultaneously through a partnership between instructor and student. Instructors share knowledge, experience and ideas with their students. Students process these thoughts, generate new ones and share them with their teachers. In most cases, students and instructors communicate clearly and effectively. However, misunderstandings do occur. In an attempt to foster a positive academic environment, the Faculty Council, upon recommendation of the Educational Policy Committee, establishes these policies and guidelines.

The Faculty Council resolves:
Part I. Policies
Section 1.
The Faculty Council recognizes and affirms the following policies. This recognition is not to be interpreted as precluding modification of any policy by the appropriate authority.

The Honor Code. The faculty should inform students of the provisions of the honor code and be aware of their own responsibilities specified in the honor code. Faculty responsibilities are stated in the Instrument of Student Judicial Governance.

Student Grievance Procedures. According to UNC–Chapel Hill Student Grievance Committee procedures, students may file a grievance against a UNC–Chapel Hill employee, EPA non-faculty employee, staff employee, or student employee (when acting in the role of employee) when there is a violation of one of the following:

A. The UNC-Chapel Hill Sexual Harassment Policy
B. The UNC-Chapel Hill Racial Harassment Policy
C. The UNC–Chapel Hill Policy on Sexual Orientation
D. The Americans with Disabilities Act
E. Title IX, which prohibits exclusion from participation on the basis of sex
F. Section 504 of the Rehabilitation Act of 1973, which outlaws discrimination on the basis of a handicap or
G. The Family Educational Rights and Privacy Act, which allows students to challenge the content of their educational records.

Copies of these can be obtained from the Office of the Dean of Students. They contain information about how to file a grievance. A grievance based on incidents that occurred more than six months before the complaint was filed will not be considered.

Student Access to Academic Records—Protection Against Improper Disclosure. As stated in The Family Educational Rights and Privacy Act of 1974, students may have access to their full academic records. Individuals who are, or have been, in attendance at UNC–Chapel Hill may inspect and review their education records. Otherwise, education records are subject to confidentiality requirements as specified by law and may not be disclosed improperly. Requests for recommendations imply that the student has given consent to the disclosure of information related to ability and performance. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student. "Education records" are those records directly related to a student that are maintained by an educational institution. Particular University policy provisions are found in the University of North Carolina at Chapel Hill's Policies and Proce-

dures under the Family Educational Rights and Privacy Act of 1974.

Appealing a Grade. The University has systems for appealing a grade. The exact procedures vary among the academic units. Students should consult with their dean or department chairperson to obtain information about grade appeal procedures.

Part II. Guidelines

Section 2.

The Faculty Council endorses the following guidelines for the faculty-student relationship. This endorsement shall not be construed as faculty legislation, is not intended to establish a contractual undertaking by the University or any individual, and shall not constitute the basis for civil action in a court or a claim in any administrative or judicial body of the University of North Carolina at Chapel Hill.

Clear Definition of Potential Honor Code Violations. In an attempt to avoid unintended misunderstanding, instructors should clearly state what is acceptable in their class. When study aids such as computers are allowed, the instructor is responsible for explaining what constitutes proper use of these items. These rules should be established at the beginning of the course and should not be changed without giving students proper notice.

Assignment of Graded Work during the Last Week of the Semester. Instructors may not assign graded work during the last week of classes unless the course syllabus clearly states that such an assignment will be given.

Suggested Classroom Procedures. In general, instructors are strongly encouraged to follow the guidelines for course design and classroom procedures recommended by the Center for Teaching and Learning. When students enter into a learning relationship, they have certain needs and expectations. They are entitled to information about course procedures, content and goals. Instructors should provide a syllabus that describes the course and methods of evaluation. Particular attention should be paid to several areas of special concern to students, including provision of reserve readings and grading policy.

Evaluated assignments should be returned to the students within a reasonable amount of time. Since part of the purpose of such assignments is to provide feedback, students should be given time to assess and to learn from their mistakes. Ideally, such assessment would take place while the relevant topics are still fresh in their minds.

Extra credit, if offered, should be announced publicly and made available to the entire class.

Students Should Have Freedom of Expression. Students should be free to take reasoned exception to the data or views offered in any course of study. They are responsible, however, for learning the content of any course of study for which they are enrolled. Incorrect facts and poorly supported arguments or opinions inevitably have an impact on grades. Nothing herein shall be construed to limit the freedom of the faculty to assign grades according to appropriate academic standards.

Responsibilities of Students and Teachers. Just as students ought to expect instructors who are knowledgeable and well prepared, so should teachers expect their students to be motivated, eager to learn and actively engaged in class. It is the responsibility of teachers to make their courses serious intellectual experiences for themselves and for their students. It is the responsibility of students to take seriously the courses in which they enroll. Good teachers need good learners.

Students should understand that they are members of a community of scholars, and membership in such a community is not a passive activity. To be full participants in the educational community and to maximize the educational value of a class, pre-class preparation is necessary. Proper class preparation involves obtaining course materials as they are needed and completing assignments as they are due. Full participation in a class requires regular attendance, arriving on time and remaining until class conclusion, and active involvement in the work of the class.

Students should also consider the extent of their own involvement in a class in assessing the educational value of a class.

Grade Appeals

The procedure for grade appeals can be found in the *Graduate School Handbook.* Any questions regarding the grade appeals process should be directed to The Graduate School.

Web: handbook.unc.edu/grading.html

Orientation

The Graduate School sponsors a University-wide orientation program for new graduate and professional students to (1) acclimate them to the University community and (2) to provide information sessions on a range of topics relevant to graduate students such as funding, residency for tuition purposes and getting to know the local area. Important reference materials and guides to the campus and Chapel Hill/Carrboro area community resources are available to students on the Graduate School Web site: gradschool.unc.edu. These resources include the *Graduate School Handbook, Academic Integrity and Ethics, A Guide to Theses and Dissertations*, copies of University policies, and other helpful campus and community publications that are intended to be used throughout the students' graduate careers. As orientation is a continuous process throughout a student's first year, The Graduate School schedules a number of orientation workshops throughout the academic year on a variety of issues related to graduate students.

In addition to the Graduate School orientation, individual graduate and professional programs conduct department-based orientations for new students. Information regarding departmental orientations is available in the respective academic departmental offices.

Orientation and relocation information can be found on the Web site of The Graduate School at gradschool.unc.edu. The Graduate School Office, open year-round, is located on the second floor of Bynum Hall. Graduate School staff and are available to answer questions and help students find the resources they need to make the most of their Carolina experience.

Professional Development in Graduate Education

The University of North Carolina at Chapel Hill is committed to providing students with the highest quality graduate education. While this clearly entails academic training, it also includes a commitment to providing students with resources and services to enhance their graduate experience and to prepare them for their post-student careers.

The cornerstone of professional development at Carolina is a series of workshops and selected one-credit-hour courses. These workshops cover topics designed to promote graduate student academic, professional, and personal growth. Sessions are designed to provide students with the opportunity to develop five areas of professional competency: communication, leadership, teaching and instruction, professional adaptability, and self-awareness.

For more information, visit the Web site of The Graduate School at: gradschool.unc.edu/student/profdev.

Graduate Student Foreign Language Proficiency Assessment

The departments of Romance Languages and Literatures, Germanic Languages and Classics offer foreign language proficiency assessments in French, German, Spanish and Latin (classical or medieval) for graduate students needing to satisfy a departmental foreign language requirement. This service is offered once each semester. The Graduate School administers registration for these assessments.

Student Affairs

Office of the Vice Chancellor for Student Affairs

The Office of the Vice Chancellor for Student Affairs coordinates the division's programs and provides guidance and leadership for its departments. The office also acts in a consulting role for faculty, administrators and students who wish to raise issues that concern the University community, with a particular focus on student needs. Members of the Office of the Vice Chancellor also serve on various University committees to represent the division's several constituencies.

Students are encouraged to explore the opportunities offered by Student Affairs throughout their University career, either directly through the respective departments, or through the Office of the Vice Chancellor.

Telephone: (919) 966-4045
Web: studentaffairs.unc.edu

Office of the Dean of Students

The Office of the Dean of Students, located on the first floor of the Student and Academic Services Building North, provides a variety of direct student services and works closely with a wide range of student programs. The Office of the Dean of Students is the contact and information point for students regarding the University's policies on racial and sexual harassment and discrimination based on sexual orientation. In addition, staff members provide counseling and general advisement to students and assist students, parents, and members of the University staff in dealing with crisis situations or other problems affecting student life. Staff members of the Office of the Dean of Students also work with programs that have a specific focus, such as the Student Activity Fund Office (SAFO). In addition to providing the administrative coordination of the student judicial system, staff members also work with leaders of a variety of extracurricular organizations.

Telephone: (919) 966-4042
Web: deanofstudents.unc.edu

Campus Y

Since its founding in 1860, the Campus Y has been a starting point for the development of many programs responding to students' concerns. The mission of the Campus Y is the pursuit of social justice through the cultivation of pluralism. In particular, the Y serves as a bridge between the University and the local community by addressing the needs of both groups. Y-sponsored committees include community outreach (such as the Big Buddy, Elderly Exchange and Tutoring programs), social issues (such as Women's Issues and Human Rights Week), global action (such as Hunger Action and the South African Scholarship Fund) and fund-raising programs (such as the Footfalls Road Race). Students can also serve on the Y Student Executive Committee, for which elections are held in the spring. All students are welcome to visit the Campus Y offices in the new Student Union to learn about volunteer service and University, local and global issues.

Telephone: (919) 962-2333
Web: campus-y.unc.edu

University Career Services

Services for graduate students provided by University Career Services (UCS) include workshops on writing résumés and curriculum vitae, interviewing and job-seeking; résumé referral to employers; individual career advising and career interest assessment; on-campus interviewing; job listings via the Web; and a reference file for students in selected curricula. Some services are limited to students who are in a UNC–Chapel Hill degree or certificate program.

Additional resources and programs include occupational and employer information, career panels, career and professional school fairs, an automated alumni network service, various employer databases, and a UCS home page on the Web.

Students in law, dentistry, and medicine and students enrolled in the M.B.A. and M.A.C. programs are served by career services in their departments, rather than by UCS.

University Career Services is located in 219 Hanes Hall. Office hours are from 8:00 a.m. to 5:00 p.m. Monday through Friday. Resource Room hours are from 8:00 a.m. to 8:00 p.m. Monday through Thursday.

Telephone: (919) 962-6507
Web: careers.unc.edu

Counseling and Wellness Services

Counseling and Wellness Services (CWS), formerly Counseling and Psychological Services, provides free, confidential psychological counseling to help students solve personal, academic, and career problems. CWS specializes in individual evaluations, counseling, psychotherapy, and career counseling. A variety of counseling, testing, developmental, and informational services are offered to all students. Counseling services for individuals or groups focus on academic success, including test anxiety and time management; career decisions, including selecting or changing a major and choosing a career; relationships, including loneliness, shyness, roommate conflicts, dating relationships, and family problems; and cultural issues, including cultural identity, gay and lesbian issues, racism, and women's issues. Also available are dissertation and thesis support groups; training and development programs; stress management and biofeedback; and communication skills training, including assertiveness training and guidance in how to overcome speech anxiety. CWS is located on the third floor of the James A. Taylor Building.

Telephone: (919) 966-3658
Web: caps.unc.edu

Disability Services

The Department of Disability Services is responsible for ensuring that programs and facilities are accessible to all members of the University community. Students with disabilities and/or medical conditions may receive accommodations and services that are designed to remove barriers, so that they may independently meet the demands of University life. Accommodations and services—which may include but are not limited to note-takers, alternative testing, accessible class

materials and interpreters—are provided on an individual-needs basis. There is no charge for any accommodation or service. Students will be asked to provide documentation of the disability and/or medical condition from an appropriate primary care provider.

Telephone: (919) 962-8300 (Voice/TDD)
Web: disabilityservices.unc.edu

Academic Success Program for Students with LD and ADHD

The Academic Success Program for Students with LD and ADHD, formerly called Learning Disabilities Services, is the University's designated service provider to students with documented learning disabilities (LD) and attention-deficit/hyperactivity disorders (ADHD). The Academic Success Program also meets the needs of students with Acquired Brain Injury (ABI) in conjunction with the Department of Disability Services, the campus office that works with students with disabilities other than LD and ADHD.

Telephone: (919) 962-7227
Web: www.unc.edu/depts/lds

Housing and Residential Education

The Department of University Housing and Residential Education, consistent with the academic mission of the University, endeavors to provide eligible students a supportive environment within which to live. The department maintains the physical quality and the integrity of its buildings at a level conducive to security and comfort, and does so in the belief that providing a safe and healthy living environment supports and contributes to the learning process.

The University of North Carolina at Chapel Hill follows the principle that all persons shall have equal opportunity and access to facilities in any phase of University activity without regard to handicap, sex, race, creed, color, age, sexual orientation, or national origin. Under this principle, educational, cultural, social, housing, extracurricular and employment opportunities are available on an equal basis. However, receipt of the application by and advance payment to the Department of University Housing does not guarantee admission to the University or to a residence hall. The Department of University Housing reserves the right to refuse for just cause any application for space and to return any advance payment within two weeks of receipt of the completed application. Early application is encouraged.

Telephone: (800) UNC-5502
E-mail: housing@unc.edu
Web: housing.unc.edu

Graduate Student Housing

The Department of Housing recognizes that the living needs of graduate and professional students are usually different from those of undergraduates. At Carolina, graduate and professional students can enjoy the benefits of being affordably close to classes, facilities, and events, and living in a community of fellow graduate students where the atmosphere is characterized by early quiet hours and respect for personal time and space.

Odum Village and Baity Hill Apartments are Carolina's on-campus communities for graduate students providing apartment-style housing. Odum Village is located on south campus off of Manning Drive near the medical facilities, the Dean Smith Center, and the Kenan–Flagler Business School. Its quiet yet friendly atmosphere lends itself to graduate student interests and study. The Baity Hill and Mason Farm communities serve as the Student Family Housing apartment complex for students with families. These one- and two-bedroom apartment communities are situated on rolling hills adjacent to the campus. The apartments are within walking distance of the campus and are served by campus and city bus routes. Rental costs compare favorably with similar area housing. These communities comprise nine buildings with 398 apartments.

Parking is available for graduate students on a limited basis, and a fare-free campus bus service offers several routes that connect the north, middle, and south regions of campus. Find specifications for apartments by visiting the Housing Web site at housing.unc.edu and clicking on "Apartments."

Generally, demand for on-campus housing for graduate students exceeds the supply. On-campus housing is not guaranteed for graduate students, although every effort is made to offer a space to all applicants. Returning residents have priority to re-sign up for the following academic year before spaces are offered to new graduate students. Please visit the department's Web site at housing.unc.edu for additional information.

Off-Campus Housing

Off-campus housing refers to any housing not owned and operated by the University of North Carolina at Chapel Hill. This category includes small group housing, such as fraternities and sororities, as well as apartments, houses, and rooms. Two-thirds of the University's students live in the off-campus market. Some units are furnished and within walking distance to campus. Other off-campus housing consists of large, unfurnished apartment complexes located throughout Chapel Hill and Carrboro.

International Student and Scholar Services (OISSS)

The Office of International Student and Scholar Services promotes international educational exchange through its services and programs. OISSS serves as the principal administrative, programming, and advising office for approximately 2,500 international students, faculty, and administrative staff at UNC–Chapel Hill, including research scholars and visiting professors. Located in the FedEx Global Education Center, OISSS issues and helps maintain visa documentation, provides advising related to immigration matters and adjustment to life in the United States, and serves as a liaison between international students and scholars and their departments and governmental and private agencies involved in international education exchange. In addition to administrative and advising services, OISSS provides programming that helps international students and scholars maximize their experience at UNC–Chapel Hill. Programs include orientation, tax seminars, and various cultural programs. The center is a focal point for community service organizations, including the Host Family Program, Conversation Partners Program, Speakers' Bureau, and International Women's English Conversation Group. It also administers the UNC Class of '38 Summer Study Abroad Fellowships.

Campus Health Services

Campus Health Services (CHS), located next to Kenan Stadium in the James A. Taylor Building, provides a broad range of ambulatory, primary care, and prevention services. Specialty care services are also available, including orthopedics, obstetrics and gynecology, dermatology, travel information and immunization, and allergy management. For convenience, in-house laboratory, radiology,

pharmacy, and physical therapy services are also available.

Any student who has paid the campus health fee for the current semester (or summer session) is eligible for health care at Campus Health Services. The fee covers the cost of most services provided by CHS professionals, including physicians, physician extenders, nurses, physical therapists, and health educators. Additional charges are made for after-hours care, drugs, and miscellaneous supplies. Laboratory and X-ray studies at CHS require a co-payment by the user. There also may be additional charges for specialty services. Spouses not enrolled in the University as students become eligible to receive the same services as students by demonstrating appropriate insurance coverage and by paying the student health fee at CHS.

Hours of operation vary according to the academic calendar. Please call to verify hours of operation Monday through Friday and on the weekends. Preferred CHS office hours are 9:00 a.m. to 4:30 p.m., Monday through Friday, when students are seen on an appointment basis. For convenience, students are encouraged to call (919) 966-2281 for an appointment. After-hours care is available from 4:30 p.m. to 11 p.m. Monday through Friday and 8:00 a.m. to 5:00 p.m. on weekends. Physician extenders are available with medical and psychiatric back up. Services are considered a premium service with a visit charge during these times. If other ancillary services are required an additional fee will apply. Major problems may be referred to the UNC Hospitals Emergency Department by the CHS staff when open, or by the HealthLink nurse (966-2281) when CHS is closed. Students should be aware that the campus health fee does not cover medical care at UNC Hospitals or other facilities. Students will be responsible for charges incurred at the UNC Hospital Emergency Department anytime that they use those services.

All students enrolled in UNC system colleges and universities, including UNC–Chapel Hill, who meet three specific criteria (enrolled in six credit hours if an undergraduate or one credit hour if a graduate student, degree-seeking, and eligible to pay the student health fee) will be required to have health insurance coverage. Distance learning students are exempted from this requirement. For information, please review the Mandatory Health Insurance information at the UNC Campus Health Services Web site (campushealth.unc.edu).

North Carolina law mandates that all new students at the University document the completion of immunization requirements. Failure to comply results in cancellation of registration 30 days after classes begin. Vaccines are offered at Campus Health Services at reduced rates for students who need to complete their immunization requirement. For additional information on Campus Health Services, visit the CHS Web site at campushealth.unc.edu.

Carolina Union

The Carolina Union is an organization of students, professional staff, and part-time student staff who provide programs, services, and facilities for all members of the campus community. The Carolina Union contributes to the educational mission of the institution through the provision of cultural, social, educational, and entertainment programs sponsored by the Carolina Union Activities Board and the Carolina Union Performing Arts Series. The many co-curricular programs offered impact the intellectual environment of the campus and create opportunities for campus members to engage in debate, conversation, and interaction around the issues of the time.

Students play an important role in determining needs, setting programming and financing goals, and evaluating all aspects of the Union. Student employees also provide and maintain the many services offered in the Frank Porter Graham Student Union and other campus locations.

The Carolina Union Board of Directors reviews and approves Union finances, provides long-range planning for the Union, and selects the Union president from student volunteers each year. The Carolina Union Activities Board is a student organization that plans and carries out social, cultural, recreational, and educational programs for the entire student body. Programs range from informal stage performances and workshops on current issues to major speakers and popular and cultural concerts.

In addition to providing office and meeting space and services for student organizations, the Carolina Union also offers lounge space, food services, bowling, billiards, and games for all UNC–Chapel Hill students.

Employment opportunities are available in many of the Union's service areas, such as the information desk, ticket office, and technical services. (For more information, contact the administrative office in Room 201 of the Frank Porter Graham Student Union.)

More information about the Carolina Union is available on the Web at carolinaunion.unc.edu.

Cocurricular Student Organizations

The University requires that cocurricular student organizations be officially recognized each academic year. This recognition process is designed to ensure that student organizations affiliated with the University do not discriminate on the basis of race, religion, national origin, disability, age, veteran status, sex (as defined by law), or sexual orientation. In addition, official recognition provides student groups with the following benefits: applying for use (through reservation) of specified University facilities, property, services, or equipment pursuant to the Facilities Use Policy; use of the University's name in the organization's title, so long as University sponsorship or endorsement is not implied or stated; the privilege of applying for funding from monies generated by the Student Activity Fee, which is legislatively apportioned by the Student Congress; and the assistance of University staff. Applications for official University recognition must be completed annually, in order to ensure that active students are aware of University policies and to provide staff with information concerning University-recognized student organizations.

Applications are available in Room 201 of the Frank Porter Graham Student Union Building. (Note: all information in and attached to the application is considered public information upon the granting of recognition.)

A full list of active student organizations (there are currently more than 600) is available on the Union Web site.

Student Government

The Graduate and Professional Student Federation (GPSF), the official representative of graduate and professional students at the University, is organized on the basis of school, departmental, and curricula organizations. The GPSF provides communication between graduate and professional students, represents graduate and professional students both within and outside the University community, and provides structures capable of dealing with ongoing issues and concerns. It also allocates and administers the funds appropriated to it from student fees. Every duly enrolled graduate and professional student is automatically a member of the GPSF. Web: gpsf-wiki.unc.edu/confluence/display/gpsfHome/Home.

Graduate students, whether as a result of individual interest or because of teaching assistantships, may want to learn more about student government at Carolina. Information is available on the Web at studentorgs.unc.edu/studgov.

I. Executive Branch of Student Government

A. *Officers:* President; Vice President; Treasurer; Secretary; Executive Assistants; Elections Board Chair

B. *Current committees that address various areas of student concern:* Academic Affairs; External Relations; Human Relations; Info-Tech; Public Service; Student Services

II. Judicial Branch of Student Government

Student Courts (both Undergraduate and Graduate). These bodies maintain original jurisdiction with respect to all violations of the Code of Student Conduct.

Student Attorney General's Staff. The staff of the Student Attorney General investigates alleged violations of the Code of Student Conduct and brings to trial those charges sufficiently supported by evidence. The staff also advises and assists students accused of violations.

University Hearing Board. This court has original jurisdiction in cases deemed inappropriate for hearing within another court, and appellate jurisdiction with respect to cases appealed from student courts.

III. Legislative Branch of Student Government

Student Congress. The legislative branch of the student government is unicameral (one house), consisting of 37 representatives elected by the student body, with the presidents of the student body and of the Graduate and Professional Student Federation (GPSF) serving as non-voting ex officio members. The Speaker of the Student Congress (SC) is elected from among the representatives. Graduate and professional students and on- and off-campus undergraduates are proportionally represented in the congress. Graduate and professional students represent districts composed of several schools grouped together, while undergraduates represent geographical areas.

The Student Congress handles a vast amount of legislation; one of its primary responsibilities is to appropriate student fees for recognized student organizations. Congress also approves appointments, serves as a student advocate and legislates changes to the Student Code.

The representatives are elected in the spring for one-year terms, and each member serves on one of three standing committees: Finance, Rules and Judiciary, and Student Affairs.

Other Services

Public Safety

The Office of Public Safety is located on Manning Drive on the UNC–Chapel Hill campus. Public safety administers the parking and transportation system at the University (including the issuing of parking permits) and provides for the overall safety and security of the campus. Parking permits are available for purchase on a limited basis for students. More information about parking availability can be found on the Web at www.dps.unc.edu.

The University publishes an annual public safety report of activities requiring intervention by campus security. This report also includes campus security policy and procedures. The annual public safety report may be obtained by contacting the office of the University Counsel at (919) 962-3031, or may be viewed on the Web at www.dps.unc.edu/dps.

Student Dining Services

Carolina Dining Services operates 10 separate dining facilities at UNC–Chapel Hill. Meal purchases can be made with the UNC One Card using a meal plan, Dining Flex, à la carte, expense, or cash. All meal purchases made with the UNC One Card are not subject to the six percent North Carolina state sales tax on these items. Cash purchases are taxable. To find out more information about acquiring a UNC One Card, visit the One Card Office Web site at www.onecard.unc.edu.

Students can use their meal plans at several of the campus all-you-care-to-eat dining facilities. Top of Lenoir is an award-winning facility with an array of menu choices. The new Rams Head Dining Hall is a 30,000 square foot state-of-the-art facility that includes several restaurants and all-you-care-to-eat venues.

Carolina Dining Services offers several meal plans that offer the convenience and value of purchasing meals on campus ahead of time. To find out more about the different meal plan options, visit the Carolina Dining Services Web site at www.dining.unc.edu.

Sonja Haynes Stone Center for Black Culture and History

The Sonja Haynes Stone Center for Black Culture and History (SHSCBCH) was founded in July 1988 and is named for Dr. Sonja Haynes Stone, a member of the UNC–Chapel Hill family for more than 17 years. The SHSCBCH opened in a new building on South Road in fall 2004 in the heart of campus, across from the Student Union and near the Bell Tower. As a center within the University's Academic Affairs Division, SHSCBCH has a central role in supporting the University's academic mission by a strong commitment to broaden the range of intellectual discourse about African Americans and to encourage better understanding of peoples of the African diaspora and their perspectives on important social and cultural issues. The center focuses its efforts on the interdisciplinary examination of Africana lives, cultures, and histories. The Stone Center works with numerous departments and units of the University to help promote interdisciplinary inquiry, as well as focused examinations from various interdisciplinary and disciplinary perspectives.

The Stone Center is a major resource of cultural, historical, and social programming for the UNC–Chapel Hill community. As a focal point for Black cultural expression, the Stone Center sponsors concerts, poetry readings, lectures, group discussions, and presentations in drama and dance. Its permanent programs include the Sonja Haynes Stone Memorial Fellowship and Lecture, the African Diaspora Lecture Series, the Cross-Cultural Communications Institute (CCCI), the Sonja Haynes Stone Collegiums, and the Visiting Scholar Program. More information about the Stone Center can be found on the Web at sonjahaynesstonectr.unc.edu.

Academic Resources

Scholarly Journals

The University has published scholarly journals since 1884, when the *Journal of the Elisha Mitchell Scientific Society* first appeared.

The following list contains some of the publications currently produced by the University's graduate and professional programs.

American Diplomacy. A journal for commentary, analysis and research on American foreign policy and its practice. www.unc.edu/depts/diplomat

Annali d'Italianistica. The mission of this publication is to promote the study of Italian literature in its cultural context, to foster scholarly excellence, and to select topics of interest to a large number of Italianists. www.ibiblio.org/annali

Carolina Papers in International Health and Development. A series of UNC–Chapel Hill graduate student working papers designed to promote scholarship in the fields of health and development and to raise awareness of such issues among international studies specialists. gi.unc.edu/research/carolina-papers/index.html

Endeavors. Features outstanding research and creative work undertaken by faculty and students at the University. Distributed free, the magazine reaches 8,600 on- and off-campus readers in an effort to engage others in Carolina research. endeavors.unc.edu

North Carolina Law Review. Published by the School of Law to stimulate research and publication by faculty and students. nclawreview.net

Studies in Romance Languages and Literatures. For 60 years, this publication has supported and disseminated scholarship in the romance literatures. www.unc.edu/~clsherma

The University of North Carolina Studies in the Germanic Languages and Literatures. An internationally renowned monograph series in the field of Germanic studies. www.unc.edu/depts/german/graduatestudiesopportunities/paperseries.html

In addition, the University of North Carolina Press publishes the following journals (uncpress.unc.edu/bm-journals.html):

Social Forces, one of the best known journals in sociology and related fields.

The High School Journal, for educational practitioners and theorists nationwide.

Studies in Philology, publishing articles on British literature before 1900 and articles on relations between British literature and works in the classical, Romance, and Germanic languages.

Southeastern Geographer, publishing the academic work of geographers and other social and physical scientists since 1961.

Southern Literary Journal, premier publication devoted to the fiction, poetry, and drama of the American South.

Southern Cultures, dedicated to the exploration of what makes the South the South.

Early American Literature, journal of the Division on American Literature to 1800 of the Modern Language Association.

Appalachian Heritage, a leading literary magazine of the southern Appalachian region.

The University of North Carolina Press

The University of North Carolina Press is the primary publishing arm of the University in the scholarly field. In addition to its publication of the journals of research, it carries on a book publishing program of about 80 new titles a year. Although these books are the work of scholars from all parts of the world, the presence in the University of a professionally staffed book publishing organization, with facilities for the international distribution of works of scholarship, is a stimulus to research and writing by members of the University community. The Press' program is an important contribution to the development of that aspect of the University's service which has to do with the advancement of learning.

Web: uncpress.unc.edu/default.htm

Electronic Publications: www.ibiblio.org/uncpress/epubs.shtml

Libraries

The University Libraries

The main humanities and social sciences collections of the Academic Affairs Library are housed in the Walter Royal Davis Library. Davis Library includes more than 900 open and closed carrels for assignment to graduate students, and an additional 1,950 lounge, carrel, and table seats for general use. The building also houses group study rooms, 11 lounges, a computer lab, and a number of special study areas. All students are also welcome to use the Louis Round Wilson Library, home of the University's special collections, as well as the Robert B. House Undergraduate Library and any of the specialized departmental libraries.

The University Libraries hold over 5 million bound volumes and nearly 4.5 million microforms, constituting one of the most important collections in the South. Additional information about the libraries, as well as access to the online catalogs and to many electronic resources, is available at www.lib.unc.edu. Reference librarians at any of the UNC–Chapel Hill libraries are available to help graduate students locate materials, use print or online library resources, or tackle any question from the most basic to in-depth advice on research projects.

The University Libraries receive more than 100,000 periodicals and other serials annually, including the publications of professional associations and learned societies. The Academic Affairs Library also receives the publications of such organizations as the Smithsonian and Carnegie institutions, the Rockefeller Foundation, the Hispanic Society of America, and the Russell Sage Foundation, and of many universities, including foreign universities and academies.

The government document collections comprise a rich body of resources. The Academic Affairs Library is a regional depository for United States government documents and United Nations publications, as well as selected foreign government documents. Particularly rich are

its files of federal and state publications; state legislative journals, laws, collected documents, colonial and state records, and records of constitutional conventions.

The libraries provide access to a wide array of online resources including indexes and abstracts, statistical materials and government data, and full text titles. Many titles may be accessed from home by members of the University community. The Davis Library Information Commons makes available state-of-the-art workstations for library research.

Departmental libraries containing collections for study and research are assigned to Art, Biology (Botany and Zoology), Chemistry, City and Regional Planning, Geological Sciences, Institute of Government, Information and Library Science, Mathematics/Physics, and Music. The Law Library, containing more than 300,000 volumes, is located within the School of Law at Van Hecke-Wettach Hall. It contains material useful to students of history and government.

In addition to the collections available in-house, the libraries provide access to a multitude of external resources. Materials that the libraries do not own may be borrowed through interlibrary borrowing. UNC–Chapel Hill students may obtain a Triangle Research Libraries Network card allowing them to borrow materials from Duke, North Carolina State, and North Carolina Central Universities. The valuable manuscripts of the State Department of Archives and History and the collections of the State Library at Raleigh are also nearby.

Web: www.lib.unc.edu

Special Collections (Wilson Library)

The North Carolina Collection holds books, pamphlets, maps, newspapers, serials, broadsides, microforms, documents, recordings, and other materials relating to the state and its people, and ranging in date from the 16th century to the present. Two of its prominent collections are the Sir Walter Raleigh Collection, relating to the courtier and the era of Elizabethan exploration, and the Thomas Wolfe Collection of manuscripts and published items by and about the University's well-known literary alumnus. The Photographic Archives provide a visual record of people, places, and events throughout the state in negatives, prints, and postcards, including examples of all formats beginning with daguerreotype of the 1840s. The North Carolina Collection Gallery exhibits artifacts, art, and furnishings related to the history and culture of the state and the University.

The Manuscripts Department consists of several units. The Southern Historical Collection preserves private papers—letters, diaries, account books, broadsides, photographs, taped interviews, video documentation, etc.—of individuals, families, and organizations of the region. University Archives houses the official unpublished records of the University created since its charter in 1789. The General and Literary Manuscripts Collection includes documents related to notable British writers and literary enterprises and to American writers from outside the South. The Southern Folklife Collection houses extensive recorded music, field tapes, photographs, movie film, and other materials related to study and research in the field of folklore and popular culture, with emphasis on materials about the region.

The Rare Book Collection includes books, pamphlets, broadsides, medieval and Renaissance manuscripts, and graphic images. Of particular interest are the Estienne Imprint Collection, the Bernard J. Flatow Collection of the Cronistas, the George Harper Collection of W. B. Yeats, the Archibald Henderson Collection of George Bernard Shaw, the William Henry Hoyt Collection of French History, the Bill Morgan Collection of Beat Literature, the William A. Whitaker Collection of Samuel Johnson and His Circle, and an array of collections supporting the study of 19th-century British, Irish, and American literature.

Health Sciences Library

The Health Sciences Library is the primary library for the University of North Carolina Schools of Dentistry, Medicine, Nursing, Pharmacy, and Public Health, and the University of North Carolina Hospitals. It also serves the health and biomedical information needs of the entire University of North Carolina at Chapel Hill, the North Carolina Area Health Education Centers (AHEC) system, and health personnel and researchers throughout the state.

Collections

The library has an excellent collection to support curricular, research, and patient care information needs, consisting of more than 300,000 volumes and more than 4,000 serial titles, and more than 3,000 electronic resources. The Health Sciences Library provides a growing collection of computer-based multimedia courseware, CD-ROMs, and customized computer-assisted instruction, and offers electronic reserves. Information about the collection is accessible through the Triangle Research Libraries Network online catalog (www.trln.org). UNC-affiliated users have free access to the majority of the library's collections, wherever and whenever they are needed.

Borrowing

Faculty, students, researchers, and staff of the University of North Carolina at Chapel Hill and the University of North Carolina Hospitals, as well as area health professionals, receive borrowing privileges upon application. The library provides photocopy services, article delivery service, and an interlibrary loan service for materials not available on campus. Borrowing privileges are also available to any North Carolina resident for a small fee.

Information Services

Librarians are available to aid users in locating information, to instruct in the use of library resources, and to provide additional help. Online search services, with access to MEDLINE and about 100 other databases, are also provided. Direct access to databases and full text journals is offered through the library Web site (www.hsl.unc.edu) free of charge. From this site, users can search MEDLINE, nursing and allied health literature, international pharmaceutical abstracts, public health community papers, and other databases from their workstations on and off-campus. These and other databases are also available in the library.

The Health Sciences Library coordinates the AHEC Library and Information Services Network. This is a statewide network that supports information services for community-based health professions education. Students, faculty off-campus, and preceptors receive a variety of help through the Information Connection Service.

Help in using the library's services and collections is available online, via e-mail, by telephone, and by appointment. Consultation services can be used to make an appointment with a library staff member to develop a search strategy for a thesis topic, to learn advanced literature search techniques, or to receive any other in-depth help needed. In addition, education services faculty offer a variety of instructional programs, including orientation, workshops, and course lectures, designed to teach information-management skills.

Information Technology Services

UNC–Chapel Hill's campus computing services are organized under a central office: Information Technology Services (ITS). Most graduate students have their main contact with ITS through divisions that manage academic computing, electronic mail (e-mail), public microcomputing labs, interactive media presentation, database access, exam scoring, networking, and video and multimedia classroom support. The IT Response Center (ITRC), Carolina's help desk, assists students, staff, and faculty in using IT services across campus. Visit the online help site at help.unc.edu for self-help options or to contact the ITRC, or call (919) 962-HELP for assistance.

All enrolled students at UNC–Chapel Hill are eligible for a login ID, called an Onyen (Only Name You'll Ever Need), that can be used for e-mail and other IT services at UNC. After creating an Onyen at onyen.unc.edu, students are able to create personal Web pages, download shareware software, check grades, and set up their computers to access the campus wired or wireless network.

With the Onyen, a number of online services are available, including e-mail, listservs, access to online courses in BlackBoard, and access to MyUNC, Carolina's portal (my.unc.edu). Through the portal, students can access their class lists, grades, financial information, and other relevant sites, all with a single login.

Off-campus students may want to consider subscribing to an Internet service provider (ISP) or learn about other ways to remotely access the University networks. Detailed information can be found on the help site at help.unc.edu.

Public microcomputer labs can be found throughout campus. Each lab has Microsoft Windows machines as well a variety of software applications for student use. Additionally, all lab machines have Internet connections, so students can check their e-mail or access the Web. There are also laser printers for student use in each lab. Lab hours vary according to usage patterns and location; check the help site at help.unc.edu for information on lab locations and hours of operation.

Web: its.unc.edu

Research Resources

The intellectual life of the University and the research activities of graduate students and faculty alike receive valuable encouragement and support from the various institutes and centers listed below. These institutes do not operate as instructional agencies within the University; rather, they serve to obtain financial and organizational assistance for the scholars who constitute their membership. Many of the institutes provide opportunities for graduate student training.

Research Institutes and Centers

Most research centers and institutes can be found at the following Web site. Selected locations are detailed below.
research.unc.edu/offices/index.htm

Child Development Institute

(see Frank Porter Graham Child Development Institute)
www.fpg.unc.edu

Institute for the Arts and Humanities

The institute's mission is to provide time and common space for faculty in the College of Arts and Sciences to work on projects that will advance their careers and benefit their students. The institute provides funds for faculty during the academic year or summer (Faculty Fellows Program) so that faculty may spend their time on scholarly or research activities.
(919) 962-0249
www.iah.unc.edu

Institute for the Environment

The UNC Institute for the Environment is leading UNC's world-renowned environmental community in developing solutions to critical environmental challenges. In doing so, it educates future environmental leaders and engages with the people of North Carolina and the nation to address and solve environmental challenges.
www.ie.unc.edu/index.cfm

Institute for Research in Social Science

(see Odum Institute for Research in Social Science)
www.odum.unc.edu

Institute of African American Research

The Institute of African American Research (IAAR) is the research component of the Sonja Haynes Stone Center for Black Culture and History. The mission of the institute is to promote the scholarly investigation of the culture and thought of African Americans, as well as Blacks in the Diaspora. The aim of the institute is to support intellectual productivity across far-reaching investigative interests and academic disciplines that is committed to research in Black studies. The institute supports projects that examine the impact of the African Diaspora on Black life and culture in the United States.
www.unc.edu/iaar

Institute of Government

The Institute of Government within the School of Government is devoted to teaching, research, and consultation in state and local government. Over the years the institute has served as the research agency for numerous study commissions of the state and local government.
(919) 966-5381
www.sog.unc.edu

Institute of Latin American Studies

The Institute of Latin American Studies (ILAS) was created in 1940. The major functions of the institute are: 1) to encourage and stimulate study and research on Latin America at UNC–Chapel Hill, 2) to serve as a campus hub for interdisciplinary communication on Latin America, including the sponsorship of a wide variety of activities that bring together interested faculty and students from a large number of academic disciplines, and 3) to promote the exchange of scholars and students and to encourage close collaborative relationships between the University and institutions of higher learning in Latin America and the Iberian Peninsula.
(919) 966-1484 ilas.unc.edu

Institute of Marine Sciences

The institute's mission is to serve the state and nation through the conduct of high quality basic and applied marine science research.
(252) 726-6841
www.marine.unc.edu

Institute of Outdoor Drama

Established in 1863, the Institute of Outdoor Drama is a public service agency of UNC–Chapel Hill. It is the only advisory and research organization in the United States dedicated to the advancement of the outdoor drama movement, and serves as a resource for groups, government agencies, and individuals who wish to create new outdoor dramas or who are seeking information on the field.
(919) 962-1328
outdoordrama.unc.edu

Institute on Aging

Mission: The North Carolina General Assembly created the Institute on Aging in August 1996, placed it under the general umbrella of the 17-campus University of North Carolina System and based it at the UNC–Chapel Hill campus. The institute's mission is to enhance the well-being of older people in North Carolina by fostering statewide collaboration in research education and service. Its mandate is to 1) promote collaborative applied and basic gerontological research, 2) develop innovative programs of interdisciplinary gerontological education and

practice, and 3) provide state-of-the-art information to policymakers, program managers, service providers, clinicians, and the general public.

www.aging.unc.edu

Jordan Institute for Families

Created in 1996, the Jordan Institute for Families is the research, training, and technical assistance arm of the School of Social Work at the University of North Carolina. Cutting across traditional disciplinary lines, the Jordan Institute develops knowledge and promotes practices and policies that build supportive families and stable communities. The Jordan Institute addresses family issues across the life span that threaten to undermine some families—such as poverty, abuse, mental illness, school failure, and substance abuse—as well as challenges that confront most families, such as providing for aging family members and caring for young children.

ssw.unc.edu/jif

Kenan Institute of Private Enterprise

The Frank Hawkins Kenan Institute of Private Enterprise, an affiliate of the Kenan–Flagler Business School, encourages cooperation among business, academia, and government to foster private-sector development and to utilize the private sector to serve the public interest in the United States and worldwide. The Kenan Institute develops innovative public-private and private-private partnerships that build the capacity of people, business, and communities to prosper in market-based environments. These programs are anchored in research that provides the basis for replicating and extending these outreach programs nationally and internationally. The Kenan Institute was established in 1985 by a series of gifts from the William R. Kenan Jr. Charitable Trust and the William R. Kenan Jr. Fund. The institute operates from two locations—the Kenan Center at the University of North Carolina at Chapel Hill and Washington, DC. A sister institute in Thailand, Kenan Institute Asia, has been established to provide a physical and institutional presence.

www.kenan-flagler.unc.edu/KI

H. W. Odum Institute for Research in Social Science

H. W. Odum Institute for Research in Social Science promotes and supports social science research at UNC-Chapel Hill. Founded in 1924, the Odum Institute houses one of the nation's largest social science and census data archives, maintains a state-of-the-art computing and GIS lab for faculty and student research, offers advanced quantitative and qualitative statistical software and consulting support for social science and survey research design and analysis, offers short courses and seminars on research topics, and sponsors 16 ongoing faculty work groups.

www.odum.unc.edu

Oak Ridge Institute for Science and Education

Since 1946, students and faculty of the University of North Carolina have benefited from its membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of 85 colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education (ORISE), the DOE facility that ORAU operates, undergraduates, graduates, and postgraduates, as well as faculty, enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years. Many of these programs are especially designed to increase the numbers of underrepresented minority students pursuing degrees in science- and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found in the ORISE Catalog of Education and Training Programs, which is available at see.orau.org.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry, and major federal facilities. Activities include faculty development programs, such as the Ralph E. Powe Junior Faculty Enhancement Awards, the Visiting Industrial Scholars Program, consortium research funding initiatives, faculty research, and support programs as well as services to chief research officers.

www.orau.org

Triangle Institute for Security Studies

The object of TISS is to promote communication and cooperation among faculty, graduate students, and the public across disciplines and beyond the confines of each university in order to advance research and education concerning national and international security, broadly defined.

(919) 684-5162

sanford.duke.edu/centers/tiss

Bowles Center for Alcohol Studies

The mission of the Bowles Center for Alcohol Studies is to conduct, coordinate, and promote basic and clinical research on the causes, prevention, and treatment of alcoholism and alcohol abuse.

(919) 966-5678

www.med.unc.edu/alcohol

Carolina Center for Public Service

Mission: The Carolina Center for Public Service leads the University's engagement efforts and service to the state of North Carolina and beyond by linking the expertise and energy of faculty, staff, and students to the needs of the people.

In all its efforts, the Carolina Center for Public Service seeks to build partnerships throughout the University and the state as it:

- advances the quality and sustainability of efforts through effective practices
- recognizes and celebrates exemplary service
- shares information, strategies, and outcomes of UNC's service endeavors
- facilitates community-based scholarship in addressing community issues

As the first public university, Carolina has a proud history of changing lives through educating scholars and leaders dedicated to forging a brighter future for the state, nation, and the world. The University of North Carolina at Chapel Hill is committed to expanding its tradition of engagement and responsiveness through the Carolina Center for Public Service.

www.unc.edu/cps

Carolina Population Center

The Carolina Population Center exists to serve the research and research training needs of faculty at the University of North Carolina at Chapel Hill who have interests in the population field. The center is rich in its diversity. Its 56 faculty fellows have their primary appointments in sixteen departments in five schools or colleges within the University. The postdoctoral, predoctoral, and undergraduate training programs also reflect the diversity of the center.

(919) 966-2157
www.cpc.unc.edu

Cecil G. Sheps Center for Health Services Research

The Cecil G. Sheps Center for Health Services Research organizes interdisciplinary research on the structure and impact of the health care system. A fundamental interest of the center has been the interaction between the medical care system and vulnerable populations, such as the poor, the elderly, rural residents, minority groups, the chronically ill, children, and the mentally ill.

(919) 966-5011
www.shepscenter.unc.edu

Center for Aging Research and Educational Services

The Center for Aging Research and Educational Services is dedicated to serving social work practitioners and decision makers who work with older adults and their families.

ssw.unc.edu/cares/cares.htm

Center for AIDS Research

The purpose of the UNC Center for Aids Research (CFAR) is to provide infrastructure to support investigation of the HIV/AIDS epidemic using clinical research, behavioral research, research into HIV biology and pathogenesis at the molecular level, and educational outreach. The UNC CFAR is a consortium of three complementary institutions: The University of North Carolina at Chapel Hill, Research Triangle Institute, and Family Health International.

www.cfar.unc.edu

Center for Community Capitalism

The center examines ways that government, nonprofits, and the private sector can work together through innovative public-private community development partnerships to strengthen inner cities. The center works to create public policies that will make capitalism work better in distressed communities and focuses on new ways government policy can bring the energy of private enterprise to lift inner-city residents out of poverty. It views inner cities as untapped markets with considerable financial and human resources and profit potential for enterprising businesses.

www.ccc.unc.edu

Center for Developmental Science

The Center for Developmental Science is an interdisciplinary and interinstitutional center for the advanced study of human development. The mission of the CDS is to provide an environment that transcends the ordinary boundaries of disciplines and institutions in order to facilitate multidisciplinary, collaborative explorations of new frontiers in developmental research and training based on the principles of developmental science.

Goals of the CDS are:

- to transcend traditional barriers to scholarship by drawing developmental investigators from a wide variety of disciplines and institutional affiliations
- to support research about human development that aims to understand the basic processes of behavioral, emotional, physical, and cognitive development, and the mechanisms that affect development across the life span
- to develop, apply, critique, and revise developmental theory and methods such as longitudinal design and data analytic techniques that are sensitive to developmental processes
- to translate this basic science research into practice in a variety of venues in order to improve the health and developmental outcomes of individuals across the life span
- to develop and support a strong cohort of developmental researchers through the establishment of a unified and integrated research environment in which faculty collaborate and work closely with each other and with doctoral students and postdoctoral fellows to prepare the next generation of developmental researchers.

Funded by grants from the National Institute of Health and other sources, the CDS administers a pre- and postdoctoral training program, sponsors a weekly consortium series, supports workshops and special institutes on critical topics, and provides support for visiting faculty.

(919) 962-0333 www.cds.unc.edu

NSF Science and Technology Center for Environmentally Responsible Solvents and Processes

More than 30 billion pounds of organic and halogenated solvents are used worldwide each year as process aids, cleaning agents, and dispersants. Considerably more water is used and contaminated in related processes. In the 21st century, manufacturing and service industries must increasingly attempt to avoid production, use, and subsequent release into the environment of contaminated water, volatile organic solvents, chlorofluorocarbons, and other noxious pollutants. Technological breakthroughs of the last decade now indicate that liquid and supercritical carbon dioxide (CO2) could become a very commonly used solvent in overcoming these environmental problems. The S&T Center for Environmentally Responsible Solvents and Processes, established in 1999, has as its goal to develop the scientific fundamentals necessary to enable liquid and supercritical CO2 to replace aqueous and organic solvents in key processes in the nation's manufacturing sector. Three key focus areas identified to date are macromolecular synthesis/engineering, microlithography, and nanostructures. This is a multidisciplinary effort with participants from five academic centers and two national laboratories: the University of North Carolina at Chapel Hill, North Carolina State University, North Carolina A&T University, University of Texas at Austin, and Georgia Institute of Technology in partnership with Sandia National Laboratory and Oak Ridge National Laboratory.

(919) 962-5468
www.nsfstc.unc.edu

Center for European Studies

The mission of the Center for European Studies is to advance understanding of the social, political, and economic events that shape contemporary Europe. It does this primarily by supporting faculty and graduate student research through its roles as a National Resource Center funded by Title VI grants and as a European Union Center funded by the European Commission. At the same time, the center dissemi-

nates knowledge about contemporary Europe by enriching the University's work in graduate and undergraduate education and in outreach programs with public schools. One major new initiative in the center's educational functions has been the establishment of the Trans-Atlantic Master's Program (TAM). Another is its present effort to institute a new major in contemporary European studies.

www.unc.edu/depts/europe

Center for Gastrointestinal Biology and Disease

The Center for Gastrointestinal Biology and Disease promotes research and teaching on all aspects of gastrointestinal biology, physiology, and epidemiology, with special emphasis on inflammatory bowel disease. Resources at the center's disposal include investigators and core laboratories at two constituent members of North Carolina's university system. The University of North Carolina at Chapel Hill, where the activities are based largely at the School of Medicine, and North Carolina State University, where the activities are based largely at the School of Veterinary Medicine. The level of cooperation between these different but complementary institutions makes the center unique.

(919) 966-1757

https://cgibd.med.unc.edu/index.php

Center for Health Statistics Research

The Center for Health Statistics Research (CHSR) opened its doors in the fall of 1999 with the mission of providing the infrastructure and relevant expertise to address important statistical design and analysis issues tied to research focusing on high-risk populations, especially that which leads to new insights in health promotion and disease preventions. This is accomplished by 1) focusing the center's attention on methodological issues that arise in conjunction with existing substantive research efforts and 2) conducting this statistical research parallel to and in collaboration with the efforts of researchers in various settings of the health research landscape in North Carolina.

(919) 962-3282

www2.sph.unc.edu/chsr

Center for Home Visiting

The center's mission addresses the following goals through collaborative efforts with researchers, educators, evaluators, trainers, practitioners, and policymakers: to promote interdisciplinary research and evaluation efforts, to promote interdisciplinary training efforts at the college and university level, to promote interdisciplinary efforts in ongoing professional activities, and to advance the knowledge base concerning practice and training.

(919) 962-9197

www.unc.edu/~uncchv

Center for Instructional Technology

The mission of the Center for Instructional Technology (CIT) is to assist UNC–Chapel Hill faculty, staff, and graduate instructors in achieving their instructional, research, and other professional objectives by providing support for commonly used and emerging information technologies. To fulfill that mission, the CIT works collaboratively with staff in Information Technology Services (ITS) and other service providers on campus to coordinate, promote, and support campus-wide instructional technology-related services.

its.unc.edu/TeachingAndLearning/index.htm

Center for Mathematics and Science Education

The Center for Mathematics and Science Education applies the resources of UNC–Chapel Hill to improve mathematics and science education in North Carolina. The center is affiliated with the North Carolina Mathematics and Science Education Network (NC MSEN). The center implements its mission by offering 1) professional development activities for teachers of mathematics and science, 2) collaborative professional development and curriculum improvement projects supporting the reform efforts of local school systems, 3) the NC MSEN Pre-College Program, a student encouragement program in mathematics and science serving students of grades 6–12 in the Alamance-Burlington, Chapel Hill–Carrboro, Durham, and Orange County school systems, and 4) support for School of Education degree and nondegree programs for new teachers and for experienced teachers.

www.unc.edu/depts/cmse

Center for Pharmaceutical Outcomes Research

The mission of the Center for Pharmaceutical Outcomes Research is to improve patient health outcomes, primarily those associated with the use or potential use of pharmaceuticals. The center will advance the field of health outcomes through methodology development, evaluative research, and the translation of research findings to clinical practice and pharmaceutical education.

Center for Public Television

The University of North Carolina Center for Public Television operates a statewide network of eleven digital transmitters with a commitment to inform, enrich and educate viewers. Each transmitter broadcasts four channels of standard definition programming and one channel of high definition programs. In addition to UNC–TV, they are UNC–KD, a children's channel, UNC–ED, an educational channel, UNC–HD, a high definition channel, and UNC–NC, a channel that eventually will be dedicated entirely to local content.

UNC–TV also supports a wide variety of outreach activities, including partnerships with educational and social service agencies; college telecourses for credit to more than 17,500 adults yearly; educational support for teachers; and a comprehensive Web site. UNC–TV actively seeks partnerships with others to bring greater focus to the key cultural and social issues in North Carolina.

www.unctv.org

Center for Research on Chronic Illness

CRCI provides central resources and facilities to both seasoned and novice investigators actively conducting research to assist individuals and groups to establish and maintain favorable health behaviors. Individuals and groups at high risk, or vulnerable, for developing or incurring chronic health problems are the major focus of CRCI research. Vulnerable people include the poor, marginalized communities, those at critical development stages of life (childhood, adolescence, or old age) and residents of rural or underserved areas.

(919) 966-0453

www.unc.edu/depts/crci

Center for Slavic, Eurasian, and East European Studies

Inasmuch as the mission of the University is the generation, preservation, transmission, and dissemination of useful knowledge, the mission of the Center for Slavic, Eurasian, and East European Studies is entirely coherent with that mission, particularly honed to the subset of knowl-

edge pertaining to the languages, cultures, and political systems of the Slavic, Eurasian, and East European peoples and countries.

(919) 962-0901
www.unc.edu/depts/slavic

Center for the Study of the American South

The Center for the Study of the American South affirms the commitment of the University of North Carolina at Chapel Hill to the study of the South, to teaching about the region, and to a tradition of service spanning two centuries. Through myriad programs, publications, and conferences, the center seeks to sponsor a broad public dialogue that addresses the central challenges to public life in the South. What is this shared Southern history and culture that both divides and unites Southerners? What threats to the region are posed by persistent poverty, a decline in civility, and the fragmentation of communities by racism and migration? How are recent changes to the region redefining opportunity in a global economy, transforming landscapes, and radically reshaping communities? The center brings the University's vast resources to bear on these questions.

(919) 962-5665
www.uncsouth.org

Center for Faculty Excellence

The Center for Faculty Excellence provides Carolina faculty holistic support across the entire spectrum of professional development: instruction, research, and leadership skills. The center also provides support to graduate instructors through a wide range of activities and resources. The center provides:

- Resources to individuals who wish to improve their effectiveness as instructors and mentors
- Support and guidance for designing, funding, and undertaking successful research on campus
- Advice and training for faculty members taking on campus leadership roles

The Center for Faculty Excellence is a new institution, but it is based on an old idea: that a faculty member should be regarded as an individual, and not simply the summation of research (or teaching, or leadership) competencies. The mission of the center is to provide holistic support to that individual across the entire spectrum of professional development: instruction, research, and leadership skills.

Carolina is a rich environment for an academic professional, but it is often difficult for faculty members to take advantage of this richness. The center is designed to implement five core principles in mobilizing or publicizing the University's resources for faculty: transparency, collaboration, mentoring, comparative advantage, and assessment.

Transparency is critical in ensuring that faculty members can recognize and access quickly all available resources. Of all scarce resources, faculty time is probably the most valuable. Time spent searching for supports on campus is time that could be spent better on instruction or research.

Collaboration among faculty members is a critical support to faculty success in all areas—research, instruction, or leadership. Some collaboration is a natural outgrowth of shared interest, but this only scratches the surface of the opportunities for mutual gain offered.

Mentoring best utilizes our considerable faculty strengths to ensure that the next generation of faculty will be at least as strong. Through mentoring, our more senior faculty pass on accumulated research, instruction, and leadership skills to our more junior faculty—as we have for more than two hundred years.

Comparative advantage is jargon for the fact that each faculty member has a set of characteristics that make him or her uniquely effective as a researcher, instructor, or leader. Our metric of faculty success is not that all faculty members will have the same skills in each area. Our faculty members will demonstrate a competence in each area, but beyond that our faculty will be free to specialize in those aspects of instruction, research, and leadership in which they are most skilled. The University's success follows naturally from this specialization.

Assessment is a critical component of any initiative. New ideas often look good on paper, but effectiveness will be measured in their practical application.

As is evident from this list, the center is not really a place; it is a springboard. Good researchers will become great researchers, good instructors will become great instructors, and faculty members will become leaders.

(919) 966-1289
cfe.unc.edu

Center for Urban and Regional Studies

The center's mission is to promote and support within UNC–Chapel Hill, high-quality basic and applied research on urban, regional, and rural planning and policy issues. The center seeks to generate new knowledge of urban and regional processes and problems and ultimately to improve living conditions in our communities. This is done by involving the University's faculty and graduate students in large, multidisciplinary research projects and smaller, more narrowly focused projects. The center's mission also includes promoting the use of the research it facilitates.

(919) 962-3074
curs.unc.edu

Center for Aging and Diversity

The Center for Aging and Diversity addresses, through research and training, health disparities in later life, provides a forum in which to discuss and examine ethnic, racial, and cultural variation in life course processes, and disseminates research findings to the academic and lay community on the health of older diverse populations.

www.aging.unc.edu/cad/index.html

Clinical Center for the Study of Development and Learning

The Clinical Center for the Study of Development and Learning (CDL) is a multidisciplinary research, technical assistance, and leadership training center. The center is dedicated to improving the lives of individuals with developmental disabilities. Its work covers the broadest range of dysfunctions and handicaps, from learning disorders and attention deficits to mental retardation and multiple handicapping conditions.

(919) 966-5171
cdl.unch.unc.edu

Collaborative Studies Coordinating Center

The Collaborative Studies Coordinating Center (CSCC) is a division within the Department of Biostatistics of the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill. As the coordinating center for a number of multicenter public health and medical studies, it provides statistical, data management, quality assurance, and study management services. The organization includes profes-

sional personnel from biostatistics, epidemiology, computer science/data management, medicine, pharmacy, and nutrition. The professional personnel are supported by staff with training and experience in all of these fields as well as in study management, office management, and communication.

www.cscc.unc.edu

Comprehensive Center for Inflammatory Disorders

Established in 1999, the Comprehensive Center for Inflammatory Disorders (CCID) is one of six national Comprehensive Oral Health Research Centers of Discovery created by the National Institute of Dental and Craniofacial Research to improve the oral health of Americans. The CCID faculty conducts basic, clinical, epidemiological, and community-based research on inflammatory disorders such as periodontal disease, cardiovascular disease, and diabetes, and on at-risk pregnant women. The center also provides comprehensive specialized oral health care to patients with periodontal disease, diabetes, and cardiovascular disease, and on patients with at-risk pregnancies. Finally, the center provides educational opportunities for scientists, professionals, and the public on the links between inflammation and systemic medical conditions.

(919) 966-1455

www.dent.unc.edu/research/ccid

Cystic Fibrosis Pulmonary Research Center

The Cystic Fibrosis Pulmonary Research and Treatment Center is a large, multidisciplinary group focused on the pathogenesis and therapy of cystic fibrosis and other lung diseases.

(919) 966-1077

www.med.unc.edu/pulmonary/areas-and-programs/cysticfibrosis

Dental Research Center

The Dental Research Center provides a central base for the research carried out by the Dental School by making available well-equipped laboratories and core research support facilities. The center fosters collaborative research relationships for faculty throughout the University and offers opportunities in graduate research training for basic sciences and clinical specialty students.

www.dent.unc.edu/research

Frank Porter Graham Child Development Institute

The research mission of the Frank Porter Graham Child Development Institute is to create new knowledge to enhance the lives of young children and their families. Emphasis has and will be placed on the study of vulnerable populations, such as those at risk, the disabled, or the disadvantaged.

(919) 966-2622

www.fpg.unc.edu

The UNC Center for Functional GI and Motility Disorders

Mission: Advancing the biopsychosocial understanding and care of patients with functional gastrointestinal (GI) and motility disorders through research, training, and education.

The center's goals are:

- *Research:* Conducting studies on the physiological and psychosocial mechanisms underlying the functional GI and motility disorders, their impact on quality of life, health outcome, and their treatment
- *Professional Training and Education:* Providing multidisciplinary training and education in clinical and research skills with emphasis on patient-centered care and advanced research methods
- *Evaluation and Treatment:* Applying up-to-date evaluation and treatment for a full range of functional GI and motility disorders

General Center Information: (919) 966-0144; Center Coordinator: (919) 843-0821 www.med.unc.edu/medicine/fgidc/welcome.htm

Gene Therapy Center

The University of North Carolina School of Medicine created the Gene Therapy Center in 1993 with the goal of merging molecular genetics research with health care delivery. The Gene Therapy Center provides important resources to academic investigators through two core facilities created to support preclinical and clinical gene therapy studies. These facilities, the Vector Core and the Human Applications Laboratories, were created to ensure that investigators would have promising gene vectors available in the quality and quantities needed for preclinical or clinical studies. Research in the laboratory has centered on the molecular biology of adeno-associated virus (AAV) in order to exploit the unique features of this virus to develop an efficient viral vector system for use in human gene therapy. Continued efforts in understanding the mechanism of viral replication and integration for both wild-type and recombinant AAV are being pursued in order to create more efficient gene transfer vectors. The ultimate goal of the Gene Therapy Center is to facilitate the progression and translation of gene therapy research from the laboratory bench into Phase I clinical trials for the treatment of human disease.

(919) 962-3285

genetherapy.unc.edu

Clinical and Translational Research Center

As a member of the Clinical Translational Sciences Awards consortium (CTSA), the NC TraCS Institute seeks to create new programs and pathways to facilitate clinical and translational research at UNC and throughout North Carolina.

The CTRC offers investigators a variety of research support services, including access to inpatient and outpatient examination rooms, a staff of highly skilled research professionals, an investigators' laboratory, nutrition research support, and an oral health research facility. In addition, CTRC staff can assist with study start-up, from the preparation of the IRB application and CTRC addendum to the sponsor regulatory package, budget negotiations, and internal processing form. Other services include assistance with pre-study feasibility, patient recruitment, study budgeting, letters of support, and research coordinator orientation. The CTRC also offers adult and pediatric research coordinator services.

Mission: The Clinical and Translational Research Center improves the health and well-being of the people of North Carolina and beyond by ensuring an optimal professional environment for clinical innovation, quality care, resource stewardship, and research leadership.

All publications, press releases, or other documents that result from the utilization of any NC TraCS Institute resources are required to credit the CTSA grant and comply with NIH Public Access Policy, found at www.hsl.unc.edu/Collections/NIHToolkit/NIHPublicAccess-Toolkit.cfm (submission to PubMed Central). Visit tracs.unc.edu/index.php?option=com_content&view=article&id=130&Itemid=193 to view recommended language for use in publications based on the type of support/funding received from the CTRC and / or NC TraCS overall.

tracs.unc.edu/index.php?option=com_content&view=article&id=303&Itemid=330

Highway Safety Research Center

The Highway Safety Research Center (HSRC) is dedicated to improving transportation safety, with a major emphasis on highway safety. Its fundamental mission is to conduct basic and applied research that increases knowledge and contributes to reducing death, injury, and the related societal costs. HSRC translates developed knowledge into practical interventions that can be applied at local, state, national, and international levels.

(919) 962-2202
www.hsrc.unc.edu

Injury Prevention Research Center

Injury is a major, but under-recognized, public health problem worldwide. In the United States alone, about 150,000 people die of injuries each year, resulting in more years of life lost before age 65 than any other single health problem. In addition to loss of life, the pain, suffering, and long-term disability associated with injuries are enormous. Most of these injuries are preventable, but there is much to learn. More must be understood about the factors that influence when, how, where, and to whom injuries will occur, and effective and appropriate intervention strategies must be designed and implemented.

The UNC Injury Prevention and Research Center (IPRC) envisions a world in which injuries are reduced as a result of important discoveries made and disseminated in a scholarly manner to guide policies and program development. Its vision includes a leadership role for UNC IPRC in effecting change both nationally and internationally.

The mission of the IPRC is to build the field of injury prevention and control through a combination of interdisciplinary scholarly approaches to research, intervention, and evaluation as well as through the training of the next generation of researchers and practitioners.

The UNC IPRC strives to be an innovative, nurturing, efficient, highly productive, and versatile organization that believes in

- Promoting rigor and integrity in all aspects of its work
- Identifying, creating, and seizing opportunities to enhance scientific progress and application of knowledge to prevent injury
- Creating an intellectual home in which faculty, staff, and students find collegiality, mentoring, and assistance in realizing their professional and academic goals
- Embracing new ideas with enthusiasm while planning strategically for the future
- Nurturing an atmosphere of open communication, sharing of ideas, and interdisciplinary collaboration in which good science and practice merge
- Supporting forward-thinking leadership that brings national and international perspectives
- Providing high quality service to affiliated faculty, staff, and students for project development management and dissemination
- Ensuring that all are clear about their roles and responsibilities and do what they are supposed to do
- Fostering synergies among ideas, individuals, and functions such that all engaged with the center contribute fully based on their unique and complementary roles, and
- Being adaptable to shifts in leadership, staffing, and external conditions while maintaining organizational stability.

(919) 966-2251 www.iprc.unc.edu

UNC Lineberger Comprehensive Cancer Center

The UNC Lineberger Comprehensive Cancer Center of the School of Medicine of the University of North Carolina at Chapel Hill is the public cancer center for North Carolina. The UNC Lineberger center is the focal point for cancer research and cancer-related activities at UNC–Chapel Hill. It has an organized program for postdoctoral training of basic science and prevention and control cancer research. Curricular goals of the UNC Lineberger Comprehensive Cancer Center are implemented through academic departments. Cancer center members direct or participate in a wide variety of training programs. The center's activities are interdisciplinary, and its 235 members are drawn from more than 25 departments in the UNC School of Medicine, the Gillings School of Global Public Health, the schools of Dentistry, Nursing, Pharmacy, and the College of Arts and Sciences. The UNC Lineberger Center features nine research programs that are organized in three areas: basic science, clinical science, and population sciences. Basic scientists study various aspects of cancer development and progression at the molecular level. Programs include cancer cell biology, immunology, molecular carcinogenesis, molecular therapeutics, virology, and cancer genetics. A clinical research program focuses on developing novel approaches to cancer diagnosis and treatment. The population sciences programs include cancer prevention and control research and cancer epidemiology which seek to understand the causes of cancer in human populations and to develop, test, and disseminate interventions to reduce cancer risk, increase early detection, enhance cancer survivorship, and reduce mortality from cancer.

(919) 966-3036
cancer.med.unc.edu

National Center for Catastrophic Sport Injury Research

The National Center for Catastrophic Sport Injury Research collects and disseminates death and permanent disability sports injury data that involve brain and/or spinal cord injuries. The research is funded by a grant from the National Collegiate Athletic Association, the American Football Coaches Association, and the National Federation of State High School Associations. This research has been conducted at the University of North Carolina at Chapel Hill since 1965.

(919) 962-5171
www.unc.edu/depts/nccsi

Neurodevelopmental Disorders Research Center

The National Institute of Child Health and Development created the Neurodevelopmental Disorders Research Center in 1967. The center, one of only twelve such research centers in the country, studies mental retardation and other developmental disorders. Its primary mission is to promote research and research training in the pathogenesis and treatment of neurodevelopmental disorders.

(919) 843-8641
www.fpg.unc.edu/~ndrc

North Carolina Center for Nanoscale Materials

The North Carolina Center for Nanoscale Materials (NCCNM) was officially established in April 1998. Major funding is provided by the Office of Naval Research, UNC–Chapel Hill, and North Carolina State University (NCSU). The center currently has 15 associated faculty members from several academic units at UNC–Chapel Hill and NCSU, and supports eight postdoctoral fellows and 15 graduate research assistants. The research activities in the center are directed toward under-

standing the fundamental science of nanoscale materials and utilizing their unique properties for commercial applications.

www.physics.unc.edu/~zhou/muri

North Carolina Occupational Safety and Health Education and Research Center

The North Carolina Occupational Safety and Health Education and Research Center (NCOSHERC) is an interinstitutional, multidisciplinary organization committed to graduate education and continuing education training of occupational health and safety professionals.

(888) 235-3320, (919) 962-2101
oshercww@sph.unc.edu
osherc.sph.unc.edu

Research Support Center

The School of Nursing's Research Support Center (RSC) facilitates faculty and student research endeavors with particular emphasis on expanding the research base in the School of Nursing, increasing external funding for research and developing new scholars and their programs of research. The center provides a broad array of research support services, including consultation in the areas of research design, advanced statistical support including measurement, statistical analysis and analysis programming, preparation of research grant proposals, assistance with institutional grant processing, editorial assistance, computer short courses for faculty and students of the School of Nursing, and grant fiscal management. The RSC maintains information on funding sources, research conferences, and faculty research interests, and publishes a newsletter highlighting grant and conference opportunities, research and computing news, and faculty research activities. The RSC also manages school-awarded small grants programs.

(919) 966-5803
www.unc.edu/depts/rsc

Sheps Center for Health Services Research

(see Cecil G. Sheps Center for Health Services Research)

www.shepscenter.unc.edu

Sonja Haynes Stone Center for Black Culture and History

Mission: To encourage and support the critical examination of all dimensions of African American and African Diaspora cultures through sustained and open discussion, dialogue, and debate, and to enhance the intellectual and sociocultural climate at the University of North Carolina at Chapel Hill.

(919) 962-9001
sonjahaynesstonectr.unc.edu

Thurston Arthritis Research Center

Independence is an American right. Self-sufficiency is an American ambition. Freedom of movement is an American assumption. The Thurston Arthritis Center draws from the spirit of this national psyche to create powerful instruments to lessen the suffering and immobility of those with arthritis-related diseases and to enhance the miracles of scientific vision.

(919) 966-4191
tarc.med.unc.edu

Tissue Culture Facility

The mission of the Tissue Culture Facility is to provide the members and colleagues of the UNC Lineberger Comprehensive Cancer Center with the highest quality research services and products available and to support and expand the science of cancer and medical research with professionalism and dedication.

www.unclineberger.org/tcf/index.asp

Center for Global Initiatives

Formerly known as the University Center for International Studies (UCIS), the Center for Global Initiatives is a catalyst for the innovative work of faculty and students.

The center offers an array of competitive funding opportunities including the Fulbright Program, curriculum development, international internships, conference participation, undergraduate research, and predissertation travel.

It generates flows of ideas through research projects such as the annual Navigating the Global American South conference and the book Going to Carolina del Norte: Narrating Mexican Migrant Experiences, through programs such as the Rotary Peace Center and K–12 Outreach and through online resources highlighting faculty expertise and student internship experiences.

Founded in 1993, the center has received $20 million in grants from agencies and private donors including Ford, Freeman, MacArthur, Mellon, National Science Foundation, Z. Smith Reynolds, Rockefeller, Rotary International, United Nations University, U.S. Agency for International Development, the U.S. Departments of State and Education, and the World Bank.

The center's director reports to the associate provost for international affairs, who leads the University's effort to raise its international profile. This institutional connection offers a broad academic scope spanning the entire University, and the Center for Global Initiatives complements the work of other units focusing on thematic and area studies, study abroad, service learning, career services, and external relations.

To learn more about the Center for Global Initiatives, stop by its offices on the third floor of the new FedEx Global Education Center. The center encourages discussion of innovative ideas that expand and amplify the global work of UNC.

cgi.unc.edu

Research Laboratories

Baity Air Engineering Laboratory

The Baity Air Engineering Laboratory is one of the premier industrial hygiene, air pollution control, and aerosol science research facilities in the country. The laboratory is part of the Department of Environmental Sciences and Engineering at the University of North Carolina at Chapel Hill. It includes a 2,000-square-foot bay for testing air pollution control devices with a 3-ton overhead crane on a 25-foot ceiling. The laboratory also contains a 200-cubic-foot wind tunnel, fans capable of moving 10,000 cfm, an aerosol physics laboratory, a chemistry laboratory, and office space. In addition, high bay space and analytical laboratories are available to conduct pilot scale experiments on water quality. The Baity Laboratory is housed in its own building adjacent to the UNC School of Public Health.

www.unc.edu/~leith/Baity

Research Laboratories of Archaeology

The Research Laboratories of Archaeology were established in 1939 to conduct studies in archaeology and related fields such as ethnography, physical anthropology, and ethnohistory. Today, the research laboratories' interdepartmental program pursues research in such areas as North American prehistory and history (with a focus on the Native American cultures of North Carolina), Latin American prehistory, Old World archaeology, paleo-ethnobotany, and human osteology. Rigorous field and laboratory training is provided for graduate and undergraduate students. The Research Laboratories of Archaeology also curate one of the nation's finest collections of southeastern archaeological materials, including more than 6,000,000 artifacts, extensive photographic collections dating from the 1930s and smaller archaeological and ethnographic collections from Latin America, Europe, and Japan.

rla.unc.edu

L. L. Thurstone Psychometric Laboratory

The mission of the L. L. Thurstone Psychometric Laboratory is to support the faculty and students of the laboratory in the development and application of quantitative methods for psychological research. The laboratory seeks to create an active and vital intellectual atmosphere for its members so as to facilitate a high level of scholarly effort and interaction. Toward this end, the laboratory secures and manages resources that support these research activities and goals. This support takes a variety of forms, including financial, administrative, and logistical. Laboratory resources are expended for purposes such as financial support of graduate students, upgrading of facilities and equipment, funding of student travel to conferences or workshops, sponsoring of visiting speakers, and sponsoring and hosting of academic conferences. The laboratory also seeks to establish and promote productive associations with other academic units at the University of North Carolina. These include the Departments of Statistics, Biostatistics, Linguistics, and Computer Science, as well as the Howard W. Odum Institute for Research in Social Science (IRSS), the Center for Developmental Science, and the Frank Porter Graham Child Development Institute. Each of these units is engaged in research and teaching relevant to members of the laboratory. Faculty of the laboratory collaborate in research with faculty in these units, and the laboratory's graduate students often take courses in these departments and become involved in research activities.

www.unc.edu/depts/quantpsy/thurstone

Triangle Universities Nuclear Laboratory

The Triangle Universities Nuclear Laboratory (TUNL) is a cooperative research laboratory located on the Duke University campus and supported by Duke University, North Carolina State University, and the University of North Carolina at Chapel Hill. Fifty faculty and graduate students from the three universities use the facilities. TUNL is the largest university-based nuclear physics laboratory in the southeast, and one of the largest such laboratories in the United States. The major research interests of TUNL are studies of fundamental symmetries and studies of nuclear interactions at low to medium energies in the one to twenty million-electron-volt range.

secretary@tunl.duke.edu www.tunl.duke.edu

University Regulations and Policies

The Honor Code

Persons enrolled in The Graduate School are members of the student body of the University of North Carolina at Chapel Hill, and are held responsible for conducting themselves in conformity with the moral and legal restraints found in any law-abiding community. They are, moreover, subject to the regulations of the Honor Code.

The Honor Code is the heart of integrity at Carolina. In brief, the Honor Code states that all students shall "refrain from lying, cheating, or stealing," but the Honor Code imparts much more. It is the guiding force behind the responsible exercise of freedom, the foundation of student self-governance at UNC–Chapel Hill. By abiding by the Honor Code, students can be assured that their individual rights and academic work will be respected.

Mutual Responsibilities of the Faculty and Students

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. In relation to the Honor Code, therefore, specific responsibilities of the faculty which parallel the responsibilities of the students have been formally adopted by the Faculty Council.

Responsibilities of the Faculty

I. *Awareness:* To assure that community-wide expectations regarding academic integrity are understood and communicated, and that students are held accountable for conforming their conduct to such expectations.

II. *Communicating Expectations and Administering Examinations:* To assist students in complying with their responsibilities relating to academic integrity, faculty members, teaching assistants, and other instructional personnel should

A. Use good judgment in setting and communicating clear ground rules for academic work conducted under their supervision.

B. Require students to sign the honor pledge as a condition of submitting academic assignments.

C. Take steps to prevent unauthorized access to examinations during development, duplication, and administration.

D. Avoid re-using prior examinations in whole or in part to the extent possible.

E. Take all reasonable steps consistent with physical classroom conditions to reduce the risk of cheating during the administration of examinations.

F. Maintain proper security during the administration of examinations, including, as appropriate, overseeing distribution and collection of examinations and proctoring the examination session.

III. *Oversight:* In the event of student misconduct that appears to violate the requirements of the Honor Code, faculty members, teaching assistants, and other instructional personnel should

A. Report to the appropriate Student Attorney General any instance in which the instructor has reasonable basis to conclude that a student under the faculty member's supervision has engaged in academic dishonesty or substantially assisted another to do so in connection with academically related work.

B. In the instructor's discretion, notify the student of the instructor's intention to report the suspected academic dishonesty and permit the student to provide relevant further information if the student chooses to do so.

C. Refrain from taking unilateral punitive action as to a student rather than reporting conduct in suspected violation of the Honor Code.

D. Cooperate with representatives of the Honor System in conducting necessary investigation, providing testimony or other evidence, recommending appropriate sanctions, or otherwise bringing the matter to prompt conclusion.

IV. *Involvement:* To bring to bear requisite faculty judgment regarding the nature and importance of academic integrity, and to nourish a strong campus-wide understanding and commitment to associated intellectual and personal values, faculty members, teaching assistants, and other instructional personnel should

A. Explore issues of integrity in connection with instructional activities where relevant and appropriate.

B. Encourage their academic units to take matters of academic integrity seriously, become informed regarding related problems and advisable means of preventing problems from arising, and provide requisite training and support to instructional personnel.

C. Participate upon request as part of educational initiatives, faculty advisory panels, and University Hearing Boards designed to create, nurture, and enforce high standards of academic integrity within the University community.

Responsibilities of Students

In order to ensure effective functioning of an Honor System worthy of respect in this institution, students are expected to

I. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.

II. Consult with faculty and other sources to clarify the meaning of plagiarism, to learn the recognized techniques of proper attribution of sources used in the preparation of written work, and to identify allowable resource materials or aids to be used during examination or in completion of any graded work.

III. Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.

IV. Comply with faculty regulations designed to reduce the possibility of cheating—such as removing unauthorized materials or aids from the room and protecting one's own examination paper from the view of others.

V. Maintain the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student yet to write that same examination.

VI. Treat all members of the University community with respect and fairness.
VII. Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Such report should be made to the Office of the Student Attorney General, the Office of the Dean of Students, or other appropriate officer or official of their college or school.
VIII. Cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and hearing of any incident of alleged violation, including the giving of testimony when called upon.

Procedure for Reporting

Members of the University community who wish to report possible violations of the Honor Code should contact the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042). Faculty members who have cause to report a student should use the online report form available at the following Web site: honor.unc.edu.

Alcoholic Beverages Policy

(For complete alcoholic beverages policy, see appendix.)
The University's Policy on Student Possession and Consumption of Alcoholic Beverages in Facilities of the University of North Carolina at Chapel Hill sets forth the circumstances in which alcoholic beverage use, consistent with federal, state, and local laws and ordinances, is permitted in University facilities and on University property. Copies of the policy may be obtained from the Office of the Dean of Students, located in the Student and Academic Services Building North. The text of the policy can be accessed on the Web at www.unc.edu/campus/policies/studentalcohol.html.

Drug Policy

(For complete drug policy, see appendix.)
Students, faculty members, administrators, and other employees of the University of North Carolina at Chapel Hill are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as 'controlled substances' in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the University community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the University. Also, recent federal legislation requires, as a condition of employment, that any faculty or staff member engaged in the performance of a federal grant or contract must abide by the University's Drug Policy and must notify his or her dean, director, or department chair of any criminal drug statute conviction for a violation occurring in the work place not later than five days after the conviction.

Disciplinary proceedings against a student, faculty member, administrator, or other employee will be initiated when the alleged conduct is deemed to affect the University's interests. Penalties will be imposed for violation of the policies of the University only in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators and other employees. The penalties that may be imposed range from written warnings with probationary status to expulsions from enrollment and discharges from employment.

Every student, faculty member, administrator, and other employee of the University is responsible for being familiar with and complying with the terms of the Policy on Illegal Drugs adopted by the Board of Trustees. Copies of the full text of that policy are available from each student's dean, director, or department chair, or from the Office of the Dean of Students or the counseling service of the Office of Human Resources. The text of the policy may be accessed on the Web at www.unc.edu/campus/policies/illegal_drugs.html.

Smoking Policy

Smoking is prohibited in University facilities, residence hall rooms, apartments, and common area spaces, including hallways, lounges, lobbies, stairwells, laundries, vending areas, balconies, breezeways, connectors, and porches. Additionally, smoking is not permitted within 100 feet of any University building, or in state-owned vehicles. The University's policy regarding smoking may be accessed on the Web at www.unc.edu/campus/policies/no_smoking_policy.htm.

Disciplinary Records

Disciplinary files and records of cases that resulted in "not guilty" findings will be destroyed immediately after the hearing that rendered the "not guilty" verdict. Disciplinary files and records on other adjudicated cases will be maintained for 10 years after all appeal rights have expired or have been exhausted, and then destroyed. Disciplinary files for students who have been permanently suspended or expelled from the University are maintained indefinitely. Files on pending cases will be maintained indefinitely.

The release of information contained in a student's disciplinary file or education record is governed by the provisions of the Family Educational Rights and Privacy Act (see www.unc.edu/campus/policies/ferpapol%2000035564.pdf).

Policy Statement on Nondiscrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, it is therefore the University's policy not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. Copies of the University's EPA and SPA Equal Opportunity Plans are available on the University's Web site at equalopportunity-ada.unc.edu/index.htm.

Any inquiries regarding the University's nondiscrimination policies should be brought to the attention of one of the following administrators, as noted*:

Discrimination in employment or educational programs and activities: University EEO/ADA Officer, CB# 9160, 100 Pettigrew Hall, Chapel Hill, NC 27599-9160; (919) 966-3576

Discrimination in employment: Vice Chancellor for Human Resources, CB #1000, 300 South Building, Chapel Hill, NC 27599-3000; (919) 962-1554

Discrimination involving students: Academic Personnel Office, CB# 8000, 218 South Building, Chapel Hill, NC 27599-8000; (919) 843-6056

Sex discrimination in educational programs and activities: Dean of Students, CB# 5100, 450 Ridge Road, Suite 1106, Student Academic Services Bldg., Chapel Hill, NC 27599-5100; (919) 966-4042. University Title IX Officer, CB# 9160, 100 Pettigrew Hall, Chapel Hill, NC 27599-9160; (919) 966-3576

The University's Office of Counseling and Wellness Services (919-966-3658) is available to provide confidential assistance to students. The University's Ombuds Office (919-843-8204) is available to provide confidential assistance to employees.

**The University's policy prohibiting discrimination on the basis of sexual orientation, gender expression, and gender identity does not apply to the University's relationships with outside organizations, including the federal government, the military, ROTC, and private employers.*

Amorous Relationships

According to a system-wide policy adopted by the University of North Carolina Board of Governors in 1996, it is misconduct, subject to disciplinary action, for a University employee, incident to any instructional, research, administrative, or other University employment responsibility or authority, to evaluate or supervise any enrolled student of the institution with whom he or she has an amorous relationship or to whom he or she is related by blood, law, or marriage. It is misconduct, subject to disciplinary action, for a University employee to engage in sexual activity with any enrolled student of the institution, other than his or her spouse, who is a minor below the age of 18 years.

Friendships or mentoring relationships between faculty or instructional staff and students are not proscribed by this policy. Nor is it the intent of this policy that such nonamorous relationships be discouraged or limited in any way. Copies of the full text of this policy are available from each student's dean, director, or department chair, the Office of the Dean of Students, the Office of Human Resources, the Office of the University Counsel, or the Equal Opportunity/ADA Officer. The text of this policy is available on the Web at hr.unc.edu/policies-procedures-guidelines/spa-employee-policies/employee-relations/IMPROPER-RELATIONS.

Transportation and Parking

Parking

Every student at UNC–Chapel Hill and UNC Hospitals who parks an automobile between 7:30 a.m. and 5:00 p.m. on weekdays in the University's designated reserved parking is required by the Department of Public Safety to obtain and display a parking permit. Parking permit holders must park only in specific zones as indicated on their parking permits. After 5:00 p.m. on weekdays, however, students may park in any unreserved space except those in resident student lots, which are reserved until 9:00 p.m. Please note the signs at the entrances to each lot which detail the hours of enforcement for that parking area. Motor vehicle parking permits may be applied for during online registration procedures at the Department of Public Safety. Vehicles found parked illegally may be cited by the Department of Public Safety's Parking Control Division, and subsequent violations may result in further citations, immobilization ("booting"), or towing of the vehicle. Citations may be appealed through the Department of Public Safety's Appeals Office within 10 calendar days upon receipt of the citation. Citations can be appealed in person during office hours Monday through Friday from 7:30 a.m. to 5:00 p.m., online at www.dps.unc.edu, or by regular mail.

The Parking Control Division operates MAP, the cost-free Motorist Assistance Program. If a vehicle requires a "jump start" or if the keys are locked inside the vehicle, motorists may call for assistance at 962-8006 (weekdays 7:00 a.m. to 9:00 p.m.). During all other times (and on University holidays), the UNC Police Department should be contacted for motorist assistance at 962-8100.

The Commuter Alternatives Program

The Commuter Alternatives Program (CAP) is an initiative with the goal of reducing campus traffic congestion and parking demand through the promotion and management of viable alternatives to single-occupancy vehicle use at UNC–Chapel Hill. It is a free program designed to reward campus community members for the use of bicycling, walking, transit, park and ride services, and ridesharing. CAP requires only that a registrant commute to UNC from outside a two-mile radius from the Bell Tower at the center of the campus and not be registered for a parking permit. CAP has a listserv, giveaways, prizes, discounts to local merchants, and daily benefits in relation to alternative transportation programs. For more information or to request a brochure, call the Department of Public Safety at (919) 962-3951 or visit the student CAP link on the department's Web site at www.dps.unc.edu/Transit/gettingtowork/CAP/studentcap.cfm.

Alternatives to Parking

The Web site www.redefinetravel.org provides excellent information on student transportation alternatives. RedefineTravel.org is designed to give students all the information needed to ride the bus, ride with friends, or bike to great destinations throughout the Triangle. The site has a Transit Trip Planner to popular destinations; schedules for Triangle Transit, Durham Area Transit Authority, Capital Area Transit, and Chapel Hill Transit; information about Triangle Transit's express bus to Raleigh; bike safety information and city bike maps; a calorie counter to show how active transportation affects health; information on student carpool options; and a calculator tool that calculates how much an individual can save by using alternative transportation.

Municipal and Regional Transit

The University, Chapel Hill, and Carrboro work together to provide the fare-free Chapel Hill Transit system. No exchange of money, coupons, or display of a bus pass is needed when boarding a Chapel Hill Transit bus. Campus "U" route and "RU" (Reverse U) shuttles run in continuous loops from 7:00 a.m. to 8:00 p.m., serving nearly every area on campus. Commuting students can use any of the town park and ride lots, or they can join the Commuter Alternative Program and gain access to additional CAP (Commuter Alternative Program) park and ride lots. Chapel Hill Transit provides free and quick service to and from campus to the park and ride lots. Student CAP participants receive one one-day occasional use pass per semester allowing free parking on S11 zoned lots. In addition, in the case of an emergency, UNC–Chapel Hill's Emergency Ride Back service is available to provide transportation to the park and

ride lots or any location within Carrboro or Chapel Hill municipal boundaries. Consult the Chapel Hill Transit Web site at www.chtransit.org for information on specific routes.

Regional transit (to and from RDU, Raleigh, and Durham) is available aboard Triangle Transit buses. Included in the full complement of regional service is express service from Raleigh to UNC–Chapel Hill and from Hillsborough to UNC–Chapel Hill. For more route information, call Triangle Transit at (919) 485-RIDE or visit www.triangletransit.org.

Commuting students must join CAP by visiting the Department of Public Safety Building, bringing proof of their PID number. If the student is a licensed driver, then he or she must also present a driver's license, plate, make and model of any vehicles owned, and proof of auto insurance.

Park and Ride Lots

There are four town park and ride lots and five additional lots available to those who join UNC–Chapel Hill's Commuter Alternative Program. Many commuting students find the park and rides to be a reliable transportation solution. Parking is free, and all the lots receive free transit service. Triangle Transit also serves some of the lots. The nine lots ring the campus, and space is available on a first-come, first-served basis. Parking at the preferred lot is usually possible, but not guaranteed as the most popular lots fill up by the end of rush hour.

Point-to-Point

Point-to-Point transportation (P2P) offers fare-free, fixed-route service aboard the P2P Express minibuses, operating on a continuous loop around campus during evening hours, 7:00 p.m. until 3:00 a.m., seven nights a week (when residence halls are open) during fall and spring academic semesters. Students must show their UNC ONE Card to board the P2P Express. After dark, a demand-response van can be accessed by students in areas that are not served by the P2P Express route.

P2P also offers fare-free, demand-response transportation service to disabled students and students going to or from Student Health Services 24 hours a day.

Safe Ride

A student-run program called "Safe Ride" aims to provide increased mobility between 11:15 p.m. and 2:30 a.m. on weekend evenings. Although it shares part of the name, this is a different program from the P2P Library Safe Ride Shuttle. There are three Safe Ride bus routes operating on Thursday, Friday, and Saturday nights. They provide service between campus and many private student housing developments, as well as other off-campus destinations after Chapel Hill Transit routes service ends for the evening. For more information, phone Chapel Hill Transit at (919) 969-4900, or visit the Web site: www.townofchapelhill.org/index.aspx?page=706.

UNC Bicycle Registration

The Department of Public Safety requires bicycle registration for bicycles stored or traveling on campus. The program serves as a deterrent to crime, aids in the identification of lost or stolen bicycles, and enables the department to plan for improved bicycle parking facilities around campus in the future. Forms for bicycle registration are available at the following Web site: www.dps.unc.edu/Forms/Bike%20Registration/bike1.cfm.

You can also obtain registration forms at the Department of Public Safety. Cyclists who live more than two miles from the Bell Tower may join the Commuter Alternative Program.

Zimride Rideshare Matching

Zimride is an easy way to share the seats in your car or catch a ride. The UNC–Chapel Hill private Zimride community allows you to find friends, classmates, and coworkers going the same way you are. UNC–Chapel Hill Zimride helps you offer or request rides for commutes, road trips, and popular events. If you have a car, split costs by offering rides. If you don't have a car, find rides where you need to go. For more information, visit zimride.unc.edu.

Zipcar for Students 18 and Older

For students 18 and older, Zipcar, UNC–Chapel Hill's car-sharing program, provides another option. For a $35 annual fee, reimbursable in driving credits if used within 30 days, six on-campus Zipcars can be reserved for short or long trips. Currently, UNC–Chapel Hill has a Honda Civic, two Toyota Matrix four-doors, and a Mazda 3. Cars are reserved online or by using a toll-free phone number. The Zipcar membership card serves as the key to the vehicle, and a gas card is inside. Fuel, insurance, and maintenance bills are footed by the program, and the reservation rate is $5 per hour with a $55 per day maximum fee. More information can be found by visiting www.zipcar.com/unc, dialing 866-4ZIPCAR, or e-mailing info@zipcar.com.

For More Information

Visit the Department of Public Safety during regular business hours (weekdays 7:30 a.m. to 5:00 p.m.), in the Public Safety Building via Morrison Drive (just off Manning Drive) on south campus. For more information on parking and transportation at UNC–Chapel Hill, log onto the Department of Public Safety's Web site at www.dps.unc.edu. Concerns may be addressed at the following campus telephone numbers:

- General Information (919) 962-3951, 3952
- Police Emergencies 911
- Police Nonemergencies (919) 962-8100
- Parking Control (919) 962-8006
- Accounts Receivable (919) 962-6073
- Parking Appeals (919) 962-3953
- Visitor Pay Operations Parking (919) 966-4424
- Point-to-Point Shuttle Dispatcher (919) 962-7867 (962-"P-TO-P")
- Commuter Alternatives Program (919) 843-4414

Students with temporary physical handicaps or other hardships requiring special consideration should contact the Department of Disability Services for complete information on transportation options. To get specific information about steps to take to obtain a disability permit, visit the Department of Public Safety or the Web site www.dps.unc.edu/permit%20information/studentdisability.cfm.

Graduate Degrees Conferred at UNC–Chapel Hill *(Administered through The Graduate School)*

Anthropology – M.A., Ph.D.
Art –
- History – M.A., Ph.D.
- Studio Art – M.F.A.

Biochemistry and Biophysics – M.S., Ph.D.
Bioinformatics and Computational Biology – Ph.D.
Biology – M.A., M.S., Ph.D.
Biomedical Engineering – M.S., Ph.D.
Business Administration – Ph.D.
Cell and Developmental Biology – M.S., Ph.D.
Cell and Molecular Physiology – M.S., Ph.D.
Chemistry – M.A., M.S., Ph.D.
City and Regional Planning – M.C.R.P., Ph.D.
Classics – M.A., Ph.D.
Communication Studies – M.A., Ph.D.
Comparative Literature – M.A., Ph.D.
Computer Science – M.S., Ph.D.
Dentistry –
- Dental Hygiene Education – M.S.
- Endodontics – M.S.
- Operative Dentistry – M.S.
- Oral Biology – M.S., Ph.D.
- Oral and Maxillofacial Pathology – M.S.
- Oral and Maxillofacial Radiology – M.S.
- Oral and Maxillofacial Surgery – M.S.
- Orthodontics – M.S.
- Pediatric Dentistry – M.S.
- Periodontology – M.S.
- Prosthodontics – M.S.

Dramatic Art – M.F.A.
Ecology – M.A., M.S., Ph.D.
Economics – M.S., Ph.D.
Education –
- Curriculum and Instruction – Ed.D.
- Educational Leadership – Ed.D.
- Master's/Doctorate in Education – M.A., Ph.D.
- Master of Arts in Teaching – M.A.T.
- School Counseling – M.Ed.
- School Psychology – M.A., M.Ed., Ph.D.

English – M.A., Ph.D.
Exercise and Sport Science – M.A.
Folklore – M.A.
Genetics and Molecular Biology – M.S., Ph.D.
Geography – M.A., Ph.D.
Geological Sciences – M.S., Ph.D.
German Studies – M.A., Ph.D. (joint with Duke University)
History – M.A., Ph.D.
Human Movement Science – M.S., Ph.D.
Information and Library Science – M.S.I.S., M.S.L.S., Ph.D.
Journalism and Mass Communication –
- Mass Communication – M.A., Ph.D.
- Technology and Communication – M.A.

Linguistics – M.A.
Marine Sciences – M.S., Ph.D.
Materials Science – M.S., Ph.D.
Mathematics – M.A., M.S., Ph.D.
Microbiology and Immunology – M.S., Ph.D.
Musicology – M.A., Ph.D.
Neurobiology – M.S., Ph.D.
Nursing – M.S.N., Ph.D.
Occupational Science – Ph.D.
Occupational Therapy – M.S.
Pathology – M.S., Ph.D.
Pharmaceutical Sciences – M.S., Ph.D.
Pharmacology – M.S., Ph.D.
Philosophy – M.A., Ph.D.
Physics – M.S., Ph.D.
Political Science – M.A., Ph.D.
Psychology – M.A., Ph.D.
Public Administration – M.P.A.
Public Health –
- Biostatistics – Dr.P.H., M.P.H., M.S., M.S.P.H., Ph.D.
- Environmental Sciences and Engineering – M.P.H., M.S., M.S.E.E., M.S.P.H., Ph.D.
- Epidemiology – M.P.H., M.S.C.R., M.S.P.H., Ph.D.
- Health Behavior and Health Education – Dr.P.H., M.P.H., M.S.P.H., Ph.D.
- Health Policy and Management –
  - Residential – M.H.A., M.P.H., M.S.P.H., Ph.D.
  - Off-campus – Dr.P.H. in Public Health Executive Leadership, M.H.A. in Health Policy and Management, M.P.H. in Public Health Policy and Management, M.S.D.M. (not active)
- Maternal and Child Health –
  - Residential – Dr.P.H., M.P.H., M.S.P.H., Ph.D.
  - Off-campus – M.P.H., M.S.P.H.
- Nutrition – Dr.P.H., M.P.H., M.S., Ph.D.
- Public Health Leadership – M.P.H.
- Public Health Nursing – M.S.

Public Policy – Ph.D.
Rehabilitation Counseling and Psychology – M.S.
Religious Studies – M.A., Ph.D.
Romance Languages and Literatures – M.A., Ph.D.
Russian and East European Studies – M.A.
Slavic Languages and Literatures – M.A.
Social Work –
- Residential – M.S.W., Ph.D.
- Off-campus – M.S.W.

Sociology – M.A., Ph.D.
Speech and Hearing Sciences – M.S., Ph.D.
Statistics and Operations Research – M.S., Ph.D.
Toxicology – M.S., Ph.D.

Certificate Programs

Programs have various options when developing specialized studies for postbaccalaureate, graduate, and professional students. A certificate program is a formal program of courses and other related experiences in a field of specialization. In some disciplines, a certificate is akin to a professional credential, while in others, a certificate is recognition of competence in a given skill, practice, or field of study. Like an academic degree, a certificate program is offered by a host academic school, department, or curriculum and is related to an academic area of study. It carries academic credit. The campus encourages interdisciplinary and interinstitutional certificate programs where appropriate. All certificate programs that award academic credit, regardless of intended audience, are governed within The Graduate School.

For additional information about certificate programs, please see gradschool.unc.edu/policies/certificates.html.

Academic Program Listings of Graduate Faculty and Courses

Appointment to the Graduate Faculty

Graduate faculty members whose appointments are current as of the publication date of this Record are listed by academic rank in the department(s) in which they serve. Comprehensive listings of the graduate faculty may also be found at gradschool.unc.edu/policies/fac-designation.html. Within the school and departmental sections of the Graduate Record, following the faculty member's name, where applicable, is a section number that students should use when registering for independent studies, reading, research, and thesis and dissertation courses with that particular professor. Areas of specialization are listed for each faculty member following the section number.

Course Numbers and Credit

Courses numbered 400–699 are for advanced undergraduates and graduates; courses numbered 700–999 are for graduates only. The unit of measurement in meeting degree requirements is the semester hour—that is, one hour of lecture or at least two hours of laboratory or fieldwork a week per semester. The number in parentheses following the course title in the sections "Courses for Graduates and Advanced Undergraduates" and "Courses for Graduates" indicates the value of the course in semester hours.

Department of American Studies

amerstud.unc.edu
www.unc.edu/depts/folklore
JOY KASSON, *Chair*
PATRICIA SAWIN, *Coordinator of the Folklore Program*

*Core members of the Folklore Program are indicated with *.*

Professors

Robert Allen, American Cultural History, Media Studies, Digital Humanities, Global American Studies
*Robert Cantwell, Folklore, Vernacular Music, Culture and Human Rights, Folklore Theory, Jane Addams, Pragmatism and the Progressive Era, Jewish Writers, Close Reading
William Ferris, Southern Music and Literature, Documentary Studies, American South
Philip Gura, American Literature, American Studies
*Bernard Herman, Material Culture, Visual Culture, Vernacular Arts, Foodways
John Kasson, American Intellectual and Cultural History, Technology and Society, Art and Literature, Popular Culture
Joy Kasson, American Visual Culture, Literature, Popular Culture, Cultural History
Theda Perdue, Native American History

Associate Professors

Daniel Cobb, American Indian History, 20th-Century History and Culture
*Marcie Cohen Ferris, Southern Jewish History, American Foodways, Women's Studies, Folklore, Material Culture
Jay Garcia, Modern American Cultural, Intellectual, and Literary History, Race and Ethnicity, Transnationalism
Tim Marr, American Literature and Culture, American Studies Theory, Globalization, American Encounters with Southeast Asia
Rachel Willis, Labor Economics, Access to Work, History of the University, Documentary Studies

Assistant Professors

Tol Foster, American Indian Literature, Native American Studies, Contemporary Poetry
*Katherine Roberts, Material Culture, Environment and Place, Vernacular Architecture, American South
Michelle Robinson, 19th-Century American Literature and Culture, Detective Fiction, Women's History, Religious Movements
Jenny Tone-Pah-Hote, American Indian Material and Expressive Culture, American Indian Art History, Museums, Tourism, the Plains, and American Indian Social and Cultural History

Adjunct Faculty in American Studies

Yaakov Ariel, Religious Studies, Religion in the Americas, Evangelicals and Jews; Jewish Renewal; Jewish New Religious Movements; Christianity and Israel
Carole Blair, Communication Studies, Visual and Material Rhetorics, Rhetoric and Memory, and Rhetorics of Place, Contemporary Rhetorical Theory and Criticism
Fitzhugh Brundage, History, American History since the Civil War, Southern History
Kathleen DuVal, History, Early America, Particularly Cross-Cultural Relations on North American Borderlands
Jon Finson, Music, American Popular Song, Film Music
Larry Griffin, Sociology, Social Inequality, Race and Race Relations, Politics, U.S. Culture, the American South
Lawrence Grossberg, Communication Studies, Media and Cultural Studies
Minrose Gwin, English, 20th-Century American Literature, Critical Theory and Cultural Studies, Southern Literature
Jacquelyn Hall, History, U.S. Women's History, Southern History, Working-Class History, Oral History, Cultural/Intellectual History
Reginald Hildebrand, History and African American Studies, Emancipation in the South
Jennifer Ho, English, 20th-Century American Literature, Asian-American Literature, Critical Theory and Cultural Studies
Michael Lienesch, Political Science, American Political Theory, Religion and Politics in America
Malinda Maynor Lowery, History, Native American History, Southern History, Race and Ethnicity
Laurie Maffly-Kipp, Religious Studies; African American Religion; Ethnicity, Race, and Religion; Religious and Cultural History of the American West; Mormonism
Eliza Richards, English, 19th-Century American Literature, Gender Studies, American Poetry
Ruth Salvaggio, English, 18th-Century Literature, Feminist Theory
Heather Williams, History, African Americans in 19th and 20th Centuries

Additional Faculty in Folklore

Professors

Carole L. Crumley (22) Archaeology, Complex Societies, Europe
Terence Evens (27) Social Anthropology, Social Theory, Phenomenology, Ethics, Philosophical Anthropology, Collectivist Settlements

Norris B. Johnson (25) Cultural Anthropology, Art and Literature
H. Craig Melchert (23) Indo-European Linguistics
Patrick P. O'Neill (20) Medieval Literature, Celtic Languages and Literatures
James L. Peacock (11) Culture Change, Symbolic Systems, Southeast Asia
Della Pollock (9) Performance of Literature, Performance Theory and Criticism, Cultural Studies

Associate Professors

Robert Edward Daniels (4) Social Anthropology, Culture and Personality, Africa
*Glenn D. Hinson (36) Ethnography, African American Expressive Culture, Belief Systems, Vernacular Art, Public Folklore, American South
Valerie Lambert (59) American Indians, Ethnography, Political and Legal Anthropology, Sovereignty, Identity, Race and Racism, Elites, United States
*Jocelyn Neal (7) 20th-Century Theory, Popular Music
Christopher Nelson (64) History and Memory, Everyday Life, Ethnography, Critical Theory, Storytelling, Ritual and Performance, Japan and Okinawa
*Patricia Sawin (52) Narrative, Ethnography of Speaking, Politics of Culture, Festival, Gender Theory, Appalachia, Guatemala
Karla Slocum (56) Global/Local Studies, Social Movements, Agency, Development, Gender, Applying Anthropology, Caribbean

Professors Emeriti

Trudier Harris, African American Folklore and Literature
Daniel W. Patterson, Ballads, American Folksong, Religious Folklife, Gravestones, American South
Charles Gordon Zug, Pottery, Material Culture, Narrative, Maritime Folklife, Folk Art, American South

The American Studies Department is the home for the master's degree in folklore. It also offers graduate courses that may be taken as part of a graduate minor by students admitted in other departments.

Graduate Minor in American Studies

amerstud.unc.edu/graduate

The Curriculum

American studies is a nationally and internationally recognized field, comprising the interdisciplinary study of American culture. The object of study is American culture in all its diversity, and the methodologies include historical, literary, and visual analysis as well as ethnography, sociology, economics, and political science as appropriate. The American Studies Department at UNC offers courses in the theory and methodology of American studies and in concentrations including American Indian studies, folklore, material culture studies, and Southern studies. The American studies graduate minor serves students admitted in a variety of departments, including art, communications studies, English, history, religious studies, and others. Interdisciplinary training can enhance scholarly and teaching capabilities for these students.

Applications

See the department chair or director of graduate studies.

Requirements for the Minor in American Studies

The graduate minor consists of five courses, to be selected with the advice of the chair or director of graduate studies in American studies. These courses should include AMST 700 or 701 and at least two other graduate courses with American studies designation. Additional courses may be chosen from cognate departments.

Program in Folklore

Master of Arts Degree

The Folklore Program focuses on the study of creativity and aesthetic expression in everyday life and on the social and political implications of this expression as it unfolds in the contested arenas of culture. Not bound to traditional definitions of folklore, and committed to preparing students for ethical practice in a multicultural world, the Folklore Program offers a flexible M.A. program that readies students for both public practice and further academic study.

The millennium's turn marked five decades of the Folklore Program's presence at UNC–Chapel Hill. Founded with an eye to regional study and deeply integrated with the University's long-standing focus on Southern history, literature, and culture, the program maintains its commitment to the study of regional folklife. This dedication, however, in no way limits the program's vision. Students and faculty do much of their fieldwork in the South, but also in other regions and internationally. Faculty interests cluster in the areas of music, language, and narrative, African American culture, public folklore, gender, material culture, vernacular architecture and landscape, foodways, occupational folklife, and the politics of culture. Deeply committed to collaborative work in the public realm, folklore program members work extensively with local communities, pursuing projects with museums, arts councils, media production companies, and a range of other organizations.

The University of North Carolina at Chapel Hill supports folklore research and the Folklore Program through its library and archival collections. Our libraries have extensive holdings of books, manuscripts, periodicals, images, and both field and commercial sound recordings and videos relating to folklore, with especially strong and growing holdings for the American South and the British Isles. Particularly notable among these collections are the Archie Green Occupational Folklife Collection, the Don Yoder Collection of American religious tune books, and the John Edwards Memorial Collection of early Southern commercially recorded folk and popular music, all part of the Southern Folklife Collection.

Degree Requirements: The M.A. program in folklore balances flexibility and a focus on students' own areas of interest with requirements designed to insure knowledge of key issues and texts in the discipline. Master's students must complete 10 courses (30 hours). Two specific courses—Approaches to Folklore Theory (FOLK 850) and The Art of Ethnography (FOLK 860)—are required, and students must take three other courses offered by core faculty. Students also traditionally take courses in a variety of associated graduate programs, including anthropology, communications studies, English, history, and music, or take advantage of the opportunity to enroll in courses at neighboring universities, particularly those offered at the Center for Documentary Studies at Duke. Students pursuing an M.A. complete and defend a thesis at the end of their two years of study and must demonstrate reading proficiency in a language other than English.

Students may also opt for a folklore minor in another Ph.D. program. Students pursuing the minor complete six courses, decided upon in consultation with the program coordinator.

Courses for Graduate and Advanced Undergraduate Students

AMST

410 Senior Seminar in Southern Studies (3). We will engage such topics as race, immigration, cultural tourism, and memory to consider conceptions of the

South. Students will research a subject they find compelling and write a 20- to 25-page paper.

440 American Indian Poetry (3). This course explores the relation of American Indian poetry and music in English to the history and culture of indigenous communities and their relation to the United States.

466 You Are Where You Live: The American House in Critical Perspective (3). This course emphasizes the complexities of human shelter in the United States. We learn housing types, explore their social uses and meanings, and evaluate critical issues, such as affordability and gentrification.

482 Images of the American Landscape (3). This course will consider how real estate speculation, transportation, suburbanization, and consumerism have shaped a landscape whose many representations in art and narrative record our ongoing struggle over cultural meaning.

483 Seeing the U.S.A.: Visual Arts and American Culture (3). Examines the ways in which visual works—paintings, photographs, sculpture, architecture, film, advertising, and other images—communicate the values of American culture and raise questions about American experiences.

484 Visual Culture (3). This course investigates how we make and signify meaning through images, ranging from art to advertising to graffiti, and provides the critical tools to understand the visual worlds we inhabit.

485 Folk, Self-Taught, Vernacular, and Outsider Arts (3). Drawing on American and international examples, this course addresses a body of art that occupies the borderlands of contemporary art, examining questions of authenticity, dysfunction, aesthetics, and identity.

486 Shalom Y'all: The Jewish Experience in the American South (JWST 486) (3). This course explores ethnicity in the South and focuses on the history and culture of Jewish Southerners from their arrival in the Carolinas in the 17th century to the present day.

487 Early American Architecture and Material Life (3). This course explores, through lecture and discussion, the experiences of everyday life from 1600 through the early 19th century, drawing on the evidence of architecture, landscape, images, and objects.

488 No Place Like Home: Material Culture of the American South (FOLK 488) (3). Seminar will explore the unique worlds of Southern material culture and how "artifacts" from barns to biscuits provide insight about the changing social and cultural history of the American South.

490 Writing Material Culture (3). A reading seminar that examines multiple critical perspectives that shape the reception and interpretation of objects, with a particular emphasis on things in American life.

499 Advanced Seminar in American Studies (3). Graduate or junior/senior standing. Examines American civilization by studying social and cultural history, criticism, art, architecture, music, film, popular pastimes, and amusements, among other possible topics.

685 Literature of the Americas (CMPL 685, ENGL 685) (3). See ENGL 685 for description.

691H Honors in American Studies (3). Directed independent research leading to the preparation of an honors thesis and an oral examination on the thesis. Required of candidates for graduation with honors in American studies who enroll in the class once permission to pursue honors is granted.

692H Honors in American Studies (3). Directed independent research leading to the preparation of an honors thesis and an oral examination on the thesis. Required of candidates for graduation with honors in American studies who enroll in the class once permission to pursue honors is granted.

Courses for Graduate Students

AMST

700 The History and Practices of American Studies (3). This course will acquaint students with the texts, contexts, issues, and controversies in American studies as a field of study. It is required for most American studies graduate students and open to graduate students in other departments.

701 Interdisciplinary Research Methods (3). This course will focus on techniques of American studies investigation. Various faculty members will make presentations highlighting approaches including Southern studies, American Indian studies, Material Culture studies, and new media.

702 Readings in American Studies (3). This course takes a specific topic to explore in depth, and through this investigation critically examines contending perspectives on the field. Topics will change depending on faculty interest.

878 Readings in Native American History (HIST 878) (3). See HIST 878 for description.

880 American Film and Media History (3). Topically-focused examination of social and cultural aspects of cinema and media history in the U.S, including cinema/media audiences, reception, and historiography.

890 Special Topics in American Studies (3). Field/topical/research seminar. Instructors use this course to offer instruction in particular topics or approaches. Specific course descriptions are available each semester on the departmental Web site.

895 Directed Readings for Graduate Students (3). Permission of the instructor. Independent reading programs for graduate students whose needs are covered by no course immediately available. For students resident in Chapel Hill or vicinity.

900 Directed Readings (0.5–21). Topics vary according to the needs and interests of the individual student and the professor directing the reading and writing project.

901 M.A. Research Seminar (3). Students will be introduced to issues of project design, develop a prospectus for the M.A. capstone project, work with an advisor, and prepare full drafts of their projects.

902 Ph.D. Research Seminar (3). A review of current scholarship in American studies, with the aim of creating the final reading list for the comprehensive exams, and an introduction to dissertation design.

948 Research in Native American History (HIST 948) (3). See HIST 948 for description.

992 Non-Thesis Option (3).

993 Master's Thesis (3-6).

994 Doctoral Dissertation (3). Individual work on the doctoral dissertation, pursued under the supervision of the Ph.D. advisor.

Courses for Graduate and Advanced Undergraduate Students

FOLK

428 Religion and Anthropology (ANTH 428, RELI 428) (3). See ANTH 428 for description.

429 Culture and Power in Southeast Asia (ANTH 429, ASIA 429) (3). See ANTH 429 for description.

435 Consciousness and Symbols (ANTH 435, CMPL 435) (3). See ANTH 435 for description.

454 Historical Geography of the United States (GEOG 454) (3). See GEOG 454 for description.

455 Method and Theory in Ethnohistoric Research (ANTH 455) (3). See ANTH 455 for description.

470 Medicine and Anthropology (ANTH 470) (3). See ANTH 470 for description.

473 Anthropology of the Body and the Subject (ANTH 473) (3). See ANTH 473 for description.

484 Discourse and Dialogue in Ethnographic Research (ANTH 484, LING 484) (3). See ANTH 484 for description.

487 Folk Narrative (ENGL 487) (3). See ENGL 487 for description.

488 No Place like Home: Material Culture of the American South (AMST 488) (3). See AMST 488 for description.

490 Topics in Folklore (3). Topics vary from semester to semester.

495 Field Research (3). Research at sites that vary.

496 Directed Readings in Folklore (3). Permission of the department. Topic varies depending on the instructor.

502 Myths and Epics of the Ancient Near East (RELI 502) (3). See RELI 502 for description.

525 Culture and Personality (ANTH 525) (3). See ANTH 525 for description.

537 Gender and Performance (ANTH 537, WMST 438) (3). See ANTH 537 for description.

550 Introduction to Material Culture (3). An introduction to material folk culture, exploring the meanings that people bring to traditional arts and the artful creations with which they surround themselves (e.g., architecture, clothing, altars, tools, food).

560 Southern Literature and the Oral Tradition (3). Course considers how Southern writers employ folklore genres such as folk tales, sermons, and music and how such genres provide structure for literary forms like the novel and the short story.

562 Oral History and Performance (COMM 562, HIST 562, WMST 562) (3). See COMM 562 for description.

565 Ritual, Theater, and Performance in Everyday Life (COMM 362) (3). See COMM 362 for description.

571 Southern Music (HIST 571) (3). See HIST 571 for description.

585 British and American Folk Song (ENGL 585) (3). See ENGL 585 for description.

587 Folklore in the South (ENGL 587) (3). See ENGL 587 for description.

589 African American Folklore (ENGL 589) (3). See ENGL 589 for description.

610 Vernacular Traditions in African American Music (AFAM 610) (4). Explores performance traditions in African American music, tracing development from African song through reels, blues, gospel, and contemporary vernacular expression. Focuses on continuity, creativity, and change within African American aesthetics.

670 Introduction to Oral History (HIST 670) (3). See HIST 670 for description.

675 Ethnographic Method (ANTH 675) (3). See ANTH 675 for description.

684 Women in Folklore and Literature (ENGL 684, WMST 684) (3). See ENGL 684 for description.

688 Observation and Interpretation of Religious Action (ANTH 688, RELI 688) (3). See ANTH 688 for description.

690 Studies in Folklore (3). Topic varies from semester to semester.

691H Honors Project in Folklore (3). Permission of the instructor. For honors candidates. Ethnographic and/or library research and analysis of the gathered materials, leading to a draft of an honors thesis.

692H Honors Thesis in Folklore (3). Prerequisite, FOLK 691H. Writing of an honors thesis based on independent research conducted in FOLK 691H. Open only to senior honors candidates who work under the direction of a faculty member.

Courses for Graduate Students

FOLK

790 Public Folklore (3). A graduate seminar addressing theory and praxis in public sector cultural work. Focusing on public folklore, this course explores broad issues of representation, cultural politics, and cultural tourism.

841 Performance Ethnography (COMM 841) (3). See COMM 841 for description.

842 Seminar in Performance and Cultural Studies (COMM 842) (3). See COMM 842 for description.

843 Seminar in Contemporary Performance Theory (COMM 843) (3). See COMM 843 for description.

850 Approaches to Folklore Theory (3). A systematic overview of the major issues and theoretical perspectives that have informed the study of folklore historically and that are emerging in contemporary scholarship.

860 Art of Ethnography (ANTH 860) (3). A field-based exploration of the pragmatic, ethical, and theoretical dimensions of ethnographic research, addressing issues of experience, aesthetics, authority, and worldview through the lens of cultural encounter. Field research required.

890 Seminar in Selected Topics (3). An irregularly offered graduate seminar exploring selected topics in the theory and practice of folklore.

891 Topics in Folklore (3). An irregularly offered graduate seminar exploring selected topics in the theory and practice of folklore.

895 Seminar in Folklore (3). An irregularly offered graduate seminar exploring selected topics in the theory and practice of folklore.

993 Master's Thesis (3-6). Research in a special field under the direction of staff members.

Department of Anthropology

anthropology.unc.edu

PAUL LESLIE, *Chair*

Professors

Carole L. Crumley (22) Historical Ecology, State Societies, Complex Systems Theory, Global Environmental Change, Ethnography, Ethnohistory, and Archaeology of Europe

Arturo Escobar (53) Political Ecology; Anthropology of Development, Social Movements, and Science and Technology; Latin America; Colombia

Terence M. S. Evens (5) Social Anthropology, Social Theory, Phenomenology, Ethics, Philosophical Anthropology, Collectivist Settlements

Dorothy C. Holland (16) Identity and Agency, Social Practice Theory, Social Movements, Alternative Agri-food Movement, History in Person, Cultural Studies, Environmental Activism, Schooling and Work, United States

Dale L. Hutchinson (63) Bioarchaeology, Human Osteology, Forensic Anthropology, Paleopathology, Health and Nutrition, Agricultural Origins and Consequences, Southeastern and Mid-Atlantic United States, South America

Fatimah L.C. Jackson (80) Human Biological Variation, Population Substructure, Ancestry, Health Disparities, Africa and the Transatlantic African Diaspora, Co-Evolutionary Effects of Phytochemical Exposures, Human Population Genetics, Biocultural Processes; Integrative Science, Experimental Bioanthropology; Africa, The Americas

Paul W. Leslie (37) Human Ecology, Biological Anthropology, Demography, Population Genetics, Reproduction, East Africa

Patricia McAnany (75) Archaeology, Ritual Practice, Ancestor Veneration, Cultural Heritage, Economic Organization, Lithic Technology, Quantitative Methods, Mesoamerica

Donald Nonini (34) Urban Anthropology; Alternative Economic Systems;

Political Anthropology; Cultural Politics of Ethnicity and Race; Globalization and Diasporas; Chinese Populations in Asia-Pacific; the Southern United States

James L. Peacock (11) Global Issues and Identities: Southeast Asia and Southeastern United States

Vincas P. Steponaitis (2) Archaeology, Political Economy, Chiefdoms, Quantitative Methods, Southeastern United States

Associate Professors

Brian Billman (42) Archaeology of Political Organizations, Political Economy, and Human Violence; Settlement Pattern Analysis, Household Archaeology, Heritage Preservation, Andes, and Southwestern United States

Rudi Colloredo-Mansfeld (76) Sociocultural Anthropology; Latin America; Economic and Social Change in Indigenous Communities in the Ecuadorian Andes; Indigenous Political Movements; Material Culture and Social Process

Robert E. Daniels (4) Social Anthropology, Psychological Anthropology, Systems Theory, Africa

Glenn D. Hinson (36) Folklore and Folklife, Belief Studies, Ethnography, Public Folklore, African American Vernacular Musics, African American Expressive Culture, Oral Poetry, Vernacular Art; African Diaspora, the American South

Valerie Lambert (58) American Indians, Sovereignty, Tribal Nation-Building, Tribal Governance, Oklahoma

Christopher Nelson (64) History and Memory, Everyday Life, Ethnography, Critical Theory, Storytelling, Ritual and Performance, Japan and Okinawa

Charles Price (62) Black Identity; Personal and Social Identity; Oral and Life History; Jamaica and the Anglophone Caribbean; Southern United States; Community Organizing; Community Organizations; Action Research; Welfare and Higher Education Policies, Action Research

Peter Redfield (54) Anthropology of Science and Technology, Colonial History, Ethics, Humanitarianism and Human Rights, NGOs and Transnational Experts, Europe, French Guiana, Uganda

Michele Rivkin-Fish (73) Medical Anthropology, Critical Analyses of the U.S. Health Care System, Clinical Ethics, Gender, Reproductive Politics, Postsocialisms, Anthropology and Demography, Medical Education, Russia, Poland

Patricia Sawin (44) Ethnography of Communication, Narrative, Performance and Poetics, Gender, Anthropology of Children and Adoption, Southern United States, Latin America

C. Margaret Scarry (48) Archaeology, Paleoethnobotany, Subsistence Economies, Foodways, North America, Greek Aegean, Complex Societies

Karla Slocum (56) Globalization, Social Movements, Place, Race, Political Economy, Gender; the Caribbean, North America

Mark Sorensen (67) Biological Anthropology, Health and Culture Change, International Health, Adaptability, Nutrition, Russia, Siberia

Silvia Tomaskova (59) Archaeology & Anthropology, Paleolithic Europe, South Africa, History and Theory of Archaeology, Gender and Science, Prehistoric Imagery

Margaret Wiener (47) Actor Network Theory and Ontological Politics, History and Memory, Materiality, Religion and Magic, Colonial Societies, Southeast Asia, Indonesia

Assistant Professors

Jocelyn Lim Chua, Medical Anthropology; Biomedicine, Psychiatry, and the Ethical Management of Life and Death; Suicide; Politics of Emotion and Affect; Violence and the Body; Migration and Diaspora; Postcolonial Studies; South Asia; Kerala

Anna Agbe-Davies (79) Historical Archaeology, African Diaspora Archaeology, Classification and Typology, Public Archaeology, North America

Jean Dennison (77) Visual Anthropology; the Osage Nation; North American Indian Subjectivities, Citizenship, Sovereignty, and Nation Building

Amanda Thompson (78) Human Biology, Nutrition, Growth and Development; US, China

Colin West (81) Human Ecology and the Human Dimensions of Global Change; West Africa, Arctic North America/Asia, Southwestern United States

Adjunct Professors

Margaret Bentley, Nutritional Anthropology, Infant Feeding and Culture, Maternal and Child Nutrition

Jonathan Boyarin, Jewish Ethnography, Politics of Memory, Comparative Diasporas, Ethnography of Reading, Law, Temporality

R. P. Stephen Davis Jr. (40) Archaeology, Computer Applications, Settlement Systems, Contact Period, Southeastern United States

Sue E. Estroff (31) Medical, Psychiatric Anthropology, Chronic Illness, Health Policy as a Cultural System, Research Ethics, Cultural Complications of Maternal-Fetal Interventions

Richard Fox, Cultural Anthropology, Social Theory, History of Anthropology, Research Methodology, South Asia

Lawrence Grossberg, Cultural Studies, U.S. Political Culture (1950s to present), U.S. Popular Culture (20th Century), Youth Culture, Cultural and Social Theory, Contemporary Philosophy

John Pickles, Globalization, Modernity, Geographies of Social Change

Debra G. Skinner (46) Sociocultural Implications of Genetic Research, Newborn Screening, Families and Childhood Disability, Culture and Human Development, Poverty Studies, Identity and Cultural Worlds, Anthropology of Schooling, Nepal, United States

Adjunct Associate Professors

Lorraine Aragon (71) Religion, Intellectual Property Law, Art and Artisan Practices, Global Connections, Minorities and States, Language and Media, Migration and Conflict, Subsistence; Southeast Asia, Indonesia

Kia Caldwell, Gender, Race, and Citizenship in the African Diaspora; Race, Culture, and Politics in Brazil; Health and Human Rights, HIV/AIDS in African American and Afro-Brazilian Communities

William S. Lachicotte Jr. (52) Medical Institutions and Technologies, Human Services, Professions and Public Life, Practice Theories, Sociality and Identity, United States

Michael C. Lambert (51) Political Anthropology, Economic Anthropology, Africa

Barry Saunders (72) Anthropology of Biomedicine, Technologies, and Embodiment

Adjunct Assistant Professors

Jennie Burnet

Lauren Leve, Anthropology of Religion, Ethnographic Methods, Law, Ethicization, Globalization, Citizenship and Identity; South and Southeast Asian Buddhism; South Asia, Nepal

Todd Ochoa, African-Inspired Religions in Latin America and the Caribbean; Cuban-Kongo Societies of Affliction; Materiality; Creolization and Racialization; Critical Ethnographic Practice

Shoshaunna Parks, Archaeology, Cultural Heritage, Mesoamerica

Karaleah Reichart, Economic Anthropology, Gender and Ethnicity, Conflict Resolution and Coalition Building, Life Histories, Appalachia

Brett Riggs (60) Archaeology, Contact Studies, Southeastern United States, Ethnohistory

Beverly Sizemore, Cultural Anthropology, Anthropology and Education, Literacy, Anthropology and Law, Iceland, Eritrea

Sandy Smith-Nonini (74) Medical Anthropology, Anthropology of Sustainability (Energy and Economics), Health Policy, Military Violence and Health, International Development, Social Movements, Latino Immigration, Central America

Laurie C. Steponaitis (39) Archaeology, Hunter-Gatherers, Regional Survey, Settlement Patterns, Coastal Adaptations, Shellfish Analysis, Eastern North America

Amanda Tickner, Paleoethnobotany, Foodways, Historical Ecology, Landscape Archaeology/Anthropology, Old World and North American Archaeology

Research Professor

M. Jean Black, Ethnohistory, Cultural Ecology, Ethnography, North America

Research Associate Professors

William H. Jansen III, Applied Anthropology, Behavioral Factors in Public Health, Public Policy, Health Service Delivery Systems, Health Care Seeking Behavior, Diplomacy, Culture Change, Circumpolar Peoples, South and Southeast Asia, Middle East

Scott L. H. Madry (65) Spatial Analysis, Remote Sensing, Geographic Information Systems, Global Positioning System, Modeling, Old World Prehistory

Lecturer

John F. Scarry (49) Method and Theory, Cultural/Resource Management, Complex Societies, European-Native American Interaction

Professors Emeriti

Kaja Finkler (32) Medical Anthropology, Gender and Health, The New Genetics, Kinship and Family, Economic Anthropology, Political Economy, Globalization, Mexico, Latin America

John Gulick, Social Organization, Sex Roles and Identities, Fertility Behavior, Urban Cultures, Middle East

Norris B. Johnson (25) Architecture, Art and Aesthetics, Photography and Visual Anthropology, Religion and Nature, Japan

Richard A. Yarnell, Ecology, Evolution, Ethnobotany, North America

The Department of Anthropology offers advanced work leading to the master of arts and doctor of philosophy degrees. Students admitted into the graduate program are admitted for the Ph.D. degree. A master's degree may be taken as part of the program leading to the Ph.D. degree; however, a master's degree is not an essential part of the doctoral program.

In order to organize constellations of research interest, five paths of study have been identified, which consist of three concentrations and two programs. Concentrations include history, meaning, and materiality; ecology and evolution; and social formations and processes. Programs are offered in medical anthropology and archaeology. Students are expected to take at least three courses from within their chosen area of concentration or from a set of courses designated by the program in medical anthropology or the program in archaeology.

Programs are distinguished from concentrations by their institutional links to other faculty and administrative units on campus, and by their greater specificity for certain course requirements. Students interested in one or the other program are advised to so declare when they enter the department if they have not yet done so. Students interested in choosing a concentration may make this choice after beginning their graduate work. The choice of concentration or program must be made by the end of the student's third semester. Whichever path the student chooses, the faculty expects all students to obtain broad training in anthropology. To this end, graduate students may take courses offered by other departments or institutions such as Duke University. Departmental policy is to help the student select courses that supplement and strengthen the specialization in anthropology.

Incoming graduate students are required to complete the appropriate two-semester core course sequence for their concentration: Sociocultural Theory and Ethnography (ANTH 701, 702) or Evolution and Ecology (ANTH 703, 704). In addition, incoming students will choose to either complete the remaining core course sequence, or take one course from that sequence and Archaeological Theory (ANTH 705). Other courses are selected from a list of concentration courses, field research courses, and professional preparation courses.

During the second year of study, graduate students are required to produce a substantial piece of independent research, advised by three-member faculty committee and presented to the entire faculty at the end of the fourth semester. Graduate students are advised to take their written and oral Ph.D. exams by the end of the sixth semester.

The Ph.D. degree requires specialization in a defined area of study and the completion of an acceptable dissertation treating some problem within this area. The Ph.D. program is quite flexible; any area or problem can be selected for study, provided it meets the approval of the student's advisor, the Ph.D. committee, and the faculty. Part of the training of a professional anthropologist is based on a minimum of one year's fieldwork, which provides the context for the dissertation data in sociocultural anthropology or human ecology. For students concentrating in archaeology or biological anthropology, the Research Labs in Archaeology offer opportunities for student-led investigations as well as analysis of existing collections of archaeological material.

The Department of Anthropology works closely with the Institute for Research in Social Science, the Institute for the Study of the Americas, the Carolina Population Center, and the Research Laboratories of Archaeology.

Up-to-date lists of anthropology faculty and courses, along with additional information about the graduate program, faculty research projects, and other information, are available on the department's Web site: anthropology.unc.edu.

Courses for Graduate and Advanced Undergraduate Students

ANTH

400 Introduction to General Linguistics (LING 400) (3). See LING 400 for description.

406 Indigenous Ethnography (3). Explores texts written by indigenous or native anthropologists and social commentators about social, political, and economic realities and aspirations. Compared globally and historically are indigenous experience, sovereignty, and colonization.

411 Laboratory Methods in Archaeology (3). An examination of the laboratory techniques used by archaeologists to analyze artifacts and organic remains, including the analysis of stone tools, pottery, botanical remains, and bone.

412 Paleoanthropology (3). This course traces the evolution of humans and nonhuman primates—including behaviors, tools, and bodies of monkeys, apes, and human hunters and gatherers— evolutionary theory, and paleoanthropological methods.

413 Archaeobotany Lab Methods (3). Required preparation, any course in archaeology or permission of the instructor. A general survey of the laboratory techniques used to study and draw social and behavioral inferences from plant remains recovered from archaeological sites.

413L Archaeobotany Lab (1). Required preparation, any course in archaeology or permission of the instructor. This is a required one-hour laboratory section to be taken in conjunction with ANTH 413.

414 Laboratory Methods: Human Osteology (3). This course will focus on the analysis of human skeletal materials in the laboratory and in the field, with an emphasis on basic identification, age and sex estimation, and quantitative analysis.

414L Human Osteology Lab (1). Corequisite, ANTH 414. The laboratory analysis of human skeletal materials with an emphasis on basic identification, age and sex estimation, and quantitative analysis.

415 Zooarchaeology (3). This course will focus on the analysis of animal remains from archaeological sites. Introduction to laboratory methods, analytical approaches, and interpretive frameworks for zooarchaeology.

415L Zooarchaeology Lab (1). Corequisite, ANTH 415. Required preparation, an archaeological course or permission of instructor. Examination of iden-

tification techniques, quantitative methods, and interpretive frameworks used to analyze animal remains recovered from archaeological sites.

416 Bioarchaeology (3). The study of human skeletal remains from archaeological contexts. The collection and interpretation of quantitative and qualitative data is emphasized to assess the relationship between past biology, environment, culture, and behavior.

417 Laboratory Methods: Lithic Seminar (3). Laboratory techniques in stone tool research and experimental practice.

417L Lithic Analysis Lab (1). Corequisite, ANTH 417. Required preparation, any course in archaeology or permission of the instructor. This is a required one-hour laboratory section to be taken in conjunction with ANTH 417.

418 Laboratory Methods: Ceramic Analysis (3). A survey of the laboratory techniques used by archaeologists to study and draw social and behavioral inferences from ancient pottery.

421 Archaeological Geology (GEOL 421) (3). See GEOL 421 for description.

422 Anthropology and Human Rights (3). An examination of human rights issues from an anthropological perspective, addressing the historical formation of rights, their cross-cultural context, and the emergence of humanitarian and human rights organizations on a global scale.

428 Religion and Anthropology (FOLK 428, RELI 428) (3). Religion studied anthropologically as a cultural, social, and psychological phenomenon in the works of classical and contemporary social thought.

429 Culture and Power in Southeast Asia (ASIA 429, FOLK 429) (3). The formation and transformation of values, identities, and expressive forms in Southeast Asia in response to forms of power. Emphasis on the impact of colonialism, the nation-state, and globalization.

435 Consciousness and Symbols (CMPL 435, FOLK 435) (3). This course explores consciousness through symbols. Symbols from religion, art, politics, and self are studied in social, psychological, historical, and ecological context to ascertain meanings in experience and behavior.

436 Gender and Science (WMST 436) (3). See WMST 436 for description.

437 Evolutionary Medicine (3). This course explores evolutionary dimensions of variation in health and disease in human populations. Topics include biocultural and evolutionary models for the emergence of infectious and chronic diseases and cancers.

438 Religion, Nature, and Environment (RELI 438) (3). A seminar on concepts of nature within religions and a variety of worldwide spiritual traditions. Emphasis on sacred space, place, and pilgrimage as a vital intersection of religion and nature.

439 Political Ecology (3). Examines environmental degradation, hunger, and poverty through the lens of power relationships, particularly inequality, political and economic disenfranchisement, and discrimination. Discussion of global case studies, with a Latin American focus.

440 Gender and Culture (WMST 440) (3). Cross-cultural comparison of gender roles through the life of a person, comparison to students' own experiences. Discussion of changing sex and gender roles through history in different cultures.

441 The Anthropology of Gender, Health, and Illness (WMST 441) (3). The course explores cultural beliefs, practices, and social conditions that influence health and sickness of women and men from a cross-cultural perspective.

442 Health and Gender after Socialism (3). This course examines post-socialist experiences of the relationship between political, economic, social, and cultural transitions, and challenges in public health and gender relations.

443 Cultures and Politics of Reproduction (3). This course takes a cross-cultural approach to understanding how reproduction and associated phenomena become arenas where political debates get played out and where global and local social relations get contested.

444 Medicine, Politics, and Justice (3). This course brings an anthropological approach to understanding the intersections between medicine, politics, and public health.

447 The Anthropology of Work (3). Anthropological investigations of work and the relationship between work, family life, and community in contemporary societies in the United States, Asia, and Latin America, within the framework of globalization.

448 Culture and Consumption (3). A cross-cultural look at gift-giving, commodities, and status symbols. Course explores materialism as a factor in cultural change, global consumer culture, and local alternatives.

449 Anthropology and Marxism (3). Critical study of Marx's mature social theory and its relationship to contemporary anthropology.

450 Archaeology of North American Indians (3). The history of American Indian cultures from 10,000 BCE to the time of the European colonization as reconstructed by archaeological research. Special emphasis on the eastern and southwestern United States.

451 Field School in North American Archaeology (6). Intensive training in archaeological field methods and techniques. Students participate in the excavation, recovery, recording, and interpretation of archaeological remains. Instruction given in survey, mapping, photography, flotation recovery, etc.

452 The Past in the Present (3). Memory and history, history and politics, national narratives, the past in the present, and the present in the past; a cross-cultural examination of ways of connecting the present and the past.

453 Field School in South American Archaeology (6). Intensive study of archaeological field and laboratory methods and prehistory of the Andes through excavation and analysis of materials from archaeological sites in Peru. Includes tours of major archaeological sites.

454 The Archaeology of African Diasporas (3). Considers how archaeological evidence is used to understand the movement of Africans and their descendants across the globe, with an emphasis on the transformation of societies on the African continent and in the Americas.

455 Ethnohistory (FOLK 455) (3). Integration of data from ethnographic and archaeological research with pertinent historic information. Familiarization with a wide range of sources for ethnohistoric data and practice in obtaining and evaluating information. Pertinent theoretical concepts will be explored.

456 Archaeology and Ethnography of Small-Scale Societies (3). The study of small-scale hunter-gatherer and farming societies from archaeological and ethnographic perspectives. Methods and theories for investigating economic, ecological, and social relations in such societies are explored.

458 Archaeology of Sex and Gender (WMST 458) (3). A discussion of gender and sex roles and sexuality in past cultures; a cross-cultural examination of ways of knowing about past human behavior.

459 Ecological Anthropology (3). Examines how human-environmental adaptations shape the economic, social, and cultural lives of hunter-gatherers, pastoralists, and agriculturalists. Approaches include optimal foraging theory, political ecology, and subsistence risk.

460 Historical Ecology (ENST 460) (3). Historical ecology is a framework for integrating physical, biological, and social science data with insights from the humanities to understand the reciprocal relationship between human activity and the Earth system.

462 Anthropology of Space and Power (3). Cross-cultural investigation of the relationships between space, power, and representations in modern urban life. Draws on different sources to examine the cultural politics of built forms, architecture, and urban planning.

465 Economic Anthropology (3). A comparative exploration through ethnographic and other social science sources of the sociocultural constitution

of economic practices, including but not limited to exchange, production, and consumption of commodities in modern capitalist societies.

466 Alternative Economic Systems (3). An investigation of economic systems that are sustainable alternatives to the prevailing economic order. Topics include markets, the commons, cooperatives, local trading systems, and social movements working to achieve alternatives.

467 Culture, Wealth, and Poverty (3). Examines three broad perspectives used to explain inequality: ecological, cultural, and political. Students read theoretical works and evaluate arguments using ethnographies that describe local economies, institutions, and adaptive practices.

468 State Formation (3). The course examines the state, from its initial appearance 5,000 years ago to newly established nation–states, exploring the concepts of ethnicity, class, race, and history in state formation and maintenance.

469 History and Anthropology (3). Studies links between history and anthropology; cultures in historical perspective and history in cultural perspective; and effects of relations of power and historical interconnections on the peoples of the world.

470 Medicine and Anthropology (FOLK 470) (3). This course examines cultural understandings of health, illness, and medical systems from an anthropological perspective with a special focus on Western medicine.

472 Refugees and Exile (3). This anthropological exploration of refugees and forced migration addresses displacement across national borders, local repercussions, and the influence of the lived experience of exile on displaced people's identity.

473 Anthropology of the Body and the Subject (FOLK 473) (3). Anthropological and historical studies of cultural constructions of bodily experience and subjectivity are reviewed, with emphasis on the genesis of the modern individual and cultural approaches to gender and sexuality.

477 Visual Anthropology (3). This course introduces students to visual forms of communication through both the analysis and production of still and video materials. Ethics, cross-cultural representations, and ethnographic theory will all be explored.

484 Discourse and Dialogue in Ethnographic Research (FOLK 484, LING 484) (3). Study of cultural variation in styles of speaking applied to collection of ethnographic data. Talk as responsive social action and its role in the constitution of ethnic and gender identities.

491 Political Anthropology (3). Introduction to political anthropology. A thematically organized investigation of political processes in state societies, including state formation, with special attention to ethnographic and historical approaches.

499 Experimental Course in Anthropology IV (3). Examines selected topics from an anthropological perspective, generally to explore the potential for a course. Course description is available from the departmental office.

502 Globalization and Transnationalism (3). Anthropological examination of processes of globalization and transnationalism, with special attention to transnational migration, emergence of transnational ("global") institutions, commodity flows, and dissemination of ideologies, cultural frameworks, and media imagery.

520 Linguistic Phonetics (LING 520) (3). See LING 520 for description.

523 Phonological Theory I (LING 523) (3). See LING 523 for description.

525 Culture and Personality (FOLK 525) (3). Systems theory used to conceptualize relationship between cultural patterns and individual minds. Functional, dysfunctional, and therapeutic processes considered. Examples from Africa, Asia, Europe, and Native America. Lectures, films, recitations.

537 Gender in Practice (FOLK 537, WMST 438) (3). A study of the ways in which individuals constitute themselves as gendered subjects in the contemporary context of economic and cultural globalization.

539 Environmental Justice (3). Course examining issues of race, poverty, and equity in the environmental movement. Cases include the siting of toxic incinerators in predominantly people-of-color communities as well as resource exploitation on indigenous lands.

540 Action Research (3). Action research is a strategy for answering important questions, solving problems, and generating meaningful and democratic relationships. Through this course students will learn action research through academic and experiential techniques.

541 Sociolinguistics (LING 541) (3). See LING 541 for description.

542 Pidgins and Creoles (LING 542) (3). See LING 542 for description.

545 The Politics of Culture in East Asia (ASIA 545) (3). Examines struggles to define culture and the nation in 20th-century China in domains like popular culture, museums, traditional medicine, fiction, film, ethnic group politics, and biography and autobiography.

559 History in Person (3). Extends anthropological approaches to identity in social life. Examines social position, power, and cultural imagination; the personal and collective dynamics of sociocultural change; and the concept of agency.

567 Urban Anthropology (3). Comparative study of the political economy and cultural politics of populations in spaces and landscapes in cities in America and the Third World undergoing globalization, economic restructuring, and transnational immigration.

574 Chinese World Views (ASIA 574, RELI 574) (3). Explores the indigenous Chinese sciences and the cosmological ideas that informed them. Topics include astronomy, divination, medicine, fengshui, and political and literary theory. Chinese sources in translation are emphasized.

578 Chinese Diaspora in the Asia Pacific (ASIA 578) (3). Examination of the histories, social organization, and cultures of the Chinese diasporas in the Asia Pacific region, focusing on contemporary issues in the cultural politics and identities of "overseas Chinese."

581 Historical and Comparative Linguistics (3). Theories and methods of historical and comparative linguistics, with emphasis upon the Indo-European family.

585 Anthropology of Science (3). Cultural perspectives on science and technology at a global scale, including research settings and social contexts, knowledge claims and material practice, and relations between scientific worldviews, social institutions, and popular imagination.

586 The Gardens, Shrines, and Temples of Japan (ASIA 586) (3). The religious landscape and built environments of Japan. Attention to palace, courtyard, and teahouse architecture and gardens, with emphasis on Shinto shrines and the Zen Buddhist temple and garden.

599 Experimental Course in Anthropology V (3). Examines selected topics from an anthropological perspective, generally to explore the potential for a course. Course description is available from the departmental office.

625 Ethnography and Life Stories (3). The course focuses on the practical and research uses of ethnography and oral history, emphasizing life histories, life stories, biographies, and how these intersect with communities.

626 African Cultural Dynamics (3). In-depth reading of several books and articles that consider the interaction between indigenous African traditions and intrusive colonial and postcolonial forces. Emphasis on class discussion. Short papers and individual projects.

629 Language Minority Students: Issues for Practitioners (EDUC 629) (3). See EDUC 629 for description.

639 Beyond the Tragedy of the Commons (3). Reexamination of the "tragedy of the commons" concept in light of recent work on environmental problems, property rights, and community-based conservation. Case studies include fishery, waterway, forest, and pasture management.

660 Kinship, Reproduction, Reproductive Technology, and the New Genetics (WMST 660) (3). This course focuses on the relationship between family, kinship, new reproductive technologies, and the new genetics from a cross-cultural perspective.

675 Ethnographic Method (FOLK 675) (3). Intensive study and practice of the core research methods of cultural and social anthropology.

682 Contemporary Chinese Society (ASIA 682) (3). Presents recent anthropological research on the People's Republic of China. In addition to social sciences sources, fictional genres are used to explore the particular modernity of Chinese society and culture.

686 Schooling and Diversity: Anthropological Perspectives (3). Anthropological approaches to schooling and cultural diversity in the United States, including their relationship to gender, race, and class. Critical review of research on responses to diversity.

688 Observation and Interpretation of Religious Action (FOLK 688, RELI 688) (3). Permission of the instructor. Exercises (including field work) in learning to read the primary modes of public action in religious traditions, e.g., sermons, testimonies, rituals, and prayers.

691H Seniors Honors Project in Anthropology (3). Permission of the instructor. Open only to honors candidates.

692H Senior Honors Thesis in Anthropology (3). Permission of the instructor. Open only to honors candidates.

693H Senior Honors Thesis in Anthropology II (3). Permission of the instructor. Open only to honors candidates. Writing of an honors thesis based on independent research under the direction of a faculty member of the department.

694H Senior Honors Thesis in Anthropology III (3). Permission of the instructor. Open only to honors candidates. Writing of an honors thesis based on independent research under the direction of a faculty member of the department.

695H Senior Honors Thesis in Anthropology IV (3). Permission of the instructor. Open only to honors candidates. Writing of an honors thesis based on independent research under the direction of a faculty member of the department.

697 Ethnography and Culture after Empire (3). Examination of cultural anthropology's relations to global power, past and present. Critiques and revisions of key concepts (e.g., culture) and forms of knowledge (ethnography).

699 Experimental Course in Anthropology VI (3). Examines selected topics from an anthropological perspective, generally to explore the potential for a course. Course description is available from the departmental office.

Courses for Graduate Students

ANTH

700 Advanced Survey of Anthropology (3). Course description is available from the departmental office.

701 Theory and Ethnography (3). Permission of the instructor. Development of a critical understanding of the anthropological study of society and culture through discussion of problems and issues expressed in classic theoretical and ethnographic literature.

702 Sociocultural Theory and Ethnography (3). Prerequisite, ANTH 701. Permission of the instructor for students lacking the prerequisite.

703 Evolution and Ecology (3). Permission of the instructor. Development of a critical understanding of anthropological approaches to evolution and ecology in paleontological, archaeological, and present-day crosscultural contexts through the historical and comparative study of theory, method, and content.

704 Evolution and Ecology (3). Prerequisite, ANTH 703. Permission of the instructor for students lacking the prerequisite. Continuation of topics covered in 703, with an emphasis on ecological and evolutionary perspectives on contemporary human biology and behavior.

705 Archaeological Theory (3). Review of the recent history of archaeology and contemporary approaches to archaeological interpretation.

710 Writing and Publishing in Anthropology (3). A seminar on the peer review and analysis of student writing. Training in writing for academic publication.

715 Feminism and Society (WMST 715) (3). Selected topics in feminist analysis of social life, with materials drawn from a global range of societies.

717 Advanced Studies in Art and Architecture (3). Prerequisite, ANTH 334. Permission of the instructor for students lacking the prerequisite. Intensive study of selected topics and issues in the analysis and interpretation of prehistoric and cross-cultural art, architecture, and other aesthetic forms.

723 Seminar in Anthropological Linguistics (LING 723) (3). Selected topics from general linguistics and sociolinguistics, special emphasis on methods and problems involved in analysis and description of semantic structure of language and its relation to the rest of culture.

724 Seminar in Anthropology and Cybernetics (3). Examination of systems theory, or cybernetics; evaluation of previous applications of cybernetic models in anthropology; and original analysis of anthropological data in these terms by students.

725 Quantitative Methods in Anthropology (3). Survey of standardized data-gathering techniques, problems in research design, and methods of quantitative analysis encountered in anthropological research.

726 Quantitative Methods in Archaeology (3). Introduction to quantitative and computer methods in archaeology. The course stresses exploratory data analysis and graphical pattern recognition techniques.

727 Archaeology of North America (3). The history of American Indian cultures from 10,000 BCE to the time of the European colonization as reconstructed by archaeological research. Special emphasis on the eastern and southwestern United States.

728 Seminar in American Archaeology (3). This seminar covers current research topics in North American archaeology, with an emphasis on the eastern or southwestern United States. Specific topics may vary from year to year.

729 Research Strategies in Archaeology (3). This seminar develops students' skills in crafting research designs, proposals, and presentations. Examples and readings focus on archaeology and bioarchaeology, but the skills covered are widely applicable.

733 Advanced Seminar in Caribbean Studies (3). Permission of the instructor. Survey of Caribbean cultural development for students with some knowledge or experience in the area. Particular attention is given to current problems and recent theoretical issues.

740 Power (3). Theories of power within anthropology, from Marxism, post-structuralism, feminist studies, studies in race relations, cultural studies, others.

744 Seminar in Ethnicity and Cultural Boundaries (3). Investigation of recent theoretical approaches to ethnic phenomena; consideration of cases ranging from tribal organization to complex industrial nations; analysis of particular ethnographic and ethnohistorical situations by individual students.

749 Cultural Production (3). Critical examination of theories of social and cultural (re)production (e.g., Bourdieu's practice theory, cultural studies and resistance theory) applied to enduring issues (e.g., the relations between power and gender, race, and class).

750 Seminar in Medical Anthropology (3). Specially designed for, but not restricted to, students who are specializing in medical anthropology. Medicine as part of culture; medicine and social structure viewed crossculturally; medicine in the perspective of anthropological theory; research methods. A special purpose is to help students plan their own research projects, theses, and dissertations.

751 Seminar on the Anthropological Contribution to the Understanding of Medical Systems (3). Anthropological contributions to the understanding

of medical systems, sickness, and public health. Attention is given to the ways in which medical anthropology illuminates social processes, beliefs, and ideologies.

752 Transcultural Psychiatry (3). Prerequisite, ANTH 470 or 525. Permission of the instructor for students lacking the prerequisite. Considers cross-cultural variations in the perception, definition of, and reaction to course and treatment of deviant behavior—especially mental disorders.

753 Gender, Sickness, and Society (WMST 753) (3). This seminar deals in-depth and cross-culturally with the nature of gender and the ways in which social comprehension of gender, gender status, and gender relationships impinge upon differential experience of health and sickness of men and women from a historical and contemporary perspective.

754 Phenomenological Anthropology (3). Permission of the instructor. The course aims to apply the theories and methods of phenomenology to the practice of anthropology.

755 Seminar in Ecology and Population (3). Mutual relationships of environment, social structure, mortality, and natality, reviewed in an evolutionary framework.

756 The Evolution of Human Cognition (3). Permission of the instructor. A critical exploration of contemporary evidence on the evolution of human cognition and consciousness, including phylogenetic, comparative (interspecific), ontogenetic, and cross-cultural perspectives.

759 Identity and Agency (3). Sociogenic theories of identity, agency, and human consciousness—the works of Mikhail Bakhtin, Pierre Bourdieu, and others—examined ethnographically and cross-culturally in selected fields of social activity.

760 Seminar in Human Evolutionary Ecology (3). Permission of the instructor for undergraduates. Examination of evolutionary ecology concepts with existing or potential uses in human adaptation research, including adaptation and optimization, effective environmental properties, foraging strategies, niche, competitive exclusion, life history tactics, and biogeography.

765 Seminar in the Anthropology of Law (3). This course analyzes the nature of law and conceptions of authority in various Asian, African, and American preliterate societies. Using theories of social cohesion and process, the course relates law to the economy, social organization, religious ideology, and political institutions.

766 Seminar in Ethnobotany (3). Permission of the instructor. The focus is on economic plants and primitive technology, ecological relationships between man and plants, and analysis and interpretation of archaeological plant remains. Some laboratory work is expected.

770 Seminar on Anthropological Perspectives on Latin America (3). The seminar focuses on the interaction of five major issues in Latin America: class, ethnicity, gender, religion, and health.

777 Human Rights and Humanitarianism (3). This seminar examines human rights claims and contemporary moral discourse about human suffering from the perspective of anthropology.

788 Observation and Interpretation of Religious Action (3). Explores religious action through fieldwork as a way of studying method and theory.

790 Dialectology (LING 790) (3). See LING 790 for description.

793 Linguistic Field Work I (LING 793) (3). See LING 793 for description.

794 Linguistic Field Work II (LING 794) (3). See LING 794 for description.

809 Ethnographic Methods (3). Explores method and theory of ethnographic research, including its critical development, ethical challenges, personal transformations, and place as social scientific inquiry. Field project required.

810 Seminar in the Anthropology of Meaning (1). Ongoing seminar for students and faculty participating in the Anthropology of Meaning concentration.

817 The Concept of Teaching General Anthropology (3). Permission of the department. Directed course preparation and review of teaching techniques, films, and other aids.

818 Training in the Teaching of Anthropology (3). Prerequisite, ANTH 817. Permission of the department. The trainee teaches a small class in general anthropology under supervision.

860 Art of Ethnography (FOLK 860) (3). See FOLK 860 for description.

897 Seminar in Selected Topics (1–4). Topic determined by instructor and announced in advance.

898 Seminar in Selected Topics (1–4). Topic determined by instructor and announced in advance.

901 Reading and Research (1–4). Permission of the instructor. Topic determined by instructor and announced in advance.

902 Reading and Research (1–4). Permission of the instructor. Topic determined by instructor and announced in advance.

915 Reading and Research in Methodology (1–4). Permission of the instructor. Topic determined by instructor and announced in advance.

916 Reading and Research in Methodology (1–4). Permission of the instructor. Topic determined by instructor and announced in advance.

921 Field Research (3). Permission of the instructor. Topic determined by instructor and announced in advance.

922 Field Research (3). Permission of the instructor. Topic determined by instructor and announced in advance.

993 Master's Thesis (3–6). Individual research in a special field under the direction of a member of the department.

994 Doctoral Dissertation (3–9). Individual research in a special field under the direction of a member of the department.

Curriculum in Applied Sciences and Engineering

www.unc.edu/depts/appl_sci
NANCY ALLBRITTON, *Chair*
Lu-Chang Qin, *Associate Chair for Graduate Studies*
Richard Goldberg, *Associate Chair for Undergraduate Studies*

Professors

Nancy L. Allbritton (BME and Chemistry) Signaling in Single Cells, Microfabricated Systems for Cellular Analysis
A. J. Banes (Orthopaedics) Cytomechanics, Cell-Cell Communication, Matrix Proteins
Joseph M. DeSimone (Chemistry) Polymeric Materials Synthesis
Dorothy Erie (Chemistry) Physical and Biological Chemistry, Structure and Function of Transcription Processes
Michael Falvo (Physics and Astronomy) Mechanics and Friction of Nanoscale Materials, Nanoscale Electromechanical Systems (NEMS), Scanning Probe Microscopy and Nanomanipulation Forces and Mechanics of Nanobiological Systems
Greg Forest (Mathematics) Flow and Structure of Complex Polymeric Fluids, Weakly Compressible Transport Phenomena, Solitons and Optical Fiber Applications, Inverse Problems for Material Characterization, Modeling of Transport in Multiphase Porous Media
Barry Lentz (Biochemistry and Biophysics) Biomembrane Structural Features in the Role of Platelet Membranes in Blood Coagulation and the Involvement of Bilayer Microstructures in Cell Membrane Fusion
Wenbin Lin (Chemistry) Nonlinear Optical, Supramolecular and Chiral Porous Materials, Asymmetric Catalysis, Chiral Sensing and Separations

Jianping Lu (Physics and Astronomy) Theoretical Studies of Materials
Laurie E. McNeil (Physics and Astronomy) Structure-Property Relations, Optical Spectroscopy
Lu-Chang Qin (Physics and Astronomy) Synthesis and Structure of Nanomaterials
Michael Rubinstein (Chemistry) Molecular Models of Polymers
Edward T. Samulski (Chemistry) Liquid Crystals and Liquid Crystal Polymers
Sergei S. Sheiko (Chemistry) Dynamics of Single Molecule on a Surface
Richard Superfine (Physics and Astronomy) Interfacial Ordering of Molecules
Russell Taylor (Computer Science) Advanced Computer Graphics, Data Rendering, Novel Microscopy Instrumentation
Alex Tropsha (Medicinal Chemistry) Biomolecular Informatics, Relationships between Chemical Structures and Their Functional Properties
Frank Tsui (Physics and Astronomy) Synthesis of Artificially Structured Materials
Sean Washburn (Physics and Astronomy) Quantum Transport, Mechanical and Electrical Response.
Yue Wu (Physics and Astronomy) Quasicrystals, Nanocrystals, Nanotubes and Molecular Motion in Polymers
Otto Zhou (Physics and Astronomy) Synthesis, Properties and Applications of Nanomaterials

Associate Professors

Richard Goldberg (Biomedical Engineering) Assistive Technology Devices for People with Disabilities
Nalin Parikh (Physics and Astronomy) Ion Beam Modifications and Analysis
Paul Weinhold (Orthopaedics) Orthopaedic Biomechanics, Vibration Testing of Orthopaedic Tissues and Constructs

The materials science program at the University of North Carolina at Chapel Hill is an interdisciplinary graduate program that brings together faculty from physics and astronomy, chemistry, and various departments in the health sciences (including dentistry, orthopedics, and biomedical engineering) to engage in research and training in materials science. The primary areas of emphasis in the program are electronic, nano, polymer, and biomaterials. Students pursuing M.S. and Ph.D. degrees in materials science begin their studies with a core curriculum covering the fundamentals of materials, including their structures, surfaces, fabrication, thermodynamics, and materials science laboratory techniques. They continue with elective courses offered by the curriculum or the participating departments as appropriate to their area of research concentration. Graduate students engage in research under the supervision of one of the participating materials science faculty in the Curriculum in Applied Sciences and Engineering.

Research Interests

The four areas of research emphasized in the materials science program are electronic, nano, polymer, and biomaterials. These four areas are not discrete, however, as research projects in electronic polymers, nonlinear optics of polypeptides on surfaces, liquid crystals, and wear in polyethylene artificial joints demonstrate. Individual faculty members may have research interests in more than one of the primary areas, and may collaborate with others to address all four. For detailed information on the graduate program, please contact Professor Lu-Chang Qin at (919) 843-3575, or e-mail lcqin@email.unc.edu.

Degree Requirements

The Ph.D. degree requirements include completion of a suitable set of courses, cumulative written comprehensive exams, a preliminary doctoral oral exam, an original research project culminating in a dissertation, and a final oral exam. The M.S. degree requirements include completion of a suitable set of courses, cumulative written comprehensive exams, a research project, and a final oral exam. The general regulations of The Graduate School govern credit hour, residency, and examination requirements.

Courses

All graduate students must pass the following courses or appropriate ones approved by the curriculum, or must have passed their equivalents elsewhere: APPL 470, APPL 473, and MTSC 615, 720, 730, and 735. Each student also takes additional courses offered by the curriculum or participating departments, as appropriate for his or her area of study.

Comprehensive Exam

M.S. students must pass three core exams and one specialty exam. Ph.D. students must pass four core exams and two specialty comprehensive exams. Topics for the specialty exams will be research areas represented in the materials science program at UNC–Chapel Hill; core exams cover the fundamental knowledge of materials science. All students are required to complete the comprehensive exam by the second year.

Preliminary Doctoral Oral Exam

Students are required to select a research adviser during the first year in graduate school and a thesis committee before they take the preliminary doctoral exam. To pass the preliminary doctoral oral exam, students must present and successfully defend their Ph.D. research proposal to the thesis committee by the end of the third year.

Facilities and Equipment

Students and faculty in the curriculum have access to the following central facilities located in various departments: NMR (2), computer modeling and computer graphics, confocal microscopy, electron microscopy (SEM, TEM, and STEM), FIB, glass shop, machine shop (2), laser lab, mechanical testing, mass spectroscopy, and X-ray diffraction. In addition, a variety of equipment is located in individual research laboratories. This includes equipment for thermal analysis; polymer synthesis; FTIR, UV-Vis, Raman, and photoluminescence spectroscopy; ellipsometry; CVD; MBE; thermal oxidation; AFM; electrical measurements; nonlinear optics; and low temperatures and high pressures. Facilities at North Carolina State University in Raleigh and MCNC in Research Triangle Park are also available.

Fellowships and Assistantships

Teaching assistantships are available to qualified graduate students. The duties of teaching assistants include teaching laboratory sections, assisting in the supervision of advanced laboratories, teaching recitation sections, and grading papers. Summer support is generally available. Research assistantships are also offered.

Courses for Graduate and Advanced Undergraduate Students

APPL

410 Systems and Signals (3). Prerequisite, MATH 383. Analysis of linear systems by transform methods to networks, including stability analysis. Survey of numerical methods for network solutions.

415 Information, Modulation, Transmission, and Noise (4). Modulation and demodulation of signals using amplitude modulation (AM), frequency modulation (FM), and related techniques. Practical applications are studied. Techniques are applied in an included laboratory.

420 Introduction to Polymer Chemistry (CHEM 420) (3). See CHEM 420 for description.

421 Synthesis of Polymers (CHEM 421, MTSC 421) (3). See CHEM 421 for description.

422 Physical Chemistry of Polymers (CHEM 422, MTSC 422) (3). See CHEM 422 for description.

423 Intermediate Polymer Chemistry (CHEM 423, MTSC 423) (3). See CHEM 423 for description.

425 Bioelectricity (3). Prerequisites, BIOL 252 and PHYS 351. Quantitative analysis of excitable membrane signals, origin of electrical membrane potentials, propagation, subthreshold stimuli, extracellular fields, membrane biophysics, and electrophysiology of the heart. Design and development of an electrocardiogram analysis system.

430 Digital Signal Processing I (3). Prerequisite, COMP 110 or 116. This is an introduction to methods of automatic computation of specific relevance to biomedical problems. Sampling theory, analog-to-digital conversion, and digital filtering will be explored in depth.

450 Linear Control Theory (3). Prerequisite, MATH 528. Linear control system analysis and design are presented. Frequency and time domain characteristics and stability are studied.

460 Survey of Engineering Math Applications (1). Corequisite, MATH 528. Computational laboratory that surveys engineering math with emphasis on differential equations, and Laplace and Fourier analysis. Applications in biomedical engineering emphasized through problem set computation using Matlab. This course should be taken concurrently with MATH 528.

465 Biomedical Instrumentation (4). Prerequisite, PHYS 351. Topics include basic electronic circuit design, analysis of medical instrumentation circuits, physiologic transducers (pressure, flow, bioelectric, temperate, and displacement). This course includes a laboratory where the student builds biomedical devices.

470 Fundamentals of Materials Science (CHEM 470) (3). See CHEM 470 for description.

472 Chemistry and Physics of Electronic Materials Processing (CHEM 472, MTSC 472, PHYS 472) (3). See PHYS 472 for description.

473 Chemistry and Physics of Surfaces (CHEM 473, MTSC 473) (3). See CHEM 473 for description.

480 Microcontroller Applications I (3). Prerequisites, COMP 110 or 116, and PHYS 351. Introduction to digital computers for online, real-time processing and control of signals and systems. Programming analog and digital input and output devices is stressed. Case studies are used for software design strategies in real-time systems.

490 Special Topics (3). Topics vary from semester to semester.

491L Materials Laboratory I (PHYS 491L) (2). See PHYS 491L for description.

492L Materials Laboratory II (PHYS 492L) (2). See PHYS 492L for description.

510 Biomaterials (BMME 510) (3). Prerequisite, BIOL 101 or BMME 589. Chemical, physical engineering, and biocompatibility aspects of materials, devices, or systems for implantation in or interfacing with the body cells or tissues. Food and Drug Administration and legal aspects.

520L Polymer Chemistry Laboratory (CHEM 520L) (2). See CHEM 520L for description.

691H Honors Thesis (3). Research honors course. Prior approval needed from the chair or associate chair of the program for topic selection and faculty research mentor. Minimum GPA requirement, written report, and abstract requirements as set forth by the honors program.

692H Honors Thesis (3). Research honors thesis continuation with required GPA, research topic selection with approved faculty mentor. Written abstract and report per honors program guidelines submitted by specific deadlines.

697 Senior Design Project I (2). Prerequisite, APPL 310. Conceptual prelude and preparation to APPL 698, in which the theoretical and practical knowledge acquired during the undergraduate tenure is applied to develop a solution to a real-world problem.

698 Senior Design Project II (4). Prerequisite, APPL 697. Implementation phase of the senior design experience. Students apply the theoretical and practical knowledge they have acquired in their previous seven semesters to the design and implementation of a solution to a real-world problem.

MTSC

421 Synthesis of Polymers (APPL 421, CHEM 421) (3). See CHEM 421 for description.

422 Physical Chemistry of Polymers (APPL 422, CHEM 422) (3). See CHEM 422 for description.

423 Intermediate Polymer Chemistry (APPL 423, CHEM 423) (3). See CHEM 423 for description.

472 Chemistry and Physics of Electronic Materials Processing (APPL 472, CHEM 472, PHYS 472) (3). See PHYS 472 for description.

473 Chemistry and Physics of Surfaces (APPL 473, CHEM 473) (3). See CHEM 473 for description.

573 Introductory Solid State Physics (PHYS 573) (3). See PHYS 573 for description.

615 Structure of Solids (3). Crystallography, reciprocal lattices,diffraction and imaging, electronic wave functions, phonons, thermal expansion. Superlattice and molecular structures, including glasses and liquid crystals. Overview of structure and properties of ceramic, amorphous, polymeric, and composite materials.

Courses for Graduate Students

MTSC

715 Visualization in Science (COMP 715, PHYS 715) (3). See COMP 715 for description.

720 Materials Fabrication (3). Permission of the department. Introduction to materials fabrication techniques. Includes single crystal growth, thin film deposition, synthesis of quantum dots and nanotubes/nanowires, dielectric and electron emissive materials, nanocomposites, bioceramics, and energy storage materials.

730 Statistical Thermodynamics (3). Permission of the instructor. Theory of ensembles and interactions in statistical mechanics. Classical and quantum statistics. Applications to simple systems: ideal gas, heat capacity of solids, blackbody radiation, phase transitions.

735 Techniques in Materials Science (3). Permission of the department. Lecture and laboratory in materials analysis techniques, including optical microscopy, scanning electron microscopy, transmission electron microscopy, X-ray diffraction, fluorescence, nuclear magnetic resonance, Raman spectroscopy, thermal analysis, XPS, channeling and RBS.

740 Advanced Biomaterials (BMME 740) (3). See BMME 740 for description.

750 Kinetics, Diffusion, and Phase Transitions of Materials (3). Reaction kinetics in bulk materials. Mass transport, microstructural transformations, and phase transitions in condensed phases. Atom diffusion in solids. Spinodal decomposition.

810 Device Physics and Electronic Properties of Solids (3). Prerequisites, APPL 470 or PHYS 573, MTSC 615, and 730. Permission of the instructor for students lacking the prerequisites. Survey of crystal structure, bandstructure,

transport. Overview of FETs, heterostructures, light emission, dissipation, noise, integrated circuits, solar cells, and ceramics. Emphasis on physical sources of device behavior.

820 Optical Properties of Solids (3). Prerequisites, APPL 470 or PHYS 573, and PHYS 415. Permission of the instructor for students lacking the prerequisites. Reflection, waveguides, nonlinear optics, optical switching, photorefraction, optical storage. Optical coupling to electronic states, device applications, optical computing.

830 Ion–Solid Interactions (3). Prerequisite, APPL 470 or PHYS 573. Permission of the instructor for students lacking the prerequisite. Interatomic potentials, range distribution, radiation damage, annealing, secondary defects, analytical techniques, silicon-based devices, implantation in compound semiconductors, and buried layer synthesis. Ion implantation in metals, ceramics, polymers, and biomaterials.

840 New Technologies and Device Architecture (3). Prerequisites, APPL 470 or PHYS 573, MTSC 615, and 730. Permission of the instructor for students lacking the prerequisites. Survey of novel and emerging device technologies. Resonant tunneling transistors, HEMT, opto-electronic devices and optical communication and computation, low-temperature electronic, hybrid superconductor devices.

871 Solid State Physics (PHYS 871) (3). See PHYS 871 for description.

872 Solid State Physics (PHYS 872) (3). See PHYS 872 for description.

891 Special Topics in Material Science (1–3). Permission of the department. Current topics in materials science, including electronic and optical materials, polymers, and biomaterials.

992 Master's (Non-Thesis) (3–9).

993 Master's Thesis (3–6). Permission of the department.

994 Doctoral Dissertation (3–9). Permission of the department.

Department of Art

art.unc.edu

JAMES HIRSCHFIELD, *Chair*

Professors

Christoph Brachmann, European Art, 1400–1700
S. Elizabeth Grabowski, Printmaking, Painting, Drawing
James Hirschfield, Sculpture
Juan Logan, Painting, Mixed Media
Yun-Dong Nam, Ceramic Sculpture
Mary D. Sheriff, 18th- and 19th-Century Art, Gender Studies
Daniel J. Sherman, European Art, 1850–1960, Museum Studies, Commemoration
elin o'Hara slavick, Mixed Media
Mary C. Sturgeon, Ancient Art, Archaeology
Dennis Zaborowski, Painting, Drawing

Associate Professors

John Bowles, African American Art
Eduardo Douglas, Latin American Art
Pika Ghosh, South Asian Art
Carol Magee, African, African American, American Art
Mary Pardo, Italian Renaissance
Dorothy Verkerk, Late Antique, Celtic, Early Medieval
Jeff Whetstone, Photography

Assistant Professors

Glaire Anderson, Islamic Art
Ross Barrett, American Art
Paroma Chatterjee, Medieval and Byzantine Art
Cary Levine, Contemporary Art
Wei-Cheng Lin, East Asian Art
Mario Marzan, Painting, Drawing, Latin American Art
Roxana Perez-Mendez, Sculpture
Hong-An Truong, Digital Art
Lyneise Williams, Latin American and African Diaspora Art

Lecturers

Jennifer J. Bauer, Modern Art
Susan Harbage Page, Photography
Michael Sonnichsen, Photography and Printmaking

Visiting Lecturer

David Colagiovanni, Digital Art

Ackland Art Museum:

Adjunct Professor

Timothy Riggs, Curator of Collections

Adjunct Assistant Professor

Carolyn Allmendinger, Director of Academic Programs

Institute for the Arts and Humanities:

Adjunct Assistant Professor

Megan Granda, Executive Director

North Carolina Museum of Art:

Adjunct Associate Professor

John Coffey, Deputy Director for Art

Adjunct Assistant Professor

Kinsey Katchka, Associate Curator of Modern and Contemporary Art

Adjunct Professor – American Studies Department

Bernard Herman

Adjunct Associate Professor – History Department

Tania String

Professors Emeriti

Jaroslav T. Folda

James Gadson

Frances Huemer

Richard W. Kinnaird

Arthur Marks

Jerry Noe

Marvin Saltzman

For those considering professional careers as art historians (teaching and research), critics, or museum or gallery professionals, the Department of Art offers graduate work leading to the degrees of master of arts and doctor of philosophy. Those who aim to become professional artists should take the degree of master of fine arts. The Hanes Art Center provides exhibition galleries, a departmental library, a visual resources library, offices, study areas, classrooms, and studios. Additional studios and shops are located in the Art Laboratory building on Airport Drive, one mile from campus. The Joseph C. Sloane Art Library has a collec-

tion of nearly 100,000 volumes and is supplemented by the University's academic affairs libraries, with holdings of more than 5,000,000 volumes. The Joseph C. Sloane Art Library has a collection of over 100,000 print volumes and is supplemented by the University Libraries, with holdings of more than 6,000,000 volumes. The Sloane Art Library provides quite study spaces, access to specialized art resources, and houses the reserve holdings for Art Department courses. Graduate students have access to the departmental visual resources library and can use different types of scanning equipment (flatbed scanners, slide and film scanners) to digitize images for research. The VRL has current holdings of 250,000 slides, 60,000 digital images, and 20,000 photographs.

Admission

Deadline for applications is December 15 for art history and January 1 for studio art. The Graduate School application is submitted via the online application for admission. See gradschool.unc.edu/admissions/instructions.html for detailed information. This user-friendly, online application is faster and easier than completing a paper application and provides for the prompt receipt and distribution of application information. Individuals who are unable to utilize the online application may request a paper application from gradinfo@unc.edu or by phoning (919) 966-2612.

Master of Fine Arts (M.F.A.)

Overview

The master of fine arts program in studio art is a community of dedicated and diverse fine arts professionals. We recognize and respond to the universal human need for visual expression, and the indispensable role of the visual arts and visual communication in contemporary society. We recognize the necessity of intellectual curiosity and creative discipline as components of a quality learning environment and respect the conversation between intuition and intellect that contributes to transformative art-making. We encourage exploration and experimentation that crosses intellectual and methodological boundaries while simultaneously respecting and engaging the history and traditions of art.

In the context of a research I institution, the UNC M.F.A. program stands as a site of synthesis, where extensive intellectual and creative resources are available to students in their pursuit of self expression. We seek students who are technically adept, critically aware, and dedicated to their passion for art-making. With these qualities as a point of departure, faculty work closely with students to encourage aesthetic and intellectual inquiry, impart versatile skills, and motivate self-exploration. Our resolve is to help students create outstanding works of art.

M.F.A. Curriculum

The master of fine arts degree at UNC–Chapel Hill is a two-year, 60-hour program. Credits are earned through studio practice, formal critique, professional development, and academic electives. Additionally, a teaching foundation class is available for students who wish to prepare for an academic career. While this class is optional, it is required for students who wish to apply for teaching fellowships in the M.F.A. program. Most students take advantage of this opportunity and receive teaching fellowships that provide the opportunity to teach their own class.

Credits for studio practice constitute the majority of credits. These are earned through independent study and critique. All M.F.A. students have individual studio space to support their creative research. With the department's interdisciplinary approach, students need not choose a particular medium for specialization. They may use different media to express a variety of aesthetic and conceptual goals. This however, does not preclude a media focus, but does mean that media choices are integral to students' intellectual and aesthetic explorations.

The structure for feedback in the program is through weekly critiques, where students interact with the studio faculty over the course of the semester. A series of formal reviews bring the entire faculty together to evaluate each student's progress at the end of the first, second, and fourth semester.

The academic component of the M.F.A. program is designed to complement the art making process. The program strongly believes that the decision to pursue the making of fine art in an academic context carries an attendant responsibility to develop the verbal and written articulation of the visual. To help achieve this goal, students participate each semester in a graduate seminar (three credit hours). Contemporary critical issues surrounding the making of art are explored and debated in this group forum. Practical aspects of an art career (grant writing, professional presentation, networking with galleries and museums, etc.) make up the professional development component of the seminar. The balance of these components will vary from semester to semester, reflecting the focus of the various faculty teaching the course.

Other academic credits are satisfied by a requisite six hours of additional course work in art history and/or related fields. Students select these courses depending on the focus of their studio explorations, thus stretching the capacity of their creative work. Usually students are urged to take one of these courses in the area of contemporary art history.

The remaining academic credits are earned through the master's thesis. This includes the preparation of the thesis exhibition and the writing of the thesis document. At the end of the students' final semester, they mount a group exhibition of the thesis work produced under the direction of a thesis committee. Students write a thesis statement to accompany the thesis work. A final oral defense takes place during the time of the exhibition. Once the oral defense has been passed, students submit a copy of the thesis statement (along with documentation of the thesis work) for permanent retention in the Sloane Art Library.

In addition to the core curriculum, the UNC–Chapel Hill master of fine arts program supports students by bringing artists and critics to UNC throughout the year. For our Hanes Visiting Artist Lecture Series, artists are typically invited to campus for a two-day visit during which they give a public lecture and provide private critiques for the department's graduate students. In addition, each semester one artist is invited for a longer two-week residency. Graduate students have the opportunity to interact with these artists in a variety of settings. This program has proved to be a vital conduit for graduate students to see the work of, and interact with, a large and diverse number of professional artists.

Financial Aid for Studio Art Students

All applicants for admission to the M.F.A. program are automatically considered for nomination for merit awards offered by The Graduate School. Additional support in the form of assistantships and/or specially designated awards is administered directly by the department. Students may apply for teaching fellowships after they have completed the teaching practicum course.* Students desiring financial aid should consult as early as possible the Office of Scholarships and Student Aid (studentaid.unc.edu/) for information about work-study jobs and loans.

**Students with demonstrable teaching experience at the college level are exempt from this course.*

Admission Requirements — M.F.A.

We seek applications from individuals committed to their development as professional artists. While the majority of applicants hold a bachelor's degree in art, we also welcome applications from students who hold undergraduate degrees in other fields and can present a strong art portfolio. Students who do not have a bachelor's degree in art should have at least one basic-level and one intermediate-level course in art history in preparation for the graduate-level course work in art history required of M.F.A. students. Applicants to the M.F.A. program are not required to take the Graduate Record Exam (GRE).

Application for admission to the M.F.A. program in studio art must be made online through The Graduate School. Their instructions for applicants may be found at gradschool.unc.edu/admissions/instructions.html.

Applicants are admitted for the fall semester only.

All applications must be submitted by January 1, and must include the following:

The electronic application via the UNC Graduate School (see gradschool.unc.edu/admissions/instructions.html)

- Graduate School Application
- Undergraduate Transcript
- Three Letters of Recommendation
- Application Fee

Supplemental materials specific to the M.F.A. admission include (See the Department of Art Web site at art.unc.edu/Studio_Art/Graduate_Programs/APPLY_DEADLINES for specific instructions.)

- Statement of Purpose
- Visual Materials for Creative Review
- List of Images Submitted for Creative Review

For more information, contact

Director of Graduate Studies for Studio Art
Department of Art
CB# 3405, Hanes Art Center
The University of North Carolina at Chapel Hill
Chapel Hill, N.C. 27599-3405
Web: art.unc.edu

Master of Arts (M.A.) and the Doctorate (Ph.D.) in Art History

In addition to completing an application to The Graduate School (which must include up-to-date GRE scores), the candidate for admission to the programs in art history must submit directly to the Department of Art an example of his/her written work. The writing sample should be no more than 15 pages. All applicants for graduate study in art history are admitted to the program as candidates for the master of arts degree unless they have already received or expect to receive the M.A. degree in art history from another institution. An undergraduate major in art history is not required for M.A. candidacy; however, entering candidates must have taken a minimum of twenty-four semester hours in art history, archaeology, cultural anthropology, or aesthetics.

There are no spring semester admissions in art history.

Degree Requirements for Art History

Master of Arts Degree

The master of arts degree generally follows the requirements of The Graduate School as described in the section on graduate degree requirements in the *Graduate School Handbook.*

Purpose of the M.A. degree: Both a broad knowledge of world art and a basic sampling of the diverse theory and methods employed by our faculty in the discipline of art history.

The master's program in art history is designed to be completed in four semesters.

Diagnostic Slide Examination

During the first week of their first semester, entering M.A. students take a diagnostic slide examination (DSE). The purpose of the DSE is to identify one or more areas where the graduate students need to develop visual knowledge beyond their undergraduate background. It is in no way punitive, nor is it graded. Since the field of art history is increasingly global, and our program encourages a global approach, the diagnostic exam serves to assist the new graduate student in identifying an area in which he or she could increase his or her visual repertoire by auditing a survey class offered by one or more of the faculty.

Course Work

Total of 12 courses, 36 credits.

Three required courses: Methods in Art Historical Research (ART 850) in the first semester; Master's Thesis Writing Seminar (ART 992) and Master's Thesis (ART 993) in the fourth semester.

Nine courses, of which five should be graduate seminars (900-level).

In order to develop breadth of knowledge, both in terms of content and method, students must take at least two courses whose topics cover the time period before 1700 C.E. and two covering the period after 1700 C.E. Additionally, students must take courses with five different members of the graduate faculty.

Language Requirement

M.A. Degree: By the end of the third semester, all M.A. students are required to have met the language requirement of one language, other than English, appropriate to the area of study. The language will be determined in consultation with the student's advisor, the director of graduate studies, and the graduate committee. The student can demonstrate competency by obtaining a passing grade on the UNC–Chapel Hill reading competency exam, or earning a "B" (or a graduate "P") or better in a fourth semester or higher language course, or earning a "B" (or a graduate "P") in a literature course in that language at UNC–Chapel Hill. *Note:* No credit toward the M.A. course work requirement is given for language courses.

Master's Exam

M.A. students take this exam at the beginning of their third semester. Students who do not pass the exam at that time may re-take the exam at the end of the third semester. Only students who have successfully passed the exam may register for ART 992 (Master's Thesis Writing Seminar) or ART 993 (Master's Thesis). The exam is offered only during the fall semester.

Master's Thesis

The M.A. thesis is completed by the end of the fourth semester of enrollment. The completed thesis must be signed by the members of the thesis committee and submitted to The Graduate School in time for May graduation.

Doctor of Philosophy Degree

The degree of doctor of philosophy generally follows the requirements of The Graduate School as described in the section on graduate degree requirements in the *Graduate School Handbook.*

Course Work

Ph.D. students take a total of nine courses, at least four of which are research seminars (900-level), plus a final course, ART 994 (Doctoral Dissertation). Two of the nine courses may be taken in other departments as electives for supplementary and complimentary studies.

Electing to pursue an external minor: Ph.D. students may choose to complete a formal external minor, which consists of at least three additional courses in a field related to his or her area of specialized study (such as communication studies, women's studies, history, or medieval studies). The student must secure prior approval of the minor department, and a copy of the proposed courses to be taken must be signed by both departments and entered in the student's permanent record in the Department of Art and the UNC–Chapel Hill Graduate School.

Language Requirement

Ph.D. students are required to demonstrate proficiency in two languages (other than English). The first language will be the language that fulfilled the M.A. language requirement. The second language should be appropriate to the area of study, and will be determined in consultation with the student's advisor, the director of graduate studies for art history, and the graduate committee. Some fields require additional languages and students should study these languages as necessary. Competency in the second language will be determined following the same guidelines as those of the M.A. language requirement.

Preliminary Doctoral Exams

Ph.D. students take both the written and the oral preliminary exams during the semester after the Ph.D. course work is completed. Most Ph.D. students will take the preliminary exams during the spring semester of their second year in the Ph.D. program. Those students pursuing an external minor will take the preliminary exams during the fall semester of their third year.

- *Written Exams.* Students take the written exams over the course of a one-week period. Students who fail the written exams may repeat them only once. These exams are taken in three parts: first major field of study (six hours), second major field of study (six hours), methodological/thematic area of study (six hours).
- *Preliminary Oral Exam.* An oral exam will take place within two weeks of the written exam. The oral will be on the content of the written exams and may also include a defense of the dissertation prospectus. The examining committee will consist of at least three members who must be full-time active graduate faculty or adjunct teaching faculty in art history.
- *Dissertation Prospectus.* Ph.D. students defend their dissertation prospectus orally. If the dissertation prospectus is not defended at the oral exam, this defense should take place within three months of the written exams. At least two weeks before the prospectus defense, the student submits a dissertation prospectus to his or her dissertation committee, which should consist of five faculty members, three of whom must be permanent members of the UNC–Chapel Hill art history faculty.

Dissertation and Final Oral Exam

After passing the preliminary doctoral exams, the student begins work on the dissertation. Once the dissertation is completed and approved by the advisor and dissertation committee, the student defends the finished dissertation. Doctoral students have eight calendar years from the date of first registration in the doctoral program to complete the Ph.D. For doctoral students, there is a minimum residence credit requirement of four semesters, and at least two semesters must be earned through continuous full-time registration on the UNC–Chapel Hill campus.

For further information the applicant should write to the director of graduate studies for art history.

Financial Aid for Art History Students

All applicants for admission who have completed their applications by December 1 are automatically considered by the department for nomination for Graduate School awards. Applicants and students in residence are also eligible for teaching and research assistantships, which are awarded by the department. There are also annual service and non-service awards. Students desiring financial aid should consult as early as possible the Office of Scholarships and Student Aid (studentaid.unc.edu/) for information about work-study jobs and loans.

ART (Art History)

Courses for Graduate and Advanced Undergraduate Students

The content of these courses varies slightly from year to year in accordance with the needs of the students and the special competence of the instructor.

450 The City as Monument (3). A city or cities will be considered as cultural artifact(s), with emphasis given to plans and planning, architecture, public monuments and to various institutions, such as religion, government, the arts, and commerce that initiate or affect these urban developments and forms.

451 Women in the Visual Arts II (WMST 451) (3). Prerequisite, ART 151 or 254. Permission of the instructor for students lacking the prerequisite. Discussion of topics related to the representation of women in Western art and/or women as producers of art.

453 Africa in the American Imagination (AFRI 453) (3). Restricted to sophomores, juniors, and seniors. Examines the ways African art appears in United States popular culture (advertisements, magazines, toys, films, art) to generate meanings about Africa. Addresses intersecting issues of nationalism, multiculturalism, imperialism, nostalgia, race.

456 Art and Visual Culture of South Asia (ASIA 456) (3). Required preparation, any intermediate art history course or permission of the instructor. This thematic course explores how objects and monuments are viewed, experienced, and used in a ritual context in South Asia.

457 Studies in the History of Graphic Art (3). Required preparation, any intermediate art history course or permission of the instructor. Study of prints and printmaking in Western art from ca. 1400 to the present focusing on selected topics.

458 Islamic Palaces, Gardens, and Court Culture (Eighth–16th Centuries CE) (3). Prerequisite, ART 154. Permission of the instructor for students lacking the prerequisite. This course focuses on palaces, gardens, and court cultures beginning with the eighth-century Umayyad period and ending with the 16th-century reigns of the Mughal, Safavid, and Ottoman dynasties.

460 Greek Painting (CLAR 460) (3). Required preparation, any intermediate art history course or permission of the instructor. A survey of the development of Greek art from geometric to Hellenistic painting through a study of Greek vases, mosaics, and mural paintings.

461 Archaic Greek Sculpture (CLAR 461) (3). Required preparation, any intermediate art history course or permission of the instructor. A focused study of sculpture during the Archaic period in Greece.

462 Classical Greek Sculpture (CLAR 462) (3). See CLAR 462 for description.

463 Hellenistic Greek Sculpture (CLAR 463) (3). Required preparation, any intermediate art history course or permission of the instructor. A focused study

of Greek sculpture in the Hellenistic period.

464 Greek Architecture (CLAR 464) (3). See CLAR 464 for description.

465 Architecture of Etruria and Rome (CLAR 465) (3). See CLAR 465 for description.

466 History of the Illuminated Book (3). Required preparation, any intermediate art history course or permission of the instructor. Chronological survey of major developments in book painting during the European Middle Ages from 300 to 1450 CE.

467 Celtic Art and Cultures (3). Required preparation, any intermediate art history course or permission of the instructor. This course explores the art and culture from the Hallstat and La Tène periods (seventh century BCE) to the Celtic "renaissance" (ca. 400–1200 CE).

468 Visual Arts and Culture in Modern and Contemporary China (3). This course examines visual materials, including those from fine arts, commerce, popular culture, political propaganda, avant-garde movements, etc., produced in modern and contemporary China as an important means of defining China's self-identity in the modern and global world.

469 Art of the Aztec Empire (3). This course provides a comprehensive introduction to the art of the Aztec Empire, including architecture, monumental sculpture, small-scale sculpture, ceramics, painting, lapidary work, gold work, and feather work.

470 The Moving Image in the Middle Ages (3). The course explores the range of contexts in which images in the medieval period were made to move; for instance, in rituals, processions, and miracles.

471 Northern European Art of the 14th and 15th Centuries (3). Required preparation, any intermediate art history course or permission of the instructor. Advanced study of painting and sculpture in France, England, and the Netherlands, 1300 to 1400.

472 Early Modern Art, 1400–1750 (3). Required preparation, any intermediate art history course or permission of the instructor. This course explores specialized themes and/or broad topics in Western European art of the early modern period.

473 Early Modern and Modern Decorative Arts (3). Required preparation, any intermediate art history course or permission of the instructor. This course traces major historical developments in the decorative and applied arts, landscape design, and material culture of Western society from the Renaissance to the present.

474 Roman Sculpture (CLAR 474) (3). See CLAR 474 for description.

475 Icons and Idols: Debates in Medieval Art (3). This course will examine theories and instances of image making and breaking from the classical world to the early modern world, covering late antiquity, iconoclasm in Byzantium, and the medieval West.

476 Roman Painting (CLAR 476) (3). See CLAR 476 for description.

481 American Art and the Civil War (3). Prerequisite, ART 53, 54, 61, 64, 77, 79, 80,84, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, or 161. Permission of the instructor for students lacking the prerequisite. An exploration of the ways that American artists negotiated the Civil War, examining artworks and popular images that addressed slavery and sectionalism, the wartime experience, and the project of Reconstruction.

483 Art, Politics, and Society in France, 1850–1914 (3). An examination of the interaction of artists, criticism, and the market with larger political and social developments in France, with an emphasis on primary sources.

485 Art of the Harlem Renaissance (3). Examines the Harlem Renaissance (1918–1942) as an instance of both transnational modernism and cultural nationalism through study of how artworks articulate interrelated conceptions of race, gender, sexuality, and social class.

487 African Impulse in African American Art (AFAM 487) (3). Required preparation, any intermediate art history course or permission of the instructor. This class will examine the presence and influences of African culture in the art and material culture of Africans in the Americas from the colonial period to the present.

488 Contemporary African Art (AFRI 488) (3). Prerequisite, AFRI 101 or ART 152 or 155. Permission of the instructor for students lacking the prerequisite. Examines modern and contemporary African art (1940s to the present) for Africans on the continent and abroad. Examines tradition, cultural heritage, colonialism, postcolonialism, local versus global, nationalism, gender, identity, diaspora.

490 Special Topics in the Visual Arts (3). Required preparation, any intermediate art history course or permission of the instructor. This course entails an intensive look at issues in the visual arts, and may cover specialized topics or broad themes from any part of the world or any historic period.

514 Monuments and Memory (HIST 514, INTS 514) (3). See INTS 514 for description.

550 Topics in Connoisseurship (3). Permission of the instructor. Works in the Ackland Museum's collection will be studied directly as a means of training the eye and exploring the technical and aesthetic issues raised by art objects.

551 Introduction to Museum Studies (3). Introduces careers in museums and other cultural institutions. Readings and interactions with museum professionals expose participants to curation, collection management, conservation, exhibition design, administration, publication, educational programming, and fundraising.

552 The Literature of Art (3). Required preparation, any intermediate art history course or permission of the instructor. A study of the principal critics and historians who have contributed to the development of modern art history. Also application of the principles to specific works of art.

553 The Body in Social Theory and Visual Representation (3). A study of how the human body has been represented in contemporary art and the relation of those representations to theories of the individual and society.

554 Imagining Otherness in Visual Culture in the Americas (AFAM 554) (3). Required preparation, any intermediate art history course or permission of the instructor. This course examines representational othering of black, Asian, Latina/o, and Native American people in images in the Americas through postcolonial topics like racial stereotyping, Orientalism, primitivism, essentialism, and universalism.

556 Visual Cultures of the American City, 1750–1950 (3). Prerequisite, ART 53, 54, 61, 64, 77, 79, 80, 84, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, or 161. Permission of the instructor for students lacking the prerequisite. An exploration of the wide field of American art and visual culture inspired by the spaces and social life of the modern city.

561 Art and Society in Medieval Islamic Spain and North Africa (ASIA 561) (3). Prerequisite, ART 154. Permission of the instructor for students lacking the prerequisite. This course introduces the art and architecture of medieval Islamic Spain and North Africa between the eighth and 16th centuries.

562 Islamic Urbanism (3). Prerequisite, ART 154. Permission of the instructor for students lacking the prerequisite. This course explores the development, urban forms, and social structures of some of the major cities of the medieval Islamic lands.

583 Theories of Modern Art (3). Required preparation, any intermediate art history course or permission of the instructor. A study of theoretical issues central to the understanding of trends in modern art (e.g., modernism, the avant-garde, formalism originality).

586 Cultural Politics in Contemporary Art (3). Permission of the instructor. This course will examine the strategies of critique in contemporary art. Organized thematically, it focuses on the tactics employed by artists who address political, social, or cultural issues through their work.

588 Current Issues in Art (3). Addresses select issues that have gained or regained prominence in today's art world, for example globalization, training, the market, and the nature of the "contemporary."

595 History and Theory of Museums (3). Required preparation, any intermediate art history course or permission of the instructor. Provides an historical overview of museums. Serves as an introduction to many of the theoretical issues museums face including: ethics, audiences, the role of museums in society, exhibiting dilemmas.

596 Experience in Research (1–3). Required preparation, one 100-level art history course and one 200- to 399-level art history course. An experiential learning opportunity in independent and original research on a topic or in a field of the student's choosing under the close direction of a faculty supervisor.

597 Studiolo to Wunderkammer (3). Required preparation, any intermediate art history course or permission of the instructor. This course explores the history of early modern collecting, encompassing scholars' and merchants' "study rooms," aristocrats' menageries, humanists' "sculpture gardens," and princely cabinets of wonders.

683 Etruscan Art (CLAR 683) (3).

691H Honors in Art (3). Permission of the instructor. Independent research directed by a faculty member leading to an honors thesis

692H Honors in Art (3). Permission of the instructor. Independent research directed by a faculty member leading to an honors thesis.

697 Art History Capstone (3). Majors only. In this seminar, designed for undergraduate majors, students apply their training in art historical methods towards the creation of a geographically and chronologically inclusive online exhibition.

Courses for Graduate Students

In the seminars listed, the topics for study change from year to year depending upon the professor conducting the course. Architecture, sculpture, painting, or a combination of these may be the subject. Consult the department schedule for details on specific courses in any given semester.

750 Advanced Readings Topics in the History of Art (3).

751 Gender and Visual Culture (WMST 751) (3).

755 Museum Studies Apprenticeship (3). Prerequisite, ART 551 or ART 595. Permission of the instructor for students lacking the prerequisite. Provides experience in some aspect of museum work: curatorial, educational, collections management, exhibition design, administration. Requires a minimum of 90 hours and will have an academic component.

763 Medieval Studies (3).

777 Colonialism and European Visual Culture, 1800–1990 (3). Considers the role of visual representation in the construction of European empire and its associated knowledges from the Napoleonic expedition to Egypt to debates over primitivism in the 1980s.

794 Greek Topography (CLAR 794) (3). See CLAR 794 for description.

798 Roman Topography (CLAR 798) (3).

850 Methods in Art Historical Research (3). This course introduces students to a variety of historical and contemporary methods for the interpretation of visual culture.

910 Seminar in Architecture (3).

950 Problems in the History of Art (3).

952 Seminar in Museum Studies (3).

954 Seminar in Chinese Art and Architecture (3). Study selected topics in the history of Chinese art and architecture.

955 South Asian Art (3).

956 Seminar in Islamic Art (3). Required preparation, 400-level or higher art history course or permission of the instructor. Graduate seminar for critical issues in Islamic art (for example, Orientalism, historiography of Islamic art, critiquing the Islamic city).

957 Seminar in African Art (3).

958 Seminar in Contemporary Global Arts (3). This seminar examines contemporary artistic production that engages, questions, and challenges the narratives of culture and art that privilege Europe and America as the models for understanding cultural production.

959 Seminar in Latin American Art (3). This seminar investigates topics in the history of colonial and modern Latin American art.

960 Seminar in Ancient Art (CLAR 960) (3).

961 Seminar in Medieval Art (3).

962 Seminar in Medieval Art (3).

971 Seminar in Renaissance Art (3).

972 Seminar in Baroque Art (3).

980 Seminar in Modern Art (3).

981 Seminar in 19th-Century Art (3).

982 Seminar in American Art (3).

984 Seminar in Contemporary Art (3). Addresses select topics and theoretical issues relevant to contemporary art.

987 Seminar in African American Art (3). Advanced standing in art history or permission of the instructor. Explores current debates crucial to the study of African American art. Emphasis on the variety of theories and methods central to the field.

992 Master's Thesis Writing Seminar (3).

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

995 Mexico City: 1890–1950 (3). Permission of the instructor. This course examines the visual culture of Mexico City between 1890 and 1950. It also considers works by artists outside of Mexico who were associated and inspired by cultural production here.

ART (Studio Art Courses)

Courses for Graduate Students

700 Graduate Studio Art Seminar (3).

701 TA Practicum (3).

702 TA Practicum (2).

710 Graduate Studio (1–21).

713 Graduate Sculpture (1–21).

718 Graduate Printmaking (1–21).

720 Qualifying Review (2).

799 M.F.A. Graduate Group Critique (3). M.F.A. candidates meet weekly for organized group analysis and critique of their art work. Each candidate presents work on rotating basis before a panel of faculty and peers

993 Master's Thesis (3–6).

Department of Biochemistry and Biophysics

www.med.unc.edu/biochem

LESLIE V. PARISE, *Chair*

Professors

Sharon Campbell (18) NMR Spectroscopy, Structure and Regulation of Proteins Involved in Ras-Mediated Cell Signaling
Charles W. Carter Jr. (19) Structural Molecular Biology, Protein Structure-Function, X-ray Crystallography of Proteins Including Aminoacyl tRNA Synthetases, Deaminases, Phasing Methods and Crystal Growth
David Clemmons (15) Receptor Signaling
Lyndon Cooper (21) Osteoblast Responses to Physiological Stress: Characterization of the Heat Shock Response and Mechanochemical Deformation and Stimulation
Stephen Crews (24) Molecular Genetics of Nervous System Development, Transcriptional Control, Evolution of Regulatory Mechanisms
Henrik Dohlman (17) Regulators of G Protein Signaling, Mechanisms of Drug Desensitization
Marshall Edgell (143) Use of Biophysical and Genetic Techniques Using Combinatorial Libraries and High Throughput Robotics to Assess Determinants of Protein Structure
Ann Erickson (33) Cellular Protein Targeting, Lysosomal Enzyme Biosynthesis, Secretion of Lysosomal Proteases by Transformed Cells
Beverly Errede (144) Function and Regulation of MAP-Kinase Activation Pathways in Saccharomyces cerevisiae
Jack Griffith (41) Architecture of DNA-Protein Complexes Involved in Replication, Repair, and Telomere Maintenance; Electron Microscopy
David G. Kaufman (53) Cellular and Molecular Mechanisms of Cancer Development, Epithelial Cell-Stromal Cell Interactions, Cell-Cycle Influences on Carcinogenesis
Hengming Ke (50) X-ray Crystallography, Structure and Function of Biologically Important Proteins such as Phosphodiesterase and Molecular Chaperone System
Barry R. Lentz (62) Biomembrane Structure and Its Relationship to Function, Platelet Membranes in Blood Coagulation, Membrane Fusion, Liposomes
Patricia F. Maness (68) Mechanisms of Cell Signaling and Adhesion, Axon Guidance and Synaptic Plasticity
William F. Marzluff (69) Control of Gene Activity, Cell-Cycle Regulation in Early Embryos, Control of Expression of Histone mRNA
Gerhard W. Meissner (79) Intracellular Ca2+ Signaling and Regulation of Ion Channels in Striated Muscle
Gary Pielak (99) Protein Structure/Function Using 2-D NMR
Dale Ramsden (108) Mechanism of V(D)J Recombination, End-Joining Pathway for Repair of DNA Double Strand Breaks
Matthew Redinbo (110) Structural Biology of Proteins and Protein-Nucleic Acid Complexes
John Riordan Membrane Protein Structure-Function, ABC Proteins in Human Disease, Ion Channel Function, Cellular Protein Quality Control, Molecular And Cellular Biology of Cystic Fibrosis
Aziz Sancar (105) DNA Repair and Cancer, Structure and Function of DNA Repair Enzymes, Molecular Neurobiology, Reaction Mechanism of Human Blue-Light Photoreceptor
Gwendolyn B. Sancar (104) Cellular Responses to Genotoxic Stress, DNA Repair, Transcriptional Regulation of Stress Response Genes
John Sheehan (111) Understanding the Role of Glycoconjugates in Biology
John Sondek (117) Protein Crystallography and Signal Transduction
Ronald I. Swanstrom (123) Molecular Biology of HIV, Resistance to HIV Protease Inhibitors
Michael D. Topal (126) Protein-DNA Recognition, Genomic Instability
Thomas W. Traut (128) Enzyme Structure and Regulation, Allosteric Dissociating Enzymes
Terry Van Dyke (132) Molecular Regulation of Cell Growth Control, Cell Specificity of Tumor Suppression Function, Gene Regulation
Elizabeth M. Wilson (134) Mechanisms of Steroid Hormone Action, Androgen Regulation of Gene Transcription
Richard V. Wolfenden (139) Enzyme Mechanisms, Water Affinities of Biological Compounds
Yue Xiong (140) Molecular Mechanisms of Cell Cycle Control, Tumor Suppression and Development
Yi Zhang (138) Chromatin Dynamics, Gene Expression, Cellular Proliferation

Associate Professors

Xian Chen (12) Protein-Protein and Protein-Ligand Interaction, Protein Tertiary Structure, Quaternary Structure of Multi-Protein Complexes, Structure-Function Relationship of Proteins, Functional Proteomics
Ed Collins (23) Use of Biophysical Tools to Study Immunological Problems Focusing on Immune Recognition of Cancer
Nikolay Dokholyan (47) Computational Structural Biology
Howard M. Fried (39) Cell and Molecular Biology, Mechanisms of Nuclear-Cytoplasmic Transport, Mechanisms of RNA-Protein Recognition
Brian Kuhlman (72) Computational Protein Design, Protein-Protein Interactions, Structural Biology
Andrew Lee (71) Protein, Structure and Dynamics, NMR Spectroscopy
Scott Singleton (116) Bio-Organic and Biophysical Chemical Investigations of the Mechanisms DNA Repair, Directed Evolution of Novel Enzymes, Development of Alternate Strategies for Targeting Drug-Resistant Pathogenic Microorganisms
Brian Strahl (120) Mechanisms of Chromatin-Mediated Gene Transcription

Assistant Professor

Jean Cook (150) Regulation of DNA Replication in Mammalian Cells
Saskia Neher Lipase Structure and Function, Membrane Proteins, Molecular Chaperones

Research Professors

Brenda Temple, Structural Bioinformatics
Arrel D. Toews (125) Neurochemistry, Neurotoxicology: Metabolism and Gene Expression during Demyelination and Remyelination, Molecular Biology of Cholesterol Metabolism and Trafficking
Ashutosh Tripathy, Measurement of Affinity, Stoichiometry, Kinetics and Thermodynamics of Interactions among Macromolecules and Their Cognate Ligands

Professors Emeriti

Michael K. Berkut
Michael Caplow
Stephen G. Chaney
Jan Hermans
David J. Holbrook Jr.
George K. Summer

The Department of Biochemistry and Biophysics is an administrative division of the School of Medicine and a member of The Graduate School. The graduate program offers instruction and research opportunities leading to the Ph.D. degree. Although the department offers the M.S. degree, the graduate program is not designed as a terminal master's curriculum. Applicants are offered admission with the expectation that they will complete their doctorate.

Modern research in biochemistry and biophysics is designed to address mechanism and function; it utilizes the paradigms of molecular biology, but is influenced by chemistry, physics, and genetics. The philosophy of the department and its graduate program is to provide students with broad training in modern approaches to the field and unique opportunities for multidisciplinary training.

Curriculum

Students are admitted to the graduate program through the BBSP portal, complete a minimum of three laboratory rotations, and then join the Department of Biochemistry and Biophysics at the end of their first year. All students in the department are required to complete a seminar in biochemistry (BIOC 701) OR seminar in biophysics (BIOC 704); BIOC 712, which is a grant writing course designed to help prepare students for their comprehensive written examination; and BIOC 715, which is a scientific presentation course. Students are also required to complete nine credit hours in core courses and nine credit hours of electives. Further information on course requirements may be found at www.med.unc.edu/biochem/students/degree-requirements. Students in the combined M.D./Ph.D. program are required to complete all course requirements.

The director of graduate studies advises entering students about course selection until the student chooses a research sponsor. Students select research sponsors from the department's primary and joint faculty members following the three laboratory rotations. After a research sponsor has been selected, a dissertation committee is formed to review the student's yearly progress. The examinations required for admission to candidacy for the Ph.D. are administered as a comprehensive oral exam, a comprehensive written exam, and a final oral defense of a dissertation. The comprehensive oral exam (defense of the initial thesis proposal) will stress the dissertation proposal and related areas in an effort to ascertain the student's understanding of the research project that he/she is undertaking. The comprehensive written examination will cover major topics in the areas of biochemistry and biophysics and cell and molecular biology. The most important requirement for the Ph.D. degree is a final oral defense of a dissertation or original research carried out independently by the candidate.

Financial Aid and Admissions

Funds available from the University, the department, and individual research grants provide stipends for students. All applicants are considered for special fellowships and teaching or research assistantships. In 2010-2011 students received a stipend of $26,000 plus in-state tuition and fees. Major medical insurance was also provided. Nonresidents with predoctoral fellowships or assistantships are recommended for special tuition rates. Applications are considered from prospective graduate students who present evidence of superior scholarship in biology, chemistry, or biochemistry. The department recommends that students prepare themselves by taking general and organic chemistry, biochemistry, biology, physics, and calculus. It is anticipated that students who have not had these courses will take them, as appropriate, after their arrival. Departmental information may be obtained through the department's Web site: www.med.unc.edu/biochem. Applicants should apply online at gradschool.unc.edu.

Research Interests

The faculty research interests are diverse and include research in the following areas: cell signaling and growth control, DNA repair and replication, membrane biophysics and function, molecular regulation including transcriptional control, nervous system development and function, and protein structure/function, including enzymology. Model systems used by the faculty range from bacteria to mammals; techniques span molecular biology to physical biochemistry. A brochure describing the department and more detailed faculty research interests can be obtained by writing to the director of graduate studies of the Department of Biochemistry and Biophysics, or by visiting the department's Web site: www.med.unc.edu/biochem.

Facilities

The departmental research facilities are centered in the Genetic Medicine Building, which is within walking distance of other medical school departments, research centers, and the departments of biology, chemistry, and physics. The building is equipped with instruments for molecular biological, biochemical, structural, and biophysical research. Animal care facilities are available to support the department's research endeavors. Research and training support is provided by several core facilities on campus. Educational support is provided by the BBSP.

Courses for Graduate and Advanced Undergraduate Students

BIOC

442 Biochemical Toxicology (ENVR 442, TOXC 442) (3). See ENVR 442 for description.

505 Molecular Biology (GNET 505) (3). Required preparation, undergraduate biochemistry or genetics, and organic chemistry. Techniques in molecular biology; mechanisms of DNA replication, transcription, and translation of genetic material in prokaryotic and eukaryotic systems; genomics, gene organization; regulatory and signaling mechanisms; and molecular biology of cancer.

601 Enzyme Properties, Mechanisms, and Regulation (3). Prerequisite, CHEM 430. Permission of the instructor for students lacking the prerequisite. Focuses on enzyme architecture to illustrate how the shapes of enzymes are designed to optimize the catalytic step and become allosterically modified to regulate the rate of catalysis.

631 Advanced Molecular Biology I (BIOL 631, GNET 631, MCRO 631) (3). See GNET 631 for description.

632 Advanced Molecular Biology II (BIOL 632, GNET 632, MCRO 632) (3). See GNET 632 for description.

643 Cell Structure, Function, and Growth Control I (CBIO 643, MCRO 643, PHCO 643, PHYI 643) (3). See CBIO 643 for description.

644 Cell Structure, Function, and Growth Control II (CBIO 644, MCRO 644, PHCO 644, PHYI 644) (3). See CBIO 644 for description.

650 Basic Principles: From Basic Models to Collections of Macromolecules (1.5). Prerequisite, CHEM 430. Required preparation, two semesters of physical chemistry or permission of the instructor. Basic molecular models and their use in developing statistical descriptions of macromolecular function. Course intended primarily for graduate students.

651 Macromolecular Equilibria: Conformation, Change, and Binding (1.5). Prerequisite, CHEM 430. Required preparation, two semesters of physical chemistry or permission of the instructor. Macromolecules as viewed with modern computational methods. Course intended primarily for graduate students.

652 Macromolecular Equilibria (1.5). Prerequisite, CHEM 430. Required preparation, two semesters of physical chemistry or permission of the instructor. Stability of macromolecules and their complexes with other molecules. Course intended primarily for graduate students.

655 Case Studies in Structural Molecular Biology (3). Prerequisite, CHEM 430. Permission of the instructor for students lacking the prerequisite. Principles of macromolecular structure and function with emphasis on proteins, molecular assemblies, enzyme mechanisms, and ATP enzymology.

660 Introduction to Light Microscopy (1). Prerequisites, BIOC 650–653. Permission of the instructor for students lacking the prerequisites. Fundamentals of optics and light microscope design for the novice student.

662 Macromolecular Interactions (1). Prerequisites, BIOC 650–653. Permission of the instructor for students lacking the prerequisites. Theory and practice of biophysical methods used in the study of interactions between macromolecules and their ligands, including surface plasmon resonance, analytical ultracentrifugation, and calorimetry.

663A Macromolecular NMR (1). Prerequisites, BIOC 650–653. Permission of the instructor for students lacking the prerequisites. Principles and practice of nuclear magnetic resonance spectroscopy: applications to biological macromolecule structure and dynamics in solution. Course intended primarily for graduate students.

663B Macromolecular NMR Practice (1). Prerequisite, BIOC 653. Permission of the instructor for students lacking the prerequisite. Lab section for BIOC 663A. Course intended primarily for graduate students.

664 Macromolecular Spectroscopy (1). Prerequisite, CHEM 430. Required preparation, two semesters of physical chemistry or permission of the instructor. Principles of UV, IR, Raman, fluorescence, and spin resonance spectroscopies; applications to the study of macromolecules and membranes. Course intended primarily for graduate students.

666 X-Ray Crystallography of Macromolecules (1). Prerequisites, BIOC 650–653. Permission of the instructor for students lacking the prerequisites. Principles of protein crystallography, characterization of crystals, theory of diffraction, phasing of macromolecular crystals and structure refinement. Course intended primarily for graduate students.

667 Macromolecular Crystallographic Methods (2). Prerequisite, BIOC 666. Permission of the instructor for students lacking the prerequisite. A combined lecture/laboratory workshop for serious students of protein crystallography. Course intended primarily for graduate students.

668 Principles of and Simulation of Macromolecular Dynamics (1). Prerequisites, BIOC 650–653. Permission of the instructor for students lacking the prerequisites. A combined lecture/computer lab treatment of the principles of macromolecular dynamics and structure as approached using the tools of molecular dynamics simulations. Course intended primarily for graduate students.

670 Biomolecular Informatics (1). Prerequisites, BIOC 650–653. Permission of the instructor for students lacking the prerequisites. A combined lecture/computer lab course introducing the methods and principles of biological data management as this relates to macromolecular sequence analysis. Course intended primarily for graduate students.

673 Proteomics, Protein Identification and Characterization by Mass Spectrometry (1). Prerequisites, BIOC 650–653. Required preparation, one semester of physical chemistry or permission of the instructor. A lecture module that introduces students to the basics of mass spectrometry as applied to protein science. Course intended primarily for graduate students.

674 Ion Channels Transporters (1). Ion channels transporters.

678 Electrical Signals from Macromolecular Assemblages (2). Prerequisites, BIOC 650–653. Permission of the instructor for students lacking the prerequisite. An intensive, six-hour per week introduction to the fundamentals of ion channel biophysics, including laboratory sessions to demonstrate principles and methods. Course intended primarily for graduate students.

Courses for Graduate Students

BIOC

700 Current Topics in RNA Structure, Function, and Technology (2). Critical reading and discussion of current literature related to the study of RNA structure, RNA-protein interactions, novel RNA functions, RNA as a therapeutic target/agent, and RNA methods.

701 Critical Analysis in Biochemistry (2). Permission of the instructor. Critical analysis of research papers from departmental seminar series, student presentations, meet seminar speakers, learn about departmental research and current techniques.

702 Advanced Biochemistry Laboratory (2–4). Prerequisite, CHEM 430. Permission of the department for nonmajors. Designed to introduce the student to research methods. Minor investigative problems are conducted with advice and guidance of the staff. May be repeated for credit.

703 Advanced Biochemistry Laboratory (2–4). Prerequisite, CHEM 430. Permission of the department for nonmajors. Designed to introduce the student to research methods. Minor investigative problems are conducted with advice and guidance of the staff. May be repeated for credit.

704 Seminars in Biophysics (2). Permission of the instructor. Students present seminars coordinated with the visiting lecturer series of the Program in Molecular and Cellular Biophysics.

705 Advanced Biophysics Laboratory (2–4). Permission of the program director. Designed to introduce students in the Molecular and Cellular Biophysics Program to research methods. Minor investigative projects are conducted with advice and guidance of the staff. May be repeated for credit.

711 Research Concepts in Biochemistry (2). Master's candidates in biochemistry and biophysics only. A series of lectures and exercises on formulating a research plan to attack a specific scientific problem, and on presenting the research plan in the form of a grant proposal.

712 Scientific Writing (3). Doctoral candidates in biochemistry and biophysics only. A course of lectures and workshops on the principles of clear scientific exposition with emphasis on the design and preparation of research grants.

715 Scientific Presentation (1). Senior graduate students present original research results as a formal seminar. Feedback on presentation effectiveness and style will be provided by faculty instructors and classmates.

720 The Biochemistry of HIV Replication, Inhibitors, and Drug Resistance (2). Seminar/discussion/literature course on structure-function of HIV proteins. Discussion of polymerases, proteases, protein-protein interactions, protein degradation pathways, protein-nucleic acid recognition, transcriptional control, RNA splicing and transport, and mechanisms of drug resistance.

721 Cell Regulation by Ubiquitination (2). Required preparation, two semesters of biochemistry. Lecture and literature-based discussion course on ubiquitin-mediated regulation of hormone receptor signaling, trafficking, and degradation.

722A Cellular and Molecular Neurobiology: Introduction (NBIO 722A, PHCO 722A, PHYI 722A) (2). See NBIO 722A for description.

722B Cellular and Molecular Neurobiology: Postsynaptic Mechanisms-Receptors (NBIO 722B, PHCO 722B, PHYI 722B) (2). See NBIO 722B for description.

722C Cellular and Molecular Neurobiology: Electrical Signaling (NBIO 722C, PHCO 722C, PHYI 722C) (2). See NBIO 722C for description.

723A Synaptic Mechanisms and Intracellular Signaling (NBIO 723A, PHCO 723A, PHYI 723A) (3). See NBIO 723A for description.

723B Anatomy and Function of Sensory and Motor Systems (NBIO 723B, PHCO 723B, PHYI 723B) (3). See NBIO 723B for description.

725 Signal Transduction (PHCO 725) (2). See PHCO 725 for description.

738 Nanomedicine (3). This course offers an introduction to the interdisciplinary field of nanomedicine for students with a physical, chemical, or biological sciences background. This course will emphasize emerging nanotechnologies and biomedical applications including nanomaterials, nanoengineering, nanotechnology-based drug delivery systems, nano-based imaging and diagnostic systems, nanotoxicology, and translating nanomedicines into clinical investigation.

The following seminar courses are designed for students majoring or minoring in biochemistry who wish to further their knowledge in particular areas. Unless otherwise stated, two semesters of biochemistry are prerequisites for seminar courses. Most of these courses are given

in alternate years by interested staff members. Unless otherwise stated, these seminars may not be repeated for credit. Seminar courses provide teaching experience, which is required for a graduate degree in biochemistry and biophysics. In addition, the courses provide experience in giving a critical review of the current literature.

802 Seminar in the Phase Problem in X-Ray Crystallography (2). Permission of the instructor. Image formation is treated from a quite general point of view, drawing from Fourier transform methods used in X-ray crystallography. Isomorphous replacement, multiple wavelength anomalous scattering, and Bayesian direct methods are covered. One two-hour seminar a week.

803 Seminar on Cell Signaling (2). Required preparation, two semesters of biochemistry. Signal transduction in embryonic development.

804 Seminar in DNA-Protein Interactions (2). Required preparation, two semesters of biochemistry. Review of current literature on structural, thermodynamic, and kinetic aspects of binding to DNA of proteins involved in replication, regulation, recombination, and repair.

805 Molecular Modeling (MEDC 805) (3). Prerequisites, MATH 231, 232, and CHEM 481. Introduction to computer-assisted molecular design, techniques, and theory with an emphasis on the practical use of molecular mechanics and quantum mechanics programs.

806 Macromolecular Modeling (MEDC 806) (3). See MEDC 806 for description.

807 Seminar in Cellular Responses to DNA Damage (2). Required preparation, graduate-level courses (one each) in molecular biology and biochemistry. A seminar course on the enzymology of DNA repair and damage tolerance and the regulation of genes involved in these processes. Both classic and recent literature are discussed.

808 From Force to Phenotype: How Biological Structures Respond to Physical Force (2). Literature/discussion course on integrating physics with biology, and the challenge of merging structural dynamics with living cell phenotypes. Forces and biological outcomes will be considered through specific examples.

901 Research in Biochemistry (3–9). Permission of the department.

902 Research in Biochemistry (1–21). Permission of the department. Six or more hours a week throughout both semesters.

993 Master's Thesis (3–9).

994 Doctoral Dissertation (3–9).

Curriculum in Bioinformatics and Computational Biology

bcb.unc.edu

TIMOTHY ELSTON, *Director*

Professors

Max Berkowitz, Theoretical and Computational Chemistry
Charles Carter, Protein Crystallography, Structural Polymorphism and Function
Jeff Dangl, Plant Genetics and Cellular Biology, Plant Disease Resistance and Cell Death Control
Henrik Dohlman, Regulators of G Protein Signaling
Timothy Elston, Mathematical Modeling of Biological Networks
Gregory Forest, Mathematical Modeling of Mucociliary Transport Processes
Joseph Ibrahim, Bayesian Model Selection, Prior Elicitation, Bayesian Computational Methods, Bioinformatics, Missing Data Problems, Survival Analysis, Longitudinal Data, Generalized Linear Models
Jason Lieb, Regulation Chromosomal Functions such as Transcription, DNA Replication and Repair, Recombination and Chromosome Segregation
Terry Magnuson, Mammalian Genetics/Genomics/Development/Mouse Models of Human Disease
Steve Marron, Analyzing Data That Lie in Non-Standard Spaces
William Marzluff, Regulation of RNA Metabolism in Animal Cells
Jan Prins, High-Performance Computing, Algorithms, Programming Languages, Scientific Computing
Matthew Redinbo, Structural Studies of Dynamic Cellular Processes
Ivan Rusyn, Molecular, Biochemical and Genomics Approaches toward Understanding the Mechanisms of Chemical-Induced Carcinogenesis
Jack Snoeyink, Discrete and Computational Geometry Applications to Molecular Biology
John Sondek, Structural Biology of Signal Transduction
Alex Tropsha, Computational Analysis of Protein Structure and Drug Design
Wei Wang, Data Mining, Classification and Clustering Analysis of Gene-Expression Data and Protein Structures
Kirk Wilhelmsen, Genetic Mapping of Susceptibility Loci for Complex Neurological Diseases
Fred Wright, Statistical Genetics, Computational Genome Analysis

Associate Professors

Nikolay Dokholyan, Protein Folding, Design, and Evolution
Bradley Hemminger, Bioinformatics, Medical Informatics, User Interface Design
Corbin Jones, Evolution and Underlying Genetics of Species-Specific Adaptations
Brian Kuhlman, Protein Design/Modeling, Protein Interactions
Ethan Lange, Statistical Genetics of Human Disease
Yufeng Liu, Statistical Learning and Genomic Analysis
Fernando Pardo-Manuel de Villena, Evolution, Mouse Genetics, Epigenetics, Female Meiosis, Chromosome Segregation, Meiotic Drive
Charles Perou, Genomic and Molecular Classification of Human Tumors to Guide Therapy
Maria Servedio, Mathematical Models Integrating Evolutionary Theories with Behavioral and Ecological Phenomena
Todd Vision, Evolution of Genome Organization, Architecture of Complex Traits
Fei Zou, Statistical Genetics of Complex Traits, Empirical Likelihood

Assistant Professors

Derek Chiang, Predicting Genetic Vulnerabilities of Cancer
Terry Furey, Chromatin and Gene Regulation, Cancer Genomics, High-Throughput Sequencing
Shawn Gomez, Systems Biology, Mathematical Modeling of Protein Interaction Networks
Alain Laederach, RNA Folding Bioinformatics
Yun Li, Statistical Genetics
Laura Miller, Mathematical Biology, Computational Fluid Dynamics, Biomechanics
Brenda Temple, Structural Bioinformatics
William Valdar, Mapping of Complex Disease Loci in Animal Models, Statistical Genetics
Zefeng Wang, Splicing Regulation and Modulation

Modern biology, in this post-genome age, is being greatly enriched by an infusion of ideas from a variety of computational fields, including computer science, information science, mathematics, operations research, and statistics. In turn, biological problems are motivating innovations in these computational sciences. There is a high demand for scientists who can bridge these disciplines. The goal of the Curriculum in Bioinformatics and Computational Biology (BCB) is to train such scientists through a rigorous and balanced curriculum that transcends traditional departmental boundaries.

Incoming students are expected to matriculate from a broad range of disciplines; thus, it is important to ensure that all students have a common foundation on which to build their BCB training. The first year is dedicated to establishing this foundation and training all students with

a common set of core BCB courses. BCB students will also participate in three laboratory research rotations their first year and ultimately join a lab at the end of those rotations. Research work is done in the laboratory facilities of the individual faculty member and is supported primarily by faculty research grants.

Curriculum faculty have appointments in 18 departments in the School of Medicine, School of Dentistry, School of Public Health, School of Pharmacy, School of Information and Library Science, and the College of Arts and Sciences. This level of diversity allows students a broad range of research opportunities.

Requirements for Admission for Graduate Work

Ideal BCB candidates should have an undergraduate degree in a biological, physical, mathematical, or computational science. They must apply to the program through a new unified application program known as the Biological and Biomedical Sciences Program (BBSP). Students apply for graduate study in the biological or biomedical sciences at UNC–Chapel Hill. Students interested in any of the BBSP research areas apply to BBSP and those whose application portfolio places them highest on the admission list are asked to visit Chapel Hill for interviews. Students who are ultimately admitted to UNC make no formal commitment to a Ph.D. program. After completing their first year of study students leave BBSP, join a thesis lab, and matriculate into one of 14 participating Ph.D. programs. During their first year BBSP students are part of small, interest-based groups led by several faculty members. These groups meet frequently and provide a research community for students until they join a degree-granting program. Students are encouraged to apply as early as possible, preferably before December 1. (Applicants seeking a master's degree are not considered for admission.)

Requirements for the Ph.D. Degree

In addition to the dissertation requirements of The Graduate School (four full semesters of credit including at least six hours of doctoral dissertation, a written preliminary examination, an oral examination and a dissertation), students in the Curriculum in Bioinformatics and Computational Biology must meet the following requirements: complete one or two foundational courses (as needed), complete six of the seven BCB core courses, complete two elective courses (as determined by thesis advisor); participate in the BCB Colloquium as attendees the first and second years and as presenters in later years, act as teaching assistants for one of the BCB modules, attend the monthly seminar series sponsored by the Carolina Center for Genome Sciences, and participate in the yearly BCB mini-symposium in the fall. Students are required to rotate through at least three laboratories before choosing a thesis advisor. It is strongly recommended that students attend national meetings in order to better understand how their research fits with progress in their field.

Financial Aid

Stipends for predoctoral students are available from an NIH predoctoral training grant and from the University. Tuition, student fees, and graduate student health insurance are also covered by the training grant and the University.

Courses for Graduate Students

BCB

701 Genome Sciences Seminar Series (1). Open to bioinformatics students only. Diverse but current topics in all aspects of bioinformatics. Relates new techniques and current research of notables in the field of bioinformatics and computational biology.

702 Genome Sciences Seminar Series (1). Open to bioinformatics students only. Diverse but current topics in all aspects of bioinformatics. Relates new techniques and current research of notables in the field of bioinformatics.

710 Bioinformatics Colloquium (1). The goal of this course is to expose students to the research interests of BCB faculty and to provide an opportunity for students to present their own work and receive input from their peers and faculty.

711 Applications of Information Theory, Genetic Programming, and Neural Networks to Sequence Analysis (1). Course covers applications of several commonly used methods to understand sequence structure and function at the DNA and RNA level.

712 Databases, Metadata, Ontologies, and Digital Libraries for Biological Sciences (1). Course introduces the basic information-science methods for storage and retrieval of biological information.

713 Data Mining and Clustering of Biological Information (1). Course covers methods of knowledge extraction.

714 Biostatistics in Bioinformatics and Computational Biology (1). Course covers statistical concepts as commonly used and applied to problems in gene mapping and gene expression analysis.

715 Mathematical and Computational Approaches to Modeling Signaling and Regulatory Pathways (1). The course provides an introduction to the basic mathematical techniques used to develop and analyze models of biochemical networks. Both deterministic and stochastic models are discussed.

716 Sequence Analysis (1). Course designed to introduce students to the computational analysis of nucleic acids sequences, including sequence comparison, alignment, and assembly.

717 Structural Bioinformatics (1). Course introduces methods and techniques for protein modeling.

850 Training in Bioinformatics and Computational Biology Teaching (3). Principles of bioinformatic and computational biology pedagogy. Students are responsible for assistance in teaching BCB and work under the supervision of the faculty, with whom they have regular discussion of methods, content, and evaluation of performance.

905 Research in Bioinformatics and Computational Biology (1–8). Credit awarded to students for research in bioinformatics and computational biology.

993 Master's Thesis (3). Students are not accepted for master's program.

994 Doctoral Dissertation (3–8). Credit for work done towards doctorate.

Biological and Biomedical Sciences Program

www.med.unc.edu/bbsp

VIRGINIA L. MILLER, *Director*

The Biological and Biomedical Sciences Program (BBSP) of the University of North Carolina at Chapel Hill is an umbrella admissions and first-year program for 14 Ph.D. programs in the School of Medicine and the College of Arts and Sciences. The following programs are affiliated with the BBSP: Biochemistry and Biophysics, Bioinformatics and Computational Biology, Biology, Cell and Developmental Biology, Cell and Molecular Physiology, Chemistry (Biological Chemistry Division), Genetics and Molecular Biology, Microbiology and Immunology, Molecular and Cellular Pathology, Neurobiology, Oral Biology, Pharmaceutical Sciences (Medicinal Chemistry and Molecular Pharmaceutics tracks), Pharmacology, and Toxicology. Students interested in pursuing

a Ph.D. in any of these programs apply to the BBSP. For a complete list of faculty in the BBSP see the faculty page of the program's Web site at: webapps.med.unc.edu/BBSP/BBSPFaculty. See individual program listings for more information about individual Ph.D. programs. These also can be accessed from the BBSP Web site.

A B.S. or B.A. degree is required for admission into the BBSP. It is generally expected that applicants will have a strong background in the biological sciences, chemistry, physics or mathematics. Only applicants with both strong academic records and prior research experience will be favorably considered. An interview, usually on campus, is required prior to admission.

During their first year, BBSP students are part of small, interest-based groups led by several faculty members. These groups meet weekly and provide a research community for students until they join a degree granting program. In these groups students will develop professional skills including the ability to give clear presentations, scientific writing, quantitative reasoning and the ability to ask questions/solve problems based in the biological sciences. The faculty in these groups will serve as an advisory committee that will assist students in selecting courses that meet their individual interests.

BBSP students will be able to choose from more than 400 faculty members as they pursue three required research rotations in the fall and spring semesters of their first year. At the completion of the spring semester of the first year, each student will be asked to select an academic advisor who will provide guidance for his or her dissertation research training. The student will then join a Ph.D. program that the advisor is affiliated with and will complete course work requirements during the second year.

All students enrolled in the BBSP program receive an annual stipend ($27,500 in 2011). Tuition, health insurance, and fees are covered by the program.

Courses

The BBSP does not have a core curriculum or require students to take a particular set of courses beyond BBSP 901 and 902 (listed below). Students may take courses offered by any of the participating Ph.D. programs (see individual program listings for available courses). After joining a specific Ph.D. program students must fulfill the specific coursework and other requirements of that program.

Courses for Graduate Students

BBSP

901 Research in Biological and Biomedical Sciences (0.5–6). Enrollment in BBSP program required. Lab rotations with BBSP faculty.

902 Seminar in Biological and Biomedical Sciences (0.5–4). Enrollment in BBSP program required. First Year Group course of small interest-based groups led by faculty advisors. Includes professional skills development in a research community.

Department of Biology*

www.bio.unc.edu

WILLIAM M. KIER, *Chair*

* *With recommendation of the department and the approval of the Administrative Board of The Graduate School, special courses and the direction of graduate studies are offered by the staff of the Institute of Marine Sciences, Morehead City, North Carolina.*

Professors

Albert S. Baldwin, Immunoglobulin Gene Expression
Victoria L. Bautch, Molecular Basis of Development
Kerry S. Bloom, Molecular Genetics
Jeffrey L. Dangl, Genetic and Molecular Analysis of Disease Resistance
Robert J. Duronio, Cell Cycle Control
Patricia G. Gensel, Paleobotany and Morphology
Robert P. Goldstein, Generation of Cell Diversity in Development
Albert K. Harris, Morphogenesis and Embryology
Alan M. Jones, Plant Molecular and Cellular Biology
Joseph J. Kieber, Plant Cell Biology
William M. Kier, Functional Morphology of Invertebrates, Biomechanics
Joel G. Kingsolver, Evolutionary Ecology and Physiological Ecology
Jason D. Lieb, Specificity and Function in Protein-Genome Interactions
Kenneth J. Lohmann, Neuroethology and Invertebrate Zoology
William F. Marzluff, Transcriptional and Posttranscriptional Regulation of RNA Metabolism, Cell Cycle Regulation during Development
A. Gregory Matera, RNA Processing: Biogenesis of Small Ribonucleoproteins
Ann G. Matthysse, Molecular Biology and Plant Pathology
Steven W. Matson, Molecular Biology and Biochemistry
Robert K. Peet, Plant Ecology
Mark A. Peifer, Developmental Genetics
Charles H. Peterson, Marine Ecology
David Pfennig, Ecology and Evolutionary Biology
Patricia J. Pukkila, Molecular Genetics
Edward D. Salmon, Cell Biology
Jeff Sekelsky, Meiotic Recombination, DNA Repair
Darrel W. Stafford, Developmental Biochemistry
Peter S. White, Plant Ecology

Associate Professors

Shawn C. Ahmed, Telomeres, DNA Change and Germline Immortality
John Bruno, Marine Ecology, Population and Community Ecology
Christina L. Burch, Experimental Evolution of Viruses
Gregory P. Copenhaver, Plant Genome Biology, Recombination, Centromeres
Corbin D. Jones, Evolutionary Genetics and Genomics
Charles Mitchell, Disease Ecology
Karin S. Pfennig, Ecology, Behavior, and Evolution
Jason W. Reed, Light Signal Transduction in Plants
Steven Rogers, Cytoskeletal Filaments
Lillie L. Searles, Molecular Biology
Maria R. Servedio, Evolutionary Theory
Keith Sockman, Neuroendocrine Control of Reproductive Flexibility
Todd J. Vision, Evolutionary and Computational Genetics

Assistant Professors

Lauren B. Buckley, Biogeography of Climate Change
Sabrina S. Burmeister, Neuroethology
Mara C. Duncan, Membrane Trafficking
Terry Furey, High-Throughput Genomic Analysis of Gene Regulation and Cancer
Tyson Hedrick, Biomechanics and Animal Locomotion
Allen H. Hurlbert, Community Ecology, Biogeography
Alain Laederach, Disease-Associated Mutations and Their Effect on RNA Structure
Kevin Slep, Cytoskeletal Structure and Dynamics

Research Professors
Sarah R. Grant, Pathogenicity Factors in Pseudomonas Syringae
Punita Nagpal, Plant Development
David Straight, Protein-Protein Interactions
James Umbanhowar, Ecosystem Stability and Function
Chris Willett, Molecular Population and Evolutionary Genetics
Elaine Yeh, Nuclear Division in Yeast

Associated Faculty
Stephen T. Crews, Molecular Genetics
Frank L. Conlon, Xenopus, Mesoderm, Heart, Tbox Genes
Michael A. Resnick, Molecular Genetics
Alan Weakley, Plant Systematics

Professors Emeriti
Edward G. Barry
Aristotle J. Domnas
J. Alan Feduccia
Lawrence I. Gilbert
Max H. Hommersand
Donald W. Misch
Helmut C. Mueller
Clifford R. Parks
Seth R. Reice
Tom K. Scott
Alan E. Stiven
R. Haven Wiley

The Department of Biology offers a program of study leading to a doctor of philosophy degree in biology. Master's degrees are only received by those students who have progressed far enough in the Ph.D. program, but cannot complete the program. Special departmental rules and guidelines for advanced degrees are available upon request.

Graduate Programs and Facilities

The Department of Biology is currently housed in three modern buildings, with a fourth building, the new Genome Sciences Building, scheduled to open in Spring 2012. The department is equipped with modern instrumentation for research and research training in the diverse biological disciplines represented by the faculty. These include:

Genetics and Molecular Biology: Genetics is both a discipline (the study of heredity) and an experimental approach (manipulation of genes or the genetic material). Today, most geneticists work at the molecular level by manipulating RNA or DNA or entire genomes. Our group is strong in both model organism genetics and genomics. Areas of emphasis include biochemistry and molecular biology, chromosome biology, developmental genetics, protein synthesis, enzyme mechanics, and plant genetics.

Cell Biology, Development, and Physiology: Developmental biologists address the mechanisms through which cells acquire specialized functions to form complex body plans. These features are accomplished in part through cell proliferation, migration, and shape changes. The department has a strong research program in these areas, which are major topics in cell biology, as well as in other aspects of developmental biology. Areas of emphasis include cytology, mitotic and meiotic mechanisms, histochemistry, experimental morphogenesis, morphogenetic movements, tissue culture, hormones, plant development, signal transduction, functional morphology, biomechanics and neuroethology, and membrane functions.

Evolutionary Biology: Evolution is inherited change in the characteristics of populations over time. Evolutionary biologists seek to explain the remarkable fit of organisms to their environment (adaptation), the origins of diversity, including the formation of new species (speciation), and the relationships among organisms. The department has a strong focus on the genetic and ecological mechanisms of adaptation and speciation.

Ecology: Ecologists study how organisms interact with other organisms and with their physical environment. UNC's group has strength in behavioral, conservation, community, disease, evolutionary, and marine ecology. Areas of emphasis include population biology, life histories, and ecosystem phenomena in diverse systems.

Behavior and Organismal Biology: Organismal biologists seek to understand the diversity of life forms on Earth by analyzing organismal structure and function. UNC's Biology Department takes an integrative approach to this research, combining analyses at levels ranging from molecules to whole organisms. The group also endeavors to understand the evolution and mechanisms of behavior. It uses theoretical, observational, and experimental approaches in a variety of species, from crawling behavior in sea slugs to communication in birds. Areas of emphasis include social and mating systems of vertebrates, communication, ecology and ontogeny of behavior, predator-prey interactions, marine ecology and oceanography, comparative physiology, neuroethology, functional morphology, and comparative biomechanics.

Plant Biology: The department has an active and diverse group that studies features specific to plants or that uses plant model systems to address questions of broad interest. Areas of emphasis include host-pathogen interactions, signal transduction, development, genomics, and chromosome biology.

After completing required course work in the department, students in marine biology have access to the research facilities of the Institute of Marine Sciences, Morehead City, North Carolina. By cooperative arrangements, deep water research can be carried out through the use of the research vessel of the Duke University Marine Laboratory.

Inter-departmental degree programs in genetics, ecology, neurobiology, and marine sciences offer unusual opportunities for special training through participation of staff from the Department of Biology and many other departments in arts and sciences and health affairs.

The John N. Couch Biology Library has more than 70,000 volumes and receives more than 1,200 serials related to fields of research in the department. The collection includes treatises, monographs, symposium volumes, reprints, and standard and classical works of research and historical importance. The nearby Health Sciences Library contains additional biological references.

A major research asset is the location of the University, which makes the varied flora and fauna of the Appalachian Mountains, Piedmont Plateau, Coastal Plain, and Atlantic Coast accessible for research and instruction. The department operates a small field station a few miles from the Chapel Hill campus in the Mason Farm Biological Reserve, which includes several hundred acres of upland and floodplain habitats.

The Coker Arboretum and the North Carolina Botanical Garden are of value to students in the study of questions in plant biology. The Herbarium, containing more than 600,000 specimens, is especially rich in collections of the vascular plants and fungi of the Carolinas and the Southeastern United States.

The Highlands Biological Station, administered for the University system by Western Carolina University, is located in the biologically

rich mountains at Highlands, North Carolina. Graduate courses offered cover various parts of the mountain biota. Credit may be obtained through UNC–Chapel Hill or Western Carolina University. A limited amount of research support is available on a competitive basis. (See the annual announcement of the Highlands Biological Station.)

The University is a member of the Organization for Tropical Studies (OTS). Financial support is available for students attending OTS courses in tropical ecology in Costa Rica.

Additional information about the graduate program including instructions for application is available at www.bio.unc.edu.

Fellowships and Assistantships

Application for admission and graduate appointments, accompanied by credentials and Graduate Record Examination scores, and optionally the Advanced Biology score, should be submitted for receipt no later than December 7 (date subject to change at the discretion of the department). Applicants interested in genetics, molecular biology, cell biology, development, or physiology should apply using the Biology and Biomedical Sciences Program (BBSP) application portal (www.med.unc.edu/bbsp/welcome.html). Applicants with an interest in evolutionary biology, ecology, behavior, or organismal biology should apply using the Biology Department application portal (www.bio.unc.edu).

All outstanding prospective graduate students who apply for admission are automatically considered for University fellowships.

More than 45 teaching assistantships are open to graduate students. Duties of assistants include preparation for, and supervision of, laboratory and recitation sections of undergraduate courses. Duties usually require 13 to 15 hours per week including six contact hours in classes and six to nine hours of preparation or other services associated with instruction.

Research assistantships are also available. Salaries and duties are variable as determined by the research needs of faculty supervising the work. Applications for these appointments must be made personally to faculty members directing grant-supported research.

The following awards are specifically for graduate students in the Biology Department.

- The Alma Holland Beers Scholarships are awarded annually to support summer research of students in botany. They are nonservice awards.
- The William Chambers Coker Fellowship is awarded annually to a student or students in the final years of work toward a doctor of philosophy in a botanical field. This is a nonservice award that carries with it an additional supplement for tuition and fees.
- The Mrs. W. C. Coker Fellowship is awarded annually to an outstanding first-year graduate student in plant biology. This is also a nonservice award that carries with it an additional supplement for tuition and fees.
- The H. V. Wilson Marine Scholarship is awarded annually for summer work at a marine laboratory. It is a nonservice award.

Courses for Graduate and Advanced Undergraduate Students

BIOL

The stated prerequisites should be interpreted to read "or equivalent" and may be waived by the course instructor for students who are adequately prepared.

402 Infectious Disease in the Developing World (3). Prerequisites, BIOL 202 and 205. We will explore the challenges of infectious disease in the developing world, focusing on tuberculosis, HIV, and malaria. We will also examine the economics of different approaches to health care.

410 Principles and Methods of Teaching Biology (4). Prerequisites, two of the three biology core courses: BIOL 201, 202, and/or 205. This course will develop the knowledge and skills teachers need to implement inquiry-based biology instruction: rich, conceptual knowledge of biology and mastery of inquiry-based teaching methods.

421L Microbiology Laboratory with Research (2). Pre- or corequisite, BIOL 422. Sterile technique, bacterial growth, physiology, genetics and diversity, and bacteriophage. Research in bacterial genetics.

422 Microbiology (3). Prerequisite, BIOL 202. Permission of the instructor for students lacking the prerequisite. Bacterial form, growth, physiology, genetics, and diversity. Bacterial interactions including symbiosis and pathogenesis (animal and plant). Use of bacteria in biotechnology. Brief introduction to viruses.

422L Microbiology Laboratory (1–2). Pre- or corequisite, BIOL 422. Sterile technique, bacterial growth and physiology, bacterial genetics, bacteriophage, and bacterial diversity.

423L Laboratory Experiments in Genetics (4). Prerequisite, BIOL 205. Experiments using a range of organisms—from bacteria to Drosophila, higher plants, and man—to sample organismal and molecular genetics. One lecture hour, four laboratory hours.

425 Human Genetics (GNET 425) (3). Prerequisite, BIOL 202. Permission of the instructor for students lacking the prerequisite. Pedigree analysis, inheritance of complex traits, DNA damage and repair, human genome organization, DNA fingerprinting, the genes of hereditary diseases, chromosomal aberrations, cancer and oncogenes, immunogenetics and tissue transplants. Three lecture hours a week.

426 Biology of Blood Diseases (PATH 426) (3). See PATH 426 for description.

427 Human Diversity and Population Genetics (3). Pre- or corequisites, BIOL 201 and 202. Permission of the instructor for students lacking the prerequisites. This course investigates the facts, methods, and theories behind human population genetics, evolution, and diversity. Specifically, it addresses questions of human origins, population structure, and genetic diversity.

430 Introduction to Biological Chemistry (CHEM 430) (3). See CHEM 430 for description.

431 Biological Physics (PHYS 405) (3). See PHYS 405 for description.

434 Molecular Biology (3). Prerequisites, BIOL 202 and CHEM 261. Permission of the instructor for students lacking the prerequisites. Emphasis is on prokaryotic molecular biology, plasmids, lambda-phage, and single-strand phages. Three lecture hours a week.

439 Introduction to Signal Transduction (3). Prerequisites, BIOL 202 and 205. Permission of the instructor for students lacking the prerequisites. This course presents an introduction to signal transduction pathways used by higher eukaryotes. Several signaling paradigms will be discussed to illustrate the ways that cells transmit information. Three lecture hours per week.

441 Vertebrate Embryology (3). Prerequisite, BIOL 252 or 205. Permission of the instructor for students lacking the prerequisite. Principles of development with special emphasis on gametogenesis, fertilization, cleavage, germ layer formation, organogenesis, and mechanisms, with experimental analysis of developmental processes. Three lecture hours a week.

441L Vertebrate Embryology Laboratory (1). Pre- or corequisite, BIOL 441. Descriptive and some experimental aspects of vertebrate development. Three laboratory hours a week.

443 Developmental Biology (3). Prerequisites, BIOL 202 or 205 and CHEM

261. Permission of the instructor for students lacking the prerequisites. An experimental approach to an understanding of animals and plants. The approach covers developmental processes, molecular, genetic, cell biological and biochemical techniques, with an emphasis on the molecules involved in development.

445 Cancer Biology (3). Prerequisites, BIOL 202 and 205. Selected examples will be used to illustrate how basic research allows us to understand the mechanistic basis of cancer and how these insights offer hope for new treatments.

446 Unsolved Problems in Cellular Biology (3). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. A survey of areas of current interest in cytology, embryology, and genetics with concentration on problems that remain unsolved but that appear to be near solution. Three lecture and discussion hours a week.

447 Laboratory in Cell Biology (4). Prerequisite, BIOL 205. Required preparation, a grade of C or better in BIOL 205. Modern methods to study cells, technical skills necessary for research in cell and molecular biology, knowledge of good lab practice, operation of technical instrumentation. Three lecture and three laboratory hours a week.

448 Advanced Cell Biology (3). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. An advanced course in cell biology, with emphasis on the biochemistry and molecular biology of cell structure and function. Three lecture hours a week.

450 Introduction to Neurobiology (3). Recommended preparation, BIOL 205. Survey of neurobiological principles in vertebrates and invertebrates, including development, morphology, physiology, and molecular mechanisms. Three lectures a week.

451 Comparative Physiology (3). Prerequisites, BIOL 101 and 101L and either PHYS 104 and 105 or PHYS 116 and 117. An examination of the physiology of animals using a comparative approach. Both invertebrate and vertebrate animals are discussed in order to elucidate general principles.

451L Comparative Physiology Laboratory (1). Pre- or corequisite, BIOL 451. The fundamental principles of physiology are explored using physical models, animal experiments, and noninvasive experiments on humans, reinforcing the understanding of concepts presented in lecture.

452 Mathematical and Computational Models in Biology (MATH 452) (4). Prerequisites, BIOL 201 and 202, MATH 231, and either MATH 232 or STOR 155. Permission of the instructor for students lacking the prerequisites. This course will introduce analytical, computational, and statistical techniques, such as discrete models, numerical integration of ordinary differential equations, and likelihood functions, to explore topics from various fields of biology. Laboratory is included.

453 Animal Societies and Communication (3). Pre- or corequisite, BIOL 278. Permission of the instructor for students lacking the pre- or corequisite. Comparative review of animal societies; diversity of social structure, social dynamics, communication, ecology, and evolution of social organization. Three lecture hours a week.

454 Evolutionary Genetics (3). Prerequisites, BIOL 201 and 202. Permission of the instructor for students lacking the prerequisites. The roles of mutation, migration, genetic drift, and natural selection in the evolution of the genotype and phenotype. Basic principles are applied to special interest topics. Three lecture hours a week.

455 Behavioral Neuroscience (3). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. The neurobiological basis of animal behavior at the level of single cells, neural circuits, sensory systems, and organisms. Lecture topics range from principles of cellular neurobiology to ethological field studies.

457 Marine Biology (MASC 442) (3). See MASC 442 for description.

458 Sensory Neurobiology and Behavior (3). Recommended preparation, BIOL 205. An exploration of sensory systems and sensory ecology in animals. Topics range from neurophysiological function of sensory receptors to the role of sensory cues in animal behavior.

459 Field Biology at Highlands Biological Station (1–4). Prerequisite, BIOL 101. Permission of the instructor for students lacking the prerequisite. Content varies. Summer field biology at the Highlands Biological Station focuses on the special faunal and floristic processes and patterns characteristic of the southern Appalachian mountains. Five lecture and three to five laboratory and field hours per week, depending on credit.

461 Fundamentals of Ecology (ECOL 461, ENST 461) (4). Prerequisite, BIOL 201. Students will develop a comprehensive understanding of the field of ecology, including modern and emerging trends in ecology. They will develop literacy in the fundamental theories and models that capture ecological processes; emphasis will also be placed on the relevance of ecology and ecological research for human society.

462 Marine Ecology (MASC 440) (3). Prerequisite, BIOL 201 or 475. Survey of the ecological processes that structure marine communities in a range of coastal habitats. Course emphasizes experimental approaches to addressing basic and applied problems in marine systems.

463 Field Ecology (4). Prerequisite, BIOL 201. Application of ecological theory to terrestrial and/or freshwater systems. Lectures emphasize quantitative properties of interacting population and communities within these systems. Required laboratory teaches methodology applicable for analysis of these systems. Projects emphasize experimental testing of ecological theory in the field. Two lecture and six field hours a week.

464 Global Change Ecology (3). Prerequisite, BIOL 201. Permission of the instructor. Responses of plants, animals, and communities to climate and other global changes, emphasizing ecology, physiology, behavior, and evolution. Investigation of past responses and tools for predicting future responses.

465 Global Biodiversity and Macroecology (3). Prerequisite, BIOL 201. Permission of the instructor for students lacking the prerequisite. We will explore global patterns of diversity of plants, animals, fungi, and microbes, and the insights gained by taking a statistical approach to describing these and other broad-scale ecological patterns.

469 Behavioral Ecology (3). Prerequisite, BIOL 201. BIOL 278 recommended but not required and can be taken concurrently. Behavior as an adaptation to the environment. Evolution of behavioral strategies for survival and reproduction. Optimality and games that animals play. Three lecture hours a week.

471 Evolutionary Mechanisms (4). Prerequisites, BIOL 201 and 202. Permission of the instructor for students lacking the prerequisites. Introduction to mechanisms of evolutionary change, including natural selection, population genetics, life history evolution, speciation, and micro- and macroevolutionary trends. Three lecture hours plus two hours of laboratory/recitation per week.

472 Introduction to Plant Taxonomy (4). Prerequisites, BIOL 271 and/or 272. Permission of the instructor for students lacking the prerequisites. Introduction to the taxonomy of vascular plants. Principles of classification, identification, nomenclature, and description. Laboratory and field emphasis on phytography, families, description, identification, and classification of vascular plant species. Three lecture and three laboratory hours a week.

473 Mammalian Morphology and Adaptation (3). Prerequisite, BIOL 252 or 276. An in-depth examination of the morphological adaptations of mammals. Particular attention will be given to osteology, the locomotor system, and craniofacial structures.

473L Mammalian Morphology Laboratory (1–2). Prerequisite, BIOL 252 or 276L. Laboratory includes a detailed dissection of a representative mammal, emphasizing the common structure of mammals. Opportunity for independent investigation of specific functional adaptations of specialized forms.

475 Biology of Marine Animals (4). Prerequisites, BIOL 101 and 101L. Required preparation, one additional course in biology. An introduction to the major animal phyla emphasizing form, function, behavior, ecology, evolution, and classification of marine invertebrates. Three lecture and three laboratory hours per week.

476 Avian Biology (3). Prerequisites, BIOL 101 and 101L; corequisite, BIOL 476L. A study of avian evolution, biogeography, ecology, and behavior with emphasis on North Carolina avifauna. Three lecture hours a week.

476L Avian Biology Laboratory (1). Corequisite, BIOL 476. Techniques for the study of avian evolution, ecology, and behavior with emphasis on North Carolina birds. Three laboratory or field hours a week, including one or two weekend field trips.

478 Invertebrate Paleontology (GEOL 478) (4). See GEOL 478 for description.

479 Special Topics in Organismal Biology at an Advanced Level (3). Special topics in organismal biology at an advanced undergraduate or graduate student level.

479L Laboratory in Organismal Biology: Advanced Special Topics (1–2). Laboratory in special topics in organismal biology for advanced undergraduates and graduate students.

490 Special Topics (3). Permission of the instructor. Content will vary. Three lecture and discussion hours per week by visiting and resident faculty.

501 Ethical Issues in Life Sciences (3). Permission of the instructor. A consideration and discussion of ethical issues in life sciences including cloning humans, genetic engineering, stem cell research, organ transplantation, and animal experimentation. Counts as a course numbered below 400 for biology major requirements.

514 Evolution and Development (3). Prerequisites, BIOL 201, 202, and 205. Permission of the instructor for students lacking the prerequisites. The course examines the mechanisms by which organisms are built and evolve. In particular, it examines how novel and complex traits and organisms arise from interactions among genes and cells.

522 Bacterial Genetics (3). Prerequisite, BIOL 422. Permission of the instructor for students lacking the prerequisite. Genetics of eubacteria with emphasis on molecular genetics including regulation of gene expression, transposons, operons, regulons, plasmids, transformation, and conjugation. Computer analysis of DNA sequences.

524 Strategies of Host-Microbe Interactions (3). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. There is great variety in how microbes colonize and live with their hosts. The course will summarize strategies of pathogenicity, symbiosis, commensalism, and mutualism. Evolutionary, cellular, and molecular aspects will be analyzed.

525 Computational Analyses and Resources in Genomics (4). Prerequisites, BIOL 202, COMP 116, and STOR 155. Permission of the instructor for graduate students. Computational techniques for the analysis of large-scale genomics data. Databases and online genomic resources. Programming for standard file processing and development of analysis pipelines. Course includes a computational laboratory.

526 Computational Genetics (4). Prerequisite, BIOL 202. Permission of the instructor for students lacking the prerequisite. Honors course. Prior computer science and statistics course work recommended. A study of the fundamental concepts underlying DNA/protein alignment, gene finding, expression analysis, genetic mapping, phylogenetics, and population genetics. Includes a one-hour laboratory.

527 Special Topics in Quantitative Biology (3). Prerequisites, COMP 114 and MATH 232 or 283. Permission of the instructor for students lacking the prerequisites. Special topics in quantitative biology for advanced students. The course counts as a quantitative biology course for the major.

527L Laboratory in Special Topics in Quantitative Biology (1). Laboratory in quantitative biology for advanced students. The laboratory will involve mathematical analysis and modeling of biological systems and processes.

529 Clinical and Counseling Aspects of Human Genetics (GNET 635) (3). See GNET 635 for description.

531 Senior Seminar in Basic Research Leading to Drug Discovery in HIV Treatment or Prevention (3). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. This course will explore basic science approaches and primary scientific literature addressing the development of therapeutics or prevention of HIV infection or symptoms.

535 Molecular Biology Techniques (4). Permission of the instructor. Recommended preparation, BIOL 434. Experiments with bacterial phage, nucleic acid isolation and properties, recombinant DNA techniques, and DNA sequencing. Additional hours in laboratory will be necessary to complete assignments.

542 Light Microscopy for the Biological Sciences (3). Prerequisite, BIOL 205 for undergraduates. Permission of the instructor. Introduction to various types of light microscopy, digital and video imaging techniques, and their application in biological sciences.

551 Comparative Biomechanics (3). Prerequisites, BIOL 101 and 101L, and PHYS 104 or PHYS 116. Recommended preparation, PHYS 105. The structure and function of organisms in relation to the principles of fluid mechanics and solid mechanics.

552 Behavioral Endocrinology (3). The study of the interactions among hormones, the brain, and behavior from how hormones shape the development and expression of behaviors to how behavioral interactions regulate endocrine physiology.

555 Paleobotany (GEOL 555) (4). Prerequisites, BIOL 101 and 101L. Permission of the instructor for students lacking the prerequisites. An introduction to the morphology, stratigraphic occurrence, and evolutionary relationships of fossil plants. Both macrofossils and microfossils will be considered. Three lecture and three laboratory hours a week.

556 Seminar on the Evolution of Animal Flight (3). Prerequisites, BIOL 201 and PHYS 104 or 116. Additional required preparation, a 400-level BIOL course or permission of the instructor. An examination of the origin and evolution of animal flight and how scientific understanding of this topic has changed from the mid-1800s to the present day.

561 Ecological Plant Geography (3). Prerequisite, BIOL 101 or GEOG 110. Permission of the instructor for students lacking the prerequisite. Description of the major vegetation types of the world including their distribution, structure, and dynamics. The principal causes for the distribution of plant species and communities, such as climate, soils, and history will be discussed.

562 Statistics for Environmental Scientists (ECOL 562, ENST 562) (4). See ECOL 562 for description.

563 Statistical Analysis in Ecology and Evolution (ECOL 563, ENST 563) (4). Prerequisites, MATH 231 and STOR 151. Permission of the instructor for students lacking the prerequisites. Application of modern statistical analysis and data modeling in ecological and evolutionary research. Emphasis is on computer-intensive methods and model-based approaches. Familiarity with standard parametric statistics is assumed.

565 Conservation Biology (3). Prerequisite, BIOL 201. Permission of the instructor for students lacking the prerequisite. The application of biological science to the conservation of populations, communities, and ecosystems, including rare species management, exotic species invasions, management of natural disturbance, research strategies, and preserve design principles.

567 Evolutionary Ecology (3). Prerequisite, BIOL 471. Permission of the instructor for students lacking the prerequisite. Advanced topics in the evolution of form and function. May include issues in life-history evolution, evolutionary physiology, evolutionary morphology, and the evolution of complexity. Three lecture hours per week.

568 Disease Ecology and Evolution (3). Prerequisites, BIOL 201 and MATH 231. Permission of the instructor for students lacking the prerequisites. Recommended preparation, one course above 400 in ecology or evolution. An advanced class covering the causes and consequences of infectious disease at the levels of whole organisms, populations, communities, and ecosystems.

579 Organismal Structure and Diversity in the Southern Appalachian Mountains (4). Permission of the instructor. An examination of the field biology of selected fungi, plants, or animals of the Appalachian Mountains. The morphology, taxonomy, ecology, life history, and behavior of the organisms will be explored both in the laboratory and in the field.

590 Advanced Special Topics in Biology (3). Special topics in biology for advanced undergraduate students and graduate students.

590L Laboratory in Advanced Special Topics in Biology (1). Laboratory at an advanced level in special topics in biology. Students should have had considerable previous laboratory experience.

601 Advanced Topics and Literature in Biology (3). Examination in depth of the primary research literature of a selected biological discipline.

602 Professional Development Skills for Ecologists and Biologists (ECOL 602) (3). See ECOL 602 for description.

621 Principles of Genetic Analysis I (GNET 621) (3). Prerequisite for undergraduates, BIOL 202. Permission of the instructor for undergraduates. Genetic principles of genetic analysis in prokaryotes and lower eukaryotes.

622 Principles of Genetic Analysis II (GNET 622) (4). Prerequisite, BIOL 621. Principles of genetic analysis in higher eukaryotes; genomics.

624 Developmental Genetics (GNET 624) (3). Permission of the instructor for undergraduates. Genetic and molecular control of plant and animal development. Extensive reading from primary literature.

625 Seminar in Genetics (GNET 625) (2). Permission of the instructor for undergraduates. Current and significant problems in genetics. May be repeated for credit.

631 Advanced Molecular Biology I (BIOC 631, GNET 631, MCRO 631) (3). See GNET 631 for description.

632 Advanced Molecular Biology II (BIOC 632, GNET 632, MCRO 632) (3). See GNET 632 for description.

639 Seminar in Plant Molecular and Cell Biology (2). Permission of the instructor for undergraduates. May be repeated for credit. Current and significant problems in plant molecular and cell biology are discussed in a seminar format.

642 Current Topics in Cell Division (3). Prerequisite, BIOL 205. Permission of the instructor of students lacking the prerequisite. An advanced course in cell and molecular biology integrating genetic, biochemical, and structural aspects of the cell cycle. Principles derived from a variety of biological systems. Extensive reading of classic papers as well as recent literature.

643 Molecular Mechanisms of the Cytoskeleton (3). Prerequisites, BIOL 205 and CHEM 430. Permission of the instructor for students lacking the prerequisites. This seminar examines the cytoskeletal systems of eukaryotes and prokaryotes via primary literature. Architectures of cytoskeletal components are compared and contrasted along with their regulators, nucleators, and molecular motors.

648 Palynology (5). Permission of the instructor. A consideration of various aspects of palynology, including the morphology, structure, development, systematics, evolution, preparation techniques, and analysis of living and fossil pollen grains, spores, and other palynomorphs. Two lecture and six laboratory hours a week.

649 Seminar in Cell Biology (2). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. May be repeated for credit.

657 Biological Oceanography (ENVR 520, MASC 504) (4). See MASC 504 for description.

659 Seminar in Evolutionary Biology (2). Permission of the instructor. Advanced topics in evolutionary biology.

661 Plant Ecology (4). Prerequisite, BIOL 201. Permission of the instructor for students lacking the prerequisite. Consideration of terrestrial, vascular plant ecology including environmental physiology, population dynamics, and community structure. Laboratory stresses collection and interpretation of field data. Three lecture and three laboratory hours a week.

662 Field Plant Geography (2). Prerequisite, BIOL 561 or 661. Permission of the instructor. Intensive literature and field study of the plant geography and ecology of a selected region. Weekly seminar-style discussion followed by approximately nine days of field experience. May be repeated for credit.

663 Population Ecology (3). Prerequisite, BIOL 201. Permission of the instructor for students lacking the prerequisite. An advanced treatment of topics in animal population and community ecology, stressing analytical and interpretation approaches. Topics will vary from year to year, and the course may be repeated with credit. Three lecture and discussion hours a week.

669 Seminar in Ecology (ECOL 669) (2). Prerequisite, BIOL 201. Permission of the instructor for students lacking the prerequisite. May be repeated for credit.

691H Senior Honors Thesis (3). Prerequisite, BIOL 395. Permission of the instructor. BIOL 395 must be in the same laboratory as 691H. Senior majors only. Students with six hours of BIOL 395 must take BIOL 692H. See the description of honors and highest honors in the statement preceding course descriptions. Required of all candidates for honors or highest honors.

692H Senior Honors Thesis (3). Prerequisite, six hours of BIOL 395. Permission of the instructor. Senior majors only. BIOL 395 must have been in the same laboratory as 692H. See description of honors and highest honors in the statement preceding course descriptions. Required of all candidates for honors or highest honors. This course is offered for pass/fail credit only.

With approval of the instructor and The Graduate School, biology majors who need fewer than 15 hours to complete the bachelor's degree and who have at least a B average in biology courses may take one or two courses at the 600–800 level for the purpose of later receiving graduate credit.

Courses for Graduate Students

BIOL

701 Current Topics in Biology (2). Consideration of current topics in biology. Biology faculty will present individual research seminars followed by discussion.

702 Special Topics in Biology for Graduate Students (3–4). This course is designed to allow graduate students to explore areas of biology outside their direct area of specialization. Three credits for lecture only. Four credits for lecture and lab.

703 Recent Advances in Biology (3). A consideration of the methods and literature involved in the latest advances in selected areas of biology.

758 Molecular Population Biology (MASC 742) (4). See MASC 742 for description.

801 Seminar in Biological Sciences (2). Advanced topics in interdisciplinary biological sciences.

829 Seminar in Quantitative Biology (3). Advanced seminar in quantitative biology. Topics will vary.

831 Seminar in Insect Physiology, Biochemistry, and Endocrinology (2). Permission of the instructor. Current topics and discussion in insect physiology, biochemistry, and endocrinology.

832 Seminar in Molecular Biology (2). Prerequisite, BIOL 202. Permission of the instructor for students lacking the prerequisite. Topic determined by instructor and announced in advance.

841 Seminar in Embryology (2). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. Topic determined by instructor and announced in advance.

842 Seminar in Cell Biology and Biochemistry (2). Permission of the instructor. Topic determined by instructor and announced in advance.

850 Seminar in Neurobiology (NBIO 850, PHCO 850, PHYI 850) (3). See NBIO 850 for description.

852 Seminar in Plant Systematics (2). Permission of the instructor. Topic determined by instructor and announced in advance.

853 Seminar in Plant Morphology and Anatomy (2). Permission of the instructor. Topic determined by instructor and announced in advance.

854 Seminar in Neurophysiology (2). Permission of the instructor. Topic determined by instructor and announced in advance. May be repeated for credit.

855 Seminar in Invertebrate Zoology (2). Prerequisite, BIOL 475. Permission of the instructor for students lacking the prerequisite. Topic determined by instructor and announced in advance. May be repeated for credit.

856 Seminar in Vertebrate Evolutionary Biology (2). Permission of the instructor. Topic determined by instructor and announced in advance. May be repeated for credit.

857 Seminar in Comparative Animal Behavior (NBIO 857) (2). Permission of the instructor. Topic determined by instructor and announced in advance. May be repeated for credit.

858 Seminar in Comparative Physiology (NBIO 858) (2). Prerequisite, BIOL 451. Permission of the instructor for students lacking the prerequisite. Topic determined by instructor and announced in advance.

859 Seminar in Marine Biology (2). Permission of the instructor. Topic determined by instructor and announced in advance. May be repeated for credit.

861 Statistical Analysis in Ecology and Evolution using R (1). Prerequisite, STOR 155. Graduate standing in biology, ecology, or genetics required. Introduction to statistical analysis and modeling of ecological and evolutionary data using the R programming environment.

890 Special Seminar (2). Permission of the instructor. Consideration of special topics in biology. May be repeated for credit.

891 Graduate Seminar in Biology (2). Graduate standing or permission of the instructor. A course to provide public lecture experience to advanced biology students. Students present individual research seminars based upon their dissertation projects. Lectures are critiqued by fellow students and biology faculty. Required of all candidates for the degree in biology.

Courses numbered 900 and above are designed for applicants for advanced degrees. Each course requires permission of the instructor or the research director. Each may be repeated for two or more semesters for credit.

901 Introduction to Graduate Research (1–21). Graduate research for six weeks in two laboratories. Designed primarily to acquaint first-year students with research techniques and to assess their propensity for research. Arranged by mutual agreement of students and faculty members during fall orientation. May be repeated once for credit. Six to nine hours per week.

921 Research in Genetics (GNET 905) (1–21). See GNET 905 for description.

931 Research in Molecular Biology (2–21). Topic determined by instructor and announced in advance.

932 Research in Plant Molecular Biology (2–21). Topic determined by instructor and announced in advance.

941 Research in Cytology and Cell Biology (2–21). Topic determined by instructor and announced in advance.

942 Research in Embryology (2 –21). Topic determined by instructor and announced in advance.

943 Research in Physiology: Cellular, Comparative, Neurophysiology (2–21). Topic determined by instructor and announced in advance.

951 Research in Neurobiology (NBIO 951, PHCO 951, PHYI 951) (3–12). See NBIO 951 for description.

952 Research in Ethology and Animal Behavior (2–12). Topic determined by instructor and announced in advance.

953 Research in Marine Sciences (MASC 940) (2–21). Topic determined by instructor and announced in advance.

954 Research in Marine Sciences on Mollusca, Crustacea, Ichthyology, or Oceanography (1–21). Permission of the department. At the Institute for Marine Sciences, Morehead City, NC.

955 Research in Vertebrate or Invertebrate Zoology (2–21). Topic determined by instructor and announced in advance.

957 Research in Plant Systematics (2–21). Topic determined by instructor and announced in advance.

958 Research in Plant Morphology and Anatomy (2–21). Topic determined by instructor and announced in advance.

959 Research in Paleobotany (2–21). Topic determined by instructor and announced in advance.

961 Research in Ecology (2–21). Topic determined by instructor and announced in advance.

Special Graduate Registration

992 Master's Thesis M.A. (3–9). Course for graduate students expecting to receive the degree of Master of Arts in Biology.

993 Master's Thesis in Biology (3–21).

994 Doctoral Dissertation in Biology (3–21).

Department of Biomedical Engineering

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NANCY L. ALLBRITTON, *Chair*

Professors

Nancy L. Allbritton, Signaling in Single Cells, Microfabricated Systems for Cellular Analysis
Albert J. Banes, Cytomechanics
Weili Lin, Medical Imaging
Terry Magnuson, Genomics, Genetics
Harold Pillsbury, Neurobiology, Cochlear Implants
J. Michael Ramsey, Medical Instrumentation
Greg Forest, Transport Processes in the Lung, Flow and Structure of Nanomaterials and Macromolecular Fluids

Adjunct Professors

Edward Chaney, Biomedical Imaging
Henry Fuchs, Virtual Reality
Anthony Hickey, Pharmacy
Timothy A. Johnson, Cardiac Electrophysiology
Stephen M. Pizer, Medical Image Processing, Three-Dimensional Display Techniques
Lola M. Reid, Functional Tissue Engineering
Janet Rubin, Biomedical Imaging
Mark H. Schoenfisch, Rehabilitation Engineering
Richard Superfine, Condensed Matter Physics, Biophysics and Microscopy
Jeffery Y. Thompson, Biomaterials
Alexander Tropsha, Computer Assisted Drug Delivery

Bradley Vaughn, Sleep Monitoring
Sean Washburn, Medical Instrumentation

Associate Professors

Ted Bateman, Rehabilitation Engineering
Paul Dayton, Biomedical Imaging, Medical Imaging, Medical Devices, Medical Instrumentation
Robert Dennis, Tissue Mechanics, Biomechanics, Functional Tissue Engineering
Jeffrey Macdonald, Metabolomics
Mark Tommerdahl, Neurobiology, Image Processing and Analysis, Physiological Systems

Adjunct Associate Professors

Keith Kocis, Quantifying Diaphragm Function in Children Using Ultrasonography, Femoral Artery Injury in Children, Clinical Drug Trials in Critically Ill Children
Thomas O'Connell, Microsystems Engineering
Dinggang Shen, Biomedical Imaging
Anna Spagnoli, Rehabilitation Engineering
Bing Yu, Biomechanics, Rehabilitation, Movement Analysis

Research Associate Professors

Oleg Favorov, Digital Signal Processing/Multidimensional Signal Processing, Biomedical Systems, Neural Networks, Bioinformatics, Neurobiology
Paul Weinhold, Orthopaedic Biomechanics, Vibration Testing of Orthopaedic Tissues and Constructs
Richard Goldberg, Medical Instrumentation

Adjunct Research Associate Professor

Julie S. Kimbell, Rehabilitation Engineering

Assistant Professors

Caterina Gallippi, Biomedical Imaging, Medical Imaging, Image Processing and Analysis
Shawn Gomez, Bioinformatics, Mathematical Modeling, Genomics, Systems Biology
Anne Marion Taylor, Micro-Scale Devices, Microfluidics, Synapse Formation, Synaptic Plasticity, Protein Synthesis

Adjunct Assistant Professors

Brian Button, Systems Biology
Amy L. Oldenburg, Biomedical Imaging
Darin Padua, Sports Medicine
Jie Qi, Microsystems Engineering

Adjunct Research Assistant Professor

Andrei Aleksandrov, Biomedical Imaging

Professors Emeriti

N.A. Coulter Jr.
Richard N. Johnson
Carol L. Lucas
Lloyd R. Yonce

Faculty at North Carolina State University

Core Faculty

Lianne Cartee, Mathematical Modeling, Bioelectric Stimulation
Michael Gamcsik, Biomedical Imaging, Functional Tissue Engineering, Metabolomics, Pharmacy
Edward Grant, Robotics, Biomedical Systems, Neural Networks, Biomedical Sensors, Medical Devices
David Lalush, Image Analysis, Biomedical Imaging, Medical Imaging, Bioinformatics, Image Processing and Analysis
Elizabeth Loboa, Tissue Mechanics, Cytomechanics, Modeling in Mechanobiology, Musculoskeletal Biomechanics, Biomechanics
Greg McCarty, Nanometer Systems, BioMEMS, Bioelectric Stimulation, Biochemical Engineering
Marian McCord, Medical Textiles
Peter Mente, Tissue Mechanics, Cytomechanics, Modeling in Mechanobiology, Musculoskeletal Biomechanics, Biomechanics
Troy Nagle, Medical Devices, Microsensors
Roger Narayan, Biomedical Sensors, Medical Devices, Biomaterials, Nanometer Systems
Hatice O. Ozturk, Digital Signal Processing/Multidimensional Signal Processing, Biomedical Image Processing and Analysis
Brooke N. Steele, Medical Imaging, Biomechanics, Physiology Systems, Mathematical Modeling, Biofluids Modeling, Simulation-Based Medical Planning
Gregory Sawicki, Rehabilitation Engineering
Anka N. Veleva, Biomaterials, Biochemical Engineering
Glenn Walker, BioMEMS

Associate Faculty

Nina Allen, Microscopy
Donald L. Bitzer, Bioinformatics
Mohamed Bourham, Biomedical Imaging, Medical Imaging, Fluid Dynamics, Mathematical Modeling
James J. Brickley Jr.
Gregory D. Buckner, Robotics
John Cavanaugh, Biomedical Sensors
Mo-Yuen Chow, Intelligent Systems, Bioengineering
Laura I. Clarke, Nanoscale Science and the Study of Molecular Rotors, Torsional Molecular Dynamics and Artificial Molecular Dielectrics
Stuart L. Cooper, Biomaterials
Denis Cormier, Medical Devices, Medical Instrumentation, Biomaterials, Implant Design
Stefan Franzen, Microsystems Engineering
Robin P. Gardner, Biomedical Imaging
Russell E. Gorga, Biomaterials, Functional Tissue Engineering, Medical Textiles, Microscopy
Robert Grossfeld, Neurobiology, Physiological Systems
Mansoor A. Haider, Tissue Mechanics, Biomechanics, Mathematical Modeling
S. Andrew Hale, Medical Instrumentation
Ola L. A. Harrysson, Biomedical Imaging, Biomaterials, Functional Tissue Engineering
William C. Holton, Device Simulation and Modeling, Microelectronics, Biomedical Systems, Biomedical Sensors, Medical Devices, Biomedical Imaging
Clement Kleinstreuer, Medical Instrumentation, Biomechanics, Nanometer Systems, BioMEMS, Fluid Dynamics, Physiological Systems, Mathematical Modeling
Hamid Krim, Digital Systems and Signal Processing, Medical Imaging
Andrey Kuznetsov, Medical Devices, Tissue Mechanics, Biomaterials, Biomechanics, Fluid Dynamics, Biofluids Modeling, Biochemical Engineering
Gianluca Lazzi, Computer-Aided Design, Modeling, Electromagnetic Fields, Antenna Analysis, Microwave Devices and Circuits
Sharon R. Lubkin, Tissue Mechanics, Cytomechanics, Modeling in Mechanobiology, Biomaterials, Biomechanics, Image Processing and Analysis
Nancy A. Monteiro-Riviere, Functional Tissue Engineering
John F. Muth, Optical Materials and Devices
Bruce Oberhardt, Medical Devices
Mette S. Olufsen, Biomedical Systems, Large-Scale Nonlinear Systems, Distribution Systems, Biomechanics
Behnam Pourdeyhimi, Medical Textiles
Jie Qi, Tissue Mechanics
Afsaneh Rabiei, Biomechanics
M.K. Ramasubramanian, Biomechanics

Simon C. Roe, Tissue Mechanics, Musculoskeletal Biomechanics, Biomaterials, Biomechanics
Stefan Seelecke, Biomechanics, Fluid Dynamics
Charles E. Smith, Neurobiology, Physiological Systems, Mathematical Modeling, Bioelectrical Stimulation
Wesley E. Snyder, Digital Signal Processing, Multidimensional Signal Processing, Adaptive Signal Processing, Image Analysis, Computer Vision, Robotics
Larry F. Stikeleather, Biomechanics
Anne Stomp, Genomics
Michael K. Stoskopf, Veterinary Medicine
Donald E. Thrall, Veterinary Medicine
Alan E. Tonelli, Biomedical Systems, Biomedical Sensors, Medical Devices, Nanometer Systems, Functional Tissue Engineering
Mladen A. Vouk, Digital Signal Processing, Multidimensional Signal Processing, Reliability Computer Applications, Software Engineering, Large Programs
Donald J. Woodward

Professor Emeritus
C. Frank Abrams, Tissue Mechanics, Biomechanics

Biomedical engineering is a dynamic field stressing the application of engineering techniques and mathematical analysis to biomedical problems. Faculty research programs are key to the program, and they include three primary research directions: rehabilitation engineering, biomedical imaging, and microsystems engineering. The department offers graduate education in biomedical engineering leading to the master of science and doctor of philosophy degrees. Also, a joint graduate certificate in medical devices is offered.

Students enter this program with backgrounds in engineering, physical science, mathematics, or biological science. Curricula are tailored to fit the needs and develop the potential of individual students. In addition, courses in statistics, mathematics, life sciences, and engineering sciences provide a well-rounded background of knowledge and skills.

The Joint Biomedical Engineering Graduate Program is administered by the combined biomedical engineering graduate faculty from both North Carolina State University and the University of North Carolina at Chapel Hill. The joint program also has close working relations with the Research Triangle Institute and industries in the Research Triangle area. These associations enable students to obtain research training in a wide variety of fields and facilitate the selection and performance of dissertation research. Students in the joint program may study under faculty members based at the University of North Carolina at Chapel Hill or at North Carolina State University. The department, thus, provides students with excellent opportunities to realize the goal of enhancing medical care through the application of modern technology.

Admission Requirements

Students must satisfy all entrance requirements for the Graduate School of the University of North Carolina at Chapel Hill or the Graduate School at North Carolina State University, and must demonstrate interest and capability commensurate with the quality of the biomedical engineering program. Prospective students may apply to the graduate school at either UNC–Chapel Hill or NC State. All applicants are considered together as a group. Generally, applications should be submitted by December 15 for consideration for admission in the coming fall semester. Applicants are expected to present Graduate Record Examination (GRE) scores; verbal scores should be at or above the 50th percentile, quantitative scores should be at or above the 70th percentile; and applicants are expected to have at least a 30th percentile in the written GRE component to be competitive. The program requires that a one-to-three-page personal statement about research interest and background be submitted.

Students should have a good working knowledge of mathematics at least through differential equations, plus two years of physical or engineering science and basic courses in biological science. Deficiencies in preparation can be made up in the first year of graduate training.

Requirements for Degrees

Candidates for the UNC–Chapel Hill/NC State jointly issued degrees in biomedical engineering must have met the general requirements of the Graduate School of the University of North Carolina at Chapel Hill or the North Carolina State University Graduate School. Master's students are required to take a comprehensive examination, encompassing coursework and thesis research. The master's comprehensive exam may be either written or oral, and is administered by the student's advisory committee. Doctoral students qualify for the Ph.D. degree by meeting grade requirements in their core courses, and then advance on to written and oral preliminary exams before admission to candidacy. Details can be found on the department Web site. Degree candidates in this program are expected to obtain experience working in a research laboratory during their residence and to demonstrate proficiency in research. The Ph.D. dissertation should be judged by the graduate committee to be of publishable quality.

Biomedical Engineering Courses

Courses for graduate and advanced undergraduate students in BME are offered at both UNC and NCSU. Several courses are offered at both institutions via teleconference. Course numbers may vary. UNC-based courses are listed here.

BMME
490 Special Topics in BME
505 Biomechanics
510 Biomaterials
515 Intro to Systems Biology
520 Tissue Engineering
530 Digital Sig Proc
550 Med Imaging I
551 Medical Device Design I
552 Medical Device Design II
560 Med Imaging II
565 Biomed Instrument I
580 Microcontrl Appl I
770 Physiology and Methods
775 Image Processing and Analysis
790 Graduate Systems Physiology
795 Info Proc in CNS
840 Rehabilitation Eng Design
890 Advanced Special Topics in BME
900 Research in BME
993 Master's Thesis Research
994 Doctoral Dissertation Research

Courses for Graduate and Advanced Undergraduate Students

BMME

490 Special Topics in Biomedical Engineering (3–9). A study in the special fields under the direction of the faculty. Offered as needed for presenting material not normally available in regular BME department.

505 Biomechanics (3). Prerequisites, MATH 383 and PHYS 116. Fundamental principles of solid and fluid mechanics applied to biological systems. Human gait analysis, joint replacement, testing techniques for biological structures, and viscoelastic models are presented. Papers from current biomechanics literature will be discussed.

510 Biomaterials (3). Prerequisite, BIOL 101 or BMME 589. Chemical, physical engineering, and biocompatibility aspects of materials, devices, or systems for implantation in or interfering with the body cells or tissues. Food and Drug Administration and legal aspects. Undergraduate students should enroll in APPL 510.

515 Introduction to Systems Biology (3). Prerequisite, MATH 383 or 528. Cells, tissues, organs, and organisms have been shaped through evolutionary processes to perform their functions in robust, reliable manners. This course investigates design principles and structure-function relationships of biomolecular networks. Emphasis will be placed on gene- and protein-circuits and their role in controlling cellular behavior and phenotype.

520 Fundamentals of Materials Engineering (3). The structure, defects, thermodynamics, kinetics, and properties (mechanical, electrical, thermal, and magnetic) of matter (metals, ceramics, polymers, and composites) will be considered.

530 Digital Signal Processing I (3). Prerequisite, COMP 110 or 116. This is an introduction to methods of automatic computation of specific relevance to biomedical problems. Sampling theory, analog-to-digital conversion, digital filtering will be explored in depth. Undergraduate students should enroll in APPL 430.

550 Medical Imaging I: Ultrasonic, Optical, and Magnetic Resonance Systems (3). Prerequisites, BIOS 550, BMME 430, and PHYS 128. Physical and mathematical foundations of ultrasonic, optical, and magnetic resonance imaging systems in application to medical diagnostics. Each imaging modality is examined, highlighting critical system characteristics: underlying physics of the imaging system, including mechanisms of data generation and acquisition; image creation; and relevant image processing methods, such as noise reduction.

551 Medical Device Design I (3). Student multidisciplinary teams work with local medical professionals to define specific medical device concepts for implementation.

552 Medical Device Design II (3). Device prototypes designed in the first course in series. Good manufacturing practices; process validation; FDA quality system regulations; design verification and validation; regulatory approval planning; and intellectual property protection.

560 Medical Imaging II: X-Ray, CT, and Nuclear Medicine Systems (3). Prerequisites, APPL 410, BIOS 550, and PHYS 128. Overview of medical imaging systems using ionizing radiation. Interaction of radiation with matter. Radiation production and detection. Radiography systems and applications. Tomography. PET and SPECT systems and applications.

565 Biomedical Instrumentation I (4). Prerequisite, PHYS 351. Topics include basic electronic circuit design, analysis of medical instrumentation circuits, physiologic transducers (pressure, flow, bioelectric, temperate, and displacement). This course includes a laboratory where the student builds biomedical devices. Undergraduate students should enroll in APPL 465.

580 Microcontroller Applications I (3). Introduction to digital computers for real-time processing and control of signals and systems. Programming input and output devices using C and assembly language is stressed. Case studies are used to present software design strategies for real-time laboratory systems. Undergraduate students should enroll in APPL 480.

581 Microcontroller Applications II (3). Prerequisites, BMME 465, and APPL 480 or BMME 580. Problems of interfacing computers with biomedical and systems are studied. Students collaborate to develop a new biomedical instrument. Projects have included process control, data acquisition, disk systems interfaces, and DMW interfaces between interconnected computers.

Courses for Graduate Students

BMME

740 Advanced Biomaterials (MTSC 740) (3). Prerequisite, BMME 510. Permission of the instructor for students lacking the prerequisite. Medical or dental implants or explants are highlighted from textbooks, scientific literature, and personal accounts.

770 Physiology and Methods in Genomics (4). Prerequisite, BMME 570. Lectures in physiology systems and lab techniques covering various functional genomic methods including DNA sequencing, gene arrays, proteomics, confocal microscopy, and imaging modalities.

775 Image Processing and Analysis (COMP 775) (3). Prerequisites, COMP 665, MATH 547, and STAT 435. Approaches to analysis of digital images. Scale geometry, statistical pattern recognition, optimization. Segmentation, registration, shape analysis. Applications, software tools.

790 Graduate Systems Physiology (3). Prerequisite, BMME 589. This is the second semester of the two-semester series intended to provide graduate students with an introduction to systems and organ physiology.

795 Information Processing in the Central Nervous System (3). Prerequisite, BMME 589. Introduction to methodologies used to characterize a) the aggregate behavior of living neural networks and b) the changes in that behavior that occur as a function of stimulus properties, pharmacological manipulations, and other factors that dynamically modify the functional status of the network.

840 Rehabilitation Engineering Design (4). Prerequisite, BMME 465. Permission of the instructor for students lacking the prerequisite. Students will design an assistive technology device to help individuals with disabilities to become more independent. The project will be used in the community when it is completed.

890 Special Topics (1–21). Permission of the instructor. Special library and/or laboratory work on an individual basis on specific problems in biomedical engineering and biomedical mathematics. Direction of students is on a tutorial basis and subject matter is selected on the basis of individual needs and interests.

900 Research in Biomedical Engineering and Biomathematics (1–21). Permission of the instructor.

993 Master's Thesis (3–21).

994 Doctoral Dissertation (3–21).

North Carolina State University Biomedical Engineering Courses

512 Biomedical Signal Processing (3). Prerequisites, BME 311, and ST 370 or ST 371; BME or graduate standing only. (Credit is not allowed for both BME 412 and BME 512.) Fundamentals of continuous- and discrete-time signal processing as applied to problems in biomedical instrumentation. Properties of biomedical signals and instruments. Descriptions of random noise and signal processes. Interactions between random biomedical signals and systems. Wiener filtering. Sampling theory. Discrete-time signal analysis. Applications of Z-transform and discrete Fourier transform. Digital filter design methods for biomedical instruments.

522 Medical Instrumentation (3). Students should have a background in electronics design using operational amplifiers Fundamentals of medical instrumen-

tation systems, sensors, and biomedical signal processing. Example instruments for cardiovascular and respiratory assessment. Clinical laboratory measurements, therapeutic and prosthetic devices, and electrical safety requirements.

525 Bioelectricity (3). Prerequisites, BME 302 or ZO 421 and a course in electrical circuits; senior or graduate standing. (Credit is not given for both BME 425 and BME 525.) Quantitative analysis of excitable membranes and their signals, including plasma membrane characteristics, origin of electrical membrane potentials, action potentials, voltage clamp experiments, the Hodgkin-Huxley equations, propagation, subthreshold stimuli, extracellular fields, membrane biophysics, and electrophysiology of the heart. Design and development of an electrocardiogram analysis system.

541 Biomechanics (3). Prerequisites, ZO 160 or BIO 183, BME 342, ST 370. (Credit is not allowed for both BME 441 and BME 541.) Students study human body kinematics, force analysis of joints, and the structure and composition of biological materials. Emphasis is placed on the measurement of mechanical properties and the development and understanding of models of biological material.

543 Cardiovascular Biomechanics (3). Prerequisites, BME 302, MAE 308, or CE 382. Engineering principles are applied to the cardiovascular system. Anatomy of cardiovascular system; form and function of blood and blood vessels. Electric analogs; continuum mechanics with derivation of equations of motion; and constitutive models of soft tissue mechanics, with attention to normal, diseased, and adaptive processes. Programming project required.

550 Medical Imaging: Ultrasonic, Optical, and Magnetic Resonance Systems (3). Prerequisites, BME 412, ST 370 or ST 371, and PY 208. Physical and mathematical foundations of ultrasonic, optical, and magnetic resonance imaging systems in application to medical diagnostics. Each imaging modality is examined on a case-by-case basis, highlighting the following critical system characteristics: 1) underlying physics of the imaging system, including the physical mechanisms of data generation and acquisition, 2) image creation, and 3) basic processing methods of high relevance, such as noise reduction.

551 Medical Device Design I (3). Prerequisite, graduate standing. Student multidisciplinary teams work with local medical professionals to define specific medical device concepts for implementation. Medical specialty immersion with clinical departments at local medical centers; design input based on stakeholder-needs assessment, market analysis and intellectual property review, new medical devices with broad markets, design output and device specification, product feasibility and risk assessment, design for medical device manufacturing.

552 Medical Device Design II (3). Prerequisite, BME 551. Student groups build and test prototypes of devices designed in the first course of this series. Good manufacturing practices, process validation, FDA quality system regulations, design verification and validation, regulatory approval planning and intellectual property protection. Students will work with local patent attorneys and/or agents to draft a patent application. The final prototypes will be evaluated by clinicians for potential use with patients.

560 Medical Imaging: X-Ray, CT, and Nuclear Medicine Systems (3). Prerequisites, BME 311, ST 370 or ST 371, and PY 208. Overview of medical imaging systems using ionizing radiation. Interaction of radiation with matter. Radiation production and detection. Radiography systems and applications. Tomography. PET and SPECT systems and applications.

566 Polymeric Biomaterials Engineering (3). Prerequisites, PY 208 and (TE 200 or CH 220 or CH 221) and (MAE 206 or CE 214). In-depth study of the engineering design of biomedical polymers and implants. Polymeric biomaterials, including polymer synthesis and structure, polymer properties as related to designing orthopedic and vascular grafts. Designing textile products as biomaterials including surface modification and characterization techniques. Bioresorbable polymers.

582 Tissue Engineering Tech (2) Prerequisite, BIT 468, crosslisted with BIT 583. This is a half semester laboratory module, students will gain practical experience with two key elements of tissue engineering: the construction of a complex living tissue that closely resembles its natural counterpart, and the assessment of the angiogenic potential of the engineered tissue. The effects of different biomaterials and angiogenic factors will be evaluated.

584 Tissue Engineering Fundamentals (3). Prerequisite, BIO 183 and CH 221 and (MAE 301 or MSE 301 or CHE 315 or TE 303) Essential concepts of organ and tissue design and engineering using living components, including cell-based systems and cells/tissues in combination with biomaterials, synthetic materials and/or devices. In vivo tissue structure and function; isolation and culture of primary cells and stem cells; principles of cellular differentiation; mass transport processes in cell culture systems; design, production and seeding of scaffolds for 3D culture; design of bioreactors to support high-density cell growth; state-of-the-art engineered and tissue systems; clinical translation; and ethics.

590 Special Topics (1–4). Prerequisite, senior or graduate standing in engineering or physical or biological sciences. A study of topics in the special fields under the direction of the graduate faculty.

601 Biomedical Engineering Seminar (1). Prerequisite, graduate standing. Elaboration of subject areas, techniques and methods important in biomedical engineering through presentations of personal and published works; opportunity to present and critically defend ideas, concepts and inferences. Discussions to identify analytical solutions and analogies between problems in biomedical engineering and other technologies, and to present relationship of biomedical engineering to societal needs.

620 Biomedical Engineering: Special Problems (1–4). Prerequisite, graduate standing in biomedical engineering. Selection of a subject by each student on which to do research and write a technical report on the results. Subject may pertain to the student's particular interest in any area of study in biomedical engineering.

650 Internship in Biomedical Engineering (1–3). Prerequisite, graduate standing in biomedical engineering. Students obtain professional experience through advanced engineering work in industrial and commercial settings under joint supervision of a member of the graduate faculty and an outside professional.

790 Advanced Special Topics (1–4). Prerequisite, graduate standing in engineering, physical or biological sciences. A study of topics in advanced or emerging special areas under the direction of the graduate faculty. Experimental doctoral level courses.

802 Biomedical Engineering Advanced Seminar (1). Elaboration of advanced subject areas, techniques and methods related to professional interest through presentations of personal and published works; opportunity for students to present and critically defend ideas, concepts and inferences; opportunity for distinguished scholars to present results of their work. Discussions to uncover analytical solutions and analogies between problems in biomedical engineering and other technologies, and to present relationship of biomedical engineering to society.

Kenan–Flagler Business School

www.kenan-flagler.unc.edu

JAMES W. DEAN JR., *Dean*

Professors

Robert Sanford Adler (3) Legal Studies, Business Ethics, Government Regulations

Sridhar Balasubramanian, Marketing

Barry L. Bayus (131) Marketing Research, Technology Changes, Product Management

Richard A. Bettis, Strategic Management, Global Competition, Technological Innovation, Strategic Change

Edward Joseph Blocher (61) Auditing, Management Accounting

Gregory W. Brown (7) Asset Pricing, Capital Markets, Derivative Securities, Investments, Mutual Funds, Risk Management, Corporate Hedging

Robert M. Bushman, Information Economics, Corporate Governance, Executive Compensation, Organizational Structure

Jennifer S. Conrad (107) Market Constraints, Stocks and Options
James W. Dean (158) Quality Management, Strategic Decision Making, Organizational Cynicism
Jeffrey R. Edwards (160) Person-Organization Fit, Work-Family Issues
Paolo Fulghieri, Finance
John R. M. Hand (126) Financial Accounting, Capital Markets, Market Efficiency
David James Hartzell (16) Mortgage Bank Securities, Real Estate Investment, Finance
David A. Hofmann, Management
James H. Johnson, Diversity, Entrepreneurship–Minority, Ethnic Conflict, Management, Small Business–Minority, Urban Economics, Venture Financing, Welfare Reform
Walter Steven Jones, Business Education
John Dale Kasarda (32) Business Globalization, Privatization, Job Creation
Wayne R. Landsman (58) Financial Reporting, Capital Markets
Mark H. Lang (142) International Accounting and Finance, Corporate Disclosure Policy, Earnings, Stock Price Issues
Ann E. Marucheck (21) Production/Operations, Technology and Innovation Management, Distributions Systems Design and Management, Engineering Management
Edward Maydew, Accounting, Taxation, Corporate Tax Planning, Mergers and Acquisitions–Tax Aspects, Economic Effects of Tax Changes
Alan William Neebe (41) Resource Allocation, Integer Programming, Facility Location, Computer Reliability
Hugh M. O'Neill (131) Corporate Strategy, New Ventures, Turnaround Situations
William Daniel Perreault Jr. (62) Industrial Marketing, Marketing Research Methods, Marketing Strategy
William P. Putsis, Marketing
David J. Ravenscraft (10) Mergers, Takeovers, Sell-Offs
Albert H. Segars (152) Telecommunications Management, Impact of Technology, Corporate-Level Planning for Information Technology
Douglas A. Shackelford (101) Taxes, Business Strategy, Performance Measurement Systems
Anil Shivdasani (35) Corporate Boards of Directors, Corporate Finance, Corporate Governance, Finance, International Business–Finance, Mergers and Acquisitions, Organizations
J.B. Steenkamp, Marketing
Jayashankar M. Swaminathan, Operations, Technology and Innovation Management
Harvey M. Wagner (64) Management, Modeling
Valarie Zeithaml (169) Service Quality, Services Marketing

Associate Professors

Jeffery Abarbanell, Financial Statement Analysis, Analyst Forecasting, Valuation, Accounting in Transition-to-Market Economies
Richard Stanley Blackburn (81) Organizational Behavior, Organizational Research Methods, Philosophy of Organizational Science
Robert A. Connolly (127) Foreign Currency Markets, Empirical Investments, Capital Markets
Nicholas Michael Didow (15) Consumer Behavior, Marketing Research Methods, Evaluation Research
Lynn Fisher, Finance
Alison Fragale, Organizational Behavior and Strategy
Katrijn Gielens, Marketing
Wendell Gilland (162) Production Planning and Control, Capacity Management, Business Process Reengineering
Mustafa N. Gültekin (106) Portfolio Theory, Asset Pricing Models, Corporate Finance
J. Morgan Jones (19) Quantitative Consumer Models, Bayesian Decision Theory
Eva Labro, Accounting
Christian Lundblad, Finance
Arvind Malhotra, Electronic Commerce, Knowledge Management, Interorganizational Information Technology, Supply Chain Management, Internet Business Opportunities, Internet Startups, Strategic Use of Information Technology, Virtual Teams and Communities
Natalie Mizik, Marketing
Atul Nerkar, Strategy and Entrepreneurship
Jana Smith Raedy, Accounting
Adam V. Reed, Finance

Assistant Professors

Christopher Bingham, Strategy and Entrepreneurship
Larry Chavis, Strategy and Entrepreneurship
Michael Christian, Organization Behavior
Riccardo Colacito, Finance
Mariano Croce, Finance
Sreedhari Desai, Organizational Behavior
David Dicks, Finance
Noah Eisenkraft, Organizational Behavior
Joey Engelberg, Finance
Nickolay Gantchev, Finance
Diego Garcia, Finance
Isin Guler, Strategy and Entrepreneurship
Bin Hu, Operations
Lisa Jones-Christensen, Strategy and Entrepreneurship
Chotibhak Jotikasthira, Finance
Eda Kemahlioglu-Ziya, Operations
Saravanan Kesavan, Operations
Dimitrios Kostamis, Operations
Venkat Kuppuswamy, Strategy and Entrepreneurship
Tarun Kushwaha, Marketing
Nandini Lahiri, Strategy and Entrepreneurship
Anh Le, Finance
Xiaoyuan Lu, Operations
Shimul Melwani, Organizational Behavior
Adam Mersereau, Operations
Paige Ouimet, Finance
Ali Parlakturk, Operations
Matthew Pearsall, Organizational Behavior
Andrew Petersen, Marketing
Scott Rockart, Strategy and Entrepreneurship
Federico Rossi, Marketing
Bradley Staats, Operations
Gunter Strobl, Finance
Stephen Stubben, Accounting
Edward Van Wesep, Finance
Sol Wang, Accounting

Adjunct/Clinical Professors

Andrew Baum, Center for Real Estate Development
Tamara Barringer, MAC Program
Warren E. Baunach (143) Executive Education, Marketing, Competitive Strategy
Gerald D. Bell, Leadership, Management, Negotiation, Teamwork
Bruce Boehm, Management
Linda Carolyn Bowen (9) Financial Accounting, Taxation, Auditing
Joseph Henry Bylinski (83) Financial Accounting, Auditing
Travis Day, Business Computing Skills
Douglas Allen Elvers (18) Production/Operations Management, Scheduling, Project Management
Pat Garner, Strategy and Entrepreneurship
Eric Ghysel, Finance
Noel Greis, Air Logistics, Aviation, Innovation, International Manufacturing, International Operations, Logistics, Manufacturing
William H. Grumbles, Organizational Behavior and Strategy
Clay Hamner, Entrepreneurial Studies
James Harris, Finance

Patrick Hartley, Finance
Luther Hodges, M.B.A. Program
Michael Hussey, Finance
Michael Jacobs, Finance
Andrew Jones, Center for Entrepreneurial Studies
Curtis McLaughlin, Operations
Mabel M. Miguel (53) Career Development, Cross-Cultural Management, Diversity, Human Resource Management, International Human Resource Management, Distance Learning, Management
Leslie Morgan, Finance
Charles R. Myer, Management
Jack Olin, Management
Barry Stuart Roberts (63) Legal Studies, Business Ethics, Government Regulation
Heidi Schultz (167) Business Communication
C. J. Skender, Accounting, Auditing, Decision Making
Judy Jones Tisdale, Consumer Banking Retail Sales, Professional Communication, Sales Coaching and Development
Ronald Williams, Management

Adjunct/Clinical Associate Professors

Peter J. Brews, Management
Tim Flood, Business Communication
Paul Friga, Strategy and Entrepreneurship
Patricia Harms, Business Communication
Charlotte H. Mason
Ted Zoller, Entrepreneurial Studies

Adjunct/Clinical Assistant Professors

Deborah Anderson, Center for Real Estate Development
Alex Arapoglou, Finance
Norman Block, Center for Real Estate Development
Bruce Carlin, Finance
Lynn Dikolli, Accounting
Courtney Edwards, Accounting
Douglas Guthe, Finance
Corinne Krupp, Finance Trade, Antidumping Trade, Exchange Rates
Claudia Kubowicz Malhotra, Marketing
Susan Palmer, Human Resource Management–Recruitment, Job Design, Management, Organizations–Change, Performance Measurement–Employee, Training and Development
David Roberts, Marketing
Carol Seagle, Strategy and Entrepreneurship
Elliot Silverstein, Management
Dean Silverman, M.B.A. Leadership
Mark Yusko, Finance
Patrick Vernon, Entrepreneurial Studies

Lecturers

Scott Albert, Center for Entrepreneurial Studies
Kelly Boone, Center for Sustainable Enterprise
Alston Gardner, Entrepreneurial Studies
John Glushik, Entrepreneurial Studies
Andy Grubbs, Strategy and Entrepreneurship
Gregory Hohn, M.B.A. Program
Kellie McElhaney
Mark McNeilly, Marketing
Donald Marple, Management
Merrill Mason, Organizational Behavior and Strategy
Steve Miller, Center for Entrepreneurial Studies
Mitch Mumma, Management
David Neal, Organizational Behavior and Strategy
Shelby Pohlman, M.A.C. Program
Allen Prichard, Center for Real Estate Development
Maria Elena Rodriguez, Kenan Institute of Private Enterprise
Cynthia Setzer, Management
Bob Slater, Center for Real Estate Development
Karen Trott, M.A.C. Program
Courtney Wright, Business Communication

Professors Emeriti

Carl H. Anderson
Gary M. Armstrong
Jack N. Behrman
R. Lee Brummet
Dewitt Clinton Dearborn
Robert DesJardins
G. David Hughes
Thomas H. Jerdee
Jay Edward Klompmaker
Clifton Holland Kreps Jr.
Hans E. Krusa
Harold Q. Langenderfer
J. Finley Lee
Richard Levin
Richard Wolcott McEnally
Dannie Joseph Moffie
Jack Olin
John Pringle
Richard Rendelman
Benson Rosen
Aleda V. Roth
David Rubin
William S. Stewart
Junius H. Terrell
Rollie Tillman
Clay Whybark

The Kenan–Flagler Business School offers programs of graduate study leading to the degrees of master of business administration, master of accounting, and doctor of philosophy. The school is committed to providing cutting-edge, real-world business education and research. Known for its collegial, intimate environment and selective, diverse admissions, the school prepares tomorrow's leaders in business and industry.

The school pioneered the team approach to learning more than a quarter century ago and has more recently added cross-functional, entrepreneurial, and global priorities to its curriculum.

Kenan–Flagler is recognized for world-class teaching. The faculty consistently has been nationally ranked for teaching excellence, availability, and responsiveness to students and emphasis on relevant, applied research and case development. Through these efforts, the faculty constantly strives to give students great opportunities for learning.

In fall 1997, the Kenan–Flagler Business School moved to its new state-of-the-art facility located on South Campus. Building features include 18 classrooms with multimedia capabilities, a 456-seat auditorium, and a 250-plus seat multipurpose dining pavilion and activity space.

The world-class McColl Building is a hub of learning, teaching, and research. Each classroom, office, and study room is designed for maximum use and technological efficiency to support these activities. The building includes an Asynchronous Transfer Mode (ATM) backbone network providing high-speed transmissions within the school and on the Internet, ports in many rooms that allow students to connect laptops from virtually anywhere in the building, a network operating at 100 megabits per second, a computer lab with state-of-the-art multime-

dia workstations, and network servers that provide students with online access to a number of CDs for company research and historical financial market data.

Master of Business Administration

The Kenan–Flagler Business School's highly ranked master of business administration (M.B.A.) program provides exceptional students with the opportunity to develop outstanding functional and analytical skills and the vision of a general manager. The two-year program combines a semester of core courses spread across two modules. The core courses are taken by all students and are designed to provide a general management background, technical and analytical expertise, and exposure to decision making in all functional areas of business. During substantial part of the second semester of the first year and the entire second year, students have the opportunity to take elective courses to concentrate in their areas of professional interest.

The M.B.A, program is well recognized for shaping professionals who integrate abilities related to the science and heart of business, with the former centering on analytical and functional skills, and the latter on leadership, teamwork, and execution skills.

Application forms and a brochure containing detailed information may be obtained by contacting the Kenan–Flagler Business School M.B.A. Admissions Office, CB# 3490, McColl Building, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3490; (919) 962-3236; mba_info@unc.edu, www.kenan-flagler.unc.edu/programs/mba.

Master of Accounting

The Kenan–Flagler Business School's master of accounting (M.A.C.) program's unique approach to accounting and business education involves a challenging curriculum that integrates accounting with other business disciplines and emphasizes the application of accounting concepts to current business issues. The goal of the accounting and business courses is to create well-rounded business advisers who can compete in the international business world. M.A.C. students take a broad but balanced series of accounting courses that focus on skill development, problem solving and decision-making in business situations. The business core courses are designed specifically for M.A.C. students to emphasize accounting and business consulting skills. The program develops students' communication and leadership skills, giving them a competitive advantage in today's tight job market and enhancing their ability to succeed in the accounting profession.

The M.A.C. program is designed for candidates holding undergraduate degrees in liberal arts, sciences, business and other non-accounting disciplines. Candidates earn the M.A.C. degree in 12 months of concentrated study. The application deadlines are August 1 (for UNC business majors only), September 10 (international applicants are encouraged to apply by this deadline), and March 1. Because admission is competitive and some decisions are made on a rolling basis, applicants are encouraged to apply early.

Application forms and a brochure containing detailed information may be obtained by contacting the Kenan–Flagler Business School M.A.C. Admissions Office, CB# 3490, McColl Building, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3490; (919) 962-3186; mac_info@unc.edu, www.kenan-flagler.unc.edu/programs/mac.

The M.B.A. for Executives Programs

The M.B.A. for executives programs provide working professionals the opportunity to acquire the traditional M.B.A. degree without interrupting their careers. Kenan–Flagler offers three attendance options for completing the M.B.A. for Executives degree programs.

The evening program classes are held on Monday and Thursday evenings for 24 months. This program is best suited for professionals who live and work in the Triangle area and have careers that do not require frequent weekday travel.

The weekend program classes are held on alternate weekends (all day Friday and Saturday) for 20 months with two mandatory weeklong residencies for intensive course work. This program is best suited for professionals who travel extensively or who live too far from Chapel Hill to make attending evening classes feasible.

OneMBA® global program classes are held once a month on Friday, Saturday, and Sunday for 21 months. Most classes are held at Lansdowne Conference Center near Washington, DC and Dulles International Airport. The OneMBA curriculum integrates perspectives and best business practices from developed and emerging economies, providing students the knowledge and connections needed to accelerate their global management careers. Global residencies are held in the United States, Europe, Latin America, and Asia.

Application forms and a brochure containing detailed information about the program may be obtained by contacting the M.B.A. for Executives Programs, Kenan–Flagler Business School, The University of North Carolina at Chapel Hill, CB# 3490, McColl Building, Suite 3100, Chapel Hill, N.C. 27599-3490; (800) 453-9515; emba@unc.edu, www.kenan-flagler.unc.edu/programs/emba.

Doctor of Philosophy

The Ph.D. program in business administration is designed for individuals who plan careers in research and teaching. A limited number of students are admitted each year, resulting in a high-quality learning environment that emphasizes rigor and personal attention. Although many students enter the program with an M.B.A., this degree is not a requirement for admission. However, an M.B.A. from an accredited institution usually allows the student to waive some of the business fundamentals requirements. Prior to admission to the doctoral program, students are expected to have knowledge of elementary calculus and basic computer skills. A foreign language is not required for graduation from the program. Research and teaching assistantships are available on a competitive basis.

The requirements for the Ph.D. in business administration are:

- ***Business Fundamentals.*** All Ph.D. students are expected to possess or to acquire a basic knowledge of accounting, finance, marketing, organizational behavior, and production. This requirement involves a level of competence roughly equivalent to the M.B.A. core courses on these topics. Most students entering with an M.B.A. or similar degree meet this requirement without additional course work. Appropriate courses will be recommended for students who do not meet this requirement prior to beginning the program.
- ***Economics.*** All Ph.D. students are expected to possess or to acquire knowledge of microeconomic and macroeconomic theory. The basic requirement is an M.B.A. or graduate-level course on each topic. Once again, most students with an M.B.A. meet this requirement without additional course work. However, individual areas within the Business School (e.g., finance) may require that students take specific courses after entering the program to meet this requirement.

Appropriate courses will be recommended for students who do not meet this requirement prior to beginning the program.

- ***Research Methods/Quantitative Methodologies.*** All Ph.D. students are required to take five courses (fifteen hours) in Research Methods/Quantitative Methodologies. At least one course (three hours) must be a research methods course covering topics such as philosophy of science, research design, sample selection, etc. At least three of the courses (nine hours) must focus on quantitative methodologies such as statistics, operations research, econometrics, etc. The fifth course (three hours) may be a more specialized research methods course (e.g., survey research, lab experimentation) or another quantitative methodologies course.
- ***Major Area of Concentration.*** All Ph.D. students are required to declare a major area. The major area consists of six courses (eighteen hours). Students may concentrate in one of the following areas:
  - Accounting
  - Operations, Technology and Innovation Management
  - Finance
  - Organizational Behavior
  - Marketing
  - Strategy and Entrepreneurship

These courses may be a combination of required courses offered within the major area, required courses offered outside of the major area, or approved elective courses.

- ***Supporting Area.*** All Ph.D. students are required to declare a supporting area. The supporting area consists of four courses (twelve hours). The supporting area allows the student to develop a strong expertise in an area related to the student's research and teaching interests. These courses are usually drawn from a single area within the Business School or from a specific outside department, but a student may assemble four courses from more than one area if the courses represent a coherent package.
- ***Research Paper.*** During the summer and fall following the first year, all Ph.D. students are required to complete a research paper. The paper must be evaluated and approved by the student's faculty. The primary purpose of this paper is to provide the student with important research experience and to develop research and writing skills. Most of these papers are later presented at professional meetings and many lead to publication. Some papers develop into dissertations.
- ***Comprehensive Examination.*** All Ph.D. students must pass a written comprehensive examination on the student's major area of concentration and relevant material from the other requirements. Students usually take this examination after completing course work, typically at the end of the second year. Some areas may require an oral examination after completion of the written examination.
- ***Dissertation.*** All Ph.D. students are required to complete a dissertation prior to graduation from the program. The dissertation is a thorough theoretical and empirical investigation of a specific problem important to the student's major area. The dissertation's value is in its contribution to knowledge, in the scholarly manner in which it is organized and presented and in the demonstrated development of the student's conceptual and research skills. Before substantial work on the dissertation is undertaken, a written dissertation proposal must be presented and approved by the student's dissertation committee. In most cases, the dissertation proposal is completed during the student's third year in residence and the dissertation is completed during the fourth year.
- ***Teaching and Research.*** All students are required to serve as teaching assistants for at least one semester and as research assistants for at least one semester. Students are also required to work with faculty prior to that semester on the development of their teaching skills.

Scholarships and Fellowships

Available to doctoral students in business administration are a number of assistantships. The school provides summer assistantships for doctoral students who receive awards from the University or the school during the academic year. Once a doctoral student is awarded financial aid, the school generally provides support for eight semesters if the student is making satisfactory academic progress.

Courses for Graduate and Advanced Undergraduate Students

BUSI

401 Management and Corporate Communication (3). Open to junior-senior business majors only. Writing- and speaking-intensive course that emphasizes professional communication. Combines lecture, discussion, and draft workshops that focus on letters, memos, reports, résumés, e-mail, and business presentations.

403 Operations Management (3). Analysis of the production/operations functions in both manufacturing and nonmanufacturing organizations. Developing production policies that support total organizational goals under varying constraints.

404 The Legal and Ethical Environment of Business (1.5). An introduction to the legal system and an examination of ethical issues that affect business.

405 Organizational Behavior (3). An introduction to the study of human behavior in organizations. Examines from a managerial perspective the impact of individual, group, and organizational variables on organizational performance and employee satisfaction.

406 Marketing (3). Introduction to marketing with emphasis on the social and economic aspects of distribution, consumer problems, marketing functions and institutions, marketing methods and policies.

407 Financial Statement Analysis (1.5). The interpretation and use of financial statement information. The emphasis is on users of financial statements, including portfolio managers, small investors, lenders, potential acquirers, or corporate strategic planners.

408 Corporate Finance (3). Theoretical foundations of optimal financial policy. Problems and cases provide application of theory to financial decisions involving cash flow, capital structure, capital budgeting.

409 Advanced Corporate Finance (1.5). Prerequisite, BUSI 408. Recommended for completion in the semester following BUSI 408 and concurrently with BUSI 407. A follow-up course to BUSI 408 that goes more deeply into the theory and application of financial management. Emphasis is placed on investment, financing, and dividend decisions.

410 Business Analytical Applications (3). Continues studies from STOR 112 and 155 by addressing the quantitative tools relevant to business applications in operations management, finance, and marketing.

450 Independent Study in Operations Management (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

451 Independent Study in Quantitative Methods (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

452 Independent Study in Business Law (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

453 Independent Study in Management (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

454 Independent Study in Marketing (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

455 Independent Study in Accounting (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

456 Independent Study in Finance (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

457 Independent Study in Strategic Management (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

458 Independent Study in International Business (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

459 Independent Study in Management Communication (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

460 Independent Study in Information Technology (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

461 Independent Study in Entrepreneurship (3). Permission of the department. Supervised individual study and research in the student's special field of interest.

499 Business Topics (1.5). Varied topics in business administration.

500 Entrepreneurship and Business Planning (3). Students gain an understanding of entrepreneurship and the tools and skills necessary to create and grow a successful new venture. Real-life activities are examined.

501 Professional Selling Strategies and Skills (3). Prerequisite, BUSI 454 or 500. Processes and techniques for successful sales and marketing in small business start-up companies.

502 Entrepreneurial Finance (1.5). Prerequisite, BUSI 408 or 500. Processes and techniques of successful financing for small business start-up companies.

503 Family Business I: Introduction to Family Enterprise (1.5). Helps the student understand the evolutionary stages in the life of a family business and the challenges and opportunities that must be managed at each stage.

504 Launching the Venture (1.5). Permission of the instructor. Examines the process for developing and launching a new business venture.

505 Consulting to Entrepreneurial Firms (3). Prerequisite, BUSI 500. Student teams serve as business consultants to actual small businesses and other entrepreneurial ventures.

506 New Ventures Analysis (3). Introduction to tools and skills necessary to create and grow successful new ventures. Students learn from the perspective of analyzing business plans from local entrepreneurs.

507 Sustainable Business and Social Entrepreneurship (3). Examines sustainable business and social entrepreneurship. Readings draw from anthropology, ethics, international development, and traditional and nontraditional business practices.

512 Family Business II: Ownership and Wealth Management (1.5). Helps the student understand specific ownership, stewardship, tax, transition, and wealth management issues that affect family enterprises.

513 Innovations and Entrepreneurship in Developing Economies (1.5). Covers innovative private sector approaches to alleviating poverty around the world.

514 STAR for B.S.B.A.s (4.5). Permission of the department. Kenan–Flagler's Student Teams Achieving Results program fields teams of top M.B.A.s and B.S.B.A.s to build comprehensive and actionable strategies for eligible corporations and not-for-profits.

515 Social Entrepreneurship through Microfinance (1.5). Analyzes the role of microcredit/microfinance in global sustainable development. Students will be creating, organizing, and facilitating a sustainable microfinance initiative of their own design.

516 Private Equity for Entrepreneurs (3). Examines all sources of private capital available to persons wishing to start a business. Restricted to GLOBE students.

517 Private Equity and Debt Markets (1.5). Examines all sources of private capital available to persons wishing to start a business.

520 Advanced Spreadsheet Modeling for Business (3). Fundamental understanding of Excel required. Use critical thinking and advanced Excel features to create spreadsheet models of common and complex business problems. Topics include: flexible design and problem-solving; statistical analysis; charting; logic; retrieving data; evaluating financial decisions; organizing data for analysis; what-if analyses; enhanced decision-making tools; troubleshooting workbooks and VBA.

525 Communication for Leading and Managing (3). Students discover and practice their manager/leader voices in a low-stakes, low-pressure environment using real-life business scenarios.

526 Elected Student Leaders (1.5). The course will provide students with a framework on which to manage their organizations, complemented with one-on-one coaching.

532 Service Operations (3). Prerequisite, BUSI 403. Includes service package development, yield management, scheduling, queuing, quality measurement, impact of technology, managing professional services, including facilitator services (accounting, consulting, real estate, legal services).

533 Supply Chain Management (3). Prerequisite, BUSI 403. Examines the issues of integrating inventories, information, warehousing, and transportation among suppliers, producers, and customers. Supply chain simulation is modeled.

534 Business Modeling with Excel (3). Provides a broad scope of analytic experience across corporate functions that is beneficial in consulting environments.

543 Ethics in Management (3). By examining real ethical dilemmas in business, this course will help students analyze a problem from the triple perspective of ethics, economics, and law.

550 Organizational Management and Design (3). Prerequisite, BUSI 405. Systems analysis of behavior in organizations and its application to the management of human resources.

551 Human Capital (3). Prerequisite, BUSI 405. Problems, policies, and procedures in the management of personnel, including topics such as staffing, performance appraisal, training, compensation, benefits and services, safety and health, equal employment, discipline, justice.

553 Organizational Effectiveness (3). Prerequisite, BUSI 405. How organizations articulate and measure earning market share and how they link their differentiating factors to the unique abilities and behaviors of their workforce.

554 Consulting Skills and Frameworks (3). The course is dedicated to teaching the core skills for success in consulting and business in general: teamwork, analysis, and presentations.

555 Groups and Teams in Organizations (1.5). Examines the design, management, and leadership of teams in organizational settings. Focus is on the interpersonal processes and structural characteristics that influence the effectiveness of teams, individual behavior in face-to-face interactions, and the dynamics of interpersonal relationships.

560 Advertising (3). Prerequisite, BUSI 406. The organization and functions of advertising. Topics include economic and social aspects, types of advertising

and advertising objectives, developing advertising messages, media selection and evaluation, advertising research.

561 Sales Management (3). Prerequisite, BUSI 406. An overview of the sales management process, including sales force planning, budgeting, recruiting, selection, training, compensation, supervision, and control.

562 Consumer Behavior (3). Prerequisite, BUSI 406. Review of conceptual models and empirical research in consumer behavior. Topics include decision processes, social and cultural influences, information processing, and ethical issues.

563 Retailing and Distribution Channels (3). Prerequisite, BUSI 406. Examines the supply chain for retail businesses and management decision making in retailing.

564 New Product Development (3). Prerequisite, BUSI 406. The course explores the design and development of new products. Key topics include invention and creativity, product design, and the value proposition.

565 Marketing Research (3). Prerequisite, BUSI 406. An introduction to research methodology with emphasis on the compilation, analysis, and interpretation of data used in the planning and control of marketing operations.

566 Marketing Strategy (3). Prerequisite, BUSI 406. A problem method course dealing with specialized marketing functions and policies; includes product and lines, brands, channels of distribution, prices and pricing, promotion, and diagnosis and control.

568 Marketing Analysis and Decision Making (3). Prerequisite, BUSI 406. Presents a systematic approach to harnessing data and knowledge to drive effective marketing decision making through technology-enabled interactive decision process.

570 Financial Reporting A (3). Permission of the department. Required in spring semester for senior B.S.B.A.s who are admitted to the Kenan–Flagler Master of Accounting Program. Identifies and examines critically the concepts and methodologies utilized in financial accounting and provides instruction on the impact such methodologies have on financial reports used by managers and the investing public.

572 Introduction to Business Taxation (1.5). Permission of the department. Required in spring semester for senior B.S.B.A.s who are admitted to the Kenan–Flagler Master of Accounting Program. Provides students with an initial understanding of the basic framework of the United States income tax system as it applies to businesses.

573 Global Financial Statement Analysis (3). Prerequisite, BUSI 407. Provides the tools necessary to understand and analyze information in financial statements prepared under global accounting standards. Includes a study of the costs, risks, and opportunities of United States investors and corporations regarding the convergence of United States accounting standards to global standards.

580 Investments (3). Prerequisite, BUSI 408. A survey of investment principles and practices. Emphasis is given to the problems of security analysis and portfolio management with special attention to the investment problems of the individual investor.

582 Mergers and Acquisitions (1.5). Prerequisite, BUSI 408. Understanding and analyzing mergers, acquisitions, and other restructuring activities. Learning valuation methods and the mechanics of transactions.

584 Financial Modeling (1.5). Prerequisite, BUSI 408. Skill development in constructing financial models for analyzing decision problems faced by financial professionals. Analyzing historical performance, forecasting free cash flows, estimating discount rates, determining terminal value, identifying other sources of value, and interpreting results in a dynamic setting.

586 Introduction to Real Property (3). Prerequisite, BUSI 408. An introduction to the social, political, economic, and investment aspects of real property.

587 Investment Banking (1.5). Prerequisite, BUSI 408. Permission of the instructor. This course prepares students for investment banking positions and internships. The focus of the class is on financial modeling.

588 Introduction to Derivative Securities and Risk Management (1.5). Prerequisite, BUSI 408. Introduction to derivative securities instruments (options, futures, and swaps) and applications to the management of stock and fixed-income portfolios and other financial and business risks.

589 Fixed Income (1.5). Prerequisite, BUSI 408. The course covers traditional bonds and term structure concepts as well as fixed income derivatives and interest rate modeling.

590 Advanced Fixed Income (1.5). Prerequisites, BUSI 408 and 589. The objectives of this course are to develop a more rigorous understanding of the term structure of interest rates, including current interest rate models and risk management techniques.

591 Quantitative Methods for Investments (3). Prerequisite, BUSI 408. Course focus is on portfolio analysis and volatility modeling and the use of statistical distributions and regression, forecasting, and simulation applications in finance.

592 Quantitative Methods for Derivative Securities (3). The goal of the course is that students will be self-starters in derivative security analysis and modeling, and generally familiar with methods for valuing fixed income securities.

593 Real Estate Investment and Development (1.5). Practice-oriented course in understanding dynamics of real estate and how to analyze and invest in residential and commercial real estate.

594 Hedge Fund Strategies (1.5). Prerequisites, BUSI 408, and 580 or 588. Permission of the instructor. Open to seniors only. Covers the operational details of specific hedge fund strategies such as convertible arbitrage and long/short equity strategies.

595 Advanced Derivative Securities (1.5). Prerequisites, BUSI 408 and 588. Real world applications of the concepts of no-arbitrage pricing covered in the introductory course will be covered. Other applications of derivatives such as portfolio insurance, the consideration of debt and equity as options, and real options.

597 Applied Investment Management (3). Prerequisite, BUSI 408. Yearlong course. Students are registered in three credits in fall and spring. Emphasis of this course is on the decisions that must be made by, and/or for, the ultimate investor, and the analytic tools and empirical evidence that can help inform such decisions.

598 Alternative Investments (1.5). Prerequisites, BUSI 408, and 580 or 588. Permission of the instructor. Open to seniors only. Exposes students to the benefits, opportunities, and risks of incorporating alternative investments into managed institutional investment portfolios, including pension funds, endowments, and foundations.

599 Business Seminar (3). Completion of requisite core course(s) and permission of the instructor required. Selected topics in business administration presented in seminar format with students engaged in individual and team study under the supervision of a member of the faculty.

600 Risk Management (1.5). Prerequisite, BUSI 408. Permission of the instructor. Open to seniors only. Develops methods for applied analysis of financial and operational risk.

601 Real Estate Finance (1.5). Prerequisite, BUSI 408. This course will focus on the different ways to finance real estate property, and how different financing techniques impact the feasibility and investment benefits for equity investors.

602 Strategic Economics (1.5). This course focuses on understanding how game theory can yield insights into business decisions. The emphasis of the course is on applications.

603 Real Estate Development (1.5). This course is designed to introduce undergraduate students to the finance and economics of real estate development. The course will survey the physical products of real estate, its financial attributes, and the process by which a program of development is implemented. Includes site visits to local real estate projects.

604 Real Estate Capital Markets (1.5). Prerequisite, BUSI 408. This course focuses on the techniques used to analyze, finance, and structure real estate transactions, and analyzes the role of the capital markets in facilitating development and investment in real estate.

610 Global Environment of Business (3). Senior standing required. Problems in operating overseas, including analysis of differences in country settings, legal and financial systems, and governmental policies affecting foreign operations.

611 International Development (1.5). Examines global poverty from the proposition that nations are poor because their markets do not work. Issues include doing business in an emerging economy and policies to reduce global poverty.

617 Global Marketing (3). Prerequisite, BUSI 406. Examination of the problems involved in marketing products and services across national boundaries. Problem issues include culture, ideology, economics, technical standards, and currency movements.

618 Global Financial Markets (1.5). Prerequisite, BUSI 408. An introduction to the international aspects of financial decision making. Builds on the foundation laid in the basic financial management course. Emphasis on topics of primary interest to the treasurer of a multinational corporation. Particular attention to the determination of exchange rates.

622 Managing Global Operations (3). Prerequisite, BUSI 403. Topics range from expanding overseas to managing a global enterprise, including service, manufacturing, and not-for-profit organizations.

623 Global Venturing (3). Examines developing business models that operate locally but compete globally. Restricted to GLOBE students.

650 Symposium Core Committee (1.5–3). Permission of the instructor. Service on the B.S.B.A. Symposium Core Committee to plan, execute, and evaluate the annual event.

651 Business Internship Project I (1.5 or 3). Permission of the department. With prior approval, a student may propose an academic research project (paper and presentation) derived from an internship experience.

652 Business Internship Project II (1.5 or 3). Permission of the department. This course provides students with a format for reflection while performing a professional internship that enhances their ability to achieve career objectives.

690 Business Research Practicum (3). Senior standing and permission of the department. Under the guidance of faculty, student teams develop, conduct, and evaluate business research projects such as case writing, manager interviews and site visits, and data collection and analysis. Teams submit a final written report and oral presentation from which credit is determined.

691H Honors Research Proposal (3). Permission of the department. Open to senior business administration majors with 3.5 minimum cumulative grade average. Students learn business research techniques and develop individual proposals for business research. Successful proposals may advance to honors thesis research and writing (BUSI 692H).

692H Honors Thesis (3). Prerequisite, BUSI 691H. Permission of the department. Restricted to senior B.S.B.A.s with a 3.5 cumulative grade point average. Original investigation of a topic in business and preparation of a substantive research project under the direction of a faculty advisor. A written essay and an oral presentation are required.

698 Strategic Management (1.5). Comprehensive analysis of administrative policy making from a total organizational point of view; use of case analysis and written reports to develop integrative decision skills.

699 Moral Foundations of Capitalism (3). Considers moral background to the social system of capitalism, various critiques of capitalism, and some defenders across history. Ethical, political, and economic evaluations from various perspectives form the framework for the class.

Courses for Graduate Students

BUSI

701 Artistic Entrepreneurship (3). This course is a study in entrepreneurship and the specific challenges faced by artistic entrepreneurs.

702 Introduction to Social Entrepreneurship (1–3). An overview of how entrepreneurship is transforming students' fields and disciplines and how the application of principles of entrepreneurship may be used to advance their professional objectives.

703 Introduction to Commercial Entrepreneurship (1–3). A cross-disciplinary curriculum that brings together the core field with the wide-ranging literature in entrepreneurship to seek new approaches to traditional problems.

704 Entrepreneurship Capstone (1–3). Prerequisites, BUSI 701,702, and 703. Capstone project, business plan, or paper that links the work done in the certificate to the field it is intended to complement

705 Entrepreneurship Capstone Project (1.5–3). This Graduate Certificate in Entrepreneurship capstone project is self-paced, and overseen by the faculty director of each track (life sciences, public health, and artistic).

801 Ph.D. Independent Study (1–9). Independent study intends to extend a student's learning beyond the classroom or allows a student the opportunity to explore a topic not offered in a traditional format.

808 Applied Research Methods I (3). Addresses fundamentals of empirical social science research. Topics include framing a research question, comparing research designs, instrumentation, reliability, validity, and exploratory and confirmatory factor analysis. Emphasizes application and analysis.

809 Applied Research Methods II (3). Continuation of BUSI 808. Topics include statistical control, categorical variables, interaction, curvilinear and similarity effects, longitudinal analysis, path analysis, structural equation modeling, and publication. Emphasizes application and analysis.

830 Theory of Operations Management I (3). Permission of the instructor. Rigorous study of traditional and modern issues, problems, and approaches in operations management.

831 Theory of Operations Management II (3). Prerequisite, BUSI 830. A continuation of BUSI 830.

832 Theory of Operations Management III (3). Prerequisite, BUSI 830. A continuation of BUSI 830.

837 Advanced Topics in Operations Management (3). Permission of the instructor. Intensive study of a specific area in operations management.

838 Seminar in Operations Management (3). Permission of the instructor. Intensive study of a specific area in operations management.

851 Individual Behavior in Organizations (3). Analysis of individual behavior, adjustment and effectiveness. Examination of attitudes, stress, problem solving, decision making, motivation and personality. Applications to management of human resources.

852 Interpersonal and Intergroup Behavior in Business Organizations (1–3). Intensive critical examination of interpersonal and intergroup behavior, including decision processes, communication, conflict and conflict resolution in large organizations.

853 Macro Organizational Behavior (3). Graduate standing in business administration required. Intensive study of theory and research in organizational structure, coordinating and control mechanisms, design parameters, and environments.

854 Organizational Design and Development (3). The development of understanding and skills in changing and evolving organizational design, interpersonal relationships, and people to achieve organizational goals.

856 Seminar in Organizational Behavior (3). Permission of the instructor. Intensive study of important current theory and research in organizational behavior.

857 Seminar in Human Resource Management (3). Review the research literature on how firms are made more effective through their people. Coverage includes topics like recruitment, hiring, compensation, socialization, culture, and performance management.

860 Seminar in Marketing I (3). Permission of the instructor. Overview of current paradigms and research in marketing. Topics include philosophy of science, differing views of what marketing is, strengths and weaknesses of various research approaches, and career socialization issues.

861 Seminar in Marketing II (3). Prerequisite, BUSI 860. Intensive study of the empirical and analytical literature involving problems in pricing, product development and management, advertising and promotion, distribution, and strategy.

862 Marketing Models (3). This class covers a range of econometric principles and models of relevance to marketing. The emphasis will be on model formulation and estimation.

865 Seminar in Current Marketing Topics (1). Permission of the instructor. Advanced research in marketing. A seminar to discuss current research of doctoral candidates, faculty, and invited guests.

867 Issues in the Design and Analysis of Research in Marketing (3). Graduate standing in business administration required. A review of major issues in marketing, including philosophy of science, measurement, and experimental and quasi-experimental design.

868 Seminar in Marketing Research Methodology (3). Permission of the instructor. An introduction to multivariate data analysis methods including factor analysis, cluster analysis, logic, discriminant analysis and multidimensional scaling.

876 Seminar in Research in Accounting (1). Permission of the instructor. An informal seminar to discuss current research in accounting.

880 Financial Economics (3). Permission of the instructor. Introduction to the theories of asset pricing.

881 Corporate Finance (1–6). Prerequisite, BUSI 880. Permission of the instructor. Introduction to corporate finance theory.

882 Empirical Corporate Finance (3). Permission of the instructor. An introduction to the empirical corporate finance literature.

885 Seminar in Research in Finance (0–1). Permission of the instructor. Advanced research in business finance and investment. An informal seminar to discuss current research of doctoral candidates, faculty, and others.

886 Introduction to Empirical Finance (3). This course provides an introduction to the quantitative methods used in empirical asset pricing. Model specification and estimation issues are discussed at length. The course emphasizes both theoretical and practical research.

887 Quantitative Methods in Finance (3). Permission of the instructor. Review of information generating and optimizing models and their applicability to decision making in finance.

888 Seminar in Financial Markets (3). Permission of the instructor. Advanced methods in finance.

890 Strategic Management Overview (3). A seminar to provide a broad and current understanding of strategic management. Exposure to the entire field is emphasized.

891 Strategic Formulation (3). Prerequisite, BUSI 890. This seminar emphasizes both process and content issues to provide students with an in-depth understanding of strategy formulation topics.

892 Strategy Implementation (3). Prerequisites, BUSI 890 and 891. This seminar focuses on strategy implementation, with particular emphasis devoted to the process, systems, and structures required for effective implementation.

899 Seminar (1–6). Permission of the instructor. Individual research in a special field under direction of a member of the department.

899C Seminar (1–21). Individual research in a special field under direction of a member of the department.

994 Doctoral Dissertation (3–21).

Department of Cell and Developmental Biology

www.med.unc.edu/cellbio
VYTAS A. BANKAITIS, *Chair*

Professors

Vytas A. Bankaitis (4) Signal Transduction, Genetic Models for Neurodegenerative Disease in Mice, Yeast Genetics and Cell Biology
Patrick Brennwald (5) Cell Polarity, Tumor Suppressor, Vesicle Transport, Exocytosis, Rho GTPases
Keith W. T. Burridge (41) Cell Migration, Cell-Matrix and Cell-Cell Adhesion, Rho Family GTPases, Leukocyte Transendothelial Migration
Johnny L. Carson (6) Developmental Biology, Pathogenic Mechanisms Involving Mammalian Airways
M. Joseph Costello (50) Membrane Biophysics, Intercellular Junctions, Active Transport, Membrane Fusion, Electron Microscopy
Douglas M. Cyr (6) Cystic Fibrosis, Organelle Biogenesis, Protein Folding, Molecular Chaperones, Ubiquitin-Proteasome Pathway
Kenneth A. Jacobson (39) Membrane Biology and Biophysics, Cell Migration, Video Image Analysis
Royce L. Montgomery (11) Invertebral Disc Lesions and Back Pain
Deborah A. O'Brien (51) Mammalian Spermatogenesis and Fertilization, Regulation of Sperm Motility, Genetics of Male Infertility
Michael G. O'Rand (38) Cell Biology, Immunology, Reproductive Biology
W. Cam Patterson (10) Cardiovascular
Peter Petrusz (13) Neurobiology, Reproductive Biology
Aldo Rustioni (15) Glutamate Receptors Expression and Regulation, Axonal Regeneration and the Cytoskeleton, Somatosensory Mechanisms
Kathleen K. Sulik (40) Developmental Toxicology, Embryology

Associate Professors

James Bear (14) Cell Motility, Actin Cytoskeleton, Coronins, Live-Cell Microscopy
Cornelius J. Beckers (12) Signal Transduction, Cell Motility, Cytoskeleton, Infectious Diseases, Cell Biology
Jay E. Brenman (10) Drosophila and Mouse Genetics, Metabolic Signaling, Type 2 Diabetes Therapeutics
Mohanish P. Deshmukh (3) Neuronal Apoptosis, Molecular Mechanism of Programmed Cell Death, Regulation of Caspase Activation
Scott Hammond (008) Biochemical Mechanism for RNA Interference
Ellen R. Weiss (9) Regulatory Domains of G-Protein Coupled Receptors, Molecular Biology of Cellular Signaling Pathways

Assistant Professors

Kurt Gilliland (16) Intercellular Junctions, Human Cataract, Electron/Confocal Microscopy
Stephanie Gupton, Coordination of Actin Dynamics and Membrane Trafficking during Development and Cancer Metastasis, Live Cell Imaging, Cell Adhesion
Edward Kernick, Human Anatomy, Neuroanatomy, Central Nervous System
Ben Major, Proteomic Analysis of Signal Transduction and Cell Biology, Oxidative Stress, Functional Genomics, Mass Spectrometry
John Reader, Protein Translation Apparatus, Aminoacyl-tRNA Synthetases, tRNAs

Research Professors

Juli Valtschanoff, Electron Microscopy of Synaptic Proteins, Nitric Oxide, Spinal Pain Mechanisms

Richard Weinberg (20) Quantitative Immunocytochemistry, Organization of Excitatory Synapses, Calcium Signaling in Dendritic Spines

Research Associate Professors

Oscar Alzate Neuroproteomics, Neurodegeneration

Shoji Osawa (16) Regulation of Signal Transduction Pathways by G Proteins

Richard Richardson (17) Molecular Biology of Sperm-Oocyte Interaction, Studies of Immunocontraception

Research Assistant Professors

James Alb
Oleg Alekseev
Alain Burette
Jr-Gang Cheng
Polina Danshina
Rafael Garcia-Mata
Martina Gentzch
Gerald W. Gordon
Maryna Kapustina
Scott Parnell
Shubing Qian
Zenon Rajfur
Julia Shackelford
Erika Wittchen

Instructor

Linda Levitch

Professors Emeriti

Noelle A. Granger
Charles R. Hackenbrock
O'Dell W. Henson Jr.
William E. Koch
Jean M. Lauder

Program of Study

The Department of Cell and Developmental Biology of the School of Medicine offers a program of study leading to the doctor of philosophy degree. The primary purpose of the graduate program is to train students to become biomedical scientists. The program provides training for students whose research/teaching career objectives are faculty positions in medical school basic sciences departments. However, the flexibility of the program also provides for the training of students who seek careers in basic science as well as clinical science departments of medical schools, in other professional schools such as dental schools, in liberal arts academic departments such as biology, or in state, federal, private, and industrial research laboratories. The program for the Ph.D. normally takes five to six years to complete. Persons interested in a combined M.D./Ph.D. program must be accepted into the School of Medicine and the departmental graduate program, whereupon the combined studies are scheduled in accordance with individual requirements.

Some of the department's areas of specialization are cell biology, developmental biology, neurobiology, reproductive biology, membrane biology, molecular biology, cell signaling, and parasitology. Ph.D. students take graduate level courses in their first year as well as conduct laboratory rotations. Students who join the departmental graduate program at the end of year one are examined for advancement to candidacy. Ph.D. candidacy is followed by a dissertation based on original research is conducted under the supervision of a faculty advisor. Additional information is available on the departmental Web site (www.cellbio.med.unc.edu/grad/depttest/welcome.htm).

Admission Requirements

Admission to the departmental graduate program is via the unified Biological and Biomedical Sciences Program (BBSP) at UNC. A B.A. or B.S. degree is required for admission. Applicants are expected to have a strong background in the biological sciences, chemistry, physics, and mathematics. Details of the application process are available at the BBSP Web site (www.med.unc.edu/bbsp). Briefly, the application should include transcripts, Graduate Record Examination (GRE) scores, three letters of recommendation, and a personal statement outlining career goals.

Research Facilities

The department occupies 40,000 square feet of research and office space (in addition to teaching space), primarily in Taylor Hall and the Biomolecular Research Building in the School of Medicine. The department and its research laboratories are a biotechnological resource available for qualified scientists in the University, state, and region. The laboratories house instrumentation for transmission, scanning, and cryo electron microscopy, as well as equipment to prepare biological specimens for these techniques. The Electron Microscope Facility contains a multipurpose JOEL 820 scanning electron microscope and a high-resolution FEI-Philips Tecnai 12 transmission electron microscope. Ancillary facilities include fully equipped darkrooms and equipment for ultramicrotomy, critical point drying, rotary evaporation, sputter coating, and a state-of-the-art, high-resolution Reichert freeze fracture system. A world class facility is available for optical imaging of all kinds, including digitized video microscopy, confocal microscopy, and fluorescence lifetime imaging microscopy, two-photon confocal microscopy, nanovid microscopy, and fluorescence recovery after photobleaching.

Assistantships and Other Student Aid

Students are supported by a stipend of $27,000 annually plus tuition, fees, and medical insurance.

Courses for Graduate and Advanced Undergraduate Students

CBIO

423 Developmental Toxicology and Teratology (TOXC 423) (3). Emphasizes topics of current research interest relative to the genesis of environmentally caused and genetically based birth defects. One two-hour session per week (evening).

607 Gross Anatomy (2–4). Permission of the instructor. Primarily for graduate students. Enrollment by availability of space and material.

627 Regional Anatomy (3). Permission of the instructor. For students of oral surgery, surgical residents, and graduate students.

643 Cell Structure, Function, and Growth Control I (BIOC 643, MCRO 643, PHCO 643, PHYI 643) (3). Required preparation, undergraduate cell biology or biochemistry or permission of the instructor. Comprehensive introduction to cell structure, function, and transformation.

644 Cell Structure, Function, and Growth Control II (BIOC 644, MCRO 644, PHCO 644, PHYI 644) (3). Required preparation, undergraduate cell biology or biochemistry or permission of the instructor. Comprehensive introduction to cell structure, function, and transformation.

Courses for Graduate Students

CBIO

741 Introduction to Human Anatomy (3). A general course for persons preparing for careers as dental hygienists. Two lectures and two laboratory hours a week.

750 Applied Biostatistics (PATH 750, PHCO 750) (1). See course description for PHCO 750.

791 Gross Anatomy for Physical Therapists (4). Prerequisites, BIOL 276 and 276L. Permission of the instructor. Fundamental principles and concepts of human gross anatomy for physical therapists taught by lectures and cadaver dissection. Emphasis on functional anatomy. Three lecture hours and six laboratory hours a week.

793 Functional Neuroanatomy (3). Prerequisites, CBIO 607 and 791. Permission of the instructor. Study of basic structure of the brain and spinal cord, including both lecture and laboratory. Primarily for physical therapy students. Four hours a week.

805 Gross Anatomy (4). Systematic approach to gross anatomy emphasizing a regional approach stressing head and neck anatomy. Primarily for dental students.

890 Advanced Topics in Cell and Developmental Biology (1–21). Permission of the instructor. Seminar/discussion course dealing with advanced topics in modern cell biology and/or developmental biology. Based mainly on discussion of current literature.

891A Contemporary Problems (3). Permission of the instructor. Analysis of grant proposals dealing with advanced topics in modern cell biology and/or developmental biology.

892B Contemporary Problems (3). Permission of the instructor. Analysis of grant proposals dealing with advanced topics in modern cell biology and/or developmental biology.

893 Cell Biology I (4). Permission of the instructor. Graduate students only. Discussion based course that covers key elements of cell, molecular, and developmental biology, and genetics. Students present and discuss breakthrough primary research papers under the direction of faculty members across the department. Minimal instructor lecturing is included.

894 Cell Biology II (4). Permission of the instructor. Graduate students only. Continuation of CBIO 893. Further topics are covered including cell structure, developmental biology, and cell cycle.

899 Electron Microscopy Principles and Applications (3). Permission of the instructor. Lectures on scanning, transmission, high voltage, freeze fracture, analytical and immunoelectron microscopy. Laboratory training in preparation of biological specimens, operation of scanning and transmission microscopes, and darkroom procedures. Three lecture hours and twelve laboratory hours per week.

910 Research (2–21). Credit to be arranged in individual cases.

915 Research Laboratory Apprenticeship (2). Enrollment in the cell biology and anatomy graduate program required. A course for first- and second-year graduate students in cell biology and anatomy, consisting of a research project of limited scope pursued under the supervision of a faculty member.

993 Master's Thesis (3).

994 Doctoral Dissertation (3).

Department of Cell and Molecular Physiology

www.med.unc.edu/physiology

CAROL A. OTEY, *Interim Chair*

Professors

Eva Anton (76) Molecular Analysis of Neuronal Migration and Development of the Cerebral Cortex

William J. Arendshorst (25) Cell and Integrative Biology of Vascular and Nephron Function, Interactions of Endothelial and Vascular Smooth Muscle Cells, Receptors and Signal Transduction, Regulation of Cytosolic Calcium Concentration, Pathogenic Mechanisms of Hypertension

Manzoor Bhat (79) Cell Adhesion, Axon Glial Interactions, Blood Nerve Barrier, Signal Transduction, Synaptogenesis

Richard E. Cheney (69) Motor Proteins, Cytoskeleton, Neuronal Cell Biology

James E. Faber (49) Vascular Physiology, Signal Transduction of Vascular Smooth Muscle and Fibroblast Cells, Atherosclerosis, Adrenergic Receptors

Paul B. Farel (5) Regulation of Neuron Number, Development of Specific Neural Connections, Regeneration

Michael F. Goy (60) Biochemistry and Physiology of Excitable Cells, Second Messenger Mechanisms in Signal Transduction, Epithelial Biology, Natriuretic Peptides

Susan J. Henning (98), Intestinal Stem Cells—Biological Properties and Potential for Therapeutic Application

Pauline K. Lund (50) Growth Factors, Cytokines, Gastrointestinal Growth, Molecular Biology, Signal Transduction, Aging and Memory Loss

Paul Manis (81) Cellular Mechanisms of Auditory Information Processing, Synaptic Plasticity, Ion Channels

Gerhard W. D. Meissner (26) Mechanisms in Excitation-Contraction Coupling in Muscle, Ion Channels

Roy C. Orlando (99) Ion Transport and Barrier Function as Mucosal Defense in Esophageal and Barrett's Epithelium; Mechanisms by Which Acid/Pepsin Injures Squamous Epithelium Leading to Esophagitis and Alters Barrett's Epithelium, Promoting Dysplasia and Malignancy

Carol A. Otey (72) Mechanisms of Cell Adhesion, Cell Migration and Cytoskeletal Organization, and Neuronal Cell Biology

Daniel N. Pomp (89) Genetics of Growth, Obesity, and Body Weight Regulation in Animal Models

Lola M. Reid (67) Hepatic Stem Cell and Maturational Lineage Biology, Synergies between Extracellular Matrix and Hormones in the Regulation of Gene Expression

Aldo Rustioni (30) Somatosensory System; Connections, Neurotransmitters, and Interneuronal Integration

Robert Sealock (32) Cell Biology and Biochemistry of the Neuromuscular Junction, Proteins Involved in Duchenne Muscular Dystrophy

William Snider (74) Developmental Regulation by Neuronal Growth Factors

Ann E. Stuart (41) Aspects of Synaptic Transmission from Photoreceptors, Histaminergic Synapses

Barry L. Whitsel (23) Neuronal Mechanisms of Somatic Sensation

Associate Professors

Kathleen Caron (80) Gene Targeted Models of Human Disease, Reproductive Biology, Cardiovascular Biology, G-Protein Coupled Receptor Signaling

Benjamin Philpot (82) Mechanisms of Experience-Dependent Synaptic Plasticity in Visual Cortex

Scott Randell (75) Airway Epithelial Cell Biology-Stem Cells, Host Defense and Response to Injury

Nobuyuki Takahashi (84) Mechanism of Hypertension, Diabetic Complications, and Obesity Using Genetically Engineered Animals

Assistant Professors

Andrew C. Dudley (103) Tumor Microenvironment, Tumor Angiogenesis, Vascular Stem Cells

John F. Rawls (91) Molecular and Genetic Analysis of Host-Microbial Interactions in the Vertebrate Digestive Tract
Eleni Tzima (88) Mechanisms of Vascular Endothelial Cell Signaling and Angiogenesis in Response to Hemodynamic Stimuli
Mark J. Zylka (90) Molecules and Mechanisms for Pain

Research Professor
C. William Davis (51) Airway Epithelial Cell Physiology

Research Associate Professor
Nicholas G. Moss (94) Biological Signal Transduction

Research Assistant Professor
Andrea Azcárate Peril (102) Defining Fundamental Mechanisms of Probiosis
Robert Tarran (87) Regulation of Airway Epithelial Ion and Mucus Transport

Professors Emeriti
Robert G. Faust
Enid R. Kafer
Alan Light
David L. McIlwain
Edward R. Perl
Lloyd R. Yonce

Physiology is the study of the biological, chemical, and physical processes that underlie the functions of living cells and organs. Research in physiology uses tools from chemistry, mathematics, molecular biology, and physics to identify regulatory mechanisms that operate at levels of complexity ranging from the subcellular to the organismic.

Curriculum

The Department of Cell and Molecular Physiology offers a program of study leading to the Ph.D. or M.D./Ph.D. degree. The M.S. degree is offered only under special circumstances. Research opportunities cover molecular, cellular, and systems physiology with an emphasis on mechanisms of disease. Faculty specialties include neurophysiology, endocrinology, and gastrointestinal, cardiovascular, and renal physiology. The Ph.D. program typically requires four to five years of study. The first two years of graduate study include core and elective course work, laboratory rotations, seminar courses, and research. The curriculum is individualized to develop the analytical, research, and communication skills necessary to carry out successful dissertation research. All students typically take the following courses: a foundational course in physiology (PHYI 702, 703), a presentation skills class (PHYI 705, 706), and electives in year two. Requirements may be waived for students with previous graduate-level course work.

Journal clubs, a class in oral and written communication, the seminar program, and a research-in-progress series provide mechanisms for students to develop research and analytical skills. Teaching experience is available in preprofessional courses, graduate school, and medical school courses. The qualifying examination is scheduled during the second year. Students submit the dissertation proposal in year three and complete research and writing in years four and five.

Research Facilities

The department is located in the Medical Biomolecular Research Building and the adjoining Neuroscience Research Building. Faculty laboratories are equipped for research and training in all methods of biological research, including biophysics, molecular biology, biochemistry, immunochemistry, and whole-animal studies. UNC–Chapel Hill has outstanding centers for the development and breeding of transgenic and gene-knockout mice for molecular biology/recombinant DNA-related research, cardiovascular biology, and cystic fibrosis and pulmonary medicine as well as resources such as the microbiome core and the zebrafish acquaculture core facilities. Researchers in the department routinely collaborate with members of other School of Medicine departments and centers, with laboratories at Duke University, and with researchers at NIEHS in nearby Research Triangle Park.

Financial Aid

All students in good academic standing receive a stipend, tuition scholarship, and health insurance. Many students compete successfully for individual predoctoral fellowships from the AHA, NIH, and NSF, and for competitive awards from The Graduate School. Interdisciplinary training grants in vascular biology, nutrition, cell and molecular biology, and integrative medicine support students across the campus. In addition, the department and individual labs provide funds for students to attend national and international research meetings and specialty courses on- and off-campus.

Placement of Graduates

Recent graduates are working as postdoctoral fellows and faculty members at colleges and universities, as bench scientists in the biotechnology and pharmaceutical sectors, and as scientific advisers in both clinical and basic research settings.

Requirements for Admission

Applications for all 12 School of Medicine basic science graduate programs are processed through the Biomedical and Biological Sciences Program (BBSP), and students spend their first year in that program before transferring to a degree program. Majors in cell and molecular physiology typically have an undergraduate record that includes course work in organic chemistry and biochemistry, two semesters of calculus and physics, and appropriate course work in the biological sciences, typically including zoology, genetics, cell biology, and molecular biology. All applicants are required to submit scores on the GRE aptitude test, a written statement, transcripts, and a minimum of three letters of recommendation. Application details can be found on the BBSP website at www.med.unc.edu/bbsp.

Courses for Graduate and Advanced Undergraduate Students

PHYI

643 Cell Structure, Function, and Growth Control I (BIOC 643, CBIO 643, MCRO 643, PHCO 643) (3). See CBIO 643 for description.

644 Cell Structure, Function, and Growth Control II (BIOC 644, CBIO 644, MCRO 644, PHCO 644) (3). See CBIO 644 for description.

Courses for Graduate Students

PHYI

701 Physiology Laboratory Rotation (1–6). Permission of the director of graduate studies. Rotations in faculty laboratories introduce methods and techniques in physiology. Individual projects provide an opportunity to explore potential dissertation topics.

702 Experimental Physiology of Human Health and Disease (3). Principles of cell, organ, and systems physiology and pathophysiology required to identify important areas of biomedical research, using model systems, common disease examples (schizophrenia, hypertension, diabetes), and current research opportunities.

703 Molecular, Cellular, and Integrative Physiology (1–4). Permission of the instructor. Molecular and cellular basis of organ system function; integration of systems to maintain the normal state. Understanding of normal physiology is amplified by examples from human disease and mouse models.

705 Communicating Scientific Results (1). Practice in oral and written communication evaluated by peers and faculty. Includes delivery of coached presentations on topics in physiology and preparation of writing assignments typically encountered in scientific life.

706 Communicating Scientific Results (1). Practice in oral and written communication evaluated by peers and faculty. Includes delivery of coached presentations on topics in physiology and preparation of writing assignments typically encountered in scientific life.

710 Medical Neurobiology (NBIO 710) (1–3). Permission of the instructor. A special section (for physiology graduate students only) of the neurobiology course for medical students. Structural and functional organization is analyzed at the level of the cell membrane, the neuron, and integrated neuronal systems.

712A Special Topics in Physiology (NBIO 891) (1–5). Permission of the instructor. Individually arranged in-depth programs of study of selected topics such as membrane function, transport physiology, renal physiology, etc.

712B Special Topics in Physiology (NBIO 892) (1–5). See NBIO 892 for description.

712C Organ System Physiology in Health and Disease: Respiratory Physiology (1). The course begins with the basic physiology of respiration and gas transport, then applies that understanding to in-depth discussions of common respiratory diseases. Format is lecture plus journal club.

714 Physiology (DENT 114) (4). This basic physiology course introduces students to the functions of and interactions between the various systems of the body. Particular emphasis is placed on those concepts of specific relevance for students and practitioners of dentistry. The course also provides students with a solid physiological background for subsequent courses within the dentistry curriculum.

720 Human Physiology (1–5). Permission of the instructor. A special section (for physiology graduate students only) of the course for medical students. The course provides a general consideration of cell function and systemic physiology. Six lecture hours per week.

721 Stem Cells and Maturational Lineage Biology (4). Prerequisites, BIOL 111; CHEM 101, 102, and 241. All tissues are organized with stem cell compartments giving rise to maturational cell lines with lineage-dependent phenotypic characteristics. Investigators discuss research in stem cell biology and regenerative medicine.

722 Cellular and Molecular Neurobiology I (PHCO 722) (2–6). See PHCO 722 for description.

722A Cellular and Molecular Neurobiology: Introduction (BIOC 722A, NBIO 722A, PHCO 722A) (2). See NBIO 722A for description.

722B Cellular and Molecular Neurobiology: Postsynaptic Mechanisms-Receptors (BIOC 722B, NBIO 722B, PHCO 722B) (2). See NBIO 722B for description.

722C Cellular and Molecular Neurobiology: Electrical Signaling (BIOC 722C, NBIO 722C, PHCO 722C) (2). See NBIO 722C for description.

723 Cellular and Molecular Neurobiology II (PHCO 723) (2–6). Lecture/discussion course on the physiology, pharmacology, biochemistry, and molecular biology of the nervous system. Topics include function and structure of ion channels, neurotransmitter biosynthesis and release mechanisms, neurotransmitter receptors and intracellular signaling pathways.

723A Synaptic Mechanisms and Intracellular Signaling (BIOC 723A, NBIO 723A, PHCO 723A) (3). See NBIO 723A for description.

723B Anatomy and Function of Sensory and Motor Systems (BIOC 723B, NBIO 723B, PHCO 723B) (3). See NBIO 723B for description.

724 Developmental Neurobiology (NBIO 724) (3). Prerequisite, NBIO 722. Permission of the instructor. A survey of nervous system development emphasizing detailed analysis of selected research topics such as neuronal induction, neural crest development, neuronal differentiation, synapse formation, neurotrophic factors, glial development, and the effects of experience.

751 Seminar in Physiology (1). Permission of the director of graduate studies.

752 Seminar in Physiology (1). Permission of the director of graduate studies.

800 Teaching Physiology (1–3). Permission of the instructor. Introduces the principles of teaching physiology. Provides students the opportunity to plan instruction and to teach with increasing degrees of responsibility. The teaching internship is under the direct supervision of a faculty mentor

832 Respiratory Physiology: Defense Mechanisms in the Airways (1–4). Prerequisite, PHYI 703. The integrated defense mechanisms that protect the airways and lung from inhaled allergens, irritants, particulates, and pathogens. Topics include transepithelial ion transport, mucociliary clearance, and innate immune responses.

833 Gastrointestinal Physiology: Growth, Cancer, Inflammation, and the Microbiome (1–3). Prerequisite, PHYI 703. Roles of growth factor and cytokine signaling, and the intestinal microbiome in normal intestinal growth, inflammation, or colon cancer. Molecular, cellular, genomic, model organisms and translational medicine approaches.

834 Pain and Somatic Sensation (NBIO 824) (1–21). Prerequisite, PHYI 720. Permission of the instructor. Consideration of peripheral and central neural mechanisms for somatic sensation with particular emphasis on pain.

835 CNS Organization (1). Primary literature explores how the nervous system is organized, integrates information, and adapts.

836 Excitable Membranes, Receptors, Channels and Synapses (1–4). Basic neurophysiology of excitable membranes, channels, and synapse as the basis of neuronal communication.

839 Endothelial Cells in Health and Disease (1). Prerequisite, PHYI 703. Literature-based survey of endothelial cell biology including development, angiogenesis, environmental influences, and disease models.

840 Renal/Cardiovascular Systems (1–4). Prerequisite, PHYI 703. Permission of the instructor. Blood pressure control in normal, diseased, and genetically modified animals. Physiology and pathophysiology of the renal and cardiovascular systems.

850 Seminar in Neurobiology (BIOL 850, NBIO 850, PHCO 850) (3). See NBIO 850 for description.

901 Research in Physiology (3–10).

902 Research in Physiology (3–10).

903 Research in Physiology (3–10).

951 Research in Neurobiology (BIOL 951, NBIO 951, PHCO 951) (3–12). See NBIO 951 for description.

993 Master's Thesis (3–21).

994 Doctoral Dissertation (3–21).

Department of Chemistry

www.chem.unc.edu
MATTHEW REDINBO, *Chair*

Professors
Nancy L. Allbritton (50) Analytical Chemistry
Valerie S. Ashby (61) Polymer and Materials Chemistry
Tomas Baer (1) Physical Chemistry
Max L. Berkowitz (30) Physical Chemistry
Maurice S. Brookhart (2) Organic and Organometallic Chemistry
Michael T. Crimmins (39) Organic Chemistry
Joseph M. DeSimone (49) Synthetic Polymer Chemistry
Dorothy A. Erie (11) Physical and Biological Chemistry
Malcolm D. E. Forbes (48) Organic and Physical Chemistry
Michel R. Gagné (22) Inorganic, Organic and Polymer Chemistry
Gary L. Glish (40) Analytical Chemistry
Jeffrey S. Johnson (58) Organic Chemistry
James W. Jorgenson (36) Analytical Chemistry
Wenbin Lin (60) Inorganic Chemistry
Susan T. Lord (50) Biological Chemistry
Thomas J. Meyer (23) Inorganic Chemistry
Royce W. Murray (25) Analytical Chemistry
John M. Papanikolas (52) Physical Chemistry
Gary J. Pielak (46) Biological Chemistry
J. Michael Ramsey (62) Analytical Chemistry
Matthew Redinbo (55) Biological Chemistry
Michael Rubinstein (43) Polymer Physical Chemistry
Edward T. Samulski (44) Polymer Physical Chemistry
Mark H. Schoenfisch (57) Analytical and Materials Chemistry
Sergei S. Sheyko (59) Polymer and Materials Chemistry
Linda L. Spremulli (28) Biological Chemistry
Joseph L. Templeton (31) Inorganic Chemistry
Nancy L. Thompson (41) Physical and Biological Chemistry
H. Holden Thorp (51) Inorganic Chemistry
Marcey Waters (56) Organic Chemistry
Kevin M. Weeks (53) Biological Chemistry
R. Mark Wightman (47) Analytical and Neurochemistry
Richard V. Wolfenden (65) Biological Chemistry

Associate Professors
Garegin A. Papoian (63) Physical Chemistry
Cynthia K. Schauer (45) Inorganic Chemistry

Assistant Professors
Erik J. Alexanian (77) Organic Chemistry
Todd L. Austell (70) Chemistry Education, Academic Advising, Lab Curriculum Development
Christopher J. Fecko (5) Physical Chemistry
Brian P. Hogan (72), Chemistry Education, Academic Advising, Lab Curriculum Development
Jennifer Krumper, Chemistry Education
Andrew M. Moran (6) Physical Chemistry
David A. Nicewicz (78) Organic Chemistry
Domenic Tiani (71) Chemistry Education, Academic Advising, Lab Curriculum Development
Wei You (42) Polymer and Materials Chemistry
Muhammad N. Yousaf (64) Biological Chemistry

Professors Emeriti
Richard P. Buck
Maurice M. Bursey
Francis N. Collier
James L. Coke
Richard G. Hiskey
Eugene A. Irene
Richard C. Jarnagin
Donald C. Jicha
Charles S. Johnson Jr.
Paul J. Kropp
Robert G. Parr
Lee G. Pedersen

The Department of Chemistry offers graduate programs leading to the degrees of master of arts, master of science (non-thesis), and doctor of philosophy in the fields of analytical, biological, inorganic, organic, physical, and polymer and materials chemistry. Reinforcing the broad nature of our graduate program, we have close interactions with various departments including Physics, Biochemistry, Biological and Biomedical Sciences, and Environmental Science and Engineering.

Doctor of Philosophy

The Ph.D. degree in chemistry is a research degree and students normally begin research during the first year in graduate school. As soon as the entering student has selected a research advisor, an advisory committee is established to develop an appropriate course of study designed to meet individual needs. The Ph.D. degree consists of completion of a suitable program of study, a preliminary doctoral oral examination, a written comprehensive examination that is satisfied by cumulative examinations, an original research project culminating in a dissertation, and a final oral examination.

Master of Arts

The master of arts degree requires a minimum of 30 semester hours of credit. The student's advisory committee determines courses. A written comprehensive examination (which may be satisfied by cumulative examinations), a thesis, and a final oral examination are also required. Admission to the Ph.D. program after completion of the M.A. degree in the department requires approval by the Chemistry Graduate Studies Committee.

Master of Science (non-thesis)

The master of science (non-thesis) degree requires a minimum of thirty semester hours. The candidate must earn at least 24 hours of graduate credit in chemistry and allied subjects, which may include graduate seminars numbered 700 or higher but may not include CHEM 921, 931, 941, 951, 961, and 981 (referred to collectively as "9X1"). As a substitute for the thesis, the candidate must earn a minimum of three hours of CHEM 992 (master's non-thesis option). The student's advisory committee determines the student's program of study. A written report submitted to the student's research director describing work done while registered for CHEM 992 and a written examination (which may be satisfied by cumulative examinations) are also required. Admission to the Ph.D. program after completing the M.S. degree in the department requires approval by the Chemistry Graduate Studies Committee.

Research Interests

Analytical. Development of instrumentation for ultra-high pressure capillary liquid chromatography, capillary electrophoresis, and combined two-dimensional separations. Applications include proteomics and measurement of peptide hormones in biological tissues. Mass spectrometry of biological, environmental, organic, and polymeric compounds; tandem MS, ion activation, ion molecule reactions; instrument

development. Electrochemistry: New methods for study of biological media, neurotransmitters small spaces, redox solids, chemically modified surfaces, nanoparticle chemistry, and quantum size effects including the analytical chemistry of nanoparticles. Chemical microsystems: Microfabricated fluidics technologies, or lab-on-a-chip devices, are being developed to address biological measurement problems such as protein expression, cell signaling, and clinical diagnostics. Miniaturized mass spectrometers, in addition to microfluidics, are being developed for environmental monitoring. Nanoscale fluidics devices are being developed for single molecule DNA sequencing and chemical sensing.

Biomaterials: Synthesis and characterization of in vivo sensor membranes, medical device coatings, nanoparticle therapeutics, and their physiological impact; analysis of proteins and cells at surfaces. New microtechnologies for screening of adherent cells; assay development for single cell in-vivo enzyme assays.

Biological. Structure-function relationships for complex biochemical processes; the molecular basis of disease; chemical biology; biophysics; mechanism of protein biosynthesis; metabolic regulation; gene organization and regulation of gene expression; structural studies of macromolecules; protein folding; in-cell NMR; thermodynamics of protein-protein interactions; characterization of protein-DNA complexes by scanning force microscopy and rapid mixing techniques; DNA repair; RNA structure in vivo, RNA genomics, transcriptome structure, assembly of biomedically important RNA-protein complexes; chemical synthesis of peptides and proteins; protein engineering through chemical synthesis; biochemical studies of the serum complement and clotting cascades; molecular immunology; computer graphics and molecular modeling of biomolecules; mathematical methods for comparison of genetic sequences; cell surface biophysics; fluorescence microscopy and spectroscopy; small molecule and protein microarray development; live cell fluorescence microscopy.

Inorganic. Physical inorganic chemistry: Electronic structure of transition metal complexes; photochemistry and electrochemistry of metal complexes; molecular orbital theory, nuclear magnetic resonance and electron paramagnetic resonance spectroscopies; X-ray crystallography; infrared and Raman spectroscopies. *Chemistry of transition metal complexes:* Synthesis of transition metal compounds, organometallic chemistry including metal-catalyzed organic reactions; reactions of coordinated ligands; kinetics and mechanisms of inorganic reactions; metal cluster chemistry; chiral supramolecular chemistry. *Materials chemistry:* Molecular precursors to materials; solid state lattice design; metal-ion containing thin films; metal-polymer complexes; functional coordination polymers and metal-organic frameworks; chiral porous solids. *Bioinorganic and medicinal inorganic chemistry:* Nanomaterials for biomedical imaging and anticancer drug delivery; reactivity of oxidized metal complexes with nucleic acids, photo-induced DNA cleavage, synthesis and characterization of model complexes for metalloenzymes.

Organic. Synthesis and biological reactions of natural products; peptide synthesis; protein engineering; structure-function studies on polypeptides and proteins; mechanistic and synthetic studies in organometallic chemistry; catalysis using organometallic complexes; nuclear magnetic resonance; kinetics; organosulfur and organophosphorus chemistry; surface effects in chemical behavior; chemistry of reactive intermediates including carbocations, carbanions, carbenes and radical pairs; new synthetic methods including asymmetric synthesis; stereochemistry and conformational analysis; design and synthesis of models for metalloenzymes; epr investigations of electronic couplings in high-spin organic molecules; spectroscopic studies of free radicals; synthesis and characterization of well-defined polymeric materials; synthesis of materials for use in microelectronics; homogeneous and heterogeneous polymerizations in supercritical fluids; synthesis of engineering polymers; molecular recognition.

Physical Chemistry. Ultrafast spectroscopy: Femtosecond laser techniques are used to study photochemistry (e.g., energy transfer, proton coupled electron transfer) in systems including carbon nanotubes, light harvesting proteins, and several materials relevant to the production of solar fuels. New techniques are being developed to examine dynamics in single systems and ensembles with greater detail. Nonlinear Optics: Lasers pulses with widely tunable bandwidths and frequencies are generated with new nonlinear optical methods. These technical contributions enable the study of coherent processes occurring on extremely short time scales (e.g., dephasing of electronic motion, coherent energy transfer).

Nonlinear Microscopy: Molecular interactions and dynamics in cells are investigated using optical Kerr effect and phase contrast methods. Spatial and temporal resolution of energy and charge transport within individual metal oxide nanoparticles will be achieved with pump-probe microscopies now under development. Biophysics: Movements and interactions of regulatory proteins in cell nuclei are studied using optical microscopies (e.g., FRET, FCS). This research aims to uncover the mechanisms by which proteins in the nucleus find their target binding sequence. Coherent quantum effects in photosynthesis are investigated using new laser spectroscopies analogous to multidimensional NMR techniques. Theoretical Chemistry: Molecular dynamics simulations are used to study the structures and dynamics of biological membranes in addition to the properties of aqueous solutions next to such membranes. Knowledge gained about the nature of phospholipid-peptide/protein interactions contribute in the search for a cure to a large variety of diseases (e.g., Alzheimer's disease).

Molecular Spectroscopy. Laser spectroscopy in cooled molecular beams of transient species, ions and molecular complexes, subdoppler infrared spectroscopy, ion photodissociation studies, development of spectroscopic techniques, double resonance spectroscopy, pulsed field gradient NMR and NMR imaging. Application of optical and mass spectroscopies to the study of atmospheric chemistry.

Theoretical Chemistry. Quantum chemistry, density functional theory, quantum biology of neurotransmitters and pharmacological agents, energy minimization, protein dynamics, cooperativity, molecular graphics, mutagenesis, statistical mechanics of a liquid phase, structure and dynamics of aqueous solutions, kinetics in condensed phases, mechanical properties of polymers, state-to-state chemistry, reactions and energy transfer at solid surfaces. *Polymer properties:* Preparation of and nonlinear optical effects in polymeric systems, self-organized polymers, and liquid crystalline materials.

Polymer and Materials Chemistry. Many challenging problems in modern science and technology are tightly related to the preparation, properties, and utilization of novel materials for a broad variety of applications ranging from medicine and microelectronics to oil recovery and climate change. The research programs in drug delivery, functional materials, and molecular electronics are representative examples of the multidisciplinary efforts in this field. The many-pronged approach includes synthesis and molecular characterization of multifunctional monomers and polymers, computer modeling and intelligent design of molecular architectures that are able to sense, process, and response

to impacts from the surrounding environment, preparation of new engineering thermoplastics and liquid crystalline materials; chemical design of hybrid polymers for catalysis and photoredox activity, polymers for imprint lithography, drug delivery, and oil recovery. Recent efforts funded by the Cystic Fibrosis Foundation, National Cancer Institute, and National Institute of Health for employing lithographic techniques from the electronics industry to make organic nanoparticles for the detection, diagnosis, and treatment of diseases, especially cancer. The research program in functional materials funded by the National Science Foundation and Advanced Energy Consortium is focused on self-healing, mechanocatalysis, organic solar cells, and imaging contrast agents for oil recovery. Molecular electronics is focused on preparation of organic and inorganic materials bearing various electronic functions, such as molecular wires, rectifiers, switches, and transistors; characterization of mechanical, electronic and optical properties; spatially resolved chemical analysis of surfaces, interfaces, thin films, and individual macromolecules. A broad variety of expertise includes visualization and probing of submicrometer surface structures by scanning probe microscopy, characterization of polymer dynamics by NMR techniques and light scattering, microfluidics and drug delivery control, measurement of molecular conductivity and energy conversion efficiency, and analytical as well as computational and numerical studies of soft materials, such as polymers, colloids, and liquid crystals.

Biotechnology. The University has instituted a program in molecular biology and biotechnology. This program is an umbrella, covering faculty and their research programs located in various departments including Biochemistry and Biophysics, Microbiology, Pathology, Biology and Chemistry. Some of the research being carried out in this field includes recombinant DNA technology, molecular genetics, atomic force microscopy, protein biosynthesis, enzymology, protein engineering, monoclonal antibodies, protein molecular dynamics, molecular modeling and site-directed mutagenesis. Attention is drawn to the possibility of arranging, through consultations with staff of the departments of Chemistry and Physics, a program combining course work in the two departments with thesis research in either department. Such a program would provide training in an area in which methods of theoretical and experimental physics are applied to chemical problems.

Facilities and Equipment

Research is carried out in the William Rand Kenan Jr. Laboratories, a facility of 130,000 square feet completed in 1971, and the W. Lowry and Susan S. Caudill Laboratories, an exciting new facility of 71,000 square feet completed in 2006. The undergraduate laboratories are housed in the modern John Motley Morehead Laboratories, completed in 1986. Included in the department are some major facilities managed by Ph.D.-level staff scientists. The NMR laboratory includes six high-resolution FT-NMR spectrometers ranging from 300 to 600 MHz for liquids: 300 MHz, two 400 MHz and 500 MHz Bruker spectrometers, and 300 MHz and 600 MHz Varian spectrometers. There is also a Bruker 360 MHz wide bore FT-NMR spectrometer suitable for solid polymeric samples with magic angle spinning. The MS laboratory houses a Bruker BioTOF II Reflectron Time of Flight Mass Spectrometer (ESI/nESI), an Agilent HPLC Quadrupole Mass Spectrometer (ESI, APCI), and a Micromass Quattro II Triple Quadrupole Mass Spectrometer. An IonSpce 9.4 Telsa FT-ICR is also available for conducting high-resolution electrospray and MALDI experiments. The X-ray laboratory is equipped with a Bruker AXS SMART APEX2 single crystal diffractometer and Rigaku Multiflex powder diffractometer.

Computing services are among the most important for modern research. The University computing resources that currently reside in Information Technology Services (ITS) include Emerald (Linux) - Beowulf Red Hat Linux cluster consisting of ~830 Intel Xeon IBM BladeCenter processors ranging from 2.0–3.2GHz. (help.unc.edu/6020) Emerald (AIX) - High memory (32+GB) Power5 AIX cluster with 64 processors. Topsail - 520 blade Dell Linux server with 2 quad-core 2.3 GHz Intel EM64T processors for 4160 total processors, and a variety of specialty machines that provide services for statistics, bioinformatics, and database applications. A number of the individual research laboratories in Chemistry own Silicon Graphics- or Linux-based workstations. Numerous software packages of interest to chemical, biochemical, and materials researchers are maintained for use on central systems by the ITS Research Computing group (Accelrys, Gaussian, MolPro, NWChem, CPMD, AMBER, Gromacs, Sybyl, SAS, Stata, Mathematica, ECCE, Gaussview, Schrodinger, etc). The combined hardware and software resources are tailored to meet the needs of a broad range of chemists working on applications in quantum mechanics, molecular dynamics, NMR, X-RAY, structural biology, and bioinformatics.

To support the research programs, the department provides a number of services. Glass and electronics shops are provided to assist in construction and maintenance of specialized equipment. Technicians are also available to run certain specialized instruments.

The William Rand Kenan Jr. Chemistry Library is located in New Venable Hall. Most Chemistry Library journal subscriptions and databases are available online for 24-hour access from campus workstations and other workstations that meet licensing requirements. The Chemistry collection also includes many print reference works and monographs that are available for checkout or use in the reading room when the library is open. Reference and instructional services are also available at the library service desk and by arrangement with library staff.

Financial Aid and Admission

The department awards a number of industrial fellowships and predoctoral research and teaching appointments. All outstanding prospective graduate students who apply for admission/support are automatically considered for fellowships.

There are more than 200 graduate students in the department. All are supported either as teaching assistants (27 percent), research assistants (65 percent), or as fellows (8 percent) supported by The Graduate School, industry, or the United States government. The duties of the teaching assistants include the preparation for and supervision of laboratory classes in undergraduate courses and the grading of laboratory reports.

Applications for assistantships and fellowships should be made before the end of January, although applicants for assistantships are considered after that date. All applicants (international and domestic) must take the Graduate Record Examination (GRE). All international students whose native language is not English must take the Test of English as a Foreign Language (TOEFL) examination in addition to the Graduate Record Examination. However, international students who hold a degree from a university in the United States may be exempt. Both the TOEFL and the GRE should be taken as early as possible for fall acceptance, preferably in October.

Application forms for admission can be completed online at the Graduate School's Web site. Financial support as well as information about the department can be obtained from the Chemistry Department

Web site, www.chem.unc.edu/grads. Questions about our program may be directed to chemgs@unc.edu.

Courses for Graduate and Advanced Undergraduate Students

CHEM

410 Instructional Methods in the Chemistry Classroom (4). Prerequisites, CHEM 241, 251, 262, and 262L. This course explores secondary school chemical education through current chemical education theory and classroom teaching. Students will develop a comprehensive approach to teaching chemistry content through student-centered activities.

420 Introduction to Polymer Chemistry (APPL 420) (3). Prerequisite, CHEM 261 or 261H; pre- or corequisites, CHEM 262 or 262H, and 262L or 263L. Chemical structure and nomenclature of macromolecules, synthesis of polymers, characteristic polymer properties.

421 Synthesis of Polymers (APPL 421, MTSC 421) (3). Prerequisites, CHEM 251, and 262 or 262H. Synthesis and reactions of polymers; various polymerization techniques.

422 Physical Chemistry of Polymers (APPL 422, MTSC 422) (3). Prerequisites, CHEM 420 and 481. Polymerization and characterization of macromolecules in solution.

423 Intermediate Polymer Chemistry (APPL 423, MTSC 423) (3). Prerequisite, CHEM 422. Polymer dynamics, networks and gels.

425 Polymer Materials (APPL 425, MTSC 425) (3). Prerequisite, CHEM 421 or 422. Solid-state properties of polymers; polymer melts, glasses and crystals.

430 Introduction to Biological Chemistry (BIOL 430) (3). Prerequisites, BIOL 101, CHEM 262 or 262H, and 262L or 263L. The study of cellular processes including catalysts, metabolism, bioenergetics, and biochemical genetics. The structure and function of biological macromolecules involved in these processes is emphasized.

431 Macromolecular Structure and Metabolism (3). Prerequisites, BIOL 202 and CHEM 430. Structure of DNA and methods in biotechnology; DNA replication and repair; RNA structure, synthesis, localization, and transcriptional reputation; protein structure/function, biosynthesis, modification, localization, and degradation.

432 Metabolic Chemistry and Cellular Regulatory Networks (3). Prerequisite, CHEM 430. Biological membranes, membrane protein structure, transport phenomena; metabolic pathways, reaction themes, regulatory networks; metabolic transformations with carbohydrates, lipids, amino acids, and nucleotides; regulatory networks, signal transduction.

433 Transport in Biological Systems (1). Prerequisites, CHEM 430 and MATH 383. Permission of the instructor for undergraduates. Diffusion, sedimentation, electrophoresis, flow. Basic principles, theoretical methods, experimental techniques, role in biological function, current topics.

434 Biochemical Kinetics (1). Prerequisites, CHEM 430 and MATH 383. Permission of the instructor for undergraduates. Kinetics of biochemical interactions. Basic principles, theoretical methods, experimental techniques, current topics.

435 Protein Biosynthesis and Its Regulation (1). Prerequisite, CHEM 430; pre- or corequisite, CHEM 431. Permission of the instructor for undergraduates. Protein biosynthesis mechanism in prokaryotes and eukaryotes; emphasis on structures of the macromolecular machinery; translational regulation mechanisms including autogenous regulation, metabolic and developmental signals; viral control of host protein synthesis.

436 The Proteome and Interactome (1). Prerequisite, CHEM 430. Permission of the instructor for undergraduates. Methods for and role of bioinformatics in proteomic analysis; proteomics in the analysis of development, differentiation and disease states; the interactome—definitions, analysis, methods of protein-protein interactions in complex systems.

437 DNA Processes (2). Prerequisites, CHEM 431 and either 480 or 481. Permission of the instructor for undergraduates. Elucidation of the mechanisms of these processes in prokaryotes and eukaryotes from experiments. Experimental results ranging from in vivo studies to structural studies to kinetics.

438 Macromolecular Structure and Human Disease (1). Prerequisite, CHEM 431. Permission of the instructor for undergraduates. Impact of protein and macromolecular structure on the development and treatment of human disease, with emphasis on recent results. Examination of relevant diseases, current treatments, and opportunities for improved therapies.

439 RNA Processing (2). Prerequisite, CHEM 431. Permission of the instructor for undergraduates. RNA processing, structure, and therapeutics; in-depth exploration of examples from the contemporary literature. Topics include RNA world hypothesis, RNA structure and catalysis, and nucleic acid-based sensors and drug design.

441 Intermediate Analytical Chemistry (2). Prerequisites, CHEM 241 (or 241H), 241L (or 245L) and 262 (or 262H) and 480 (or 481). Spectroscopy, electroanalytical chemistry, chromatography, thermal methods of analysis, signal processing.

441L Intermediate Analytical Chemistry Laboratory (2). Corequisite, CHEM 441. Experiments in spectroscopy, electroanalytical chemistry, chromatography, thermal methods of analysis, and signal processing. One four-hour laboratory and one one-hour lecture each week.

444 Separations (3). Prerequisites, CHEM 441 and either 480 or 481. Theory and applications of equilibrium and nonequilibrium separation techniques. Extraction, countercurrent distribution, gas chromatography, column and plane chromatographic techniques, electrophoresis, ultra-centrifugation, and other separation methods.

445 Electroanalytical Chemistry (3). Prerequisite, CHEM 480 or 481. Basic principles of electrochemical reactions, electroanalytical voltammetry as applied to analysis, the chemistry of heterogeneous electron transfers, and electrochemical instrumentation.

446 Analytical Spectroscopy (3). Prerequisites, CHEM 441 and 482. Optical spectroscopic techniques for chemical analysis including conventional and laser-based methods. Absorption, fluorescence, scattering and nonlinear spectroscopies, instrumentation and signal processing.

447 Bioanalytical Chemistry (3). Prerequisite, CHEM 441. Principles and applications of biospecific binding as a tool for performing selective chemical analysis.

448 Mass Spectrometry (3). Prerequisite, CHEM 480 or 481. Fundamental theory of gaseous ion chemistry, instrumentation, combination with separation techniques, spectral interpretation for organic compounds, applications to biological and environmental chemistry.

449 Microfabricated Chemical Measurement Systems (3). Prerequisite, CHEM 441. Introduction to micro and nanofabrication techniques, fluid and molecular transport at the micrometer to nanometer length scales, applications of microtechnology to chemical and biochemical measurements.

450 Intermediate Inorganic Chemistry (3). Prerequisite, CHEM 251. Introduction to symmetry and group theory; bonding, electronic spectra, and reaction mechanisms of coordination complexes; organometallic complexes, reactions, and catalysis; bioinorganic chemistry.

451 Theoretical Inorganic Chemistry (1–21). Prerequisites, CHEM 251 and 262 or 262H. Chemical applications of symmetry and group theory, crystal field theory, molecular orbital theory. The first third of the course, corresponding to one credit hour, covers point symmetry, group theoretical foundations, and character tables.

452 Electronic Structure of Transition Metal Complexes (3). Prerequisite, CHEM 451. A detailed discussion of ligand field theory and the techniques that rely on the theoretical development of ligand field theory, including electronic spectroscopy, electron paramagnetic resonance spectroscopy, and magnetism.

453 Physical Methods in Inorganic Chemistry (3). Prerequisite, CHEM 451. Introduction to the physical techniques used for the characterization and study of inorganic compounds. Topics typically include nuclear magnetic resonance spectroscopy, vibrational spectroscopy, diffraction, Mossbauer spectroscopy, X-ray photoelectron spectroscopy, and inorganic electrochemistry.

460 Intermediate Organic Chemistry (3). Prerequisite, CHEM 262 or 262H. Modern topics in organic chemistry.

465 Mechanisms of Organic and Inorganic Reactions (4). Prerequisite, CHEM 450. Kinetics and thermodynamics, free energy relationships, isotope effects, acidity and basicity, kinetics and mechanisms of substitution reactions, one- and two-electron transfer processes, principles and applications of photochemistry, organometallic reaction mechanisms.

466 Advanced Organic Chemistry I (3). Prerequisite, CHEM 262 or 262H; pre- or corequisites, CHEM 450 and 481. A survey of fundamental organic reactions including substitutions, additions, elimination, and rearrangements; static and dynamic stereochemistry; conformational analysis; molecular orbital concepts and orbital symmetry.

467 Advanced Organic Chemistry II (2). Prerequisite, CHEM 466. Spectroscopic methods of analysis with emphasis on elucidation of the structure of organic molecules: 1H and 13C NMR, infrared, ultraviolet, ORD-CD, mass, and photoelectron spectroscopy. CHEM 446 and 467 may not both be taken for academic credit.

468 Synthetic Aspects of Organic Chemistry (3). Prerequisite, CHEM 466. Modern synthetic methods and their application to the synthesis of complicated molecules.

469 Organometallics and Catalysis Organometallics (3). Pre- or corequisites, CHEM 262 or 262H, and 450. Structure and reactivity of organometallic complexes and their role in modern catalytic reactions.

470 Fundamentals of MTSC (APPL 470) (3). Prerequisite, CHEM 482; or prerequisite, PHYS 128 and pre- or corequisite, PHYS 341. Crystal geometry, diffusion in solids, mechanical properties of solids, electrical conduction in solids, thermal properties of materials, phase equilibria.

471 Mathematical Techniques for Chemists (3). Prerequisite, MATH 383. Permission of the instructor for students lacking the prerequisite. Knowledge of differential and integral calculus. Chemical applications of higher mathematics.

472 Chemistry and Physics of Electronic Materials Processing (APPL 472, MTSC 472, PHYS 472) (3). See PHYS 472 for description.

473 Chemistry and Physics of Surfaces (APPL 473, MTSC 473) (3). Prerequisite, CHEM 470. The structural and energetic nature of surface states and sites, experimental surface measurements, reactions on surfaces including bonding to surfaces and adsorption, interfaces.

480 Introduction to Biophysical Chemistry (3). Prerequisites, CHEM 261 or 261H, MATH 232, and PHYS 105. Does not carry credit toward graduate work in chemistry or credit toward any track of the B.S. degree with a major in chemistry. Application of thermodynamics to biochemical processes, enzyme kinetics, properties of biopolymers in solution.

481 Physical Chemistry I (3). Prerequisites, CHEM 102 or 102H, PHYS 116; pre- or corequisites, MATH 383 and PHYS 117. C- or better required in chemistry course prerequisites. Thermodynamics, kinetic theory, chemical kinetics.

481L Physical Chemistry Laboratory I (2). Prerequisite, CHEM 482. Experiments in physical chemistry. Solving thermodynamic and quantum mechanical problems using computer simulations. One three-hour laboratory and a single one-hour lecture each week.

482 Physical Chemistry II (3). Prerequisite, CHEM 481. Introduction to quantum mechanics, atomic and molecular structure, spectroscopy, and statistical mechanics.

482L Physical Chemistry Laboratory II (2). Prerequisite, CHEM 482; pre- or corequisite, CHEM 481L. Experiments in physical chemistry. One four-hour laboratory each week.

484 Thermodynamics and Introduction to Statistical Thermodynamics (1–21). Prerequisite, CHEM 482. Thermodynamics, followed by an introduction to the classical and quantum statistical mechanics and their application to simple systems. The section on thermodynamics can be taken separately for one hour credit.

485 Chemical Dynamics (3). Prerequisites, CHEM 481 and 482. Experimental and theoretical aspects of atomic and molecular reaction dynamics.

486 Introduction to Quantum Chemistry (3). Prerequisites, CHEM 481 and 482. Introduction to the principles of quantum mechanics. Approximation methods, angular momentum, simple atoms and molecules.

487 Introduction to Molecular Spectroscopy (3). Prerequisite, CHEM 486. Interaction of radiation with matter; selection rules; rotational, vibrational, and electronic spectra of molecules; laser-based spectroscopy and nonlinear optical effects.

488 Quantum Chemistry (3). Prerequisite, CHEM 486. Applications of **quantum** mechanics to chemistry. Molecular structure, time-dependent perturbation theory, interaction of radiation with matter.

489 Statistical Mechanics (3). Prerequisite, CHEM 484. Applications of statistical mechanics to chemistry. Ensemble formalism, condensed phases, nonequilibrium processes.

520L Polymer Chemistry Laboratory (APPL 520L) (2). Pre- or corequisite, CHEM 420 or 421 or 425. Various polymerization techniques and characterization methods. One four-hour laboratory each week.

530L Laboratory Techniques for Biochemistry (3). Pre- or corequisite, CHEM 430. An introduction to chemical techniques and research procedures of use in the fields of protein and nucleic acid chemistry. Two four-hour laboratories and one one-hour lecture each week.

541 Analytical Microscopy (3). Introduction to microscopy techniques utilized in the analysis of chemical and biological samples with a focus on light, electron, and atomic force microscopy. Permission of instructor required for those missing prerequisites.

550L Synthetic Chemistry Laboratory I (2). Prerequisites, CHEM 241L (or 245L), 251, and 262L (or 263L). A laboratory devoted to synthesis and characterization of inorganic complexes and materials. A four-hour synthesis laboratory, a characterization laboratory outside of the regular laboratory period, and a one-hour recitation each week.

560L Synthetic Organic Laboratory (2). Prerequisites, CHEM 241L, 245L, 262L, and 263L. An advanced synthesis laboratory focused on topics in organic chemistry. A four-hour synthesis laboratory, a characterization laboratory outside of the regular laboratory period, and a one-hour recitation each week.

Courses for Graduate Students

CHEM

721 Seminar in Materials Chemistry (2). Graduate standing required.

730 Chemical Biology (2–4). Prerequisite, CHEM 430. Application of chemical principles and tools to study and manipulate biological systems; in-depth exploration of examples from the contemporary literature. Topics include new designs for the genetic code, drug design, chemical arrays, single molecule experiments, laboratory-based evolution, chemical sensors, and synthetic biology.

731 Seminar in Biological Chemistry (2). Graduate standing required. Litera-

ture survey dealing with topics in protein chemistry and nucleic acid chemistry.

732 Advances in Macromolecular Structure and Function (3). In-depth analysis of the structure-function relationships governing protein-protein and protein-nucleic acid interactions. Topics include replication, DNA repair, transcription, translation, RNA processing, protein complex assembly, and enzyme regulation. Course includes both the current and classic literature that highlight the techniques used to study these processes.

733 Special Topics in Biological Chemistry (0.5–21). Modern topics in biological chemistry.

734 Biomolecular NMR (1–2). Introduction to practical solution NMR of proteins in solution.

735 Macromolecular Interactions (1). This practical course coordinates lectures with experience in the UNC Macromolecular Interactions Facility. Lectures introduce methods for monitoring interactions of macromolecules. Labs offer study teams of fewer than three students hands-on experience with major techniques available in the facility.

736 Macromolecular Crystallographic Methods (2). Data collection, phase determination, and structural refinement. Laboratory component allows students to crystallize protein, collect and process data, determine phases, and refine their structures.

741 Literature Seminar in Analytical Chemistry (2). Graduate standing required. Colloquium of modern analytical chemistry topics presented by graduate students and select invited speakers.

742 Analytical Research Techniques (2). Introduction to chemical instrumentation including digital and analog electronics, computers, interfacing, and chemometric techniques. Two one-hour lectures a week.

742L Laboratory in Analytical Research Techniques (2). Corequisite, CHEM 742. Experiments in digital and analog instrumentation, computers, interfacing and chemometrics, with applications to chemical instrumentation.

744 Special Topics in Analytical Chemistry (0.5–21). Modern topics in analytical chemistry, including advanced electroanalytical chemistry, advanced mass spectrometry, chemical instrumentation, and other subjects of recent significance. Two lecture hours a week.

752 Special Topics in Inorganic Chemistry (0.5–21). Permission of the instructor. Research-level survey of topics in inorganic chemistry and related areas.

754 Literature Seminar in Organic Chemistry (2). Graduate standing required.

758 X-Ray Structure Determination (3). Required preparation, knowledge of elementary and differential calculus is assumed. Permission of the instructor. This course is designed to introduce students to the techniques used in solving crystal structures by X-ray diffraction. Three lecture hours a week.

761 Seminar in Organic Chemistry (2). Graduate standing required. One afternoon meeting a week and individual consultation with the instructor.

764 Special Topics in Organic Chemistry (0.5–21). Two lecture hours a week.

767 Organic Chemistry (0.5–21). Permission of the instructor. Three to six hours a week.

781 Seminar in Physical Chemistry (2). Graduate standing required. Two hours a week.

783 Special Topics in Physical Chemistry (0.5–21). Permission of the instructor. Modern topics in physical chemistry, chemical physics, or biophysical chemistry. One to three lecture hours a week.

786 Special Topics in Physical Chemistry (0.5–21). Permission of the instructor. Modern topics in physical chemistry, chemical physics, or biophysical chemistry. One to three lecture hours a week.

788 Principles of Chemical Physics (PHYS 827) (3). See PHYS 827 for description.

921 Research Methodology and Seminar in Polymer/Materials Chemistry (1–21). Seminar and directed study on research methods of polymer/materials chemistry. This course provides a foundation for master's thesis or doctoral dissertation research.

931 Research Methodology and Seminar in Biological Chemistry (1–21). Seminar and directed study on research methods of biological chemistry. This course provides a foundation for master's thesis or doctoral dissertation research.

941 Research Methodology and Seminar in Analytical Chemistry (1–21). Seminar and directed study on research methods of analytical chemistry. The course provides a foundation for master's thesis or doctoral dissertation research.

951 Research Methodology and Seminar in Inorganic Chemistry (1–21). Seminar and directed study on research methods of inorganic chemistry. The course provides a foundation for master's thesis or doctoral dissertation research.

961 Research Methodology and Seminar in Organic Chemistry (1–21). Seminar and directed study on research methods of organic chemistry. The course provides a foundation for master's thesis or doctoral dissertation research.

981 Research Methodology and Seminar in Physical Chemistry (1–21). Seminar and directed study on research methods of physical chemistry. The course provides a foundation for master's thesis or doctoral dissertation research.

992 Master's (Non-Thesis) (3–6).

993 Master's Thesis (3–6). Prerequisite, CHEM 921, 931, 941, 951, 961 or 981.

994 Doctoral Dissertation (3–9). Prerequisite, CHEM 921, 931, 941, 951, 961 or 981.

Department of City and Regional Planning

www.planning.unc.edu
EMIL MALIZIA, *Chair*

Professors

Richard N. L. Andrews (37) Environmental Policy (Joint Appointment with Public Policy)
Philip R. Berke (52) Environmental Planning, Land Use Policy, Natural Hazards Mitigation
Emil E. Malizia (12) Economic and Real Estate Development, Development Finance
David H. Moreau (10) Environmental Planning, Water Resources Planning, Systems Analysis
Roberto G. Quercia (57) Housing Finance, Housing Policy
William M. Rohe (22) Social Behavioral Aspects of Urban Development, Neighborhood Planning and Development
Dale Whittington (29) Environmental Planning, Public Investment Theory, International Planning

Associate Professors

Daniel Rodriguez (60) Transportation, Spatial Structure
Yan Song (62) Geographic Information Systems, Urban Spatial Analysis, Land Use and Site Planning
Meenu Tewari (59) Microeconomics, International Planning

Assistant Professors

Todd Bendor (65) Economic Development, Urban Spatial Structure
Thomas Campanella (61) Urban Design Theory and Practice, History of the American Built Environment, Site Planning
Nikhil Kaza (67) Transportation

Nichola Lowe (63) Economic Development
Noreen McDonald (66) Transportation Planning
Mai Nguyen (64) Housing and Community Development
William Lester (67) Economic Development

Research Professors

Richard E. Bilsborrow, Developing Countries
David J. Brower (34) Growth Management, Coastal Planning, Hazard Mitigation

Adjunct Professors

Richard N. L. Andrews, Environmental Policy Analysis
Edward M. Bergman (14) Economic Development
Maryann P. Feldman, Innovation, Entrepreneurship, and Economic Growth
Harvey Goldstein (36) Planning Theory, Economic Development, Research Methods
Jonathan B. Howes (44) Planning and Government
Asad J. Khattak (54) Transportation, Quantitative Analysis
Michael I. Luger (38) Urban and Regional Economics and Development, Public Policy Analysis, Infrastructure and Housing
David Owens (49) Land Use Law
Michael A. Stegman (6) Housing and Policy Development, Real Estate Development (Joint Appointment with the Kenan–Flagler Business School)

Associated Faculty

Brian A. Ciochetti, Real Estate Development
Milton S. Heath Jr., Natural Resource Law
David J. Hartzell, Real Estate Finance
J. Myrick Howard, Historic Preservation
Dennis A. Rondinelli, Developing Countries
Judith W. Wegner, Land Use and Local Government Law

Professors Emeriti

Raymond J. Burby
F. Stuart Chapin Jr.
Maynard M. Hufschmidt
Edward J. Kaiser
David R. Godschalk

City and Regional Planning

The state of North Carolina, the Research Triangle region, and the community of Chapel Hill are ideally suited to serve as the home base of a nationally ranked program in city and regional planning. The UNC–Chapel Hill campus is 30 miles west of Raleigh, the state capital and the location of many agencies of state government. Through research projects, internships, and workshop courses, faculty and students interact with agencies such as Commerce, Community Development, Labor, Environmental and Natural Resources, Transportation, the Board of Science and Technology, and the North Carolina Housing Finance Agency.

The 5,600-acre Research Triangle Park, which boasts more than 40 large research facilities employing more than 30,000 people, is only 10 miles from campus. The park, which symbolizes the style of high-tech economic development emerging in many growing regions in the United States, is one of the primary engines driving the area's growth. The Raleigh/Durham metropolitan area, of which Research Triangle Park and Chapel Hill are part, has been identified as one of 30 metropolitan areas in the country that accounted for half of the new jobs in the nation. North Carolina, the nation's 10th most populous state, is growing by about 1.5 percent a year. The Research Triangle area is growing three times as fast. The future urbanization patterns of other areas are evident in the Research Triangle area.

The Department of City and Regional Planning (DCRP) at the University of North Carolina at Chapel Hill was established in 1946. It was among the first seven planning education programs in the United States. The original bases of the department and its program were ideas about regionalism, broad-scale development planning, and the application of social science methods to practical problems of government being explored on the Chapel Hill campus in the 1930s and 1940s. This was the first planning department to be established with its principal university base in the social sciences, rather than in landscape design, architecture, or engineering. The department has retained and strengthened that social science legacy through its faculty's multidisciplinary research and teaching programs.

At the start of the program in 1946, planning was defined as "the union of modern social science, design, and engineering. It utilizes social science techniques to analyze the adjustments between people and their physical environment, and adjustments among people in their efforts to meet human needs. Through the planning process, ways and means of meeting these needs are developed through social organization and the application of design and engineering techniques."

From an original concern for applications of social science to regional development needs, the department has broadened its scope to include urban, state, and community planning and to cover physical, social, economic, and natural environmental concerns. The implementation and management aspects of planning—carrying out public policy through programs, projects, budgeting and finance, regulatory controls, and other actions—are also emphasized.

The concept of development as a goal of planning remains central to the department's mission. Whether the objectives are improved physical, social, economic, or environmental conditions or more efficient and equitable policies and programs, planning is a way to effectively marshal resources to achieve public development objectives. The professional planner combines an understanding of urban and regional theory grounded in a spatial context with a grasp of the planning and management methods necessary to guide development toward desired goals. These skills have taken on added importance with the emergence of expanded state and local responsibilities and increased public-private development ventures.

Graduates of the program apply their professional knowledge as local and regional planners, private consultants, public interest group staff members, nonprofit development organization planners, and state and federal government officials. To be an effective professional in these varying contexts requires a continuously updated knowledge base; therefore, the practitioner must be supported by active researchers. Thus, the overall mission of the department is twofold: to educate practitioners and researchers capable of leadership in planning and to expand the frontiers of knowledge about the effects of public and private actions on development processes through faculty research and service.

Degrees Offered

The department offers two degrees: the master of city and regional planning (M.C.R.P.) and the doctor of philosophy (Ph.D.) in planning. The two-year master's degree program prepares students for the professional practice of planning. The Ph.D. program prepares students for careers in research and university teaching in planning. The requirements of the two programs are described in detail in subsequent sections of the catalog. The two graduate degree programs are largely independent. Applicants should indicate which program they wish to enter.

Facilities and Equipment

The Department of City and Regional Planning is housed in New East. New East contains microcomputer laboratories, lecture and seminar rooms, and offices. Mainframe and additional microcomputer facilities and a geographic information systems laboratory are available to students through the Odum Institute for Research in Social Science and through the UNC–Chapel Hill Computation Center.

Students in the Department

During the past 60 years students have entered the department from all parts of the United States, Canada, and many other countries. The educational backgrounds of alumni who now hold positions of responsibility in the profession cover a wide range of undergraduate fields. Among them are architecture, biology, botany, business, economics, engineering, forestry, geography, history, landscape architecture, philosophy, political science, public policy analysis, psychology, public administration, sociology, and urban studies.

Graduates hold positions as directors of planning in the planning departments of small and large cities and as directors of state and regional planning programs. Graduates work as associate and assistant planners in city, county, metropolitan, and regional planning agencies; in housing and urban development agencies; in various branches of the federal service; in community-based organizations and associations; in research organizations; and in private development firms and banks. Finally, graduates are also employed as private consultants; as planning advisors to communities and developing areas; and as deans, chairs, and faculty members of educational institutions.

The Planning Profession and Employment Opportunities

During the past 30 years the field of planning has expanded considerably. The planning function remains a central part of municipal, county, and state government. Planning agencies operate within the framework of metropolitan, regional, and national governmental programs. Planning expertise is now essential in nonprofit and community-based development organizations, consulting firms, advocacy groups, and other private organizations.

This period of increasing planning activity has broadened the scope of planning. In addition to design, research, and analysis, present-day planning functions include program management and implementation activities within public agencies and private organizations, as well as coordination between government and business. Planners are increasingly called upon to lead analysis teams, to mediate conflicts, to advise decision makers of project impacts, and to package development proposals.

Employment opportunities in planning are varied. In general the work involves collection and processing of data; physical, environmental, and socioeconomic analysis; the preparation and evaluation of alternative proposals; and the formulation and implementation of programs for action.

As a consequence of the growth of planning activities throughout the world, adequately trained and qualified members of the profession are in demand in this country and abroad.

Equally important to the advancement of the field is the increasing need for advancing theory and knowledge in urban and regional development and for motivated teachers of planning. There has been a steadily increasing demand for teachers and researchers among universities and research organizations in the United States, Canada, and overseas.

Together with the faculty, hundreds of the department's 1,800 alumni in all parts of the country form an effective job referral and placement network for new and old graduates alike. Large numbers of our graduates in such key metropolitan centers as Boston, New York, the District of Columbia, Atlanta, Miami, Chicago, and on the West Coast provide invaluable assistance to students in their initial job searches and throughout their professional careers. Alumni keep in touch with the department and each other through the alumni listserv and the alumni newsletter, which the department publishes and distributes annually to all graduates.

Application and Admission

Applications for the fall semester must be received by January 1 to be considered for fellowships offered by The Graduate School and to ensure first consideration for departmental fellowships, assistantships, and other financial aid. Applicants are notified of admission on a continuous basis between late January and early May. Financial aid decisions are made by early April, and the admissions process is fully completed by mid-May.

Forms and instructions for application are available on the Web (www.planning.unc.edu/program/admiss.htm) or by mail from the department upon request. Each applicant is required to pay a nonrefundable $77 fee when submitting an application.

Applicants are advised to apply for admission as early as possible. Open-house weekend, hosted by the department each March, provides applicants an opportunity to learn about the department and discuss their professional interests with faculty and enrolled students. Applicants may also visit the department on specific dates. For more admissions information see the departmental Web site at www.planning.unc.edu/program/admiss.htm.

Admission Requirements

All prospective students must hold a bachelor's degree from an accredited college or university. The educational backgrounds of applicants cover a wide variety of academic fields, work experiences, ethnic backgrounds, and geographic locations. Among them are architecture, biology, business, economics, engineering, biology, geography, geology, history, landscape architecture, philosophy, planning, political science, psychology, public administration, sociology, and urban studies.

Applicants are required to take the Graduate Record Examination (GRE). The GRE should be taken as early as possible. It is administered in conveniently located centers throughout the United States and in many other countries. Appointments are scheduled on a first-come, first-served basis. Register early to get your preferred test date, and to receive your test preparation material in time to prepare for the test. Applicants may register by phone, mail, or fax. Information on the GRE is available from the admission offices of most colleges and universities, or by writing to Graduate Record Examinations, CN 6000, Princeton, NJ 08541-6000, or from their Web site, www.ets.org. GRE scores are recognized as contributory, not determinative, evidence of the applicant's qualifications.

Admission Decisions

The Graduate School makes admissions decisions on the basis of recommendations submitted by the department. In making admissions recommendations, a student committee reviews all applicants in terms of established department policy. The department considers all credentials submitted as part of the application. No single factor is regarded as qualifying or disqualifying. Factors considered in the review of all applications include the grades and academic transcript, GRE scores,

references, strength of courses, undergraduate institution, professional work experience, and statement of interest. The statement of interest should demonstrate understanding of and commitment to the planning field. The student's overall academic record should be strong.

The department has a strong commitment to increasing diversity and providing opportunities for disadvantaged persons to enter the planning profession. We admit students from a variety of academic fields, work experiences, ethnic backgrounds, and geographic locations. Most successful applicants have planning-related work experience.

Transfer Credit

Students desiring to transfer to UNC–Chapel Hill from another graduate planning program may do so if they meet the admission requirements. Courses submitted for transfer must be reviewed and approved by this faculty. The maximum credit that may be transferred from another program is nine semester hours for the master's degree.

Similarly, students wishing to transfer nonplanning graduate course work taken elsewhere may do so up to a maximum of nine semester credit hours, provided that the courses were not credited to another degree and that the courses are judged by the department to be appropriate to the elective requirements of the student's program at UNC–Chapel Hill. Graduate courses taken as an undergraduate are not transferable.

A minimum of three semesters in residence is required.

The Professional Master's Degree Program

The program leading to the degree of master of regional planning prepares the candidate for professional planning practice. The curriculum covers social and institutional problems and settings and planning and management skills.

Satisfactory completion of the degree requires completion of a minimum of 51 credit hours, including an area of specialization and a master's project in that area. The normal course load is 12 to 15 credit hours per semester. Thirty-nine of the required 51 credits must be taken in the City and Regional Planning Department.

Course work for the degree is divided into general requirements, area of specialization and electives. Each student is assisted by a faculty advisor in designing an educational program. The advisor helps select courses appropriate for the student's educational interests and goals.

General Course Requirements

All master's degree students are expected to meet certain general course requirements. These consist of courses covering planning theory, urban spatial theory, applied microeconomics, analytical methods, communications skills, and a planning workshop. These basic course topics constitute a core of knowledge and skills prerequisite to completion of the master's degree program.

The planning theory requirement is met by completing PLAN 704. The analytical methods requirement is met by completing PLAN 720. PLAN 714 fulfills the spatial theory requirement. The economics requirement is met by completing PLAN 710. Students select a planning workshop (PLAN 823) during their second year. In addition, most students take a planning law course appropriate for their specialization.

Areas of Specialization

Each student develops an area of specialization in planning in consultation with faculty advisors. The area of specialization identifies the fields of professional practice in which the student expects to develop competence and begin a professional career.

Areas of specialization offered by the department reflect a combination of current practice, employment opportunities, available faculty resources, and longer-term societal needs. As these factors change, specialization content is adjusted. Specialization offers different blends of technical knowledge, planning and management skills, philosophies about the role of the planner, and theories for understanding relevant problems and contexts.

The department offers five specializations associated with professional planning practice in community development, design and preservation, economic development, land use and environmental planning, and transportation planning. Sustainable development is the overarching concept for these specializations. Each emphasizes equity, environmental quality, economic viability and social participation and grapples with the interconnections among these dimensions of sustainability.

- **Economic Development** focuses on planning for functional and sustainable regional economies and issues of income and jobs for central city areas.
- **Housing and Community Development** is concerned with the supply of affordable housing, the revitalization of urban neighborhoods, project development, and central city redevelopment.
- **Land Use and Environmental Planning** addresses growth management at the urban and regional scales, environmental management, and policy analysis with emphasis on water resources.
- **Placemaking and Real Estate Development** focuses on planning, design, preservation, and redevelopment of the city as a physical entity.
- **Transportation Planning** provides concepts and tools relevant to transportation policy and planning and in-depth knowledge of the reciprocal relationship between transportation decisions and land development.

Students with a special interest in areas of the developing world may take a formal minor in planning for developing areas, in addition to their area of specialization. The minor is designed to train planners from both industrialized and less developed countries to work on management, research, administrative, and planning issues at the local, regional, and national levels in developing areas. Theories of economic development, social change, environmental degradation, and urbanization are presented, as well as analytical tools and quantitative techniques that prepare students to embark on a variety of careers that meet the needs of donor agencies and governments in developing countries. Students receive training in cost-benefit analysis and project appraisal, project management, and population planning.

It is also possible for master's students in city and regional planning to take a formal minor in public policy analysis within the structure of the M.C.R.P. curriculum.

Generally, specialization courses account for 15 credit hours. Thus, in the 51-credit-hour program, about two-thirds of the credits fulfill basic requirements or specialization requirements, while the rest are electives chosen by the student in consultation with faculty advisors.

General Electives

Additional courses are required beyond the general required courses and courses in the area of specialization. General electives may be used to 1) complement and support the area of specialization, 2) specialize in another area of professional planning, 3) develop skills in a discipline (e.g., economics, design, management) or another professional program represented on campus (e.g., public administration, health administra-

tion, environmental engineering, or business), or 4) develop general competence for professional practice through courses selected both within the department and from the regular offerings of the University. Up to 12 credits may be taken outside the department.

Summary of Course Requirements

	Total	Must Be In DCRP	May Be Outside of DCRP
Planning Theory	3	3	–
Urban Spatial Structure	3	3	–
Planning Law	3	3	–
Economic Theory	3	3	–
Planning Methods	3	3	–
Problem Solving Workshop	3	3	–
Area of Specialization	15	12–15	0–3
Electives/Supporting Courses	18	6–9	9–12
Master's Project	3	3	–
Total	**51**	**39**	**12**

Master's Project

The master's project required of all master's degree students is original work involving substantial independent research and analysis of a topic related to planning practice. The requirement may be met by a paper of standard format. The requirement can also be fulfilled with a product in some other form, such as a plan or audiovisual presentation. Ordinarily students submit an individually prepared paper. The student submits the paper topic and outline to the director of the student's focus area. The director approves the topic and assigns a faculty member to serve as major advisor for the project. The student may invite another faculty member to serve as a reader. Both must approve the final project. The project is completed during the final semester in residence and is filed by the department as part of the permanent record of the student's work.

The Doctoral Program

The doctoral program in planning provides training in research methods, planning theory and areas of specialization that enable graduates to contribute to the development of substantive theory, knowledge and scholarship in planning; to formulate and evaluate innovative public policy; and to administer research programs in domestic and international contexts. The program is small but highly selective and individualized. It is ideal for mature students from a variety of backgrounds.

The Ph.D. degree requires a minimum of 30 credits. A master's degree in planning is not required, although most doctoral students have previous graduate work in planning or a related field. Students must fulfill four semesters of residence. The department accepts graduate transfer credits but requires at least one year of continuous residency of at least six semester hours per regular semester. The department does not require a foreign language. It strongly encourages both research and teaching experience during residency.

In practice, doctoral candidates who hold master's degrees in planning or a related field generally require three to four semesters of formal course work in residence before beginning the dissertation. Other candidates may require five or more semesters, depending on their preparation. Dissertation research generally takes an additional year.

Each student develops an individualized course of study to reflect a specific area of interest and career aspirations. Areas of specialization and appropriate course work are determined jointly by the student and program advisor. Programs are designed to meet the student's needs and build on prior academic training, for which substantial departmental or University faculty resources are available. Courses in the area of specialization must be mutually reinforcing and coherent; must prepare the student for expertise in some body of knowledge, methodology, or problem area; and must provide the student with the methods and knowledge base to do scholarly research. The comprehensive exams, taken at the end of course work, require a knowledge of planning theory and research methods (in addition to the student's specific area of specialization).

A student may take a formal minor in another discipline with the consultation and approval of the appropriate department and the student's program committee. The minor emphasizes the achievement of methodological and related skills necessary to extend the student's research capabilities within a chosen area of specialization. Supportive complementary relationships between the two program components must be demonstrated.

It is important that the Ph.D. Admissions Committee be able to identify an applicant's program interests from application materials submitted for review to The Graduate School and to the department. In addition to any supplemental material the applicant may wish to submit in support of the application, the statement called for in the department's supplemental application should describe the proposed area of concentration and specific program course work and research interests, and provide information on relevant prior academic and professional training. The admissions process consists of two related phases. First, the Admissions Committee renders judgment about the academic qualifications of the Ph.D. applicant. Second, if academic qualifications are met, the committee attempts to identify the applicant's program interests and the stage of development of those interests, and then considers the extent to which departmental and University-wide resources may be marshaled in support of those stated interests. Thus, academic qualifications are necessary but are not the only basis for admission into the doctoral program. Applicant interests must be clear and University resources must be supportive to ensure the development of a strong Ph.D. program.

Persons wishing to be considered for admission to the doctoral program and for fellowships and assistantships that may be available to doctoral candidates are advised to communicate with the department as far in advance as possible of the date they wish to enter. While the University financial awards are made in the spring semester each year, the deadline for applications for certain fellowships available to Ph.D. candidates is in January of the year preceding the August in which the applicant plans to begin the doctoral program. Applicants benefit by a visit to the department to discuss program requirements and interests prior to making formal application for admission.

Dual Degree Programs

Program in Law and Planning

Under a dual-degree program sponsored by the School of Law and the Department of City and Regional Planning, students may pursue the J.D. and M.C.R.P. degrees together. Taken concurrently, the two degrees may be obtained in four years rather than the five years ordinarily required. The program seeks to develop professionals capable of dealing with both the legal and planning aspects of urban and regional development and policy. Course work is designed to prepare students for a variety of professional roles in which knowledge of planning methodology and process, coupled with the analytical skills and professional expertise of the lawyer, are essential. Graduates join private law firms, consulting

firms, and public legal and planning staffs.

To enter this program, students must apply separately to the School of Law and to the Department of City and Regional Planning, and must be accepted independently by both. Students entering the program spend their entire first year in either the planning department or the law school, and students must make this choice at the time of admission. The second year is normally spent full-time in the program not selected in the first year. After the first two years, the student has an additional 43 semester credits to complete in the law school and 12 semester credits to complete in planning.

To request an admission packet for the law school, please contact:
Admissions Office
School of Law
Campus Box 3380
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3380

Program in Business and Planning

The Kenan–Flagler Business School and the Department of City and Regional Planning offer a dual-degree program leading to the M.B.A. and M.C.R.P. degrees, usually in three years. The program builds management and planning skills that enable graduates to pursue rewarding, flexible, and socially useful careers in the private, nonprofit, or public sectors. Graduates work in real estate and economic development consulting, financial institutions, and entrepreneurial firms. Increasingly, applicants to the business and planning program want to pursue career paths that combine planning and management and seek the flexibility to move between jobs in the public and private sectors.

To enter this program, students must apply separately to both the Department of City and Regional Planning and the Kenan–Flagler Business School, and must be accepted independently by both. Students entering the program spend their entire first year in either the planning department or the business school. The second year is spent full-time in the other program. In the third year, students take courses in both business and planning. Sufficient electives can be taken in planning and business so that a curriculum can be tailored to each student's career objectives. Admission to the business school is based on demonstrated potential for responsible leadership, the quality of the student's academic transcripts, and the applicant's score on the Graduate Management Admission Test (GMAT), administered by the Educational Testing Service of Princeton, NJ.

To request an admission packet for the Kenan–Flagler Business School, please contact:
Director of M.B.A. Admissions
The Kenan–Flagler Business School
Campus Box 3490, McColl Building
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3490
Web: www.kenanflagler.unc.edu

Program in Public Administration and Planning

Planners often gravitate to management positions in local and state government that require knowledge of budgeting, personnel, and government administration and politics. City and county managers grapple with planning and development issues, which constitute a large portion of local government agendas. This dual-degree program prepares professionals who want the flexibility of moving between planning and management positions in government. The department and the Public Administration program in the School of Government collaborate to enable students to receive both the M.C.R.P. and the M.P.A. degrees in three years, plus a summer professional field experience in public administration.

The intent of the combined program is to ensure that students have two complete and complementary, but distinct, areas of training. The M.P.A. requirements ensure adequate training in public management. The M.C.R.P. requirements ensure adequate training in core planning knowledge and skills, and in an area of planning specialization.

Students must obtain admission to both the M.P.A. and M.C.R.P. programs independently. With prior approval from faculty advisors in both programs, students may then count certain courses toward both degrees. The combined program requires a total of 75 semester credit hours. Students are advised to gain approval from faculty advisors for their specific program of courses during the first semester of residence to ensure that they can meet all requirements of both programs within three years.

To request an admission packet for the Master of Public Administration program, please contact:
Sharon Pickard
M.P.A. Program Manager
Master of Public Administration Program
School of Government
CB # 3330 Knapp–Sanders Building
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3330
Phone: (919) 962-0425; Fax: (919) 962-8271
E-mail: mpastaff@iogmail.iog.unc.edu
Web: www.mpa.unc.edu

Program in Public Health and Planning

The intellectual, professional, and historical connections between public health and city planning have assumed new urgency in the 21st century, as the challenges of chronic illness, urban livability, and public safety have come to the fore. The built environment is increasingly seen as an important factor influencing physical activity, which in turn has positive impacts on health promotion and disease prevention. The growth and redevelopment of urban areas impact public health and safety in many ways. It is important to reconnect the public health and urban planning fields through professional training that will encourage greater connections in professional practice.

The Department of City and Regional Planning and the School of Public Health have three dual degree programs to facilitate the reconnection of the professions. Dual programs exist with the Department of Health Behavior and Health Education (HBHE), Environmental Sciences and Engineering (ESE), and Health Policy and Management (HPM). To enter these programs, students must apply separately to the Department of City and Regional Planning and the departments in the School of Public Health, and must be accepted independently by both. Students entering the program spend their entire first year either in SPH or DCRP. The second year is spent full-time in the other program. In the third year, students take both public health and planning courses. Students should be able to complete both programs in three years (instead of four years). Students are expected to complete master's projects or other capstone requirements for each department at the end of the program that demonstrate mastery of the two fields and an understanding of the interconnections between the fields.

The Department of City and Regional Planning offers the master of city and regional planning degree (M.C.R.P.).

The departments in the SPH offer the following degrees:

- HBHE: Master of public health (M.P.H.)
- ESE: Master of public health (M.P.H.), master of science (M.S.), master of science in environmental engineering (M.S.E.E.), and master of science in public health (M.S.P.H.).
- HPAA: Master of public health (M.P.H.), master of science in public health (M.S.P.H.), and master of healthcare administration (M.H.A.).

To request an admission packet for the School of Public Health, please contact:

Linda Cook, Registrar
Department of Health Behavior and Health Education
CB# 7440, Rosenau Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7440
Phone: (919) 966-5771; Fax: (919) 966-2921
E-mail: lwcook@email.unc.edu
Web: www.sph.unc.edu/hbhe

Program in Landscape Architecture and Planning

The dual-degree program in landscape architecture and planning strengthens the design dimension of the planning curriculum, and creates a venue for working closely with the College of Design at North Carolina State University. The Department of Landscape Architecture offers two graduate program tracks leading to the master of landscape architecture (M.L.A.), both of which emphasize creative problem solving and a long-term commitment to responsible design. The curriculum provides the professional skills needed to deal with the human and natural forces that shape the land. The department is especially concerned with the protection, restoration, enhancement, and regeneration of the natural and cultural environments in urban, rural, and wilderness settings.

To enter this program, students apply to each department separately and must gain admission to both. The amount of time required for the M.L.A. will depend on whether the student is pursuing the First Professional Degree track (82 credits) or Advanced Studies track (42 credits). Usually, students will be able to reduce the time needed to attain both the M.C.R.P. and the M.L.A. by about one year by taking course work in each department that counts toward the other department's degree program.

To request an admission packet for the Department of Landscape Architecture, please contact:

Pam Christie-Tabron
Department of Landscape Architecture
220 Brooks Hall, Box 7701
College of Design
North Carolina State University
Raleigh, NC 27695-7701
Phone: (919) 515-8308
E-mail: pamela_christie@ncsu.edu
Web: ncsudesign.org/content

Program in Civil Engineering

A dual degree program is under development with the Department of Civil Engineering at North Carolina State University.

Students in Other Departments

Students taking degrees in other departments may be admitted to courses in city and regional planning provided they have the necessary prerequisite training and permission of the instructor. Courses are also open to undergraduate students. Priority is given to students minoring in urban studies and planning.

Research Programs in Urban and Regional Studies

Through the Center for Urban and Regional Studies, the Odum Institute for Research in Social Science, the Water Resources Research Institute, the Institute for Environmental Studies, the Carolina Population Center, and the Institute for Economic Development, members of the faculty and graduate students in the Department of City and Regional Planning and in related departments collaborate on research in a wide range of subject areas concerning planning, human behavior, and the environment.

Established in 1953 and later expanded under a grant from the Ford Foundation, the program of the Center for Urban and Regional Studies is concerned with theoretical and empirical research in urban processes and area development. The center has a permanent staff for planning and administration of its program and for the development of an interdisciplinary research-oriented program of services to local and state governments in North Carolina and elsewhere. The department's faculty use the center to pursue research interests and collaborate with faculty members of other University departments on research projects.

In 1964 the Water Resources Research Institute was established to support research on all aspects of water resources, including the planning, programming, and analysis of urban and regional systems for development and control of quantity and quality of water and related land use. The institute serves as a focal point for faculty and student research and interdisciplinary seminars relating to water resources.

The Carolina Population Center (CPC), established in 1966, provides coordination of the University-wide interdisciplinary program in population research and training. The center provides population research services to faculty doing research in the social, behavioral, and health sciences in the United States and abroad. Departmental faculty and students are engaged in international research through the CPC.

The Institute for Economic Development was created in 1971 within the Extension Division of the University to sponsor the Basic Economic Development course. Now under the auspices of the Department of City and Regional Planning, the institute promises to strengthen the department's research and teaching mission and to enlarge its service capacity.

The Highway Safety Research Center (HSRC) is dedicated to improving transportation safety, with a major emphasis on highway safety. The center conducts basic and applied research that increases knowledge and contributes to reducing death, injury, and related societal costs. HSRC works to translate developed knowledge into practical interventions that can be applied at local, state, national, and international levels. HSRC conducts research in the three major areas of the highway safety problem—the driver/occupant, the vehicle, and the roadway. HSRC produces guidebooks, brochures, how-to manuals, news releases, public service announcements, and newsletters to communicate highway safety information to research colleagues, safety advocates, government officials, and motorists.

In addition to these activities organized under an institute or center, faculty members are engaged in research projects administered by the department.

Several other facilities in the nearby Research Triangle Park enrich and support the department's teaching and research programs:

The Research Triangle Institute (RTI) is a not-for-profit corporation that conducts research under contract to departments of federal, state, and local governments; public service agencies; foundations; and indus-

try clients ranging from local firms to national corporations.

RTI was created as a separately operated affiliate of the three major universities that form the Research Triangle. Initial start-up funding for RTI was provided through a grant from the Research Triangle Foundation.

The institute is organized into major groups whose areas of capability span social and economic systems and human resources, statistical sciences, survey research, chemistry and life sciences, energy, engineering, and environmental sciences.

The Environmental Research Center of the U.S. Environmental Protection Agency (EPA), the largest field installation of the EPA, was dedicated in December 1971. Today it is an international center of scientific expertise in environmental research.

The Triangle Universities Center for Advanced Studies, Incorporated (TUCASI) represents an additional effort in the Research Triangle to capitalize on the presence in a small radius of three major doctoral-research institutions, their facilities, libraries, and auxiliary resources. TUCASI is a joint activity of the University of North Carolina at Chapel Hill, Duke University in Durham, and North Carolina State University in Raleigh. TUCASI is the parent body that sponsors development of advanced study enterprises on its 120-acre campus within the Research Triangle Park. The center, chartered in 1975, is governed by a board of trustees, representing the constituent universities, the Research Triangle Foundation, and elected members.

The National Humanities Center (NHC) was the first resident activity on the TUCASI campus. The center opened in 1978 as an institute for advanced study in history, literature, philosophy, and other fields of the humanities. Each year, approximately 45 leading scholars from the United States and other nations come to NHC to pursue individual research and engage in interdisciplinary seminars, lectures, and conferences. Their work results in books, articles, and other contributions to learning. Grants from major foundations, corporations, the National Endowment for the Humanities, the major universities in the Triangle, and individuals support the center's program funding and administrative costs.

The UNC Institute for Transportation Research and Education (ITRE) is a division of the University of North Carolina General Administration. Its responsibilities include facilitation of transportation-related programs throughout the 17 UNC system campuses. Affiliated faculty and staff of ITRE are located on various campuses of the University system and at ITRE's Research Triangle Park facilities. Included among ITRE's activities are workshops, short courses, research projects, and training programs for transportation professionals throughout North Carolina.

Courses for Graduate and Advanced Undergraduate Students

PLAN

491 Introduction to GIS (GEOG 491) (3). See GEOG 491 for description.

499 Experimental Course Undergraduate (1–21). The functioning of the urban area as a complex system. Analysis of planning and policies aimed at development and change. The course is generally taken for three credits.

526 Principles of Public Finance for Public Policy and Planning (1.5). Provides the foundation of state and local government finance necessary to understand new developments in the provision of infrastructure for economic development.

550 Evolution of the American Urban Landscape (3). Examines shaping the urban built environments of the United States from the colonial era to present day. Critically examines forces that shaped our cities, and studies the values, ideals, and motivations underlying efforts to plan and direct physical development of American cities.

574 Political Economy of Poverty and Inequality (3). Introduces students to the political economy of poverty alleviation programs. Uses comparative cases to explore what types of projects, tasks, and environments lead to effective and equitable outcomes, and why.

585 American Environmental Policy (ENST 585, ENVR 585, PLCY 585) (3). See ENVR 585 for description.

591 Applied Issues in Geographic Information Systems (GEOG 591) (3). Prerequisite, GEOG 370 or 491. Applied issues in the use of geographic information systems in terrain analysis, medical geography, biophysical analysis, and population geography.

636 Urban Transportation Planning (3). Fundamental characteristics of the urban transportation system as a component of urban structure. Methodologies for the analysis of transportation problems, planning urban transportation, and the evaluation of plans.

637 Public Transportation (3). Alternative public urban transportation systems including mass transit, innovative transit services, and paratransit, examined from economic, land use, social, technical, and policy perspectives.

638 Pedestrian and Bike Transportation (3). This graduate-level course examines the importance of multimodal transportation planning and provides a comprehensive overview of best planning practices to support increased walking and bicycling.

641 Ecology and Land Use Planning (3). Integration of the structure, function, and change of ecosystems with a land use planning framework. How land use planning accommodates human use and occupancy within ecological limits to sustain long-term natural system integrity.

651 Urban Form and the Design of Cities (3). Lecture course on comparative urbanism and the global evolution of the city form. Examines values and ideals embedded in urban landscapes, seeking to understand how social, economic, and political forces have influenced the development of cities through history.

662 Gender Issues in Planning and Development (WMST 662) (3). Permission of the instructor for undergraduates. Examination of the environmental and health risks, policy institutions, processes, instruments, policy analysis, and major elements of American environmental policy. Lectures and case studies.

685 Water and Sanitation Planning and Policy in Developed Countries (ENVR 685) (3). Permission of the instructor. Seminar on policy and planning approaches for improved community water and sanitation services in developed countries. Topics include the choice of appropriate technology and level of service; cost recovery; water venting; community participation in the management of water systems; and rent-seeking behavior in providing water supplies.

686 Policy Instruments for Environmental Management (ENST 686, ENVR 686, PLCY 686) (3). See PLCY 686 for description.

691H Honors Seminar in Urban and Regional Studies (3). Permission of the instructor. An overview of the subject matter and methods of investigation for the study of cities and regions. Presentations of original papers prepared by students.

697 International Development and Social Change (3). Permission of the instructor. Course explores effect of the global economy on national and community development, effect of environmental degradation processes on development, and strategies to guide social change.

Courses for Graduate Students

PLAN

701 Research Methods (1–6). Course combines material learned in other courses (theory/philosophy, methods, and their substantive area of interest). Familiarizes students with the skills necessary to conduct research and critically review and understand evaluation reports.

704 Theory of Planning I (3). The logic of planning as a professional activity. Critical overview of current process theories leading students to develop a personal philosophy applicable to their work as planners.

710 Microeconomics for Planning and Public Policy Analysis (3). Introduction to principles of demand and supply, elasticity, marginal utility opportunity cost, pricing, production decisions, and profit maximization, cost-benefit analysis, financial appraisal, role of government, and market instruments for environmental protection.

714 Urban Spatial Structure (3). Theories and empirical evidence of the contemporary spatial development of metropolitan areas. Industrial, residential and commercial location; neighborhood change; the role of technological change and public policies; and normative perspectives.

720 Planning Methods (3). Permission of the instructor for undergraduates. Accessing information from conventional and electronic sources, spatial data acquisition, analysis and mapping. Inferential statistics through multiple regression. Microcomputer laboratory.

721 Advanced Planning Methods (3). Permission of the instructor for undergraduates. More in-depth treatment of topics covered in PLAN 720. Particular emphasis on techniques of multiple regression analysis, forecasting, categorical data analysis, and spatial data analysis.

724 Introduction to Law for Planners (3). Governmental institutions, real property, constitutional law, land use law, and environmental law.

725 Development Dispute Resolution (3). Contemporary methods of resolving development disputes through negotiation, bargaining, and mediation. Techniques and skills applicable to solving controversies over planning and implementation of public and private development projects.

738 Transportation Policy and Planning (3). Prerequisite, PLAN 636. Permission of the instructor for students lacking the prerequisite. Examination of active transportation planning and policy questions: land use relationships, modal comparisons, environmental quality, transportation demand management, paratransit planning, the transportation needs of special populations, and international comparisons.

739 Transportation Planning Models (3). Permission of the instructor for undergraduates. The transportation planning process; data collection, trip generation, modal choice, trip distribution and assignment. Social, economic, and environmental impacts of transportation. Innovative modeling techniques.

740 Land Use and Environmental Policy (3). History, institutional setting, rationale of state and local land use, and environmental policies. Program and policy frameworks, political and market processes, resource utilization concepts, and contemporary development and resource management.

741 Land Use and Environmental Planning (3). Methods of land use planmaking. Use of GIS and spreadsheets to analyze land suitability and spatial needs. Preparation of land classification plans, land use design plans, and development management programs.

744 Development and Environmental Management (3). Coordination of public powers and private actions to implement development plans and conserve environmental resources. Regulatory, public investment, incentive, and policy instruments used in land use and environmental guidance systems.

745 Development Impact Assessment (3). Methods for data management and predictive analysis of the environmental, transportation, and other infrastructure; fiscal and social impacts of land development projects. Impact mitigation measures are also examined.

747 Coastal Management Policy (3). Analysis of national and state coastal management laws, policies, and programs. Private sector, interest group, government agency, and public roles in coastal resource allocation. Influence of science, values, and politics.

752 Project and Site Planning (3). Techniques of site analysis, project programming, and arrangement of structures on the land. Workshop covering design and review of urban development projects within limitations of regulatory standards and market criteria.

757 Planning for Historical Preservation (3). Concepts, processes, and policies for historic preservation; its role in the community planning and development process.

760 Real Estate Investment and Affordable Housing (3). Fundamentals and techniques of real estate investment analysis, including cases and computer modeling; applications of the public interest in private investment decisions; tax and other public policies influencing real estate investments; and affordable housing.

761 Housing and Public Policy (3). A theory-based course in housing and market dynamics; the justification for government intervention and the operations of the mortgage market and construction industry. Students develop skills for housing market and policy analysis.

762 Central City Revitalization (3). Analyzes central cities over past 20 years and factors affecting their growth or decline. Analyzes how economic, social, physical conditions of central cities can be improved through large-scale urban-planning efforts.

763 Urban Neighborhood Revitalization (3). Social, political, and economic theory of local communities. Models of neighborhood change. Neighborhood revitalization: theoretical aspects; federal, state, and local programs; role of nonprofit organizations; step-by-step process for revitalizing an area.

764 Techniques in Community Development (3). The steps involved in developing neighborhood revitalization plans. Students work with local neighborhood associations in identifying both community assets and problems and the various stakeholders, conducting research on selected issues, developing and selecting strategies for addressing those issues, and formulating an implementation strategy.

765 Real Estate Development (1–12). The dynamics of real property development from the developer's perspective covering market research, government relations, site planning, financing, investment analysis, construction and project management, and marketing.

768 Seminar in Community Capitalism (PLCY 768) (3). See PLCY 768 for description.

770 Economic Development Policy (3). Introduction to basic theories, concepts and strategies employed to pursue local and regional economic development. Clarifies similarities and distinctions with related planning perspectives including community development, investigates the economic logic behind various development initiatives, and reviews basic principles for critically examining alternative policies and programs.

771 Development Planning Techniques (3). Intermediate and advanced techniques for analyzing the development of local and regional economies. Social accounts, indicator construction, regional input-output models, economic and fiscal impact analysis, labor market analysis, and regional economic forecasting techniques.

773 Urban and Regional Development Seminar (3). Fundamental concepts and theories applied to local economic development including growth, trade, product-cycle, flexible specialization, and entrepreneurship theories. Urban and regional development issues addressed in the North American, South American, European, or South Asian contexts.

774 Planning for Jobs (3). This graduate seminar examines the policy and planning implications of changing labor market conditions and their impact on U.S. workers, especially the working poor.

776 Development Finance (3). Community development financial institutions and loan funds for local asset building and wealth creation. Investment analysis to structure and finance local projects. Real estate and business development cases.

781 Water Resources Planning and Policy Analysis (ENVR 781) (3). Water resources planning and management. Federal and state water resources policies. Analytical skills to identify environmental problems associated with urban water resources development.

784 Environmental Law (ENVR 784) (3). See ENVR 784 for description.

785 Public Investment Theory (ENVR 785, PLCY 785) (3). Prerequisite, PLAN 710. Basic theory, process, and techniques of public investment planning and decision making, involving synthesis of economic, political, and technologic aspects. Theory underlying benefit-cost analysis, adaptation to a descriptive and normative model for planning public projects and programs.

786 Environmental Quality Management (ENVR 786) (3). Planning and analysis of regional environmental system with a focus on management of mass flows that affect the quality of the regional environment.

788 Advanced Economic Analysis for Public Policy I (PLCY 788) (3). See PLCY 788 for description.

789 Advanced Economic Analysis for Public Policy II (PLCY 789) (3). See PLCY 798 for description.

799 Planning Seminar (1–21). Original research, fieldwork, readings, or discussion of selected planning issues under guidance of a member of the faculty.

801 Design of Policy-Oriented Research (PLCY 801) (3). Logic of designing research for the analysis of planning problems and the formulation of public policies. Elements of research design, case study, survey research, quasi-experimental designs, and the social experiment are covered.

802 Advanced Seminar in Research Design: Data, Methods, and Evaluation (PLCY 802) (3). See PLCY 802 for description.

805 Theory of Planning II (3). Construction of methodologies for evaluating various theories of planning and intensive analysis of the North American planning theory literature. Doctoral-level introduction to the area.

823 Planning Workshop (3). Problem-solving, client-based courses designed to give students experience in applying planning theory and methods to actual problem situations in economic development, housing and community development, real estate, environmental planning, and land use and transportation.

890 Special Topics in Planning and Urbanism (3). Reading, lectures and discussions to provide opportunities to develop new concepts and courses in various city and regional planning topics.

891 Special Topics in Planning and Urbanism (3). Reading, lectures and discussions to provide opportunities to develop new concepts and courses in various city and regional planning topics.

892 Ph.D. Seminar in Environmental Management and Policy (ENVR 892, PLCY 892) (3). See PLCY 892 for description.

896 Independent Study (1–21). This course permits full-time graduate students enrolled in the Department of City and Regional Planning who wish to pursue independent research or an independent project to do so under the direction of a member of the department faculty.

911 Ph.D. Research Seminar (1–21). Original research, fieldwork, readings or discussion of selected planning issues under guidance of a member of the faculty.

992 Master's Project (3). The master's project is original work, involving a substantial degree of independent research and/or analysis. May be a research paper, critical essay, development and evaluation of a program, project, or plan.

994 Doctoral Dissertation (3–21).

Department of Classics

www.classics.unc.edu

CECIL W. WOOTEN, *Chair*

Professors

Robert Babcock, Medieval Latin
Donald Haggis (40) Greek Archaeology, Aegean Prehistory, Bronze Age and Early Iron Age Crete
James J. O'Hara (2) Latin Poetry, Latin and Greek Literature
William H. Race (42) Pindar, Greek Poetry, the Classical Tradition
James B. Rives, Ancient Religion, Roman Literature and Culture
G. Kenneth Sams (13) Greek Archaeology, Anatolian and Near Eastern Archaeology
Cecil W. Wooten (35) Greek and Latin Prose, Rhetoric, Greek and Latin Language

Associate Professors

Sharon L. James (5) Latin Poetry, Women in Antiquity
Werner Riess (8) Roman History, Latin Epigraphy, Latin Prose Authors
Monika Truemper, Hellenistic and Roman Art and Architecture

Assistant Professors

Emily Baragwanath, Greek Historiography
Brendan Boyle, Greek Political Thought, Greek Law, Ancient Ethics
Lidewijde De Jong, Roman Archaeology
Owen Goslin, Greek Poetry

Adjunct Professors

J. H. Lesher, Ancient Greek Philosophy
Jodi Magness, Classical and Near Eastern Archaeology
W. James McCoy (17) Greek History
C.D.C. Reeve (39) Ancient Philosophy, Moral Psychology, History of Philosophy
Mary C. Sturgeon (31) Greek Art
Richard J. A. Talbert (18) Roman History

Professors Emeriti

Edwin L. Brown
Carolyn L. Connor
George W. Houston
Henry R. Immerwahr
Gerhard Koeppel
Jerzy Linderski
Sara Mack
Kenneth J. Reckford
Peter M. Smith
Philip A. Stadter
William C. West III

Graduate work in the Department of Classics is primarily designed to meet the needs of students who intend by intensive study and research to specialize in the classics. The M.A. prepares especially for teaching at the secondary level; the Ph.D. for research and teaching at the university level.

The department cooperates with the other language departments in the University in making available the great literatures of the world. To this end the department offers courses in Greek and Latin literature that do not require an ability to read either language in the original. Such courses are designed to emphasize aspects of the Greek and Latin genius, the forms of literature created in the ancient world and perpetuated, and the permanent contributions of Greece and Rome to Western civilization. These courses may be elected as part of a major for the

Curriculum in Comparative Literature or as a minor or part of a major in other departments.

The department also offers courses in classical and medieval Latin for students of medieval studies in other departments.

The University is a contributing member of the American Academy in Rome, the American School of Classical Studies at Athens, the Archaeological Institute of America, the American Research Institute in Turkey, and the Institute of Nautical Archaeology. There are thus numerous opportunities for study and archaeological activity abroad.

Requirements for Advanced Degrees

The degree of master of arts is offered with a concentration in Greek, Latin, or classical archaeology. The degree of doctor of philosophy is offered with a concentration in Greek and Latin, classics with historical emphasis, classical archaeology, or classical Latin and medieval studies. A minor in related departments may be permitted on application. Students may broaden their program by taking supporting work in related languages or literatures or in art, history, linguistics, or philosophy.

Teaching assistance or lecture instruction equivalent to at least three contact hours a week for one semester, or until teaching competence is acquired, is required of all doctoral candidates. In practice, almost all students acquire several years of supervised teaching experience.

Requirements for advanced degrees are stated in general in the section "Graduate Degree Requirements," but exact prescription of the courses can be determined only upon knowledge of the needs of the individual applicant. A brochure describing the various programs in greater detail is available from the department, and is also online on the Web site of The Graduate School.

Graduate students in other departments may, with the approval of their department advisor, pursue a minor in medieval studies through the Department of Classics; for details see the last section of the Classics entry.

Classical Archaeology

Courses for Graduates and Advanced Undergraduates

CLAR

411 Archaeological Field Methods (3). Systematic introduction to archaeological field methods, especially survey and excavation techniques.

440 Problems in the History of Classical Ideas (3). Permission of the department.

445 Art in the Age of Justinian and Theodora (3). Interdisciplinary course is based on monuments, history, and contemporary writings of the Byzantine empire during the rule of Justinian I (527–565) and the empress Theodora (527–548). Approach will be comparative, analytical and contextual, and will include a feminist perspective.

448 Constantinople: The City and Its Art (3). Interdisciplinary study of the city of Constantinople, capital of the Byzantine empire from 325 to 1453, with emphasis on the artistic, social, and cultural context. Includes study of monuments and their decoration, objects, contemporary documents, and sources, all within a chronological, historical framework.

449 In Constantinople (3). Prerequisite, CLAR 448. Permission of the instructor for students lacking the prerequisite. This course, taught primarily in Istanbul, once Constantinople, capital of the Byzantine empire from 325 to 1453, provides first-hand experience with monuments and an overview of the history, topography, and culture of this great city.

460 Greek Painting (ART 460) (3). See ART 460 for description.

461 Archaic Greek Sculpture (ART 461) (3). See ART 461 for description.

462 Classical Greek Sculpture (ART 462) (3). Permission of the instructor. A focused study of Greek sculpture during the classical period.

463 Hellenistic Greek Sculpture (ART 463) (3). See ART 463 for description.

464 Greek Architecture (ART 464) (3). Prerequisite, CLAR 244. Permission of the instructor for students lacking the prerequisite. A survey of Greek architectural development from the Dark Ages through the fourth century BCE. Special topics include the beginnings of monumental architecture, the development of the orders, and interpretations of individual architects in terms of style and proportions.

465 Architecture of Etruria and Rome (ART 465) (3). Prerequisite, CLAR 245. Permission of the instructor for students lacking the prerequisite. The development of architecture in the Roman world from the ninth century BCE through the fourth century CE. The course focuses on the development of urbanism and the function, significance, and evolution of the main building types and their geographic distribution.

470 History and Archaeology of Bathing (3). Cross-cultural survey of the sociocultural and archaeological history of bathing from antiquity (500 BCE) to today, including bathing customs, baths, bathing images, and toilets of different cultures around the world.

474 Roman Sculpture (ART 474) (3). Survey of Roman sculpture (200 BCE–300 CE), including portraiture, state reliefs, funerary monuments, and idealizing sculpture, with emphasis on style, iconography, and historical development of sculpture in its sociocultural, political, and religious contexts.

475 Rome and the Western Provinces (3). Survey of the material remains of the Western provinces of the Roman Empire, with attention to their historical context and significance.

476 Roman Painting (ART 476) (3). Surveys Roman painting from 200 BCE to 300 CE, with emphasis on style, iconography, historical development of painting in its sociocultural, political, and religious contexts. Treats current debates in scholarship.

488 The Archaeology of the Near East in the Iron Age (3). Prerequisite, CLAR 241. Permission of the instructor for students lacking the prerequisite. A survey of the principal sites, monuments, and art of the Iron Age Near East, ca. 1200 to 500 BCE.

489 The Archaeology of Anatolia in the Bronze and Iron Ages (3). Prerequisite, CLAR 241. Permission of the instructor for students lacking the prerequisite. A survey of Anatolian archaeology from the third millennium through the sixth century BCE.

490 The Archaeology of Early Greece (1200–500 BCE) (3). This course surveys the development of Greek material culture from 1200 to 500 BCE, exploring the origins of Greek art, architecture, cities, and sanctuaries in the Aegean and eastern Mediterranean.

512 Ancient Synagogues (JWST 512, RELI 512) (3). See RELI 512 for description.

561 Mosaics: The Art of Mosaic in Greece, Rome, and Byzantium (3). Required preparation, any course in classics, art history, or religious studies. Traces the development of mosaic technique from Greek antiquity through the Byzantine Middle Ages as revealed by archaeological investigations and closely analyzes how this dynamic medium conveyed meaning.

650 Field School in Classical Archaeology (6). This course is an introduction to archaeological field methods and excavation techniques, through participation in archaeological excavation.

683 Etruscan Art (ART 683) (3).

Courses for Graduate Students

CLAR

781 Aegean Civilization and Near Eastern Backgrounds (3).

782 The Archaeology of Dark Age Greece (3). Prerequisite, CLAR 243, 244, or 781. Permission of the instructor for students lacking the prerequisite. Issues and problems in the analysis of the Greek Dark Age and its material culture from the collapse of the Bronze Age palaces to the earliest Greek city states.

790 Field Practicum in Archaeology (3). Seminar in archaeological excavation techniques to be conducted in the field. Previous excavation experience is expected.

794 Greek Topography (ART 794) (3). Study of chief archaeological sites of Greece and of existing buildings and monuments. Attention to the problems of excavation and the role of the sites in Greek history.

796 The Archaeology of the Roman Province (3). This course explores the interaction between Rome and the provinces between the third century BCE and the third century CE, focusing on issues of globalization, resistance, gender, and multiculturalism.

798 Roman Topography (ART 798) (3).

812 Diaspora Judaism (RELI 812) (3). See RELI 812 for description.

841 Special Reading in Archaeology (3).

910 Seminar in Archaeology (3). Topics vary from year to year.

960 Seminar in Ancient Art (ART 960) (3). See ART 960 for description.

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Classics in English/Classical Civilization

Courses Not Requiring a Reading Knowledge of Greek and Latin

The following courses in classical literature and civilization are especially designed to supply the necessary foundation for those who, without a reading knowledge of the ancient languages, wish a broader culture or plan to specialize in modern literature, history, art, etc. When approved these courses may count as part of the major requirements in other departments. The courses may also be taken to satisfy the requirements of a minor in literature. See also English and Comparative Literature.

Courses for Graduate and Advanced Undergraduate Students

CLAS

409 Historical Literature Greek and Roman (3). The study in English translation of selections from Herodotus, Thucydides, Livy, Tacitus, and others, with consideration of their literary qualities and their readability as historians.

415 Roman Law (3). Introduction to Roman law, public and private. On the basis of Roman texts in translation (or the original if desired), consideration of the principles of Roman constitutional law and the legal logic and social importance of Roman civil law.

418 Byzantine Civilization (3). Introduction to intellectual and social history of the Byzantine Empire from Justinian to 1453, noting the interaction of classical and Christian culture and Byzantium's influence on neighboring peoples and on the Renaissance.

450 Crime and Violence in the Ancient World (3). This course sheds light on the phenomenon of crime from a historical and interdisciplinary perspective by probing into the forms and causes of crime in antiquity.

540 Problems in the History of Classical Ideas (3). Permission of the department.

541 Problems in the History of Classical Ideas (3). Permission of the department.

547 Approaches to Women in Antiquity (3). Permission of the instructor. Graduate students and senior classics majors. Intensive interdisciplinary introduction to women in antiquity, using literary, historical, and visual materials.

691H Honors Course (3). Honors course for departmental majors in classical archaeology, classical civilization, Greek, and Latin.

692H Honors Course (3). Honors course for departmental majors in classical archaeology, classical civilization, Greek, and Latin.

Greek

Courses for Graduate and Advanced Undergraduate Students

GREK

409 Greek New Testament (RELI 409) (3). See RELI 409 for description.

506 Greek Dialects (LING 506) (3). Permission of the instructor. Survey of the major dialects of Classical Greek and study of their derivation from Common Greek. Texts include both literary and epigraphical sources from the eighth century BCE to the Hellenistic Period.

507 Greek Composition (3). Prerequisite, GREK 221.

508 Readings in Early Greek Poetry (3). Prerequisite, GREK 221 or 222.

509 Readings in Greek Literature of the Fifth Century (3). Prerequisite, GREK 221 or 222.

510 Readings in Greek Literature of the Fourth Century (3). Prerequisite, GREK 221 or 222.

540 Problems in the History of Classical Ideas (3). Permission of the department.

541 Problems in the History of Classical Ideas (3). Permission of the department.

Courses for Graduate Students

NOTE: One or two Greek courses numbered in the 700s are offered each semester.

GREK

722 Greek Epigraphy (3).

744 An Introduction to Greek Law (3). This class has three goals: familiarizing students with Greek language, introducing them to concepts of Greek law by reading secondary literature, and directing them to current debates in the field.

750 Homer (3).

753 Greek Lyric Poetry (3).

755 Greek Tragedy (3).

757 Sophocles (3).

759 Greek Comedy (3).

761 Greek Philosophical Literature (3).

763 Greek Historical Literature (3).

765 Thucydides (3).

767 Greek Rhetoric and Oratory (3).

769 Demosthenes (3).

771 Hellenistic Poetry (3).

775 Later Greek Prose (3).

841 Special Reading (3).

891 Special Reading (3).

901 Greek Seminars (3). Topics vary from year to year.

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Latin

Courses for Graduate and Advanced Undergraduate Students

LATN

510 Introductory Latin Composition (3). Prerequisite, LATN 222. Review of Latin grammar and idiom, exercises in composition, introduction to stylistics.

511 Readings in Latin Literature of the Republic (3). Prerequisite, LATN 221 or 222.

512 Readings in Latin Literature of the Augustan Age (3). Prerequisite, LATN 221 or 222.

513 Readings in Latin Literature of the Empire (3). Prerequisite, LATN 221 or 222.

514 Readings in Latin Literature of Later Antiquity (3). Prerequisite, LATN 221 or 222.

530 An Introduction to Medieval Latin (3). Prerequisite, LATN 221 or 222. Survey of medieval Latin literature from its beginnings through the high Middle Ages.

540 Problems in the History of Classical Ideas (3). Permission of the department.

541 Problems in the History of Classical Ideas (3). Permission of the department.

601 Elementary Latin for Graduate Students (3). Designed as a preparation for the reading knowledge examination for higher degrees. Passing the examination at the end of LATN 602 certifies that the requirement has been satisfied, although the course does not count for graduate credit. One semester.

602 Elementary Latin for Graduate Students (3). Designed as a preparation for the reading knowledge examination for higher degrees. Passing the examination at the end of LATN 602 certifies that the requirement has been satisfied, although the course does not count for graduate credit. One semester.

Courses for Graduate Students

NOTE: One or two Latin courses numbered in the 700s are offered each semester.

722 Latin Epigraphy (3).

723 Latin Paleography (3).

725 Latin Composition and Prose Styles (3).

726 History of Latin (3).

741 Special Reading (3).

753 Fragments of Early Latin Poetry (3).

762 Roman Historical Literature (3). Study of Sallust, Caesar, Suetonius or the minor historians of the empire.

764 Roman Dramatic Literature (3). Study of the comedies of Plautus and Terence or the tragedies of Seneca.

765 Roman Lyric and Elegiac Poetry (3). Study of the forms of lyric and elegiac poetry with special attention to Catullus, Horace, Tibullus or Propertius.

766 Roman Satire (3). Study of the development of satiric forms with special attention to Horace or Juvenal.

767 Ovid and Literary Theory (3). Introduction to literary theory through a study of Ovid and scholarly approaches to his poetry.

768 Horace and Catallus (3).

770 Topics in Medieval Latin Literature (3). Reading in selected medieval Latin prose and verse authors.

771 Cicero: Political Career (3).

772 Cicero: Literary Career (3).

773 Lucretius (3).

774 Virgil (3).

775 Livy (3).

776 Ovid (3).

780 Petronius (3).

784 Tacitus (3).

841 Special Reading (3).

901 Latin Seminars (3). Topics vary from year to year.

993 Master's Thesis (3-6).

994 Doctoral Dissertation (3–9).

Medieval Studies

Minor in Medieval Studies

Graduate majors in other departments who wish to declare a medieval studies minor may do so with the approval of their departmental advisor. Any student may, of course, take medieval studies courses without seeking a formal minor.

Requirements for the graduate minor in medieval studies are listed on the Web site of the Program in Medieval Studies: www.unc.edu/depts/medstud.

Department of Communication Studies

comm.unc.edu

DENNIS MUMBY, *Chair*

Professors

Robert C. Allen, Film and Media History, Media Criticism, Cultural History, History of Popular Culture

V. William Balthrop, Rhetorical Theory and Criticism, Cultural Studies, Argumentation

Carole Blair, Rhetorical Theory and Criticism, Cultural Studies, Argumentation

Paul Ferguson, Performance of Literature, Directing, Adaptation and Script Writing
Lawrence Grossberg, Cultural Studies, Popular Culture, Popular Music, Philosophy of Communication and Culture
Ken Hillis, Communication Technology
Gorham A. Kindem, Documentary Production, Film History, Media Aesthetics
Dennis Mumby, Organizational Communication, Critical Theory
Della Pollock, Performance Theory and Criticism, Cultural Studies, Performance and Memory
Lawrence B. Rosenfeld, Interpersonal Communication, Family Communication, Empirical Research Methodology
Julia T. Wood, Interpersonal Communication, Gender and Communication, Feminist Theory

Associate Professors

Richard C. Cante, Media and Cultural Studies, Sexuality Studies, Global Cinema
Cori Dauber, Rhetoric and Public Address, Military Rhetoric
Sarah Dempsey, Organizational Communication, Organizing in Global Contexts
Steven K. May, Organizational Communication, Cultural Studies
Patricia S. Parker, Organizational Communication and Culture, Critical Studies in Gender, Race, Organizational Leadership
Joyce Rudinsky, Media Studies, Electronic and Interactive Media
Francesca Talenti, Media Studies, Animation
Michael S. Waltman, Interpersonal Communication, Social Cognition, Hate Studies
Eric Watts, Rhetorical Studies, African American Communication and Culture, Critical Media Studies

Assistant Professors

Renee Alexander-Craft (41) Critical/Performance Ethnography, Performance of Literature, Critical Studies in Race and Gender
Christopher Lundberg, Rhetoric and Public Culture, Cultural Studies, Critical Theory, and Religion
Michael Palm, Media Studies, History of Technologies
Tony Perucci, Performance, Performance and Media, Performance Activism, Cultural Studies
Edward Rankus, Media Studies, Film Production
Sarah Sharma, Media Studies, Cultural Studies and Communication Technology
Kumi Silva, Gender, Race and Identity, Transnational and Postcolonial Studies

Professors Emeriti

Elizabeth Czech-Beckerman
J. Robert Cox
Howard Doll
Robert J. Gwyn
William M. Hardy
James W. Pence Jr.
Beverly Whitaker Long

The Department of Communication Studies offers graduate work leading to the degree of doctor of philosophy. The doctoral program is question-driven and interdisciplinary at the same time that it provides a core foundation in critical communication studies. The program is designed to develop scholars, teachers, and practitioners capable of producing, disseminating, and applying knowledge in the academic community and in the broader public sphere.

Doctor of Philosophy Degree

Degree Requirements

The doctoral program in communication studies emphasizes the development of programs of study appropriate to each student's particular interests and to normative expectations for sophisticated, focused dissertation research (cf. Normative Practices for Doctoral Studies, The Graduate School, UNC–Chapel Hill, November 18, 1992). It requires students to pursue excellence in core study and to build on core courses with integrative coursework based on an evolving primary research question that will ultimately define the dissertation.

Doctoral students with an M.A. must complete a minimum of 46 hours of course work:

Four core courses:
- 700: Introduction to Research and Theory in Communication Studies
- 703a: Communication and the Social
- 703b: Communication and Discourse
- 703c: Communication and the Political

Two professional development courses:
- 702: Teaching in Communication Studies (one credit)
- 907: Research Practicum in Communication Studies

Ten research courses

Completion of the Ph.D. program—including course work, a qualifying examination, and a dissertation—normally requires four years of study beyond the M.A. degree.

Admission Requirements

Application for admission to the Department of Communication Studies must be made on the application form provided by The Graduate School. Applicants are admitted for the fall semester only.

All applications must be completed by December 1, and should include the following:

1. The Graduate Record Examination (GRE);
2. Two official transcripts from all postsecondary educational institutions;
3. Three letters of recommendation testifying to the applicant's preparedness for doctoral study;
4. A statement of purpose explaining why the applicant wishes to pursue graduate work in this department, his/her primary research interests and questions and any additional information not requested elsewhere;
5. The statement of purpose should be followed by identification of 4–5 keywords and a summary statement (3–4 sentences maximum) of projected research questions; and
6. A writing sample (10–12 pp. maximum) that reflects research proficiency. This should be a selection from scholarly writing (e.g. a term paper, an excerpt from an honors or M.A. thesis, a conference paper or publication. Prospective students may also choose to submit media or performance digital recordings.

In addition to the requirements for admission to the graduate program, applicants for the doctor of philosophy degree program must have a bachelor's or master's degree in communication studies or a related discipline from an accredited college or university in the United States (or its equivalent from a foreign institution).

International applicants must include Test of English as a Foreign Language (TOEFL) scores. They are also required to submit a financial certificate prior to being admitted into the program.

All applicants should refer to the department's Ph.D. Policies and Procedures online for more information about the admissions.

For more information, contact:
Director of Graduate Studies
Department of Communication Studies
CB# 3285, Bingham Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3285
Web: www.unc.edu/depts/comm

Financial Aid

Financial assistance is available in several forms. Please see the financial aid chapter in this catalog for more information on various sources of available funds and deadlines.

All applicants to the department are eligible for teaching and/or research assistantships; applicants should indicate their desire for such an award on the application form. Generally, first-year students assist with two introductory undergraduate courses. Applicants for the doctor of philosophy degree may have responsibility for their own class, depending upon previous experience. All assistantship assignments are awarded on a competitive basis. In some cases out-of-state applicants who are awarded an assistantship are recommended by the department for a remission of the out-of-state portion of their tuition.

To be considered for The Graduate School's Competitive Merit Assistantship, applications must be completed by December 15.

Courses for Graduate and Advanced Undergraduate Students

NOTE: Courses are offered on demand except as otherwise noted.

COMM

411 Critical Perspectives (3). This course explores theories of criticism and symbolic action through readings, lecture, and practical criticism of literature, media, discourse, and other symbolic acts.

412 Critical Theory (3). Overview of those realms of modern and contemporary thought and writing that are known as, and closely associated with, "critical theory."

413 Freud (3). Examination of Freudian thought within and across historical contexts, with special attention to the centrality of gender and sexuality in the operations of the "human organism."

422 Family Communication (3). Prerequisite, COMM 120. Permission of the instructor for nonmajors. Analysis and exploration of personal experiences, family systems theory, and communication theory to describe, evaluate, and improve family communication patterns.

431 Advanced Audio Production (3). Prerequisite, COMM 230. Permission of the instructor for students lacking the prerequisite. Advanced analysis and application of the principles and methods of audio production.

432 Visual Culture (3). Prerequisites, COMM 140 and 230. Permission of the instructor for students lacking the prerequisites. Overview of, and intensive practice in, advanced directing techniques for film, video, and digital media.

433 Intermediate Scriptwriting (3). Prerequisite, COMM 330. Permission of the instructor for students lacking the prerequisite. A major writing project will be completed by each student, either dramatic or nonfiction for radio, television, film, or stage.

434 Minorities and the Media (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. The course traces the development of minorities in film, radio and television, and the press, looking at trends and treatment of minorities by the media, and how and if they have changed.

435 Memory Acts (3). Advanced introduction to foundational work in memory and performance studies, emphasizing theory and practice of various forms of remembering.

436 Gender and Performance (WMST 437) (3). See WMST 437 for description.

437 United States Black Culture and Performance (3). Prerequisite, COMM 160. Permission of the instructor for nonmajors. Examines how the United States Black experience is constituted in and through performance across a range of cultural contexts including the antebellum South, Reconstruction, the Harlem Renaissance, the Black Aesthetic, and contemporary urban life.

442 Cultural Studies (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. This class will introduce students to the major theoretical and methodological commitments of cultural studies as a perspective on communication, culture, and society.

450 Media and Popular Culture (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. Examination of communication processes and cultural significance of film, television, and other electronic media.

451 Special Topics in Media and Popular Culture (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. A special topics course on a selected aspect of media and cultural studies.

452 Film Noir (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. Course combines reading about and viewing of 1940s and 1950s films combining narrative techniques of storytelling, novels, and the stage with purely filmic uses of spectacle, light, editing, and image.

464 Performance Composition (3). Prerequisite, COMM 160. Theory and practice of collaborative performance, emphasizing image, intertextual adaptation, site-specific and installation work, avant-garde traditions, and the play of time and space.

466 Advanced Study of Literature in Performance (3). Prerequisite, COMM 160. This course engages the theory and embodiment of prose fiction, poetry, and other kinds of literary texts, including nonfiction. Students practice adaptation and script preparation, solo/group performance, and performance critique.

470 Political Communication and the Public Sphere (3). A course covering the relationship between communication and political processes and institutions. Topics include media coverage and portrayal of political institutions, elections, actors, and media influence on political beliefs.

471 Rhetorics of Public Memory (3). Takes up the fundamental assumptions of contemporary memory studies and the centrality of rhetoric to memory. Research focus on how constructions of the past respond to the present and the future.

472 Rhetorical Criticism (3). Prerequisite, COMM 270. Approaches to the analysis and assessment of rhetorical practice with a focus on how rhetoric reflects and shapes public culture.

500 Visual and Material Rhetoric (3). Prerequisite, COMM 170. This course explores the use of rhetorical criticism as a way to understand how the visual and material are used for symbolic and political purposes. Examples ranging from news images to public art will be studied.

521 Communication and Social Memory (3). Permission of the instructor for nonmajors. An investigation of psychological aspects of communication, particularly the perceptual and interpretive processes underlying the sending and receiving of messages.

523 Communication and Leadership (3). Prerequisite, COMM 120. Permission of the instructor for nonmajors. Critical examination of alternative theories of leadership and trends in the study of leadership; focuses on the communicative dimensions of leadership.

524 Gender, Communication, and Culture (3). Prerequisites, COMM 224 and 372. Permission of the instructor for nonmajors. Course examines the speeches and other texts that announced and embodied the goals and political strategies of multiple branches of three waves of feminist activism in the United States.

525 Organizational Communication (3). Prerequisites, COMM 120 and 325. Permission of the instructor for nonmajors. Provides a critical exploration of organizational communication theory, research, and application, examining the factors involved in the functioning and analysis of complex organizations.

527 Organizational Ethics (3). Prerequisite, COMM 325. A critical examination of the theory, research, and practice of organizational ethics.

530 Introduction to Phonetics (SPHS 530) (3). See SPHS 530 for description.

532 Performing the Screenplay (3). Introduces students to approaches for creating performance from screenplays and other texts for electronic media forms, focusing on scripts as literature and the tensions between live and electronically delivered performances.

534 Narrative Production (3). Prerequisite, COMM 230. Corequisite, COMM 546 or 547. The course focuses on narrative, representational, and aesthetic strategies of narrative production.

535 Adaptation and Directing (3). Prerequisite, COMM 160. This course introduces students to practices in adapting and directing literary text for ensemble performance. Students will be engaged in collaborative critique and discussion/development of production values.

540 Speech Science (SPHS 540) (3). See SPHS 540 for description.

543 World Media History (3). Study of the development of the art and craft of the film through examining individual films and topics stressing the interaction of aesthetic considerations with sociocultural and institutional settings.

544 Electronically Mediated Communication and Information Machines (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. A survey of developing telecommunication systems and technologies and their impact on the traditional electronic media and society.

545 Pornography and Culture (3). Examines the social, cultural, political, legal, historical, and aesthetic implications of pornography.

546 History of Film I, 1895 to 1945 (3). Prerequisite, COMM 140. Permission of the department. Studies the development of the art of film through World War II by examining individual films and filmmakers and the emergence of national cinemas through interaction among aesthetic, social, economic, and technological factors.

547 History of Film II, 1945 to Present (3). Prerequisite, COMM 140. Study of the development of the art of film from the end of World War II to the present day by examining individual films and filmmakers and the emergence of national cinemas through interaction among aesthetic, social, economic, and technological factors.

548 Humor and Culture (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. Investigates how humor, comedy, and laughter function socially and culturally through close examination of selected United States popular media texts and the primary modern theoretical writings on these issues.

549 Sexuality and Visual Culture (3). Examines questions about sexuality and how it has changed over time, through various media of visual communication.

550 American Independent Cinema (3). Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor for students lacking the prerequisite. Intensive investigation of some particularly influential strains for United States independent narrative cinema, with a focus on sociocultural contexts and the fuzziness of the word "independent."

551 Hitchcock and the Sign (3). Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor for students lacking the prerequisite. Course gives Alfred Hitchcock's cinema careful attention while tracking longstanding debates about signification and reference from philosophy, semiotics, literary theory, narratology, and visuality into recent critical and cultural theory.

553 Media and Activism (3). A study of the electronic media as a feedback mechanism for community organization and social change. A variety of broadcast and nonbroadcast uses of the media are studied.

561 Performance of Women of Color (WMST 561) (3). Prerequisite, COMM 160. Permission of the instructor for nonmajors. Explores through performance contemporary poetry, fiction, nonfiction, and feminist thought by women of color in the United States.

562 Oral History and Performance (FOLK 562, HIST 562, WMST 562) (3). This course combines readings and fieldwork in oral history with study of performance as a means of interpreting and conveying oral history texts. Emphasis on local fieldwork.

563 Performance of Children's Literature (3). Prerequisite, COMM 160. Permission of the instructor for students lacking the prerequisite. The course explores advanced performance theory while focusing exclusively on contemporary poetry, prose fiction, and drama intended for young audiences. Both solo and group performances for young viewers are included.

564 Performance and Popular Culture (3). Prerequisite, COMM 160. Critical examination of the operation of performance as a cultural phenomenon, with an emphasis on meaning, power, and resistance in cultural events, social practices, and media spectacles.

566 Media and Performance (3). Study of narrative in selected short stories and novels and their adaptation for film.

570 Anatomy and Physiology of the Speech and Hearing Mechanism (SPHS 570) (3). See SPHS 570 for description.

571 Rhetorical Theory and Practice (3). Prerequisite, COMM 170. Permission of the instructor for nonmajors. Investigates the theoretical definitions and uses of rhetorical interpretation and action in spoken, written, visual, material practices, discourses, and events.

572 Public Policy Argument (3). Prerequisite, COMM 170. Permission of the instructor for nonmajors. Analyzes argument in a variety of contexts with an emphasis on public policy and exploring tensions involved in addressing both expert and public audience in the political sphere.

573 The American Experience in Rhetoric (3). Prerequisite, COMM 170. Permission of the instructor for nonmajors. Examines public discourse from the colonial period to the present. Discourses, critical perspectives, and historical periods studied will vary.

574 **War and Culture (PWAD 574) (3).** Examines American cultural myths about war generally and specifically about the causes of war, enemies, weapons, and warriors, and the way these myths constrain foreign and defense policy, military strategy, and procurement.

575 Presidential Rhetoric (3). Prerequisite, COMM 170. The power of the presidency depends in part upon the president's ability to rally public opinion, which depends upon the president's ability to use the "bully pulpit." This course examines the hurdles presidents face and the steps presidents take to shape opinion.

576 Making and Manipulating "Race" in the United States (3). This course will examine how the trope of "race" is rhetorically invented and performed in United States cultural politics.

577 African American Rhetoric (3). This course will explore the manner in which Black American aesthetic and creative expression function as public discourse.

582 Introductory Audiology I (SPHS 582) (3). See SPHS 582 for description.

596 Advanced Independent Study/Directed Reading (1–3). Permission of the department. Majors only. 3.0 cumulative grade point average and 3.5 communication studies grade point average required. For the communication studies major who wishes to pursue an advanced independent research project under the supervision of a selected instructor. Intensive individual research on a problem designed by instructor and student in conference.

610 Reading Quantitative Research in Communication Studies (3). Permission of the instructor for nonmajors. Review of the basics of quantitative research (e.g., scientific method, modes of data collection, instrument development, data analysis techniques) with the goal of gaining skill in reading published articles in communication studies journals.

617 Introduction to Communication Disorders (3). Explores the etiology, epidemiology, assessment, and educational implications of speech and language disorders.

620 Theories of Interpersonal Communication (3). Prerequisite, COMM 120. Permission of the instructor for nonmajors. Course focuses on how communication is used to build and sustain interpersonal relationships. Forms and functions of communication are examined as a means of testing and defining relationships.

624 Hate Speech (3). The primary focus of hate speech is on the ways that interactants manipulate hatred to accomplish a variety of social and personal goals. The pursuit of this focus will allow the student to appreciate the operation of hatred in a variety of contexts. Often taught as a service-learning course.

625 Communication and Nonprofits in the Global Context (3). Introduces students to the opportunities, challenges, and rewards of participation within the nonprofit/NGO sector. The course also equips students with the skills needed to design and conduct engaged scholarship.

629 Topics in Interpersonal and Organizational Communication (3). Prerequisite, COMM 120. Permission of the instructor for nonmajors. Designed for advanced students, course provides in-depth examination of particular theories of human communication. Course focus varies. May be repeated.

635 Documentary Production (3). Prerequisite, COMM 230. A workshop in the production of video and/or film nonfiction or documentary projects. The course will focus on narrative, representational, and aesthetic strategies of documentary production.

636 Interactive Media (ART 406) (3). Prerequisite, COMM 230. Permission of the instructor for students lacking the prerequisite. Explores interactive media through creative projects that include sound, video, and graphic elements. Technical information will serve the broader goal of understanding the aesthetics and critical issues of interactive media.

639 Special Topics in Media Production (3). Prerequisite, COMM 140. A special topics course on a selected aspect of media production or writing. May be repeated.

642 Special Topics in Cultural Studies (3). Prerequisite, COMM 442. Permission of the instructor for nonmajors. This course will explore various specific topics, theories, and methodologies in cultural studies.

645 The Documentary Idea (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. Historical and theoretical examination of expressions of the documentary idea in different eras and various modes including film, television, and radio.

646 Animation (3). Prerequisites, COMM 130. Permission of the instructor for nonmajors. An introduction to the art and mechanics of two-dimensional digital animation.

650 Global Media Economics after Convergence (3). Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor for students lacking the prerequisite. One introductory economics course is recommended but not required. From basic concepts developed from the historical economics of film, the course moves through more recent cases into the assessment of systematic attempts to model aspects of global, convergent media.

651 Contemporary Global Media (3). Study of contemporary film/television within a specific international context, such as Great Britain, with particular attention to comparisons and contrasts with the United States and Hollywood.

652 Media and Difference (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. This course examines critical and theoretical issues concerning the representation and study of various modes of difference, such as sexuality, race, and gender, in specific media texts.

653 Experimental Video (3). Prerequisite, COMM 230. Permission of the instructor for students lacking the prerequisite. This course allows students to create video productions that play with forms that lie outside of mainstream media.

654 Motion Graphics, Special Effects, and Compositing (3). Prerequisite, COMM 130. Permission of the instructor for students lacking the prerequisite. In this course students learn a wide range of video post production techniques working mostly with the application After Effects.

655 Television Culture (3). Prerequisite, COMM 140. This course introduces students to critical television studies. The course emphasizes not television or culture as separate entities but instead "Television Culture." The focus of the class is on the interrelationship between television and contemporary culture.

656 Women and Film (WMST 656) (3). See WMST 656 for description.

657 Audio Production (3). Experience in nonlinear editing is recommended, although not required. Explore audio production as art and engineering; from acquisition to mastering. Flexibility for varying skill levels is designed into the course.

658 Latin American Cinema (3). This course examines the films, audiences, and social contexts of Latin American cinema from the 1930s to the present.

659 Special Topics in Media Studies (3). Prerequisite, COMM 140. Permission of the instructor for nonmajors. A special topics course on a selected aspect of media studies, including but not limited to media texts, contexts, and/or reception. May be repeated.

661 Performance of Race and Ethnicity (3). Recommended preparation, COMM 160. Examines race and ethnicity in specific geopolitical contexts as discursive formations, performative identities, and lived realities. Studies disciplinary/political boundaries that are produced and maintained through acts of performance.

662 Black/African Diaspora Performance (3). Recommended preparation, COMM 160. Relying on critical race theories, colonial and postcolonial theories, and theories of performance, this course engages comparative discourses of Black/African diaspora citizenship through the literature, poetry, fiction, nonfiction, drama, and cultural performances of people of African descent, particularly in Africa, Europe, and the Americas.

663 Practicum in Performance Studies (3). Prerequisite, COMM 160. Course provides a workshop setting for the process of creation, dramaturgy, development, analysis, and critique of graduates' and undergraduates' original performance work, focusing on the needs of each project in progress.

664 Field Methods (3). Recommended preparation, COMM 562 or 841. A bridge course designed to offer graduate students and advanced undergraduates a practicum in fieldwork methods and performance ethnography.

665 Performing Consumer Culture (3). Prerequisite, COMM 160. Course addresses the operation of corporate power and consumer practices as political and cultural performances, and performance as a means of pursuing social and economic justice.

667 Performance Activism (3). Prerequisite, COMM 160 or 260. History and practice of performance in contemporary social movements. Practical exploration of direct action, guerilla theatre, and performance interventions.

668 The Ethnographic Return (3). This course explores the intersection of ethnographic theory/practice and discourses of sustainable community change with the aim of making appropriate and effective contributions to community development.

669 Special Topics in Performance Studies (3). Prerequisites, COMM 160. Advanced study of selected topics drawn from performance history, theory, and practice. May be repeated.

670 Special Topics in Rhetorical Studies (3). Prerequisite, COMM 170. Permission of the instructor for nonmajors. A special topics course on a selected aspect of rhetoric and cultural studies. May be repeated.

675 Environmental Communication and the Public Sphere (ENST 675) (3). Examines communication practices that accompany citizen participation in environmental decisions, including public education campaigns of nonprofit organizations, "risk communication," media representations, and mediation in environmental disputes.

681 Contemporary Film Theory (3). Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor for undergraduates. Overview of poststructuralist, or 'contemporary' film theory. Traces its development, its techniques, fierce critiques lobbed at it since the early 1980s, and its points of continuing importance.

682 History of the Moving Image: Pasts, Presents, Futures (3). Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor for undergraduates. Theories of moving images and imaging technologies—from the primitive to the not-yet-existing—that focus on their multifaceted relations with various registers of time, memory, flux, and futurity.

683 Moving-Image Avant-Gardes and Experimentalism (3). Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor for students lacking the prerequisite. History and theory of international avant-garde and experimentalist movements in film, video, intermedia, multimedia, and digital formats. Content and focus may vary from semester to semester.

691H Honors in Cultural Studies (3). Permission of the instructor. Required of all senior honors candidates in cultural studies. First semester of senior honors thesis.

692H Honors in Cultural Studies (3). Permission of the instructor. Required of all senior honors candidates in cultural studies. Second semester of senior honors thesis.

693H Honors (3). Permission of the department. Majors only. 3.2 cumulative grade point average required. Individual projects designed by students and supervised by a faculty member.

694H Honors (3). Permission of the department. Majors only. 3.2 cumulative grade point average required. Individual projects designed by students and supervised by a faculty member.

Courses for Graduate Students

NOTE: Courses are offered on demand except as otherwise noted.

COMM

700 Introduction to Research and Theory in Communication Studies I (3). Admission to graduate program or permission of the department. Considers theory and philosophy in the study of communication. Surveys major paradigms of contemporary social/cultural theory (and their roots in modern philosophy) in relation to examples of communication research and practice. First of two semesters.

702 Teaching in Communication Studies (1). Communication studies graduate students only. An introduction to teaching at the university level for new teaching assistants and graduate students hoping to have teaching-related responsibilities in communication studies.

703 Interdisciplinary Studies in Communication (3). This course will be offered with three separate foci, each cutting across interdisciplinary concerns in communication studies: the social, the political, and discourse.

712 The Body and Performance (3). This course will explore through performance the various ways the human body is "marked" or signified in culture.

713 Performance Criticism (3). Deals with the key methods of describing and evaluating literature and literature in performance.

722 Seminar in Human Relationships (3). In-depth examination of contemporary research on communication and human relationships. Foci vary and may include intimacy, groups, families, and other communication relationships.

723 Research in Organizational Communication (3). Explores theoretical, methodological, and practical issues encountered in ethnographic, case study, and field research on communication phenomena in organizations.

724 Feminism, Science, and Communication (3). Critical examination of key feminist arguments about science and communication scholarship as conventionally defined; exploration of alternative goals, assumptions, and practices for research consistent with feminist theories and methodologies.

725 Interpretive Studies in Organizational Communication (3). Prerequisite, COMM 525. Permission of the instructor for students lacking the prerequisite. Focuses on the theory and practice of interpretive organizational communication research, including organizational phenomena such as culture, metaphor, symbolism, ritual, and narrative.

726 Critical Studies in Organizational Communication (3). Prerequisite, COMM 525. Permission of the instructor for students lacking the prerequisite. Focuses on the theory and practice of critical organizational communication research, including organizational phenomena such as power, discourse, and culture.

738 Production Studies (3). Studies the integration of audio/video/film theory and practice through lectures, readings, discussions, oral presentations, and the completion of audio, video, and film projects.

739 Media Production (3). Permission of the department. Study of problems involved in writing and producing various forms of media programming. Emphasis on script and production elements necessary to translate scripts into media products.

750 Cultural Studies (3). Graduate standing required. Introduction for graduate students to the current literature and critical perspectives in the areas of media and cultural studies.

752 Media and Social Change (3). This seminar inquires into the range of relationships between media and social life, with a particular emphasis on media's role in movements for social, economic, and/or cultural transformation.

753 Theories of the Audience/Public (3). This course offers a sustained analysis of the ways in which the media, audience, and/or public have been variously conceptualized historically, in critical theory.

754 Political, Institutional, and Economic Contexts of Media and Culture (3). Prerequisite, COMM 700. A detailed analysis of the relationship between government, policy making, corporate and business interests, and various theoretical approaches to their impact on media and culture.

755 History of Cultural Studies (3). This class introduces cultural studies through its British "origins," especially but not only the work of the Centre for Contemporary Cultural Studies and the Open University.

756 National, International, Transnational, and Global Movie/Media History (3). Explores the economic, social, ideological, technological, and aesthetic development of film and television as international, transnational, transcultural, and global entities, questioning the viability of the concept of national cinema/media in the 21st century.

758 Studies in Film and Television (3). Graduate introduction to the study of film, television, and video. This course traces the theoretical and methodological development of media studies.

761 Adaptation Seminar (3). This seminar recognizes and applies narrative theory in understanding texts, lives, and cultural practice broadly.

769 Topics in Performance Studies (3). Second-year graduate students and/or permission of the instructor. Special problems in performance studies.

770 History of Rhetoric I (3). A critical survey of the history of rhetoric, focusing on Classical theories of rhetoric from Greece and Rome through the Medieval period.

771 History of Rhetoric II (3). A critical survey of the history of rhetoric, focusing on theories of rhetoric from the Renaissance through the 19th century.

772 Seminar in Contemporary Rhetorical Theory (3). A critical survey of the history of rhetoric, focusing on rhetorical theory from the 20th century to the present.

774 Visual and Material Rhetorics (3). Addresses conceptual and practical issues in the rhetorical analysis and criticism of visual and material objects, practices, and events.

790 Seminar in Kenneth Burke (3). Seminar is an in-depth analysis of the writings of Kenneth Burke, concentrating on primary source materials.

792 Philosophy of Communication and Culture (3). Prerequisite, COMM 700. Considers the history of and developments in the philosophy of communication and culture, as well as the role these concepts have played in western philosophy.

798 Topics in Research Methods (3). Advanced study of selected topics in research methods. Topics vary.

811 Rhetorical Criticism (3). Prerequisite, COMM 571. Permission of the instructor for students lacking the prerequisite. Investigates the function of rhetorical criticism, the critical method, and a variety of approaches to the performance of rhetorical criticism.

812 Practicum in Rhetorical Criticism (3). Focuses on practice in writing rhetorical criticism and on mid-range theoretical concepts that inform critical analysis and argument.

821 Communication in Close Relationships (3). Prerequisite, COMM 620. Examination of contemporary theory and research on communication in close relationships. Topics include communication in relational formation, change, and termination.

822 Seminar in Family Communication (3). This course is an advanced seminar in which students may study family communication and produce original research.

824 Seminar in Feminist Studies in Communication (3). Prerequisite, COMM 722. This course compares and critically evaluates the work of major feminist scholars in the field of communication.

825 Seminar in Interpersonal and Organizational Communication (3). A variable topic seminar that permits faculty and graduate students the opportunity to explore significant historical and emerging issues in the field of communication.

841 Performance Ethnography (FOLK 841) (3). This seminar focuses on methods of ethnography and fieldwork ethics. Performance as theory and practice informs methodological inquiries as well as the analysis of specific ethnographic texts and case studies.

842 Seminar in Performance and Cultural Studies (FOLK 842) (3). This course focuses on performance-related issues in the emergent field of cultural studies.

843 Seminar in Contemporary Performance Theory (FOLK 843) (3). An advanced graduate seminar, this course will address recent developments and problems in performance theory. It will consider cross- and multidisciplinary approaches to performance as sites for consideration and debate.

844 Seminar in Performance and History (3). This course explores diverse relations among performance and history, including the performance of life histories, the use of spectacle in history, everyday performances of historical protocols, and performance itself as an historical construct.

845 The Political Economy of Performance (3). This course examines social relations, particularly power relations, by focusing on resistance as performance and the performance of resistance arising from the dynamics and conflicts within specific locations of a political economy.

846 Performance Pedagogy (3). Draped in the political, economic, and domestic histories of western culture our current pedagogies still point out the world that matters to each new generation. We will study these pedagogies from the perspectives of institutions, economies, and human relationships they simultaneously reflect and work to transform.

849 Seminar in Culture and Identity (3). This course looks at issues of the representation and production of identity, subjectivity, and agency—in various forms—in the practices of media.

850 Seminar in Media Studies (3). Selected problems in media aesthetics. Exact topic to be covered is announced before classes begin.

851 Research Methods in Media and Cultural Studies (3). Graduate standing required. Introduction to the issues, methods, and materials of research in media and cultural studies.

852 Seminar in the History of Media (3). Application of historical research techniques to problems in the mass media. Exact topic is announced before classes begin. May be repeated.

853 Seminar in Popular Culture (3). This course will look at special topics in the study of popular culture. Designed for advanced graduate studies, it will consider critical responses to existing scholarship with original research.

854 Seminar in Media Difference (3). This seminar explores critical theories of difference and puts them into dialogue with media representations of difference.

855 Seminar in Cultural Studies (3). Prerequisite, COMM 755. This class explores the impact of some developments in postmodernism—as an interpretive, historical, and philosophical discourse on the possible development of cultural studies.

856 Seminar in Communication Technology (3). Prerequisite, COMM 700. Examines new communication technologies, their spatial and social diffusion, and how these relate to theories of culture, politics, and technology and the real-world contexts in which technologies are received. May be repeated.

857 Seminar in Cultural Studies and Popular Culture (3). Prerequisite, COMM 700. This course will focus on specific topics, issues, or queries of popular culture as these have been or can be studied within cultural studies.

858 Seminar in Feminist Studies of Film and Television (WMST 858) (3). Graduate standing required. This graduate seminar explores theoretical and practical points of contact between feminism, film, and television using psychoanalysis, narrative analysis, ideological analysis, and cultural studies.

859 Seminar in Media and Cultural Studies (3). This course, designed for advanced graduate students, will explore specialized topics in interpretive, critical, and cultural research in media studies.

860 Aesthetics and Communication (3). Explores how theories of aesthetics have struggled with notions of beauty, value, pleasure, and pain in the human communicative experience.

871 Rhetoric and Social Theory (3). This course will draw upon contemporary discussions in both rhetorical theory and critical social theory to explore a set of tensions in the western philosophical/political ideals of the public sphere and the political subject as a discursive agent within such public spaces and venues.

872 Public Policy Argument (3). Advanced theory and practice of public argument. Examines the history of the public sphere, critical theories of its operation, and its relevance to contemporary politics. Case studies change by semester.

873 African American Rhetoric (3). This course will examine the manner in which Black aesthetic and intellectual expressions and controversies function as public discourse in cultural politics.

874 Rhetorics of Space and Place (3). Considers place in relation to space and time. Primary concentration on implications of theorizing place as communicative practice rather than communicative context.

875 Rhetoric and Public Memory (3). Addresses the fundamentally rhetorical character of public memory. Analyzes theoretical presuppositions about memory. Openings for rhetorizing memory.

879 Topics in Rhetorical and Cultural Studies (3). Special problems in rhetorical and cultural studies. May be repeated.

900 Research Practicum (1–3). Permission of the internship coordinator. Individualized practical experience supervised by a faculty advisor and by the departmental coordinator of internships. May be repeated.

901 Directed Research (3). Permission of the instructor. . Individual research on a problem defined by the graduate student and graduate faculty member in conference. May be repeated.

902 Research Practicum in Media and Cultural Studies (3–6). Prerequisites, COMM 750 and 851. Permission of the instructor. Individualized directed research by advanced students supervised by a member of the graduate faculty. May be repeated.

903 Research Practicum in Communication Studies (1–3). Individualized practical research.

904 Research Practicum in Communication Studies (1–3). Individualized practical research.

905 Research Practicum in Communication Studies (1–3). Individualized practical research.

906 Research Practicum in Communication Studies (1–3). Individualized practical research.

907 Research Practicum in Communication Studies (1–3). Individualized practical research.

992 Non-Thesis Option (3–9). Focuses on the development of a master's project or a major paper other than a thesis.

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–21).

Department of Computer Science

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ANSELMO A. LASTRA, *Chair*

Professors

Stanley Ahalt (82) Director of the Renaissance Computing Institute (RENCI); Signal, Image, and Video Processing; High-Performance Scientific and Industrial Computing; Pattern Recognition Applied to National Security Problems; High-Productivity, Domain-Specific Languages

James Anderson (62) Distributed and Concurrent Algorithms, Real-Time Systems, Linux

Sanjoy K. Baruah (78) Scheduling Theory, Real-Time and Safety-Critical System Design, Computer Networks, Resource Allocation and Sharing in Distributed Computing Environments

Gary Bishop (39) Hardware and Software for Man-Machine Interaction, Assistive Technology, 3D Interactive Computer Graphics, Virtual Environments, Tracking Technologies, Image-Based Rendering

Frederick P. Brooks Jr. (9) 3D Interactive Computer Graphics, Human-Computer Interaction, Virtual Worlds, Computer Architecture, the Design Process

Prasun Dewan (63) User Interfaces, Distributed Collaboration, Software Engineering Environments, Mobile Computing, Access Control

Henry Fuchs (11) Virtual Environments, Telepresence, Future Office Environments, 3D Medical Imaging, Computer Vision and Robotics

Kevin Jeffay (40) Computer Networking, Operating Systems, Real-Time Systems, Multimedia Networking, Performance Evaluation

Anselmo A. Lastra (52) Interactive 3D Computer Graphics, Hardware Architectures for Computer Graphics

Ming C. Lin (72) Physically Based and Geometric Modeling, Applied Computational Geometry, Robotics, Distributed Interactive Simulation, Virtual Environments, Algorithm Analysis, Many-Core Computing

Dinesh Manocha (58) Interactive Computer Graphics, Geometric and Solid Modeling, Robotics Motion Planning, Many-Core Algorithms

Stephen M. Pizer (6) Image Analysis and Display, Human and Computer Vision, Graphics, Numerical Computing, Medical Imaging

David A. Plaisted (28) Mechanical Theorem Proving, Term Rewriting Systems, Logic Programming, Algorithms

Jan F. Prins (33) High Performance Computing: Parallel Algorithms, Programming Languages, Compilers, and Architectures; Scientific Computing with Focus on Computational Biology and Bioinformatics

Michael K. Reiter (95) Computer and Network Security, Distributed Systems, Applied Cryptography

Jack S. Snoeyink (79) Computational Geometry, Algorithms for Geographical Information Systems and Structural Biology, Geometric Modeling and Computation, Algorithms and Data Structures, Theory of Computation

David Stotts (59) Computer-Supported Cooperative Work, Especially Collaborative User Interfaces; Software Engineering, Design Patterns and Formal Methods; Hypermedia and Web Technology

Wei Wang (90) Data Mining, Database Systems, Bioinformatics

Associate Professors

Kye S. Hedlund (22) Computer-Aided Design, Computer Architecture, Algorithm Design and Analysis, Parallel Processing

Jasleen Kaur (88) Design and Analysis of Networks and Operating Systems, Specifically, Resource Management for Providing Service Guarantees, Internet Measurements, Transport Protocols, and Congestion Control

Ketan Mayer-Patel (80) Multimedia Systems, Networking, Multicast Applications

Leonard McMillan (87) Computational Biology, Genetics, Bioinformatics, Information Visualization, Data-Driven Modeling, Image Processing, Imaging Technologies, Computer Graphics

Fabian Monrose (91) Computer and Network Security, Biometrics and Techniques for Strong User Authentication

Montek Singh (84), High-Performance and Low-Power Digital Systems, Asynchronous Circuits and Systems, VLSI CAD, Graphics Hardware

Assistant Professors

Ron Alterovitz (99) Medical Robotics, Motion Planning, Physically Based Simulation, Optimization, Medical Image Analysis

Svetlana Lazebnik (96) Object Recognition and Scene Interpretation; Internet Photo Collections; Reconstruction of 3D Objects from Photos/Video; Machine Learning Techniques for Visual Recognition Problems; Clustering and Vector Quantization; Nonlinear Dimensionality Reduction and Manifold Learning

Marc Niethammer (98) Quantitative Image Analysis, Cellular Imaging, Shape Analysis, Visual Tracking and Estimation Theory, Diffusion Weighted Magnetic Resonance Imaging, Structural Health Monitoring

Research Professors

Marc Pollefeys (89) Computer Vision, Image-Based Modeling and Rendering, Image and Video Analysis, Multi-View Geometry

Diane Pozefsky (93) Software Engineering and Environments, Computer Education, Serious Games Design and Development, Social, Legal and Ethical Issues Concerning Information Technology

F. Donelson Smith (42) Computer Networks, Operating Systems, Distributed Systems, Multimedia, Computer-Supported Cooperative Work

Russell M. Taylor II (69) 3D Interactive Computer Graphics, Virtual Worlds, Distributed Computing, Scientific Visualization, Human-Computer Interaction

Gregory F. Welch (71) Human Motion Tracking Systems, 3D Telepresence, Projector-Based Graphics, Computer Vision and View Synthesis, Medical Applications of Computers

Research Associate Professor

Mary C. Whitton (81) Developing and Evaluating Technology for Virtual and Augmented Reality Systems, Virtual Locomotion, Tools for Serious Games

Research Assistant Professors

Jan-Michael Frahm (97) Structure from Motion, Camera Self-Calibration, Camera Sensor Systems, Multi-Camera Systems, Multi-View Stereo, Robust Estimation, Fast Tracking of Salient Features in Images and Video, Computer Vision, Active Vision for Model Improvement, Markerless Augmented Reality

Martin Styner (94) Medical Image Processing and Analysis Including Anatomical Structure and Tissue Segmentation, Morphometry Using Shape Analysis, Modeling and Atlas Building, Intra and Inter-Modality Registration

Xunlei Wu (123) Medical Simulation and Training, Real-Time Deformable Object Modeling, Large-Scale Data Visual-Analytics, GPGPU High Performance Computing

Lecturers

Tessa Joseph Nicholas (86) New Media Arts and Poetics, Digital Communities, Digital-Age Ethics

Timothy L. Quigg (83) Intellectual Property Rights, Industrial Relations, Contract Management, Research Administration

Leandra Vicci (35) Information Processing Hardware: Theory, Practice, Systems, and Applications; Computer-Integrated Magnetic Force Systems; Wave Optics, Tracking and Imaging; Electricity and Magnetism; Low Reynolds Number Fluid Dynamics; Biophysical Models of Mitotic Spindles; Quantum Theory

Professor of the Practice

Larry Conrad

Adjunct Professors

Rob Fowler (110) High-Performance Computing

Guido Gerig (75) Image Analysis, Shape-Based Object Recognition, 3D Object Representation and Quantitative Analysis, Medical Image Processing

M. Gail Jones, (113) Science Education, Gender and Science, High-Stakes Assessment, Nanotechnology Education, Haptics and Learning

J. Stephen Marron (114) Smoothing Methods for Curve Estimation

Julian Rosenman (112) Computer Graphics for Treatment of Cancer Patients, Contrast Enhancement for X-Rays

Diane H. Sonnenwald (106) Collaboration among Multidisciplinary, Cross-Organizational Teams, Collaboration, Human Information Behavior, Digital Libraries

Richard Superfine (115) Condensed Matter Physics, Biophysics, Microscopy

Alexander Tropsha (111) Computer-Assisted Drug Design, Computational Toxicology, Cheminformatics, Structural Bioinformatics

Sean Washburn (116) Condensed Matter Physics, Materials Science

Adjunct Associate Professors

Stephen R. Aylward (109) Computer-Aided Diagnosis, Computer-Aided Surgical Planning, Statistical Pattern Recognition, Image Processing, Neural Networks

Chris Healey (105) Computer Graphics, Scientific Visualization, Perception and Cognitive Vision, Color, Texture, Databases, and Computational Geometry

Steven E. Molnar (108) Architectures for Real-Time Computer Graphics, VLSI-Based System Design, Parallel Rendering Algorithms

Frank Mueller (121) Embedded/Real-Time Systems, Parallel/Distributed Systems, Compilers/Code Optimization

Dinggang Shen (104) Medical Image Analysis, Computer Vision, Pattern Recognition

Adjunct Assistant Professors

Brad Davis (107) Image Analysis, Shape Analysis, Image Processing, Statistical Methods in Nonlinear Spaces, Medical Applications, Visualization, Software Engineering

Shawn Gomez (102) Bioinformatics, Computational Biology, Systems Biology

Hye-Chung Kum (103) Social Welfare Intelligence and Informatics, Health Informatics, Government Informatics, Data Mining, KDD (Knowledge Discovery in Databases), Government Administrative Data

Adjunct Research Professors

Nicholas England (119) Systems Architectures for Graphics and Imaging, Scientific Visualization, Volume Rendering, Interactive Surface Modeling

John Poulton (120) Graphics Architectures, VLSI-Based System Design, Design Tools, Rapid System Prototyping

Turner Whitted (122)

Adjunct Research Associate Professor

Lars Nyland (117) High Performance Computing, Hardware Systems, Computer Graphics and Image Analysis, Geometric Modeling and Computation

Adjunct Research Assistant Professor

Mark Foskey (118) Medical Image Analysis, Especially in Cancer Therapy, Geometric Computation

Professors Emeriti

Peter Calingaert
John H. Halton
Gyula A. Magó
John B. Smith
Donald F. Stanat
Stephen F. Weiss

Research Professor Emeritus

William V. Wright

The Department of Computer Science at UNC–Chapel Hill, established in 1964, was one of the first independent computer science departments in the United States. Its primary missions are research and graduate and undergraduate teaching. Research particularly emphasizes

- bioinformatics and computational biology
- computer architecture
- computer graphics
- computer-supported collaborative work• computer vision
- databases and data mining
- geometric computing
- high-performance computing
- human-computer interaction
- medical image analysis
- networking
- real-time systems
- robotics
- security
- software engineering
- theory

The M.S. and Ph.D. curricula are oriented toward the design and application of real computer systems and toward that portion of theory that guides and supports practice. The Ph.D. program prepares teachers and researchers for positions with universities, government research laboratories and industry. Academic employment ranges from four-year colleges, where teaching is the primary focus, to positions at major research universities. The M.S. program prepares highly competent and broadly skilled practitioners. A majority of the master's graduates work in industry, in companies ranging from small start-up operations to government labs and large research and development corporations.

Most of the department's approximately 150 graduate students are full-time. Students contribute to nearly every aspect of the depart-

ment's operation. In addition to taking a wide variety of courses, they participate in groundbreaking research, teach, attend research group meetings, and can serve on committees that affect all aspects of life in the department.

The Computer Science Students Association sponsors both professional and social events and represents the students in departmental matters. Its president is a voting member at faculty meetings.

Facilities

The Department of Computer Science is housed in two adjacent buildings, the Frederick P. Brooks Jr. Computer Science Building and J. Carlyle Sitterson Hall. These two buildings are connected by hallways on all floors so that they function as a single, larger building.

The Brooks Building was dedicated in 2008 and named for the department's founding chair, Frederick P. Brooks Jr. It opened up 32,000 square feet of new research space, offices, and classrooms. These include a 50-seat classroom; the Stephen F. Weiss Seminar Room, with seating for 20 around a table; the Registrar's classroom, with theater seating for 80; and the Faculty Conference Room, which seats 50 at tiers of curved desktops. Meetings or discussion groups take place in the chair's conference room and in five smaller meeting areas, each with projectors. Perhaps the most striking area of the building is the new noise-controlled graphics lab, which is divided into three areas by floor-to-ceiling blackout curtains for light and sound suppression. It has 11-foot ceilings and a unistrut mounting grid to mount hardware as needed.

Sitterson Hall, which opened in 1987 and is named for former University Chancellor J. Carlyle Sitterson, provides 74,000 square feet of sophisticated, state-of-the-art research facilities and office space. It is organized in "clusters" to create research communities featuring shared laboratories and open conference areas to facilitate interaction among students and faculty. Included are the 60-seat C. Hugh Holman video teleclassroom, named for the former provost and dean of the Graduate School who was instrumental in establishing this department; a 125-seat auditorium; the Lib Moore Jones Classroom, named for the department's first secretary; a reading room; and various research laboratories, conference areas, and study areas.

Graduate students have access to all of the department's research and teaching facilities, including specialized research laboratories for graphics and image processing, computer building and design, and collaborative, distributed, and parallel systems. The laboratories, offices, conference areas, and classrooms are bound together by the department's fully integrated, distributed computing environment.

General Computing Environment

The department's computing environment includes over 1,000 computers, ranging from older systems used for generating network traffic for simulated Internet experiments to state-of-the-art workstations and clusters for graphics- and compute-intensive research. Departmental servers provide compute service, disk space, email, CVS (version control software), Web service, database services, backups, and many other services. All systems are integrated by means of high-speed networks and are supported by a highly skilled technical staff that provides a consistent computing environment throughout the department. Most students are assigned to a two- or three-person office, though we also have one larger office that can hold 11 students. Each student is assigned a computer, with computer assignments based on the students' research or teaching assignments and their seniority within the department. In addition to the departmental servers and office systems, our research laboratories contain a wide variety of specialized equipment and facilities.

General computing systems include 800+ Intel-based computers plus about 50 Macintosh systems. The department's most powerful system is the Biomedical Analysis and Simulation Supercomputer (BASS, pronounced like base), which consists of 452 CPUs tightly coupled to each other and to 180 GPU computing processors that function as image and geometry calculation accelerators, providing the equivalent computing power of more than 13,000 processors for image-intensive applications.

Our systems primarily run the Windows 7 operating system, with some still running Windows XP and a smaller number of systems, including many of the servers, running Red Hat Linux. We have other flavors of Linux as well, including some desktops and servers running Ubuntu and Fedora. In addition, a large number of network research systems run FreeBSD. We use the AFS file system for central file storage. Languages most commonly used include J++, C++, Java, and C. Document preparation is usually accomplished with standard applications on PC systems. Our extensive software holdings are continually evolving.

Libraries

Students have access to the entire University library system, which includes a major academic affairs library and numerous satellite libraries containing more than 6,000,000 books and periodicals, and access to libraries at North Carolina State, Duke, and North Carolina Central universities with a unified online searching capability. The Brauer Library, located in adjacent Phillips Hall, is a satellite library with extensive holdings in computer science, mathematics, operations research, physics, and statistics.

Degree Requirements

Graduate Curriculum

A flexible course of study for the M.S. and Ph.D. degrees focuses on areas of choice and accommodates differences in students' backgrounds. The two degree programs share a basic distribution requirement chosen from theory and formal thinking, systems and hardware, and applications subject areas. The Ph.D. program includes work in specialized areas, preparation for teaching, and active involvement in advanced research.

Master of Science

An M.S. candidate must earn 30 semester hours of credit in courses numbered 400 or higher, of which up to six hours may be transferred from another institution or graduate program, and of which 18 hours must be completed in the Computer Science Department. A candidate must also satisfy the program product requirement and must demonstrate the ability to write a professional-quality technical document. A comprehensive exam (written or oral) is required for degree completion. For more in-depth information see www.cs.unc.edu/Admin/AcademicPrograms/Masters/MastersReqOfficial.html.

Doctor of Philosophy

Admission to the doctoral program is by a vote of the department faculty and is determined by performance on the preliminary research presentation and exam, course grades, admissions information, accomplishment on assistantships, and other testimony from the faculty.

Admission is normally considered following the research presentation and exam. Students who have been major contributors to a paper submitted to a well-known, refereed conference or journal may apply for a waiver of the admissions exam. There is no credit hour requirement for the Ph.D. program, but a Ph.D. candidate must complete courses to satisfy the distribution requirement and any needed background preparation, and must write a comprehensive paper. A candidate must also satisfy the program product requirement, teach a course, participate in the technical communication seminar, pass an oral examination in the proposed dissertation area, and submit and defend a dissertation that presents an original contribution to knowledge. The normal time needed to complete the degree by a full-time student with an assistantship is five years. For more in-depth information see www.cs.unc.edu/Admin/AcademicPrograms/Doctoral/DoctoralReqOfficial.html.

Admissions and Financial Aid

Admission to the department is highly competitive and preference is given to applicants who are solidly prepared. Although the department welcomes promising students from all disciplines, entering students must have a substantial background in both mathematics and computer science. This background normally includes at least six semester courses in mathematics and six in computer science. Students who are admitted but who have not completed all the requirements must complete them after admission. For more in-depth information on the admissions process see www.cs.unc.edu/Admissions/AdmitReq.html.

Sponsorship. Because of the large number of applicants, the department's faculty members are unable to provide individual assessments of an applicant's chances for admission. Applicants cannot improve their chances of admission by finding a faculty sponsor within the department, because all admissions decisions are made by a faculty committee that reviews all applications, ranks the applicants by overall merit, and makes decisions on admission and financial support based on the application material submitted. Students are assigned to specific research projects just prior to the start of each semester, after faculty members and students have had an opportunity to meet and to discuss their interests.

Deadlines. Applicants for fall admission are encouraged to submit all application materials, complete with a personal statement, all transcripts and recommendations to The Graduate School by January 1. To ensure meeting that deadline, applicants are encouraged to take the Graduate Record Examination (GRE) no later than December 1. Early submission of applications is encouraged. International applicants should complete their applications earlier to allow time for processing financial and visa documents.

For more information, send electronic mail to admit@cs.unc.edu. Interested persons are encouraged to visit the department's Web site, www.cs.unc.edu.

Courses for Graduate and Advanced Undergraduate Students

COMP

401 Foundation of Programming (4). A first formal course in computer programming is required. Advanced programming: Program specifications, preconditions, postconditions, loop invariants. Linear data structures, searching, and sorting. Algorithm paradigms and analysis.

410 Data Structures (3). Prerequisite, COMP 401. The analysis of data structures and their associated algorithms. Abstract data types, lists, stacks, queues, trees, and graphs. Sorting, searching, hashing.

411 Computer Organization (3). Prerequisite, COMP 401. Digital logic, circuit components. Data representation, computer architecture and implementation, assembly language programming.

416 Introduction to WWW Programming (3). Prerequisites, COMP 401 and 410. Client-side programming in Java for the World Wide Web. Introduction to TCP/IP, HTTP, and Web architecture. Emphasis on applet programming and component programming using threads, simple client-server applications, and XML.

426 Advanced WWW Programming (3). Prerequisite, COMP 416. Server-side programming in Java for the World Wide Web. Emphasis on servlet programming and distributed component programming using APIs for object serialization, remote method invocation, database connectivity, and XML generation.

431 Internet Services and Protocols (3). Prerequisites, COMP 410 and 411. Application-level protocols HTTP, SMTP, FTP, transport protocols TCP and UDP, and the network-level protocol IP. Internet architecture, naming, addressing, routing, and DNS. Sockets programming. Physical-layer technologies. Ethernet, ATM, and wireless.

455 Models of Languages and Computation (3). Prerequisites, COMP 110 or 401, and MATH 381. Introduction to the theory of computation. Finite automata, regular languages, pushdown automata, context-free languages, and Turing machines. Undecidable problems.

486 Applications of Natural Language Processing (INLS 512) (3). See INLS 512 for description.

487 Information Retrieval (INLS 509) (3). See INLS 509 for description.

520 Compilers (3). Prerequisites, COMP 410 and 411. Design and construction of compilers. Theory and pragmatics of lexical, syntactic, and semantic analysis. Interpretation. Code generation for a modern architecture. Run-time environments. Includes a large compiler implementation project.

521 Files and Databases (3). Prerequisites, COMP 410 and 411 and MATH 381. Placement of data on secondary storage. File organization. Database history, practice, major models, system structure and design.

523 Software Engineering Laboratory (4). Prerequisites, COMP 410 and 411. Organization and scheduling of software engineering projects, structured programming, and design. Each team designs, codes, and debugs program components and synthesizes them into a tested, documented program product.

524 Programming Language Concepts (3). Prerequisite, COMP 410. Concepts of high-level programming and their realization in specific languages. Data types, scope, control structures, procedural abstraction, classes, concurrency. Run-time implementation.

530 Operating Systems (3). Prerequisites, COMP 410 and 411. Types of operating systems. Concurrent programming. Management of storage, processes, devices. Scheduling, protection. Case study. Students implement significant components of a small operating system.

535 Introduction to Computer Security (3). Prerequisites, COMP 410 and MATH 381. Principles of securing the creation, storage, and transmission of data and ensuring its integrity, confidentiality and availability. Topics include access control, cryptography and cryptographic protocols, network security, and online privacy.

536 Enterprise Computing (3). Prerequisite, COMP 426. Designing and building enterprise systems. Basic principles, design considerations, and technologies for large multiserver systems. Requirements include a project in which teams design and build a substantial system.

541 Digital Logic and Computer Design (4). Prerequisite, COMP 411. This course is an introduction to digital logic as well as the structure and electronic design of modern processors. Students will implement a working computer during the laboratory sessions.

550 Algorithms and Analysis (3). Prerequisites, COMP 410 and MATH 381. Formal specification and verification of programs. Techniques of algorithm analysis. Problem-solving paradigms. Survey of selected algorithms.

555 Bioalgorithms (3). Prerequisites, COMP 410 and MATH 381. Computational methods and algorithmic principles underlying bioinformatics and computational biology. Topics include graph algorithms, divide-and-conquer, dynamic programming, and greedy algorithms plus basic topics in molecular biology, genetics, and proteomics.

575 Introduction to Computer Graphics (3). Prerequisites, COMP 410 and MATH 547. Hardware, software, and algorithms for computer graphics. Scan conversion, 2-D and 3-D transformations, object hierarchies. Hidden surface removal, clipping, shading, and antialiasing. Not for graduate computer science credit.

580 Enabling Technologies (3). Prerequisite, COMP 410. We will investigate ways computer technology can be used to mitigate the effects of disabilities and the sometimes surprising response of those we intended to help.

585 Serious Games (3). Concepts of computer game development and their application beyond entertainment to fields such as education, health, and business. Course includes team development of a game.

590 Topics in Computer Science (1–21). Permission of the instructor. This course has variable content and may be taken multiple times for credit.

631 Computer Networks (3). Required preparation, a first course in operating systems, a first course in networking (e.g., COMP 431 and 530), and knowledge of probability and statistics. Topics in computer networks, including link layer protocols, switching, IP, TCP, and congestion control. Additional topics may include peer-to-peer infrastructures, network security, and multimedia applications.

633 Parallel and Distributed Computing (3). Required preparation, a first course in operating systems and a first course in algorithms (e.g., COMP 530 and 550). Principles and practices of parallel and distributed computing. Models of computation. Concurrent programming languages and systems. Architectures. Algorithms and applications. Practicum.

651 Computational Geometry (3). Required preparation, a first course in algorithms (e.g., 550). Design and analysis of algorithms and data structures for geometric problems. Applications in graphics, CAD/CAM, robotics, GIS, and molecular biology.

662 Scientific Computation II (ENVR 662, MATH 662) (3). See MATH 662 for description.

665 Images, Graphics, and Vision (3). Required preparation, a first course in data structures and a first course in discrete mathematics (e.g., COMP 410 and MATH 383). Display devices and procedures. Scan conversion. Matrix algebra supporting viewing transformations in computer graphics. Basic differential geometry. Coordinate systems, Fourier analysis, FDFT algorithm. Human visual system, psychophysics, scale in vision.

Courses for Graduate Students

COMP

715 Visualization in the Sciences (MTSC 715, PHYS 715) (3). Computational visualization applied in the natural sciences. For both computer science and natural science students. Available techniques and their characteristics, based on human perception, using software visualization toolkits. Project course.

720 Compilers (3). Prerequisites, COMP 455, 520, and 524. Tools and techniques of compiler construction. Lexical, syntactic, and semantic analysis. Emphasis on code generation and optimization.

721 Database Management Systems (3). Prerequisites, COMP 521 and 550. Database management systems, implementation, and theory. Query languages, query optimization, security, advanced physical storage methods and their analysis.

723 Software Design and Implementation (3). Prerequisites, COMP 524 and 550. Principles and practices of software engineering. Object-oriented and functional approaches. Formal specification, implementation, verification, and testing. Software design patterns. Practicum.

724 Programming Languages (3). Prerequisites, COMP 455, 520, and 524. Selected topics in the design and implementation of modern programming languages. Formal semantics. Type theory. Inheritance. Design of virtual machines. Garbage collection. Principles of restructuring compilers.

730 Operating Systems (3). Prerequisite, COMP 530. Theory, structuring, and design of operating systems. Sequential and cooperating processes. Single processor, multiprocessor, and distributed operating systems.

734 Distributed Systems (3). Prerequisite, COMP 431. Permission of the instructor for students lacking the prerequisite. Design and implementation of distributed computing systems and services. Inter-process communication and protocols, naming and name resolution, security and authentication, scalability, high availability, replication, transactions, group communications, distributed storage systems.

735 Distributed and Concurrent Algorithms (3). Prerequisites, COMP 633 and 723. Verification of concurrent systems. Synchronization; mutual exclusion and related problems, barriers, rendezvous, nonblocking algorithms. Fault tolerance: consensus, Byzantine agreement, self-stabilization. Broadcast algorithms. Termination and deadlock detection. Clock synchronization.

737 Real-Time Systems (3). Prerequisite, COMP 530. Taxonomy and evolution of real-time systems. Timing constraints. Design, implementation, and analysis of real-time systems. Theory of deterministic scheduling and resource allocation. Case studies and project.

740 Computer Architecture and Implementation (3). Prerequisites, COMP 411 and PHYS 352. Architecture and implementation of modern single-processor computer systems. Performance measurement. Instruction set design. Pipelining. Instruction-level parallelism. Memory hierarchy. I/O system. Floating-point arithmetic. Case studies. Practicum.

741 Elements of Hardware Systems (3). Prerequisite, COMP 411. Issues and practice of information processing hardware systems for computer scientists with little or no previous hardware background. System thinking, evaluating technology alternatives, basics of electronics, signals, sensors, noise, and measurements.

744 VLSI Systems Design (3). Prerequisite, COMP 740. Required preparation, knowledge of digital logic techniques. Introduction to the design, implementation, and realization of very large-scale integrated systems. Each student designs a complete digital circuit that will be fabricated and returned for testing and use.

750 Algorithm Analysis (3). Prerequisites, COMP 455 and 550. Algorithm complexity. Lower bounds. The classes P, NP, PSPACE and co-NP; hard and complete problems. Pseudo-polynomial time algorithms. Advanced data structures. Graph-theoretic, number-theoretic, probabilistic, and approximation algorithms.

752 Mechanized Mathematical Inference (3). Prerequisite, COMP 825. Propositional calculus. Semantic tableaux. Davis-Putnam algorithm. Natural deduction. First-order logic. Completeness. Resolution. Problem representation. Abstraction. Equational systems and term rewriting. Specialized decision procedures. Nonresolution methods.

761 Introductory Computer Graphics (1). A computer graphics module course with one credit hour of specific COMP 665 content.

762 Discrete Event Simulation (STOR 762) (3). See STOR 762 for description.

763 Semantics and Program Correctness (3). Prerequisite, COMP 724. Formal characterization of programs. Denotational semantics and fixed-point theories. Proof of program correctness and termination. Algebraic theories of abstract data types. Selected topics in the formalization of concurrent computation

764 Monte Carlo Method (3). Prerequisites, COMP 110, MATH 233, 416, 418, and STAT 435. Permission of the instructor for students lacking the prerequisites. Relevant probability and statistics. General history. Variance reduction for sums and integrals. Solving linear and nonlinear equations. Random, pseudorandom generators; random trees. Sequential methods. Applications.

766 Visual Solid Shape (3). Prerequisites, MATH 233 and 416. 3D differential geometry; local and global shape properties; visual aspects of surface shape. Taught largely through models and figures. Applicable to graphics, computer vision, human vision, and biology.

767 Geometric and Solid Modeling (3). Prerequisites, COMP 575 or 770, and MATH 661. Curve and surface representations. Solid models. Constructive solid geometry and boundary representations. Robust and error-free geometric computations. Modeling with algebraic constraints. Applications to graphics, vision, and robotics.

768 Physically Based Modeling and Simulation (3). Prerequisite, COMP 665.Permission of the instructor for students lacking the prerequisite. Geometric algorithms, computational methods, simulation techniques for modeling based on mechanics and its applications.

770 Computer Graphics (3). Prerequisites, COMP 665 and 761. Study of graphics hardware, software and applications. Data structures, graphics, languages, curve surface and solid representations, mapping, ray tracing and radiosity.

775 Image Processing and Analysis (BMME 775) (3). See BMME 775 for description.

776 Computer Vision in our 3D World (3). Prerequisites, MATH 416, 566, COMP 550, 665, and 775. Permission of the instructor for students lacking the prerequisites. Fundamental problems of computer vision. Projective geometry. Camera models, camera calibration. Shape from stereo, epipolar geometry. Photometric stereo. Optical flow, tracking, motion. Range finders, structured light. Object recognition.

787 Visual Perception (3). Prerequisites, COMP 665 and PSYC 730. Surveys form, motion, depth, scale, color, brightness, texture and shape perception. Includes computational modeling of vision, experimental methods in visual psychophysics and neurobiology, recent research and open questions.

788 Expert Systems (3). Prerequisite, COMP 750. Languages for knowledge engineering. Rules, semantic nets, and frames. Knowledge acquisition. Default logics. Uncertainties. Neural networks.

790 Topics in Computer Science (1–21). Permission of the instructor. This course has variable content and may be taken multiple times for credit.

822 Topics in Discrete Optimization (STOR 822) (3). See STOR 822 for description.

824 Functional Programming (3). Prerequisite, COMP 524. Programming with functional or applicative languages. Lambda calculus; combinators; higher-order functions; infinite objects. Least fixed points, semantics, evaluation orders. Sequential and parallel execution models.

825 Logic Programming (3). Prerequisite, COMP 524. Propositional calculus, Horn clauses, first-order logic, resolution. Prolog: operational semantics, relationship to resolution, denotational semantics, and nonlogical features. Programming and applications. Selected advanced topics.

831 Internet Architecture and Performance (3). Prerequisite, COMP 431. Permission of the instructor for students lacking the prerequisite. Internet structure and architecture; traffic characterization and analysis; errors and error recovery; congestion and congestion control; services and their implementations; unicast and multicast routing.

832 Multimedia Networking (3). Prerequisites, COMP 431 and 530. Audio/video coding and compression techniques and standards. Media streaming and adaptation. Multicast routing, congestion, and error control. Internet protocols RSVP, RTP/RTCP. Integrated and differentiated services architecture for the Internet.

841 Advanced Computer Architecture (3). Prerequisite, COMP 740. Concepts and evolution of computer architecture, machine language syntax and semantics; data representation; naming and addressing; arithmetic; control structures; concurrency; input-output systems and devices. Milestone architectures.

842 Advanced Computer Implementation (3). Prerequisite, COMP 740. Required preparation, knowledge of digital logic techniques. The application of digital logic to the design of computer hardware. Storage and switching technologies. Mechanisms for addressing, arithmetic, logic, input/output and storage. Microprogrammed and hardwired control.

844 Advanced Design of VLSI Systems (3). Prerequisite, COMP 744. Advanced topics in the design of digital MOS systems. Students design, implement, and test a large custom integrated circuit. Projects emphasize the use of advanced computer-aided design tools.

850 Advanced Analysis of Algorithms (3). Prerequisite, COMP 750. Design and analysis of computer algorithms. Time and space complexity; absolute and asymptotic optimality. Algorithms for searching, sorting, sets, graphs, and pattern-matching. NP-complete problems and provably intractable problems.

870 Advanced Image Synthesis (3). Prerequisite, COMP 770. Advanced topics in rendering, including global illumination, surface models, shadings, graphics hardware, image-based rendering, and antialiasing techniques. Topics from the current research literature.

872 Exploring Virtual Worlds (3). Prerequisite, COMP 870. Project course, lecture, and seminar on real-time interactive 3D graphics systems in which the user is "immersed" in and interacts with a simulated 3D environment. Hardware, modeling, applications, multi-user systems.

875 Recent Advances in Image Analysis (3). Prerequisite, COMP 775. Lecture and seminar on recent advances in image segmentation, registration, pattern recognition, display, restoration, and enhancement.

892 Practicum (0.5). Permission of the instructor. Work experience in an area of computer science relevant to the student's research interests and pre-approved by the instructor. The grade, pass or fail only, will depend on a written report by the student and on a written evaluation by the employer.

910 Computer Science Module (0.5–21). A variable-credit module course that can be used to configure a registration for a portion of a class.

911 Professional Writing in Computer Science (3). Graduate computer science majors only. Analysis of good and bad writing. Exercises in organization and composition. Each student also writes a thesis-quality short technical report on a previously approved project.

915 Technical Communication in Computer Science (1). Graduate computer science majors or permission of the instructor. Seminar on teaching, short oral presentations, and writing in computer science.

916 Seminar in Professional Practice (1). Required preparation, satisfaction of M.S. computer science program product requirement. The role and responsibilities of the computer scientist in a corporate environment, as an entrepreneur, and as a consultant. Professional ethics.

917 Seminar in Research (1). Graduate computer science majors only. The purposes, strategies, and techniques for conducting research in computer science and related disciplines.

918 Research Administration for Scientists (1). Graduate standing required. Introduction to grantsmanship, research grants and contracts, intellectual property, technology transfer, conflict of interest policies. Course project: grant application in NSF FastLane.

980 Computers and Society (1). Graduate computer science majors only. Seminar on social and economic effects of computers on such matters as privacy, employment, power shifts, rigidity, dehumanization, dependence, quality of life.

990 Research Seminar in Computer Science (1–21). Permission of the instructor. Seminars in various topics offered by members of the faculty.

991 Reading and Research (1–21). Permission of the instructor. Directed reading and research in selected advanced topics.

993 Master's Thesis (3–6). Permission of the department.

994 Doctoral Dissertation (3–9). Permission of the department.

School of Dentistry

www.dentistry.unc.edu

JANE A. WEINTRAUB, *Dean*

Professors

Roland R. Arnold, Immunology, Host-Microbial Biology
James D. Beck, Oral Epidemiology
Lyndon Cooper, Bone Cell Physiology, Implantology
Terry Donovan, Operative Dentistry and Dental Materials
Greg Essick, Dental Research Center
Eric Everett, Pediatric Dentistry
David A. Felton, Prosthodontics, Dental Implants, and Clinical Trials
Richard Gracely, Endodontics
H. Garland Hershey, Orthodontics
Harald Heymann, Operative Dentistry, Biomaterials
John Ludlow, Oral and Maxillofacial Radiology
William Maixner, Neurobiology, Pain Perception and Modulation, Pain Management, Endodontics
Sally Mauriello, Dental Hygiene
Kenneth N. May Jr., Operative Dentistry
Valerie Murrah, Oral Carcinogenesis, Salivary Gland Malignancies
Steven Offenbacher, Inflammatory Mediators, Host Response, Periodontal, Systemic Diseases
Lauren Patton, Oral Medicine, Dental Ecology
Ceib Phillips, Orthodontics
Emile Rossouw, Orthodontics
Gary Slade, Oral Epidemiology
John W. Stamm, Oral Epidemiology
Edward J. Swift, Operative Dentistry
Timothy Turvey, Consequences of Craniofacial and Maxillofacial Surgery
Donald A. Tyndall, Oral and Maxillofacial Radiology
Raymond P. White Jr., Oral Surgery Therapies
Aldridge Wilder, Clinical and Laboratory Dental Materials Research
Rebecca Wilder, Dental Hygiene
J. Tim Wright, Pediatric Dentistry
Mitsuo Yamauchi, Collagen Biochemistry, Physiology and Metabolism of Bone

Associate Professors

Alice Curran, Oral Pathology
Luda Diatchenko, Endodontics
Patrick Flood, Cellular Immunology, Immune Response and Regulation
Sylvia Frazier-Bowers, Orthodontics
Albert Guckes, Prosthodontics
Janet Guthmiller, Associate Dean for Academic Affairs, Periodontology
Ching-Chang Ko, Orthodontics
Lorne D. Koroluk, Pediatric Dentistry and Orthodontics
Mark Kutcher, Oral Medicine
Jessica Lee, Pediatric Dentistry
Glenn E. Minsley, Prosthodontics
Andre Ritter, Operative Dentistry
Eric Rivera, Endodontics
Rose Sheats, Orthodontics
John Sturdevant, Operative Dentistry
E. Leland Webb, Prosthodontics
Jennifer Webster-Cyriaque, Oral Medicine, Dental Ecology
David Zajac, Craniofacial Disorders
Thomas Ziemiecki, Prosthodontics

Assistant Professors

Eric Bair, Biostatistics, Endodontics
Lee Boushell, Operative Dentistry
Xi Chen, Dental Ecology
Ingeborg DeKok, Prosthodontics
Hiroko Iida, Pediatric Dentistry
Asma Khan, Endodontics
Salvadore Nares, Periodontology, Immunology
Andrea Neely, Endodontics
Tung Nguyen, Orthodontics
Anne Sanders, Dental Ecology

Clinical Professors

Ralph Leonard, Diagnostic Sciences and General Dentistry
Luis Pimenta, Dental Ecology
Enrique Platin, Oral and Maxillofacial Radiology
Michael Roberts, Pediatric Dentistry

Clinical Associate Professors

Larry Anderson, Diagnostic Sciences
Carlos Barrero, Prosthodontics
George H. Blakey, Oral and Maxillofacial Surgery, Anesthesia
Charles F. Brantley, Advanced General Dentistry
Ethel Campbell, Dental Assisting
Richard Eidson, Operative Dentistry
Jan Faulk-Eggleston, Oral and Maxillofacial Surgery
George Gerdts, Diagnostic Sciences
Carol Haggerty, Diagnostic Sciences
Michael Milano, Pediatric Dentistry
Antonio Moretti, Periodontology
Rick Mumford, Dental Ecology
Samuel Nesbit, Diagnostic Sciences
Vickie P. Overman, Dental Hygiene
Rocio Quinonez, Pediatric Dentistry
Glenn Reside, Oral and Maxillofacial Surgery
Allen Samuelson, Dental Ecology
Douglas Solow, Diagnostic Sciences and General Dentistry
Margot Stein, Dental Ecology
John Tiffee, Dental Ecology, Hospital Dentistry

Clinical Assistant Professors

Jennifer Brame, Dental Hygiene
Nadine Brodala, Periodontology, Dental Implants
Lucia Cevidanes, Orthodontics
Hong Chen, Endodontics
Derek Duggan, Endodontics
Ibrahim Duqum, Prosthodontics
Lynn Fox, Dental Ecology
Glenn Garland, Diagnostic Sciences and General Dentistry
Matthew Hopfensperger, Prosthodontics
Pei Feng Lim, Endodontics
Gustavo Mendonca, Prosthodontics
Andre Mol, Oral and Maxillofacial Radiology
Amy Nguyen, Dental Hygiene
Ricardo Padilla, Oral and Maxillofacial Pathology
Lynn Smith, Dental Assisting
Karen Tiwana, Urgent Care

Research Assistant Professors
Silvana Barros, Periodontology
Sompop Bencharit, Prosthodontics

Professors Emeriti
Kent W. Healey
Phillip Hirsch

Graduate instruction in the School of Dentistry is offered in dental hygiene education, endodontics, operative dentistry, oral biology, oral epidemiology, oral and maxillofacial pathology, oral and maxillofacial radiology, oral and maxillofacial surgery, orthodontics, pediatric dentistry, periodontology, and prosthodontics. The Oral and Maxillofacial Surgery program is a six-year dual degree (M.D.) program with a certificate in oral and maxillofacial surgery.

The specialty practice programs, endodontics, operative dentistry, oral and maxillofacial pathology, oral and maxillofacial radiology, orthodontics, pediatric dentistry, periodontology, and prosthodontics, are dual specialty certificate and master of science degree programs. The minimum requirements for the certificate are prescribed by the Commission on Dental Accreditation of the American Dental Association (CODA) and the respective specialty boards for the approved CODA specialties. The master of science degree is conferred by the University of North Carolina Graduate School and requires the successful completion of required course work, oral and/or written comprehensive examinations, a research project, and a thesis. Graduates who possess an appropriate degree and who meet the requirements of The Graduate School are considered for admission. Enrollment for study in these specialty programs requires approximately three years of residency. The curricula have been designed to permit maximum flexibility in preparation for practice, teaching, and/or research, as well as to meet the educational requirements of the specialty boards.

Other advanced education programs available within the School of Dentistry include the dental hygiene education program, oral epidemiology, and oral biology. The oral biology and oral epidemiology programs lead to the doctoral degree (Ph.D.) and require four or more years to complete. The dental hygiene education program spans two years and is a master of science program designed to prepare dental hygienists for teaching, research, or corporate employment.

Information regarding admission, entrance requirements, and/or curricula of a specific advanced education program may be obtained online at www.dentistry.unc.edu /academic or www.unc.edu/gradrecord/programs/dentistry.html.

Tuition and Fees

Tuition and fees are subject to change at any meeting of NC Board of Trustee and a yearly increase should be anticipated each year. Tuition and fees apply for all years of study and training. Current tuition and fees for in-state and nonresidents may be obtained online at finance.unc.edu/student-accounts-and-university-receivables/student-account-services/tuition-and-fees.html. Required instruments, books, computers, and laboratory fees are determined by each program. Tuition and fees are due at the time of registration.

Student loans are available on the same basis as for undergraduates. For additional information, write the Office of Admissions, The University of North Carolina at Chapel Hill, School of Dentistry.

Oral Biology

Program objectives are to train individuals for careers in research and teaching in areas related to oral biology. Ph.D. graduates will have the qualifications and research expertise to become productive faculty members at leading universities and senior scientists in various academic institutions or industrial settings.

Oral biology encompasses the study of the structure and function of normal and abnormal tissues of the oral cavity and related areas, as well as the study of disease and healing mechanisms specific to various oral conditions. The discipline of oral biology applies and extends the concepts of immunology, embryology, physiology, cellular and molecular biology, neurobiology, pharmacology, microbiology, and biochemistry to understanding the growth and development and pathologies associated with the oral cavity. Attention in dental research and practice is now focusing on the dynamics of oral disease and prevention and treatment at the earliest stages of development, including research on risk factors for disease as well as the cellular and molecular events in disease pathogenesis. Molecular approaches for oral disease analysis and the complexity of disease elements require advanced training in the discipline of oral biology. Modern biomedical research is also identifying systemic relationship between oral conditions, health status, and diseases such as atherosclerosis, HIV, and cancer; the oral cavity also offers an ideal model to study biological structures and cellular mechanisms important throughout the body and important in immune response.

The UNC–Chapel Hill Oral Biology Ph.D. program has three primary areas of emphasis: orofacial neurobiology, microbial pathogenesis, and the biology of extracellular matrices. These areas represent central concepts for study at advanced levels in the discipline of oral biology. Expertise and authority in these particular concepts are well represented within the strongest research and training qualifications of program faculty. Curricular requirements are based on training areas, with common core requirements for all students. Students begin with an emphasis on basic sciences courses (cell biology and anatomy, microbiology, biochemistry) followed by examination of specific biological applications. Research interests and qualifications (such as a D.D.S. or an M.D.) will also determine course requirements. Participation in research in progress is a key element of the program, and students start laboratory rotations during their first semester to allow maximum time for research involvement. Program participants will be involved early in their academic careers with certain of key research areas targeted by the National Institutes of Health for national scientific focus. In addition, UNC–Chapel Hill's proximity and access to the Research Triangle's unique blend of universities, private industry, and national scientific organizations offer a wealth of resources for scientific study, collaboration, and research development.

Dual Degree Program in Oral Biology and Doctor of Dental Surgery (D.D.S.)

There is an opportunity for students who have an interest in pursuing both a Ph.D. degree in oral biology with The Graduate School to simultaneously pursue a doctor of dental surgery (D.D.S.) degree in the School of Dentistry. This special program is a seven-year program that allows the pursuit of both degrees simultaneously, and results in awarding of both the Ph.D. and the D.D.S. degree upon completion of the requirements for both programs.

Applying for this dual degree program is an option when applying for either the oral biology graduate program or for the D.D.S. program in the School of Dentistry. The applicant must indicate an interest in pursuing the dual degree program at the time of application, and will be interviewed and accepted into the program as a dual degree student.

The application deadline for this dual degree program is November 1 (the deadline for the D.D.S. program). Students applying for the dual degree program must take either the Graduate Record Examination (GRE) OR the Dental Aptitude Test (DAT), but are not required to take both exams. All other requirements for application to the dual degree program are identical to the application process for the oral biology graduate program. Students not chosen to enter the dual degree program would still be eligible for admittance into either the D.D.S. program or the oral biology graduate program through the regular application process.

Students accepted into the dual degree program will follow a specialized curriculum, which combines scientific and clinical training with research activities designed to promote a career in academic dentistry. The first three years of the program will consist of basic didactic courses from both programs coupled with laboratory experiences, followed by a four-year period of dissertation research and comprehensive clinical care education. Students who successfully complete the program will then be awarded both the Ph.D. and D.D.S. degrees at the completion of the requirements for both degrees. Students who are not eligible or who choose not to complete both programs but rather pursue only the D.D.S. degree must apply to the D.D.S. program and be accepted through the regular application process.

The Faculty and Their Research

Orofacial Neurobiology: Eric Bair, bioinformatics, biostatistics, data mining; Luda Diatchenko, genetic background for individual variation in pain sensitivity and development of chronic pain conditions; Greg Essick, somatosensory and motor research; Richard Gracely, mechanisms of sensory processing in fibromyalgia; Mark Hollins, somatosensory and motor research; Pei-Feng Lim, clinical measurements of chronic and acute pain; William Maixner, neurobiology, pain perception; Aldo Rustioni, neurophysiology; Samuel McLean, minor injury, pain management, and mental health; Andrea G. Nackley Neely, functional pain genetics, pain neurobiology and signaling, pain biomarker discovery.

Pathogenesis: Roland R. Arnold, immunology, host-microbial biology, secretory immunity; Sylvana Barros, periodontal disease, inflammation, bacterial infections, biofilm; Miriam Braunstein, microbial genetics; Patrick M. Flood, cellular immunology, immune response and regulation; Robert E. Johnston, viral pathogenesis; Thomas Kawula, bacterial pathogenesis; Asma Khan, neurochemical and immune factors in injury and inflammation; Glenn Matsushima, neuroimmunology; Salvatore Nares, mucosal immunology; Steven Offenbacher, inflammatory mediators, host response, periodontal and systemic diseases; Nancy Raab-Traub, pathogenesis of Epstein-Barr virus; Christina Teng, human lactoferrin structure and function; Jenny Ting, molecular immunology, neuroimmunology, gene regulation; Roland Tisch, immunology and diabetes; Jennifer Webster-Cyriaque, oral manifestations of systemic disease, host-virus interactions; Matthew Wolfgang, coordinated regulation of P. aeruginosa virulence.

Biology of Extracellular Matrices: Sompop Bencharit, structure and function of vascular and osteoblastic stem cells; Lyndon Cooper, bone cell physiology, implantology; Lee Boushell, matrixmetalloproteinase-2 in human coronal dentin, dentin development; Lucia Cevidanes, three-dimensional cone-beam computed tomography models; Eric Everett, genetics of acquired and congenital disorders of craniofacial development; Sylvia Frazier-Bowers, genetics; Ching-Chang Ko, elastic properties of human edentulous maxilla and mandible; Lola Reid, stem cell differentiation and extracellular matrix interactions; Mathew Redinbo, early evolution of nuclear receptor structure; Kenneth Tomer, application of mass spectrometry to protein characterization, determination of posttranslational modifications of proteins; John Timothy Wright, mineralization and development, genetic disorders, extracellular matrices; Mitsuo Yamauchi, collagen biochemistry, physiology and metabolism of bone; Heathe Yeowell, protein processing, post-translational, gene expression regulation, connective tissue diseases.

Research Facilities

The oral biology graduate program is located in the North Carolina Oral Health Institute, the central base for much of the basic science research in the School of Dentistry, with access to SEM/TEM microscopy, tissue culture facilities, anaerobic microbiology support, ALAC-accredited animal facilities, computers and software for image analyses/enhancement and finite element analyses, and a clinical research unit, which includes an eight-patient operatory. Biostatistical assistance is readily available as well as medical illustration, photography, radiology, and grants management.

Financial Aid

Graduate research assistantships are awarded competitively for students accepted for the oral biology Ph.D. program. These competitive assistantships provide support through program resources during the first year with health insurance, and may include a special tuition rate for out-of-state students. Support for dissertation research (beginning in the student's second year) is made available by faculty mentors.

Applying

Individuals with significant background in basic sciences and/or dentistry and medicine who are interested in developing research skills and focus and studying current issues in oral biology are encouraged to apply. Students who wish to study for the Ph.D. degree receive preference. Research experience is an asset and a statement of research interests is desirable. Applications are accepted for admission to the fall session, and are preferred by January 31. Application requirements include the Graduate Record Examination (GRE) and, for foreign applicants, the Test of English as a Foreign Language (TOEFL), documentation of previous scientific or medical studies and transcripts for all undergraduate and graduate education. Candidates will be selected on a competitive basis by faculty of the oral biology program serving on a selection committee. Candidates' research interests, research qualifications, and appropriate opportunities will be significant factors in selection.

Correspondence and Information

Cindy Blake
Graduate Program Manager
Oral Biology Ph.D. Program
School of Dentistry
2053 Old Dental Building, CB# 7455
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7455
Telephone: (919) 843-8072 Fax: (919) 966-3683
Web: www.dentistry.unc.edu.

Oral Epidemiology

The University of North Carolina offers a program leading to a Ph.D. degree in epidemiology under the cooperative auspices of the School of Dentistry's Department of Dental Ecology and the School of Public

Health's departments of Epidemiology and Health Policy and Management. The strong, nationally recognized Department of Epidemiology at the Gillings Global School of Public Health has a well-established doctoral program, and oral epidemiology has been taught as part of the Program in Dental Public Health for many years. The integration of the wealth of resources in the three departments makes this program unique.

The goal of the oral epidemiology program is to provide students with the ability to identify, analyze, and predict changes in oral diseases and conditions. These conditions include dental caries, oral cancer, oral mucosal lesions, periodontal diseases, craniofacial and dentofacial anomalies, and systemic diseases that affect, and are affected by, oral health. Degree recipients will have the academic foundation, advanced knowledge, and skills needed to conduct, interpret, and evaluate sophisticated epidemiologic investigations and clinical research projects.

Information, including advice regarding application, is at www.sph.unc.edu/epid.

Oral and Maxillofacial Pathology

The advanced dental education program in oral and maxillofacial pathology prepares qualified oral and maxillofacial specialists for positions of responsibility in institutions of higher dental education, research, or in private practice. Students develop competence in surgical oral pathology, acquire skills in the clinical management of patients with disorders of the head and neck, gain experience in pathology laboratory management, and develop teaching and research skills for enhancement of an academic career. Upon completion of the necessary requirements, each student is eligible for fellowship in the American Academy of Oral and Maxillofacial Pathology and certification by the American Board of Oral and Maxillofacial Pathology.

Stipends are available depending upon available resources.

Oral and Maxillofacial Surgery

The oral and maxillofacial surgery residency is a six-year program resulting in a specialty certificate in oral and maxillofacial surgery and an M.D. degree from the UNC–Chapel Hill School of Medicine. The programs goals are to:

• Train the oral and maxillofacial surgery resident so he/she will be competent to practice a broad scope of oral and maxillofacial surgery; be knowledgeable concerning the theoretical basis, as well as clinical sciences of oral and maxillofacial surgery; and be qualified to become board certified in oral and maxillofacial surgery.

• Prepare oral and maxillofacial surgeons for a career in teaching, research, and/or practice in the specialty of oral and maxillofacial surgery.

The integrated dual degree program is structured such that the second and third years are spent obtaining the medical degree, which is followed by a year (fourth) of general surgery. The remaining years are spent within the oral and maxillofacial surgery area.

The clinical experience is progressively graduated and includes a number of hospital service rotations at UNC Hospitals, Mission St. Joseph Hospital, and the Durham VA Medical Center.

All residents are strongly encouraged to develop and/or participate in research projects during their residency. Elective time is dedicated for research activities. The department is committed to the education of future educators and leaders of its specialty.

Operative Dentistry

The Department of Operative Dentistry offers a three-year program leading to an M.S. degree granted by the UNC–Chapel Hill Graduate School. The program involves component areas of research, teaching, and patient care. The curriculum includes 1) general core courses including topics in basic and clinical sciences, 2) courses in educational sciences, 3) a research component including courses on research design and statistical methods, and 4) a clinical component in contemporary operative dentistry. A formal thesis based on a selected research topic is required, including its defense before an examining committee. The department also requires a comprehensive written examination.

The admission policy for graduate training in operative dentistry follows the regular requirements for admission to The Graduate School. Admission to The Graduate School is granted only after the department reviews and approves the application, transcripts of prior academic work, letters of reference, and other pertinent credentials. All applications, transcripts, and letters of reference should be mailed to the Dental Admissions Office, School of Dentistry, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599. All application materials should be submitted by December 1 for the class beginning the program July 1 of the following year. The number of students is typically limited to two per class.

Stipends are available depending upon available resources.

Oral and Maxillofacial Radiology

The advanced education program in oral and maxillofacial radiology begins on July 1 of each year and extends for three years, leading to a master of science degree. The purpose of the program is to prepare qualified oral and maxillofacial radiology specialists to function in institutions of higher dental education, research, and clinical practice. The program prepares individuals to participate in maxillofacial radiological practice, provides background information on imaging physics, radiation physics, radiation biology, and radiation protection, and offers teacher training preparation. Each student participates in an extensive research project for the thesis, as well as in several smaller department-based projects.

Each graduate student and his or her faculty advisor develops an original clinical or applied research project that is an integral part of the graduate program. A written thesis is required. The program meets the eligibility requirements of the American Dental Association for certification as an oral and maxillofacial radiologist.

Applications should be submitted by January 15. Interviews are usually scheduled before final acceptance.

Stipends are available depending upon available resources.

Core Courses Required

DENG 701
DENG 702
DENG 703
OMSU 707
ORPA 762
ORPA 763

Orthodontics

The orthodontic postgraduate program at the University of North Carolina at Chapel Hill provides a combined clinical experience in orthodontics and a critical thinking and research experience that lead to a certificate in orthodontics and a master of science degree conferred by the UNC Graduate School. Students in the advanced orthodontic

education program are required to demonstrate clinical and professional proficiency as well as complete the didactic and research components of the M.S. degree prior to graduation. During the program's first year, students participate in core courses, didactic and clinical seminars, and begin patient care. As the program progresses, didactic seminars gradually are replaced by research participation, while clinical seminars continue and the volume of patient care increases. All students must perform satisfactorily on oral and written comprehensive examinations to complete the program successfully.

The Department of Orthodontics offers a 33-month program. Six residents begin the program each August. Students are educationally qualified to take the written portion of the American Board of Orthodontics in the third year. The successful completion of the research project is required for the receipt of the certificate in orthodontics as well as the M.S. degree.

The advanced education program in orthodontics requires participation in both the centralized application and matching services. Application requires submission of the required transcripts and documentation to the Postdoctoral Application Support Service (PASS), 1625 Massachusetts Avenue, NW, Suite 101, Washington, DC 20036 by September 1 in order for an applicant to be considered for the class that begins the following August. All candidates must register with the Postdoctoral Dental Matching Program, 595 Bay Street, Suite 300, Toronto, Ontario, Canada M5G 2C2.

A personal on-site interview is required and interviews are made by invitation of the department after reviewing applicants' records. Interviews are usually held in late October or November. Once a student has matched through the PASS program, the student must apply to the UNC Graduate School in order to receive the requisite course credit to earn the master's degree.

Stipends are available depending upon available resources.

Pediatric Dentistry

The Advanced Education Program in Pediatric Dentistry requires participation in both the centralized application and matching services. Application requires submission of the required transcripts and documentation to the Postdoctoral Application Support Service (PASS), 1625 Massachusetts Avenue, NW, Suite 101, Washington, DC 20036. All candidates must register with the Postdoctoral Dental Matching Program, 595 Bay Street, Suite 300, Toronto, Ontario, Canada M5G 2C2. A personal interview is required and interviews are made by invitation of the department after reviewing applicants' records. All candidates must complete an application to The Graduate School. Please contact the program director for information regarding the Graduate School application.

The department offers a graduate program in pediatric dentistry leading to the M.S., M.P.H., or Ph.D. degree. The minimum program length is 36 months, beginning July 1 of each year. The program's goal is to prepare the student for a career in academic research, dental education, clinical practice, or public health. Developing leadership skills and training advocates for children's health is emphasized. For interested students, this program can be combined with other educational programs in the social sciences, basic sciences, or allied health professions leading to an additional master's degree, postdoctoral fellowship, an individual Dentist-Scientist award, or a doctoral degree.

During the first year each student completes courses in research design and statistics. A protocol for the research project is completed in conjunction with the course work during the first year. This project provides a background in the scientific method and scientific writing. During the second year data are collected, and during the third year the thesis is written and defended. Under the direction of leaders in many fields of research, research opportunities are available in a wide range of topics and can be undertaken in the School of Dentistry, at a facility in nearby Research Triangle Park, or at a neighboring institution of higher learning. Numerous projects have received national acclaim and have resulted in publications in dental literature. Hospital training is gained through the University of North Carolina Hospitals. Graduate students are active members of the department's teaching team during all years. Development of leadership skills in the health profession is supported by externships at the local, state, and national levels.

Stipends are available depending upon available resources.

Periodontology

The graduate program in periodontology is designed to prepare dentists to enter the clinical practice of periodontics or to assume positions in academics and research. Stipends are available depending upon available resources.

The program consists of a 36-month course of study leading to a certificate in periodontics and a master of science degree. Alternative degree programs include a master of public health or a Ph.D. in oral biology. The first two years are devoted primarily to the study of biological concepts and literature that relate to periodontology, as well as to the acquisition of clinical skills in diagnosing and treating diseases affecting tooth supporting tissues. A portion of the first two years is devoted to research. The third year involves a combination of patient care, teaching, research, and the successful completion of a thesis. Elective courses relating to areas of research interests are available.

The admission policy for graduate training in periodontology follows the regular requirements for admission to The Graduate School. Admission to The Graduate School is granted only after the department reviews and approves the application, transcripts of prior academic work, letters of reference, and other credentials. All applications, transcripts, and letters of reference should be mailed to the Postdoctoral Application Support Service (PASS), 1625 Massachusetts Avenue, NW, Suite 101, Washington, DC 20036. All application materials should be submitted by August 15 for the following summer class beginning July 1. A personal interview is required for admission.

Students begin the program July 1. The number of students is limited to three each year.

Prosthodontics

The admission policy for graduate training in prosthodontics follows the regular requirements for admission to The Graduate School. Admission to The Graduate School is granted only after the application, transcript of prior academic work, letters of reference, and other credentials are reviewed and approved by the appropriate committee. All applications, transcripts, and letters of reference should be mailed to the Postdoctoral Application Support Service (PASS), 1625 Massachusetts Avenue, NW, Suite 101, Washington, DC 20036. All application materials should be submitted by September 15 for the following summer class beginning July 1. A personal interview is required for admission.

The Graduate Program in Prosthodontics is currently a 36-month course of study in fixed and removable prosthodontics, dental implant prosthodontics, and maxillofacial prosthetics leading to a master of science degree. The primary goals of the program are to prepare a student for clinical practice and/or a teaching and research career. The curricu-

lum offers a broad educational experience in clinical, research, didactic, and teaching activities. The program satisfies the formal training requirements of the American Board of Prosthodontics for certification examination in prosthodontics.

Stipends are available depending upon available resources.

Graduate Elective Courses

A number of graduate courses from allied clinical and biomedical disciplines are available as electives for prosthodontic graduate students. Though not required, elective courses are encouraged. Interest in electives (from within or outside the School of Dentistry) should be discussed with the program director so that the core curriculum can be adjusted to accommodate the student's needs.

Endodontics

The Department of Endodontics offers a three-year program leading to a certificate in endodontics and a master of science degree. The program is designed to prepare candidates for careers in academics, research, or the clinical practice of endodontics, and for certification by the American Board of Endodontics.

The endodontics graduate program involves an integrated study of biological sciences as they pertain to endodontics, development of the clinical skills required in the broad area of the endodontic specialty, review of classic and current literature in endodontics, teaching experience, research design and methodology, and the development and completion of a research project.

The admissions policy for graduate training in endodontics follows the regular requirements for the admissions to The Graduate School. Admission to The Graduate School is granted only after the department reviews and approves the application, transcripts or prior academic work, letters of reference, and other credentials. All applications, transcripts, and letters of reference should be mailed to the Postdoctoral Application Support Service (PASS), 1625 Massachusetts Avenue, NW, Suite 101, Washington, DC 20036. All application materials should be submitted by August 1t for the following summer class beginning July 1. A personal interview is required for admission.

Students begin the program July 1. The number of students is limited to three each year. Stipends are available depending upon available resources.

Core Courses Required of Graduate Students in Endodontics

DENG 701
DENG 702
DENG 703
OBIO 720
OMSU 707
OMSU 720
ORAD 706

Dental Hygiene Education

The primary objective of the dental hygiene education master of science program is to prepare well-qualified educators for dental hygiene programs. At the successful completion of this program, the student should be able to 1) give evidence of having acquired advanced knowledge and skills in one of the following minors: dental management/administration, biological sciences, oral pathology, and clinical education, 2) develop the knowledge, skills, and attitudes necessary in the conduct of dental hygiene programs, 3) teach courses in more than one dental hygiene field and 4) define their own problems from the present body of knowledge in dental and dental hygiene education, solve the problems, and present their work in a scholarly fashion.

Credit hour requirements vary and are based on the individual background of the student and on the minor selected by the student. Thirty-nine credit hours are required in the core (including thesis or research) and nine to 12 hours in the minor. The length of the program is approximately two years. Minimum admissions requirements for the program include current licensure and a bachelor's degree from an accredited institution, and graduation from a dental hygiene program accredited by the Commission on Dental Accreditation, American Dental Association. Work experience in dental hygiene education or dental hygiene practice is strongly recommended.

Applicants must have a grade point average of B or better in the professional undergraduate curriculum. Three letters of recommendation are required, as well as completion of an admissions questionnaire by the applicant. The course of study begins in August of each year. An electronic application to the University can be obtained at . For further information, contact the Director, Dental Hygiene Education Program, School of Dentistry, CB# 7450, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7450, (919) 966-8221.

Stipends are available depending upon available resources.

Core Courses Required of Graduate Students in Dental Hygiene Education

DHED 715
DHED 720
DHED 730
DHED 736
DHED 760
DHED 837
DHED 860
DHED 993
DENG 701
DENG 702
DENG 703

Total of 28–33 credit hours in core curriculum

Additional courses are required for each minor as follows:

Minors	Credits
Biological Sciences	12
Clinical Education	9
Dental Radiology	12
Management/Administration	9
Oral Pathology	11

Courses for Graduate Students

DENG

701 Introduction to Research Design (1).

702 Biostatistics (2).

703 Applied Dental Research Methods (2). This course builds on previous courses, DENG 701 Introduction to Research Methods and DENG 702 Biostatistics. The goal is to help students prepare and complete the thesis with emphasis on the results section.

Courses for Graduate Students

DHED

715 Current Concepts in Clinical Skills (2). This course reviews and updates students in current treatment and diagnostic modalities in dental allied educa-

tion. Students who satisfactorily pass the evaluation will be exempt.

720 Educational Concepts (2). This course is designed to introduce the graduate student to various teaching philosophies and methodologies. A variety of educational concepts such as methods of presentation, testing, and measurement are explored. Emphasis is placed on the practical application of theory.

730 Organization and Administration (3). Provides information and experience in leadership, administration and accreditation for allied dental education programs.

736 Clinical/Laboratory Teaching Practicum (2). This course provides students with the knowledge and skills to function as a competent clinical instructor. Psychomotor skill development and analysis and remediation of performance problems are two topics related to clinical teaching that are stressed.

760 Seminar in Education and Research (1). This course is designed to provide knowledge and stimulate discussion about pertinent topics in dental and allied dental education and research.

801 Research (1–21).

837 Internship (6–9). This full semester internship provides the student with the opportunity to student teach in an allied dental program.

860 Seminar in Education and Research (1).

899 Independent Study in DHED (1–4).

993 Thesis (3).

Courses for Graduate Students

ENDO

710, 720, 730, 740 Advanced Clinical Endodontics (6). 870 hours of clinical practice.

750 Advanced Clinical Endodontics (5). 870 hours of clinical practice.

811, 821, 831, 841 Endodontics Seminar and Case Analysis (3). 180 hours conference.

812, 822, 832, 842 Endodontics Literature Review Seminar (4). 270 hours.

920 Research (1). 675 hours of laboratory. Required each semester.

921 Research (2). 675 hours of laboratory. Required each semester.

922 Research (5). 675 hours of laboratory. Required each semester.

923 Research (5). 675 hours of laboratory. Required each semester.

993 Thesis (3–21). Third year.

Courses for Graduate Students

OBIO

701, 702, 703, 704 Research Techniques in Oral Biology (3). Permission of the instructor. The course familiarizes participants with a selection of specialized research techniques employed in interdisciplinary basic science approaches to problems in oral biology. Four lecture laboratory hours a week.

710, 711, 712, 713 Discussion in Oral Biology (1). Permission of the instructor. A series of seminars on topics relevant to research and scientific knowledge in the field of oral biology. Visiting scientists from other research centers in the country and abroad participate in the discussion series. One lecture hour a week.

720 Advanced Oral Biology (1). Significant developments and trends in basic medical sciences that have applications in specialized dentistry are discussed. Recent publications taken from medical and dental scientific literature are discussed. Three hours a week.

721, 722, 723, 724 Directed Studies in Oral Biology (1). Topics include extracellular matrices, immunology, inflammation, neurobiology, and pain management.

730, 731, 732 Biological Concepts (1.5). Overview of structures and biological determinants of conditions and diseases of the oral cavity. Both growth and development and pathophysiology will be introduced in the context of three areas of oral biology: biology of extracellular matrices, host-pathogens interactions, and orofacial neurobiology.

740 Extracellular Matrices (3). Introduction to structures and biological functions of major extracellular matrix components, their interactions with cells, chemistry and biology of mineralized tissues, and biological and molecular aspects of connective tissue disorders. Lectures, discussions.

741 The Molecular Control of Bone Mass (2). This course will examine bone formation and bone maintenance. Cellular and molecular determinants of osteogenesis and resorption will be explored. Course format will be faculty lecture and assigned student presentation of current literature.

750 Orofacial Neurobiology (3). An overview of normal human orofacial sensation and function, evaluation of orofacial sensory and motor capacities, orofacial pain mechanisms, and neural control of orofacial behaviors. Lectures, literature review, discussions, and seminars.

760 Host-Pathogen Interactions (3). Overview of basic etiology of pathogens and associated medical conditions, immune factors, immune response, and oral microbiology/immunology, with emphasis on infectious disease processes and innate defense factors. Lectures, discussions.

761 The Molecular and Cellular Pathogenesis of Inflammatory Diseases (3). Required preparation, biochemistry and immunology. Permission of the instructor. Course presents recent information on the pathogenesis of inflammatory conditions from the molecular, cellular, and systems perspectives. The two-semester course covers molecular signals, cellular processes, pathogenesis of specific inflammatory conditions, and the immunopharmacology of inflammation. Lecture, seminar.

762 The Molecular and Cellular Pathogenesis of Inflammatory Diseases (3). Required preparation, biochemistry and immunology. Permission of the instructor. Course presents recent information on the pathogenesis of inflammatory conditions from the molecular, cellular, and systems perspectives. The two-semester course covers molecular signals, cellular processes, pathogenesis of specific inflammatory conditions, and the immunopharmacology of inflammation. Lecture, seminar.

770, 771, 772, 773 Selected Topics in Oral Biology (1). Review of current findings in selected areas of oral biology. Students will critique current literature dealing with the newest discoveries in neuroscience, inflammation, or pathogenesis in an interactive forum between students and faculty.

780 Introduction to Scientific Writing (1). Seminar series that will give generic instructions covering grant writing skills and structure, as well as offer insight for scientific writing.

993 Master's Thesis (3–6). Permission of the instructor.

994 Doctoral Dissertation (3–6). Permission of the instructor.

Courses for Graduate Students

ORPA

711 Surgical Oral Pathology Seminar I (1). This weekly seminar uses unknown cases as the basis for discussion of a variety of biopsy specimens taken from the head and neck. Clinical management of cases also is discussed. Students will develop skills for interacting with their medical and dental colleagues.

712 Current Perspectives on Oral and Maxillofacial Pathology I (1). This seminar series will focus on current research in oral and maxillofacial pathology (OMP) and related fields. Current scientific literature will be critically reviewed. In addition, students will review historical literature to gain a perspective on the development of OMP as a specialty.

713 Advanced Oral Pathology I (1). This lecture and clinicopathologic correlation series includes study of the etiology, pathogenesis, clinical and histopathologic aspects of diseases of the head and neck.

721 Current Perspectives on Oral and Maxillofacial Pathology I (1–3). This seminar series will focus on current research in oral and maxillofacial pathology (OMP) and related fields. Current scientific literature will be critically reviewed. In addition, students will review historical literature to gain a perspective on the development of OMP as a specialty.

722 Current Perspectives on Oral and Maxillofacial Pathology I (1–3). This seminar series will focus on current research in oral and maxillofacial pathology (OMP) and related fields. Current scientific literature will be critically reviewed. In addition, students will review historical literature to gain a perspective on the development of OMP as a specialty.

723 Advanced Oral Pathology I (1–3). This lecture and clinicopathologic correlation series includes study of the etiology, pathogenesis, clinical and histopathologic aspects of diseases of the head and neck.

731 Current Perspectives on Oral and Maxillofacial Pathology I (1–3). This seminar series will focus on current research in oral and maxillofacial pathology (OMP) and related fields. Current scientific literature will be critically reviewed. In addition, students will review historical literature to gain a perspective on the development of OMP as a specialty.

732 Current Perspectives on Oral and Maxillofacial Pathology I (1–3). This seminar series will focus on current research in oral and maxillofacial pathology (OMP) and related fields. Current scientific literature will be critically reviewed. In addition, students will review historical literature to gain a perspective on the development of OMP as a specialty.

733 Advanced Oral Pathology I (1–3). This lecture and clinicopathologic correlation series includes study of the etiology, pathogenesis, clinical and histopathologic aspects of diseases of the head and neck.

750 Surgical Pathology in the Hospital Setting (1–3). Under the supervision of the hospital pathologists, the student will rotate in anatomic pathology, laboratory medicine, dermatopathology, hematopathology, molecular medicine, surgical specialties, and other elective areas to develop advanced concepts of disease as well as a working relationship with medical colleagues.

762 Oral and Maxillofacial Pathology Seminar (2). Course includes developmental disturbances of soft and hard tissues, syndromes, inflammation, immunology, pulp and periapical disease, periodontal disease, tumor-like proliferations, microbial disease, endocrine and metabolic diseases. Also include odontogenic cysts, salivary gland disease, oral epithelial and mesenchymal neoplasms, bone and joint diseases, nerve muscle diseases, dermatological diseases, and blood diseases.

763 Oral and Maxillofacial Pathology Seminar (2). Continuation of ORPA 762.

811, 821, 831 Surgical Oral Pathology Seminar III (1). Continuation of ORPA 731.

812, 822, 832 Current Perspectives on Oral and Maxillofacial Pathology III (1). Continuation of ORPA 732.

813, 823, 833 Advanced Oral Pathology III (1). Continuation of ORPA 702.

901 Research (1–3). Under the guidance of the faculty, the student will select a research topic, review the literature, develop a protocol, and present a preliminary proposal for an approved research project.

993 Master's Thesis (3).

Courses for Graduate Students

OMSU

707 Regional Anatomy (3). Review of the anatomy of the head and neck region, including osteology, cardiovascular system, head and neck embryology, special sensory modalities, nervous system, functional nervous system, and extra-oral correlation with the oral cavity.

712A, 712B, 712C Oral and Maxillofacial Surgery—Advanced Oral and Maxillofacial Surgery (4). (Dental School and UNC Hospitals).

714A, 714B, 714C Oral and Maxillofacial Surgery—General Anesthesia (2). (UNC Hospitals.)

715A, 715B, 715C Oral and Maxillofacial Surgery—Physical Diagnosis (4). (UNC Hospitals.)

720 Applied Pharmacology (1). This course is designed for dental practitioners with sufficient general and specific clinical pharmacology knowledge to appropriately and safely utilize drugs in treatment. The course will be concentrated in three areas: general clinical pharmacology principles, general clinical pharmacology of medications, specific clinical pharmacology of drugs utilized by dental practitioners.

730 Oral and Maxillofacial Surgery—Basic Surgical Skills (4). (UNC Hospitals.) This course includes an experimental animal surgery laboratory portion, as well as lectures and demonstrations of surgical principles and techniques.

740 Oral and Maxillofacial Radiology (1).

751 Advanced Pain and Anxiety Control (2). Introduction to operating and recovery room protocol; patient cardiovascular and pulmonary evaluation; adjunct and inhalant agents; nitrous oxide; pharmacology of IV anesthetic agents; EKG interpretation; arterial blood gases; anesthesia equipment monitoring; anesthetic complications and emergencies; fluid, electrolyte, and blood therapy; airway management; venipuncture; pediatric anesthesia; and pre-op evaluation, orders, and rounds.

760A Oral and Maxillofacial Surgery I (1).

760B Oral and Maxillofacial Surgery II (1).

801 Research (6). To be arranged.

993 Thesis (3–21).

Courses for Graduate Students

OPER

701A Operative Dentistry Seminar I (1). This course is an intensive review of the basic principles of operative dentistry, cariology, and treatment planning; thus, it provides a foundation for all other courses in operative dentistry. The core text for this review is Sturdevant's Art and Science of Operative Dentistry.

701B Operative Dentistry Seminar II (1). (Aesthetic and Adhesive Dentistry.) In this seminar, graduate students will learn the scientific principles and clinical techniques involved in dental aesthetics and adhesive restorations. Students may be required to develop a case presentation for this seminar.

701C Operative Dentistry Seminar III (1). (Topics in Operative Dentistry.) A review of selected topics in operative dentistry, including biomaterials, clinical research, and aesthetic dentistry.

702A, 702B, 702C, 702D Operative Literature Review I (1). This is a weekly seminar offering a forum for presentation and discussion of relevant scientific papers on various operative dentistry related topics. Typically, a resident or faculty member presents one or more relevant papers, which is followed by a critical analysis of the study and discussion of the topic.

703A Critical Appraisal of the Literature I (1). Seminar which introduces and/or reinforces the skill of critical appraisal of the scientific literature through application of the method to current literature addressing clinical issues in operative and preventative dentistry.

703B Critical Appraisal of the Literature II (1). Seminar which introduces and/or reinforces the skill of critical appraisal of the scientific literature through application of the method to current literature addressing clinical issues in operative and preventive dentistry.

704A Operative Clinical Seminar A (1). This seminar will involve a series of presentations where the student will present clinical cases resolved in the graduate clinic.

704B Operative Clinical Seminar B (1). Continuation of Operative Clinical Seminar A course, involving a series of presentations where the student will present clinical cases resolved in the graduate clinic.

705A Teaching Internship (1–9). Student will be actively involved in teaching Functional Dental Anatomy course. Student will participate in preclinical laboratory instruction and evaluation procedures.

705B Teaching Internship (1–9). The student will be actively involved in teaching Advanced Operative Dentistry course. The student will participate in preclinical laboratory instruction and evaluation procedures.

705C Teaching Internship (1–9). Student will be actively involved in teaching Advanced Operative Dentistry course. The student will participate in preclinical laboratory instruction and evaluation procedures.

705D Teaching Internship - Clinical Teaching (1–9). The student will participate in the teaching of predoctoral dental students in the clinic environment.

736A Graduate Dental Biomaterials I (3).

736B Graduate Dental Biomaterials II (3).

790A Operative Dentistry Clinic I (4). Basic operative dentistry treatment planning and procedures.

790B Operative Dentistry Clinic II (4). (Patient treatment.) Primary focus is on patients requiring more advanced considerations for operative dentistry treatment planning and/or procedures. There will be a strong focus on aesthetic dentistry, prevention, and "medical management" of caries, and the use of advanced technologies to provide operative dentistry treatment.

790C Operative Dentistry Clinic III (4). Continuation of Operative Dentistry Clinic II.

790D Operative Dentistry Clinic IV (3). Continuation of Operative Dentistry Clinic III.

790E Operative Dentistry Clinic V (4). Continuation of Operative Dentistry Clinic IV.

790F Operative Dentistry Clinic VI (4). Continuation of Operative Dentistry Clinic V.

903A Operative Dentistry Research I (1). (Thesis related.) This course is provided on an individual basis by the student's thesis mentor. The student will develop and write a detailed description of materials and methods used in his or her research project.

903B Operative Dentistry Research II (2). (Thesis Materials and Methods.) Student will perform a research project and obtain data for the master's thesis.

993 Operative Dentistry Thesis (3). The student will begin writing a master's thesis.

Courses for Graduate Students

ORAD

702 Advanced Oral Radiologic Technology (4). Seminars, laboratory, and clinical sessions to provide experience in advanced oral radiologic procedures.

704 Advanced Radiologic Diagnosis II (3). Literature review, seminars, and clinical experience in advanced radiologic diagnosis.

705 Principles for Advanced Diagnostic and Therapeutic Radiology (4). Literature review and seminars in the application of radiologic procedures such as computed tomography, digital imaging, and magnetic resonance for diagnosis of oral and maxillofacial conditions. Fundamentals of radiation therapy are also included.

706 Advanced Oral Radiology (2). Radiographic selection criteria, dental radiographs efficacy, panoramic radiology, extraoral techniques, radiation risks and radiological hygiene in dental practice, principle of radiologic interpretation, radiology of cysts and tumors, radiology of the TMJ, radiology of systemic disease, quality improvement, radiology for dental implants, digital imaging in dentistry, and advanced craniofacial region imaging.

707 Graduate Clinical Oral Radiology (3).

710 Oral and Maxillofacial Radiology Literature Review (1). Course is designed for graduate students with a strong interest in OMFR and seeks to expose students to classical articles in the radiology literature.

802 Clinical Radiology Conference (1). Case studies in the interpretation of unusual conditions of the oral and maxillofacial region.

960 Oral Radiology Research (1–4). Arranged.

993 Master's Thesis (3).

Courses for Graduate Students

ORTH

801 Orthodontic Technique (4). Introduction to orthodontic technique and procedures for beginning orthodontic graduate students.

802A, 802B, 802C, 802D Current Topics in Orthodontics (2). Seminars on pertinent orthodontic literature for advanced orthodontic students.

803A Orthodontic Diagnosis (2). Principles of orthodontic diagnosis and analysis of diagnostic records for orthodontic specialists.

805A Advanced Clinical Orthodontics (5).

805B Advanced Clinical Orthodontics (3).

805C, 805D, 805E Advanced Clinical Orthodontics (7).

805F Advanced Clinical Orthodontics (1–10).

806 Science of Tooth Movement (2). Mechanical principles in orthodontic force production and control; biological response to orthodontic force.

807 Orthodontic Biomaterials (1–3). Introduction to orthodontic biomaterials and integration with the basic principles of engineering, science, and orthodontics.

808 Growth and Development (4). Principles of growth and development, emphasizing dento-facial development from an evolutionary and molecular biology perspective, as well as the traditional anatomical perspective.

809A, 809B, 809C, 809D Preventative Orthodontics (3).

813 Principles of Orthodontic Treatment for Adults (2). Orthodontic treatment procedures for adults; for AEGD, periodontic, and prosthodontic graduate students.

815 Oral-Pharyngeal Function (1). Maturation of oral and pharyngeal function, including speech and its relation to dento-facial development.

820 Advanced Biomechanics (3). Concepts in orthodontic mechanics emphasizing segmented arch approaches and laboratory tests of appliance components and designs.

822 Environment of Specialty Practice (3). Trends in health care delivery; organization and management of orthodontic specialty practice.

901AResearch (2). Arranged.

901B Research (1). Arranged.

901C Research (2). Arranged.

993 Master's Thesis (3–21).

Courses for Graduate Students

PEDO

800A, 800B, 800C, 800D Maternal and Child Health Seminar Series (1). (One hour a week for each fall and spring semester.) This is a seminar series that focuses on a broad range of topics related to pediatric dentistry and pediatric medicine, including general medical issues, practice management, social issues, child advocacy, and presentation of unusual clinical cases.

801A, 801B, 801C, 801D Pediatric Diagnosis and Treatment Planning Seminar (1). (One hour a week each fall and spring semester for two years.) This course is a seminar wherein diagnosis and treatment planning options are considered through a problem-oriented approach. For cases in progress and completed, outcomes are reviewed and critiqued.

803A, 803B, 803C, 803D Principles of Pediatric Dentistry (1). (Six hours a month for fall and spring semesters for 24 months). This seminar covers the fundamentals of pediatric dentistry from behavior management to pulp therapy. The course relies on readings of classic and contemporary literature with seminars that include discussions and critiques of readings.

804A, 804B, 804C, 804D Advanced Clinical Pediatric Dentistry (8). (Six to twelve hours a week for 36 months). This course provides clinical experience in all phases of pediatric dentistry, including dental treatment under conscious sedation and general anesthesia.

805 Contemporary Practice Management (1). (One hour monthly during the spring semester for three years). This course provides an understanding of the design, implementation, and management of a modern pediatric dental practice. Most seminar leaders are private practitioners who are adjunct faculty in the department.

806A, 806B, 806C, 806D Treatment of Pediatric Dental Emergencies (1). (One hour a week each week for 36 months). This seminar series serves as a faculty/resident forum for reviewing the previous week's emergency cases and in which diagnosis and treatment options are reviewed and critiqued. Endodontic faculty and residents also participate in this course.

901, 902, 903 Research (3). (Minimum of one half-day a week for 36 months). Students pursue an institutionally approved research project under the guidance of the faculty following review of the pertinent literature and planning on the basis of sound experimental design.

904 Research (5). (Minimum of one half-day a week for 36 months). Students pursue an institutionally approved research project under the guidance of the faculty following review of the pertinent literature and planning on the basis of sound experimental design.

993 Master's Thesis (3–6).

Courses for Graduate Students

PERI

710 Periodontal Therapy (1). This graduate seminar reviews techniques and procedures for treating periodontal diseases. Topics include gingival grafting, surgical flap management, osseous surgery, periodontal regeneration, antimicrobials, host modulation, and periodontal medicine.

711 Periodontal Therapy (1). This graduate seminar reviews techniques and procedures for treating periodontal diseases. Topics include gingival grafting, surgical flap management, osseous surgery, periodontal regeneration, antimicrobials, host modulation, and periodontal medicine.

720 Case Analysis (1). Course participants present comprehensive cases with periodontal conditions. Discussion focuses on periodontal diagnosis, treatment planning, treatment execution, and results.

721 Case Analysis (1). Course participants present comprehensive cases with periodontal conditions. Discussion focuses on periodontal diagnosis, treatment planning, treatment execution, and results.

722 Case Analysis (2). Course participants present comprehensive cases with periodontal conditions. Discussion focuses on periodontal diagnosis, treatment planning, treatment execution, and results.

723 Case Analysis (2). Course participants present comprehensive cases with periodontal conditions. Discussion focuses on periodontal diagnosis, treatment planning, treatment execution, and results.

730 Seminar in Periodontology (3). In this first-year literature review course, graduate students present and evaluate the evidence on periodontal disease etiology, pathogenesis, risk factors, and treatments including mechanical, surgical, and pharmacological approaches.

731 Seminar in Periodontology (3). In this first-year literature review course, graduate students present and evaluate the evidence on periodontal disease etiology, pathogenesis, risk factors, and treatments including mechanical, surgical, and pharmacological approaches.

760 Seminar in Periodontology (3). In this second- and third-year literature review course, graduate students discuss evidence on advanced topics in periodontology or related disciplines.

761 Seminar in Periodontology (3). In this second- and third-year literature review course, graduate students discuss evidence on advanced topics in periodontology or related disciplines.

820 Introduction to Implants (1). This graduate seminar traces the biology of osseointegration, surgical techniques in dental implant placement and prosthetic restoration. The seminar includes didactic lectures, case presentations, and journal club components.

821 Clinical Implantology (1). This graduate seminar continues themes introduced in PERI 820 and discusses advanced implant topics including bone augmentation, peri-implantitis, and implant efficacy assessment. The seminar includes didactic lectures, case presentations, and journal club components.

890Advanced Clinical Periodontics and Clinical Practice (3). Within this first-year specialty clinic, graduate students begin diagnosing and comprehensively treating patients with periodontal diseases. Cases may involve interdisciplinary care, medical management, dental implants, and sedation procedures.

891 Advanced Clinical Periodontics and Clinical Practice (3). Within this first-year specialty clinic, graduate students begin diagnosing and comprehensively treating patients with periodontal diseases. Cases may involve interdisciplinary care, medical management, dental implants, and sedation procedures.

892 Advanced Clinical Periodontics and Clinical Practice (3). Within this second- and third-year specialty clinic, graduate students gain proficiency in managing patients with periodontal diseases, using both surgical and nonsurgical approaches. Cases may involve interdisciplinary care, medical management, dental implants, and sedation procedures.

893 Advanced Clinical Periodontics and Clinical Practice (3). Within this second- and third-year specialty clinic, graduate students gain proficiency in managing patients with periodontal diseases, using both surgical and nonsurgical approaches. Cases may involve interdisciplinary care, medical management, dental implants, and sedation procedures.

990 Research (5).

991 Research (5).

993 Thesis (3–21).

Courses for Graduate Students

PROS

701, 702, 703 Introduction to Prosthodontic Literature (2). A seminar designed to review early and classic prosthodontic literature common to fixed and removable prosthodontics.

704, 705, 706 Introduction to Prosthodontic Literature (1).

721–726 Prosthodontic Principles, Diagnosis and Treatment Planning—Fixed and Removable (2). Principles of diagnosis and treatment relative to the prosthodontic patient are covered in depth in this seminar series.

731–736 Prosthodontic Diagnosis and Treatment Planning (1). This course provides the prosthodontic student with adequate knowledge in fixed prosthodontics to promote continued lifelong learning, offer quality treatment to a diverse population with various needs using fixed prosthesis, manage complications and failures of fixed prostheses, and to challenge the ABP examination.

751–754 Maxillofacial Prosthodontic Principles, Diagnosis, and Treatment (1). Principles of diagnosis and treatment relative to maxillofacial prosthodontic patients are covered in depth in this seminar series.

801–808 Advanced Clinical Fixed and Removable Prosthodontics (6). This clinical offering is designed to permit the graduate student to experience all phases of advanced patient management in fixed and removable prosthodontics.

851–854 Clinical Maxillofacial Prosthodontics (2). This clinical offering is designed to permit the graduate student to manage the comprehensive prosthodontic care of congenital and/or acquired maxillofacial defects in both the dental school and hospital environment.

901 Research (2). The graduate pursues the literature and selects a research project planned and conducted under the direction of the appropriate graduate faculty.

902, 903, 904 Research (3). The graduate pursues the literature and selects a research project planned and conducted under the direction of the appropriate graduate faculty.

905 Research (5). The graduate pursues the literature and selects a research project planned and conducted under the direction of the appropriate graduate faculty

906 Research (5). The graduate pursues the literature and selects a research project planned and conducted under the direction of the appropriate graduate faculty.

993 Master's Thesis (3–21). Completion of thesis for master of science degree.

In addition to the courses listed, core courses are required in anatomy, microbiology, pharmacology, oral pathology, research methodology, scientific writing, and dental education. Flexibility in the curriculum also allows opportunity for appropriate electives.
Additional courses are required for each minor as follows:

Biological Sciences

DENT

102 Gross Anatomy (4).

104 Microscopic Anatomy (4).

114 Physiology (PHYI 741) (4).

Clinical Education

DHED

753 Advanced Intraoral Functions (3).

754 Advanced Intraoral Functions (Periodontics) (3).

833 Seminar and Practicum in Dental Radiology Education (4).

836 Advanced/Clinical Teaching (3).

Dental Radiology

RADI

662 Instrument and Imaging Methods (4).

Management/Administration

DHED

774 Personnel Management Seminar (2).

834 Dental Management Seminar (4).

Oral Pathology

DENT

104 Microscopic Anatomy (4).

127 Pathology I (3).

202 Pathology II (2).

Department of Dramatic Art

www.unc.edu/depts/drama

McKAY COBLE, *Chair*

Jeffrey Cornell, *Associate Chair*

Professors
McKay Coble, Chair, Design
Raymond L. Dooley, Head of M.F.A. Acting, Acting
Roberta A. Owen (2) Costume Design and History
Craig W. Turner, Head of Graduate Studies, Movement for the Actor
Adam N. Versenyi, Dramaturgy

Associate Professor
Michael J. Rolleri, Head of Technical Production

Adjunct Professor
Judith L. Adamson, Head of Costume Production

Assistant Professors
Janet A. Chambers, Design
Scott D. Ripley, Acting

Lecturer
John Patrick, Voice and Speech
Adam Maxfield, Technical Director

The Department of Dramatic Art offers professional training programs in acting, costume production, and technical production leading to the master of fine arts degree. The production facilities in the Center for Dramatic Art include the Paul Green Theatre and the Elizabeth Price Kenan Theatre along with studios, rehearsal hall, costume complex, and scene shops.

Each student is responsible for becoming familiar with the general regulations of The Graduate School and particularly with the dates indicated on the calendar for the academic year. This information is contained elsewhere in the *Graduate Record*. Please note that, due to the nature of the professional training programs, the calendar for graduate students in the Department of Dramatic Art will not always coincide with that of the University. Graduate students in the department are frequently required to work on productions during University-scheduled holidays.

A limited number of graduate appointments are available in the department. Appointments are presently awarded in the areas of acting, technical production, costume production, and in support of introductory courses (DRAM 115, 116, and 135). All appointments involve instructional or laboratory supervisory responsibility.

Master of Fine Arts

Purpose. Through disciplined classroom training and a progressive involvement in performance or production opportunities, students in the master of fine arts (M.F.A.) programs are challenged to develop the skills and attitudes that enable them to compete in the professional theatre. Emphasizing accomplishment in a wide range of performance and production styles, the programs complement the variety of theatrical experiences available in the PlayMakers Repertory Company (PRC), a professional full-season equity company and a member of The League of Resident Theatres. Within his or her area of specialization, upon graduation students will be ready to perform a variety of roles or assume a range of responsibilities onstage or backstage in stage, film, or television. The University of North Carolina at Chapel Hill is a member of URTA (University/Resident Theatre Association, Inc.).

Prerequisites. All applicants must meet admission requirements established by The Graduate School of the University of North Carolina at Chapel Hill. Each area of specialization within the department requires additional application materials. In the costuming and technical areas, applicants are required to submit portfolios. Candidates should check with the department for further information as to what is entailed for each area. All acting candidates must audition. In addition to on-campus auditions, the department holds auditions two out of every three years in February in New York and Chicago. Applications must be received by January 31 to be considered.

Curriculum. Each candidate pursues a course of study in a conservatory environment. Classroom training offers a variety of approaches, each designed to develop and refine the candidate's artistic and professional potential. Classroom work is augmented by participation in the professional season of PlayMakers Repertory Company. In addition to the PRC, students find performance opportunities in studio projects and productions.

Evaluation. At least once each semester, the faculty formally evaluates the candidate's progress and makes recommendations concerning his or her continuation in the program. Evaluations are made of each individual on the basis of classroom and performance or production work. Letter grades (H, P, L, F) are assigned for work in all courses.

Admission. Generally, only first-year applicants are considered for admission. Candidates should check with the department for admission information pertaining to their specific area of specialization (i.e., acting, technical production, or costume production).

Residency and Requirements. All candidates are required to be in residence for three years, six consecutive semesters. The departmental system of evaluation requires that the student be invited to continue in the second and then in the final year of the program. While all programs require their students to complete 60 credit hours, those hours are apportioned differently from program to program. In addition to 60 credit hours, each area of specialization carries its own graduation requirements. Candidates are encouraged to ascertain individual requirements for graduation as soon as possible.

Detailed information can be obtained by addressing inquiries to the Director of Graduate Studies, Department of Dramatic Art, CB# 3230, Center for Dramatic Art, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3230. Additional information is available on the Web at www.unc.edu/depts/graduate/home_graduate.htm.

Courses for Graduate and Advanced Undergraduate Students

DRAM

450 Shakespeare in the Theatre (3). Prerequisite, DRAM 120. A study of the literary, stage history, and production problems of representative plays.

465 Sound Design (3). The study of general principles of sound design for the theatre. Theory and application of sound design techniques for the stage, including script analysis, staging concepts, special effects, sound plots, and technology.

466 Scene Design (3). Permission of the instructor. General principles of visual design as applied to scenery for the theatre. Instruction in standard techniques of planning and rendering scene design.

467 Costume Design I (3). Permission of the instructor. Studies and practicum in play analysis and costume design for the theatre. Instruction in techniques of planning and rendering costume design.

468 Lighting Design I (3). Permission of the instructor. General principles of lighting design as applied to the performing arts. Theory and instruction in standard techniques of lighting for the stage.

470 Survey of Costume History (3). A survey of historic costume forms from ancient Egypt to the present time.

473 Costume Construction I (1–3). Permission of the instructor. Beginning instruction in pattern making through flat pattern for theatrical costume.

474 Costume Construction II (1–3). Prerequisite, DRAM 473. Permission of the instructor for students lacking the prerequisite. Beginning instruction in pattern making through draping on a dress form for theatrical costume.

475 Costume History: Africa, Asia, and Arabia (3). A survey of the traditional costume forms on the African Continent, in Asia (China, Japan, India), and on the Arabian Peninsula.

477 Theatrical Design (3). General principles of scenic, costume, and lighting design for the theatre.

480 Period Styles for Production (3). Students may not receive credit for both DRAM 280 and 480. A study of the historical development of Western minor arts and the ramifications of reproducing them for the theatre.

484 Studies in Dramaturgy and Criticism (3). This seminar seeks to introduce students to the principles of arts criticism through study of the work of a variety of different critics, by distinguishing between the nature of criticism and reviewing the arts, and through the students' own practice of critical writing.

486 Latin American Theatre (3). This course explores the historical and aesthetic development of Latin American theatre, focusing on particular factors that distinguish this theatre from the Western European tradition.

487 Chicana/o Drama (3). This course surveys Chicana/o history and culture from 1965 to the present through the examination of plays by and about Chicana/os. It also interrogates Chicana/o performance practices as political acts.

488 United States Latino/a Theatre (3). Prerequisite, DRAM 120. Investigation of United States Latino/a theatre texts and performance practices as a discreet genre. United States Latino/a theatre will be distinguished from the dominant culture, and diversity of forms and styles discussed.

490 Theatre Management (3). Practicum in theatre management procedures and business of the theatre involving box office, audience development, research, publicity, operational, and contract procedures in regard to artists, technicians, managers, and producers. Students actively engage in management areas of the PlayMakers Repertory Company and productions of the Department of Dramatic Art.

491 Issues in Arts Management (3). Arts management issues taught through analysis of case studies. Course includes management theories, organizational structures, and current issues.

495 Stage Management (3). Permission of the department. A study of the basic principles and practices of modern stage management.

566 Advanced Scene Design (3). Prerequisite, DRAM 466. Permission of the instructor for students lacking the prerequisite. Advanced study of the principles and practice of designing scenery for the theatre.

567 Costume Design II (3). Prerequisite, DRAM 467. Permission of the instructor. Practicum in costume design for the theatre, focusing on the requirements of professional theatre production and alternative costume design solutions.

595 Costume Seminars I: Dyeing and Painting (1–3). Prerequisite, DRAM 192. Permission of the instructor. Taught in a four-semester rotation. May be repeated for credit for a total of six hours for undergraduates and twelve hours for graduate students. Series of topics in costume for use in design and production for the stage.

597 Costume Seminars II: Millinery and Hair (1–3). Permission of the instructor. Advanced costume production techniques with an emphasis on millinery and hair design.

598 Costume Seminars III: Masks and Armor (1–3). Permission of the instructor. Advanced costume production techniques with an emphasis on creating masks and armor.

599 Costume Seminars IV: Decorative Arts (1–3). Permission of the instructor. Advanced costume production techniques with an emphasis on decorative arts.

650 Costume Production I: Couture Methods (0.5–3). Prerequisite, DRAM 192. Advanced construction techniques in theatrical costuming with an emphasis on couture methods.

667 Advanced Costume Design I (1–3). Permission of the instructor. Study of costume design for students concentrating in costume production.

691H Honors Project in Dramatic Art (3). Required preparation, 3.5 cumulative grade point average and permission of the department. The commencement of a special project (essay or creative endeavor), approved by the department, by a student who has been designated a candidate for undergraduate honors.

692H Honors Project in Dramatic Art (3). Prerequisite, DRAM 691H. Permission of the department. The completion of a special project by a student who has been designated a candidate for undergraduate honors.

697 Senior Seminar (3). Close study of the interrelationships between theory and practice in contemporary world theatre, placing developments in their cultural contexts, and exploring current theatrical trends in an international framework.

Courses for Graduate Students

DRAM

720 Acting I (3). Admission to the M.F.A. Acting program required. Intensive professional training for the actor. Must be taken fall and spring.

721 Acting II (3). Admission to the second year of the M.F.A. Acting program required. Advanced professional training for the actor. Must be taken fall and spring.

722 Voice I (3). Admission to the M.F.A. Acting program required. Development of the individual actor's voice and speech. Must be taken fall and spring.

723 Voice II (3). Admission to the second year of the M.F.A. Acting program required. Expansion of the individual's vocal versatility in performance. Must be taken fall and spring.

724 Movement I (3). Admission to the M.F.A. Acting program required. Development of the actor's body as an expressive instrument. Must be taken fall and spring.

725 Movement II (3). Admission to the second year of the M.F.A. Acting program required. Advanced projects in movement. Special sessions in tumbling and stage combat. Must be taken fall and spring.

726 Rehearsal and Performance I (1-6). Admission to the M.F.A. Acting program required. Rehearsal and performance of special ensemble projects. Must be taken fall and spring. May be repeated for credit.

727 Rehearsal and Performance II (1–6). Admission to the second year of the M.F.A. Acting program required. Practical application of techniques in rehearsal and performance in studio and main stage production. Must be taken fall and spring. May be repeated for credit.

728 Acting Practicum I (3–12). Admission to the third year of the M.F.A. Acting program required. Intense practicum as a member of the PlayMakers Repertory acting company. Preparation and presentation of assigned projects and work in departmental productions. Work in voice and movement as scheduled.

750 Advanced Special Studies: Costume Production II: Advanced Couture Methods (.5–3). Advanced construction techniques with an emphasis on advanced couture methods.

752 Special Studies: Costume Production III: Tailoring (.5–3). Costume graduates only. Advanced construction techniques with an emphasis on bodice development.

760 Costume Construction III: Advanced Flat Pattern (1–3). Prerequisite, DRAM 473. Continued study of pattern making with flat pattern in advanced shapes for the stage.

762 Costume Construction IV: Advanced Draping (1–3). Prerequisite, DRAM 474. Continued study of draping theatrical costumes with advanced shapes.

764 Costume Construction V (1–3). Prerequisites, DRAM 473, 474, 760, and 762. Using combination of patternmaking and dressmaking techniques to achieve unusual shapes in theatrical costume.

766 Costume Construction VI: Computer Pattern (1–3). Prerequisite, DRAM 473. Continuation of the study of flat pattern using computer software with AutoCAD.

770 Period Pattern I: Pre-Victorian (1–3). Permission of the instructor. Advanced study of historical pattern, costume crafts, or costume shop management through directed study. May be repeated for credit.

772 Period Pattern II: Victorian (1–3). Costume graduates only. Study of historical pattern with an emphasis in Victorian era.

774 Period Pattern III: 20th Century (1–3). Costume graduates only. Study of historical pattern with an emphasis in 20th century.

776 Period Pattern IV: 19th and 20th Century Men's Wear (1–3). Costume graduates only. Study of sartorial arts with an emphasis in 19th to 20th centuries.

780 Costume Management I: Supplies and Suppliers (1–3). Costume graduates only. Study of supplies and suppliers needed to produce theatrical costumes.

782 Costume Management II: Budget Methods (1–3). Costume graduates only. Study of cost analysis for costume production.

784 Costume Management III: Personal (1–3). Costume graduates only. Study of organization and personnel management for costume production.

790 Costume Laboratory I (3). Admission to the M.F.A. Costume program required. Practical work in the costume shop. Must be taken fall and spring.

791 Costume Laboratory II (3). Admission to the second year of the M.F.A. Costume program required. Advanced practical work in the costume shop. Must be taken fall and spring.

792 Costume Laboratory III (3). Costume graduates only. Continuation of practical work through production assignments.

793 Costume Laboratory IV (3). Costume graduates only. Continuation of practical work through production assignments.

796 Costume Laboratory V (1–3). Admission to the third year of the M.F.A. Costume program required. Advanced practical work in the costume shop. Must be taken fall and spring.

797 Costume Laboratory VI (1–3). Costume graduates only. Continuation of practical work through production assignments.

799 Costume Program Internship (3–6). Intensive practicum in Costume Arts, with tutorial and class assignments on an individual basis as required. May be repeated for credit.

800 Technical Direction (3–6). Prerequisite, DRAM 491. Permission of the instructor. Study of the technical and engineering problems in production and standard theatrical drafting and construction conventions. Must be taken fall and spring.

801 Technical Direction II (3–6). Technical graduates only. Additional study of technical and engineering problems in production.

802 Advanced Technical Direction (3–6). Admission to the second year of the M.F.A. Technical Production program required. An advanced study of the management, technical, and engineering problems involved in theatrical production. Must be taken fall and spring.

803 Advanced Technical Direction II (1–6). Admission to the third year of the M.F.A. Technical Production program required. An advanced study of the management, technical, and engineering problems involved in theatrical production. Must be taken fall and spring.

805 Special Studies: Technical Production (.5–12). Prerequisite, DRAM 192. Permission of the instructor. Advanced scenic construction techniques leading to specific project or production responsibility in the area of scenic construction in Department of Dramatic Art productions and PlayMakers Repertory Company. A minimum of 15 hours per week is required during the rehearsal period. Faculty evaluation at the close of the production. May be repeated for credit.

806 Technical Planning and Production (3–6). Admission into the third year of the M.F.A. Technical Production program required. Intensive practicum in production projects for departmental and PlayMakers Repertory Company productions. Must be taken fall and spring.

813 Special Studies: Technical Production (1–6). Technical graduates only. Continuation of advanced scenic construction techniques with specific project or production responsibility in the area of scenic construction.

814 Professional Theater Laboratory: Technical Production (.5–12). Technical graduates only. Individual programs in scenic construction techniques.

821 Advanced Lighting Design (3). Permission of the instructor. This course acquaints the student with professional practice in lighting design through lecture by faculty and visiting professionals and through evaluation of lighting designs executed by students and critiqued by professionals.

830 Seminar in Professional Practice: Technical Production (1–21). Admission to the M.F.A. program in Technical Production required. An examination of professional theatre practice through contact with students, staff, faculty, and visiting artists in technical theatre. Generally taken fall and spring. May be repeated for credit.

841 Design Technical Theatre Practicum I (3–6). Admission into the M.F.A. Technical program required. Practical work in scene shop. Must be taken fall and spring.

842 M.F.A /Technical Theatre Practicum II (1–6). Technical graduates only. Continuation of practical work in scene shop.

843 Design Technical Theatre Practicum II (3–6). Prerequisite, DRAM 841. Admission to the second year of the M.F.A. Technical program required. Advanced practical work in scene shop. Must be taken fall and spring.

844 M.F.A./Technical Practicum IV (3–6). Continuation of advanced practical work in scene shop.

845 Design Technical Internship (6–12). Intensive practicum in production projects for departmental and PlayMakers Repertory Company productions, with independent studies as assigned on an individual basis. May be repeated for credit.

875 Seminar in Dramatic Literature (1–3). Admission to the M.F.A. program in any area required. An examination of the literature of the theatre in terms of dramatic construction, theory, and interpretation. May be repeated for credit.

992 Graduate Final Practicum: Thesis (3–6).

Department of Economics

www.unc.edu/depts/econ

MICHAEL K. SALEMI, *Chair*

Professors

John S. Akin (1) Health Economics, Public Finance, Human Resources
Gary A. Biglaiser (63) Microeconomic Theory, Industrial Organization
Patrick J. Conway (56) Economic Development, International Economics
Richard T. Froyen (7) Macroeconomics, Monetary Policy
Eric Ghysels (86) Econometrics
Donna B. Gilleskie (81) Health Economics, Econometrics
David K. Guilkey (39) Econometrics
Steven S. Rosefielde (26) Comparative Economic Systems
Michael K. Salemi (38) Macroeconomics, Monetary Economics
John F. Stewart (36) Industrial Organization
Helen V. Tauchen (40) Applied Microeconomics

Associate Professors

Neville R. Francis (92) Macroeconomics, Time Series
Lutz A. Hendricks (11) Macroeconomics, Human Capital, Economic Growth, Wealth Inequality
Peter Norman (95) Microeconomics, Public Economics
William R. Parke (65) Econometrics
Sergio O. Parreiras (89) Game Theory, Microeconomics
Boone A. Turchi (31) Demography

Assistant Professors

Anusha Chari (16) International Finance, Open-Economy Macroeconomics
Saraswata Chaudhuri (12) Econometrics
Jonathan B. Hill (10) Time Series Econometrics, Econometric Theory
Clement Joubert (83) Labor, Development, Applied Econometrics
Vijay Krishna (94) Economic Theory, Game Theory
Brian McManus (14) Empirical Industrial Organization, Applied Microeconomics
Jordi Mondria (96) International Finance, Macroeconomics, Financial Economics
Klara Peter (84) Labor, Development

Lecturers

Michael D. Aguilar, Financial Econometrics
Rita A. Balaban, Applied Microeconomics, Economic Education
Burton B. Goldstein, University Entrepreneur in Residence
Stephen W. Lich-Tyler, Labor Economics, Public Economics, Applied Microeconomics, Household and Family Economics
John McCallie, Monetary Theory, International Economics
Jeremy Petranka, Game Theory, Conflict Theory, Political Economics, Industrial Organization
Geetha Vaidyanathan, Macroeconomics, Statistics

Adjunct Professors

James J. Anton
Richard E. Bilsborrow
Peter A. Coclanis

Jennifer S. Conrad
Barry M. Popkin
Frank A. Sloan
H. Wilbert van der Klaauw

Adjunct Associate Professors
Scott A. Baker
Robert A. Connolly
Sally C. Stearns
Rachel A. Willis

Professors Emeriti
Dennis R. Appleyard
Arthur Benavie
Stanley W. Black
William A. Darity Jr.
Alfred J. Field Jr.
James W. Friedman
A. Ronald Gallant
James C. Ingram
David McFarland
James L. Murphy
Thomas J. Orsagh
Ralph W. Pfouts
Vincent J. Tarascio
Roger Waud
James A. Wilde
Xiaodong Wu

The graduate program in the Department of Economics prepares students for teaching and research careers in the fields of econometrics, financial econometrics, health economics, international trade and development, labor economics, microeconomic theory/industrial organization, and monetary and open economy macroeconomics. During the first year of the program, students concentrate on the core areas of econometrics, macroeconomics, and microeconomics. Later, each student chooses two fields of specialization within those mentioned. The department's objective is to provide students both with broad training in theory and econometrics and with specialization in the major and minor fields.

A number of students supplement their study in economics at UNC–Chapel Hill with work in finance, statistics, mathematics, biostatistics, urban and regional studies, computer science, and operations research, along with courses at Duke University and North Carolina State University. Strong offerings in these and other related areas enhance the overall graduate training offered to students.

Master of Science

The focus of the graduate program in economics is on the doctorate offerings. Most of the students in the master's program have already been admitted to a Ph.D. or professional program at UNC–Chapel Hill.

The master's degree requires ECON 710, 720, and 700, one course in econometrics (ECON 771 or 870), two courses in a major field, three electives, and a research course (ECON 992). Courses are to be selected in consultation with, and with the approval of, the director of graduate studies and the faculty in the major field. A master of science student writes a research paper under the direction of the faculty advisor. Also, all candidates must pass a written exam in the major field, with the paper advisor responsible for the examination. The Graduate School Handbook describes the general requirements for the master's examinations and for the papers.

Doctor of Philosophy

Course Requirements. A doctoral candidate must complete 15 Ph.D.-level courses plus two semesters of the doctoral dissertation course (ECON 994). Unless otherwise specified by the faculty in the major field, at least 12 of the 15 courses must be from the Economics Department. All courses must be approved by the director of graduate studies.

Courses in the Fundamentals of Economics. The following seven courses or their equivalents are required: ECON 710, 711, 720, 721, 700, 770, and one additional econometrics course.

Courses in the Major and Minor Fields within Economics. Each student selects a major and a minor field from among the following fields within economics:

- Econometrics
- Financial Econometrics
- Health Economics
- International Trade and Development
- Labor Economics
- Microeconomic Theory/Industrial Organization
- Monetary and Open Economy Macroeconomics

At least three courses in the major field and two courses in the minor field are required. One of the courses in the major field is usually a seminar course.

Courses in Supporting Fields. The remaining courses are supporting courses chosen by the student in consultation with the director of graduate studies and other faculty. The supporting courses may be within the major or minor field or in areas that complement the major and minor fields.

Foreign Languages-Research Skill. Additionally, a student must demonstrate competence in one foreign language or fulfill a research skill requirement. Courses satisfying the research skills requirement are usually in econometrics, quantitative methods, mathematics, statistics, or computer science.

Doctoral Exams and Dissertation. Students must pass qualifying exams in macroeconomics, microeconomics, and the major field. The faculty in each field determines whether the major field qualifier is a four-hour written exam or a paper. The qualifiers are given in August and January of each academic year; major field papers are due during the week of written exams. The three-hour macroeconomics and microeconomics qualifying exams are first taken in August of the second year and the major field qualifier in August of the third year. The exams are also given in early January. Students have two chances to pass each of the exams and may petition the Appeals Committee for permission to take the macroeconomics or microeconomics qualifier for the third time.

The *Graduate School Handbook* describes the requirements for the doctoral oral exam, doctoral dissertation, and final oral defense of the dissertation. The doctoral oral exam includes an evaluation of the thesis prospectus.

The general regulations of The Graduate School apply to students receiving graduate degrees in economics from the University of North Carolina at Chapel Hill.

Fellowships and Assistantships. The department offers several fellowships and a number of research and teaching assistantships. All applicants to the Ph.D. program are considered for financial support, and most students enrolled in the Ph.D. program receive a stipend,

tuition assistance, and health insurance from departmental or other University sources. Detailed information regarding the fellowships, assistantships, and instructorships may be obtained from the director of graduate studies in economics, or at www.unc.edu/depts/econ.

Graduate standing in economics or permission of the director of graduate studies in economics is required for all courses numbered 700 or higher.

Courses for Graduate and Advanced Undergraduate Students

ECON

400 Elementary Statistics (3). Comprehensive introduction to statistics, including descriptive statistics and statistical graphics, probability theory, distributions, parameter estimation, hypothesis testing, simple and multiple regression, and use of powerful statistical estimation software.

410 Intermediate Theory: Price and Distribution (3). Prerequisite, MATH 231 or STOR 113. The determination of prices and the distribution of income in a market system. Students may not receive credit for both ECON 310 and 410.

420 Intermediate Theory: Money, Income, and Employment (3). Prerequisite, ECON 410. An introduction to contemporary macroeconomic concepts and analysis. Topics include the level, fluctuations, and growth of national income, and monetary and fiscal policies designed to achieve economic goals. Students may not receive credit for both ECON 320 and 420.

423 Financial Markets and Economic Fluctuations (3). Prerequisite, ECON 420. An examination of financial institutions and markets, their role in economic conditions, and the use of macroeconomic policies in affecting those conditions. Students may not receive credit for both ECON 320 and 423.

430 Economic Development of the United States (3). Prerequisites, ECON 410 and 420. Students may receive credit for either ECON 330 or 430 but not for both. This course parallels ECON 330 but is designed for students with a higher level of theoretical preparation.

434 History of Economic Doctrines (3). A survey of the fundamental forms of economic thought from the scholastics through Keynes.

440 Analysis of Public Finance (3). Prerequisite, ECON 410. Application of economic analysis to the taxing and spending functions of government. Students may not receive credit for both ECON 340 and 440.

445 Industrial Organization (3). Prerequisite, ECON 410. Theoretical and empirical development of structure-conduct-performance relationships in the industrial sector; description and analysis of United States industry. Students may not receive credit for both ECON 345 and 445.

450 Health Economics: Problems and Policy (3). Prerequisite, ECON 410. Permission of the instructor for students lacking the prerequisite. Economic analysis applied to problems and public policy in health care.

454 Economics of Population (3). Prerequisite, ECON 310 or 410. Permission of the instructor for students lacking the prerequisite. Analysis of economic-demographic interrelations including demographic analysis, population and economic growth and development, economic models of fertility and migration, and population policy.

460 International Economics (EURO 460, PWAD 460) (3). Prerequisite, ECON 410. An introduction to international trade, the balance of payments, and related issues of foreign economic policy.

461 European Economic Integration (3). Prerequisite, ECON 410. Permission of the instructor for students lacking the prerequisite. Economic and political aspects of European economic integration, the EC customs union, barriers to integration, convergence vs. divergence of inflation rates and income levels, enlargement of the EC.

465 Economic Development (3). Prerequisite, ECON 410. Permission of the instructor for students lacking the prerequisite. An introduction to the economic characteristics and problems of the less developed countries and to the theories and policies applicable to the developing economy.

468 Principles of Soviet and Post-Soviet Economic Systems (3). Prerequisite, ECON 310 or 410. Study of the principles, design, organization, and performance of state-controlled economies relying on planning or regulated markets, with an emphasis on continuity and post-communist transition.

469 Western and Asian Economic Systems (ASIA 469) (3). Prerequisite, ECON 310 or 410. Policy seminar on the systemic factors distinguishing Western economies from their rivals in the former Soviet bloc and Asia, focused on conflict resolution and global integration.

480 Labor Economics (3). Prerequisite, ECON 410. An introduction to the field of labor economics with emphasis on how the interactions between firms and workers influence wages, employment, unemployment, and inflation. Students may not receive credit for both ECON 380 and 480.

490 Special Topics (1–3). Topic varies from semester to semester. Permission of the instructor.

495 Research Course (1–3). Topic varies from semester to semester. Permission of the instructor.

496 Seminar in Economics (1–3). Detailed examination of selected problems in economics and a critical analysis of pertinent theories. Permission of the instructor.

499 Experimental Course (1–3). Topic varies from semester to semester. Permission of the instructor.

510 Advanced Microeconomic Theory (3). Prerequisite, ECON 410. A treatment of topics in microeconomic theory not normally covered in ECON 410.

511 Game Theory in Economics (3). Prerequisites, ECON 410 and MATH 233. Permission of the instructor for students lacking the prerequisites. Topics in noncooperative and cooperative game theory are covered, along with a selection of applications to economics in areas such as industrial organization, international trade, public finance, and general equilibrium.

520 Advanced Macroeconomic Theory (3). Prerequisite, ECON 420. This course will emphasize theoretical and empirical topics such as growth, labor search, Phillips curves, stagflation, and optimal government policy.

540 Advanced Public Finance (3). Prerequisite, ECON 440. Selected topics in taxation, public expenditures, and governmental transfer programs.

545 Advanced Industrial Organization and Social Control (3). Prerequisite, ECON 445. Theory of market failure and its relationship to antitrust and regulatory policy; exploration of empirical literature of industrial organization; current issues in social control.

560 Advanced International Economics (3). Prerequisite, ECON 460. Analysis and interpretation of selected problems and policy issues. Content varies, but attention is given to such topics as trade barriers, trade patterns, floating exchange rates, and international monetary policy.

570 Economic Applications of Statistical Analysis (3). Prerequisite, ECON 400. Statistical methods in the construction, estimation, testing, and application of linear economic models; computer programs and interpretation of their output in empirical analysis of common economic theories.

580 Advanced Labor Economics (3). Prerequisite, ECON 480. A theoretical and empirical analysis of current social problems involving individuals and their jobs. Included are such topics as poverty, discrimination, and working conditions.

586 Economics of the Family (3). Prerequisite, ECON 410. Permission of the instructor for students lacking the prerequisite. Analyzes the family with respect to the marriage market; divorce; reproductive behavior; the baby black market; intra-family allocation of goods, time, and power; labor supply; migration; and family policy.

590 Special Topics (1–3). Topic varies from semester to semester.

595 Research Course (1–3). Topic varies from semester to semester.

596 Independent Study (1–3). Topic varies from semester to semester.

599 Experimental Course (1–3). Topic varies from semester to semester.

691H Honors Course (3). Permission of the instructor. Readings in economics and beginning of directed research on an honors thesis. Required of all candidates for graduation with honors in economics.

692H Honors Course (3). Prerequisite, ECON 691. Permission of the instructor. Completion of an honors thesis under the direction of a member of the faculty. Required of all candidates for graduation with honors in economics.

698 Philosophy, Politics and Economics II: Capstone Course (PHIL 698, POLI 698) (3). See PHIL 698 for description.

Courses for Graduate Students

Graduate standing in economics or permission of the director of graduate studies in economics is required for all courses numbered 700 or higher.

ECON

700 Basic Quantitative Techniques (3). Topics from linear algebra, calculus, linear and nonlinear programming, and the theory of difference and differential equations with applications to economics.

710 Advanced Microeconomic Theory I (3). Pre- or corequisites, ECON 410 and 700. Consumer and producer theory, expected utility, perfect competition and monopoly, introduction to general equilibrium and welfare economics.

711 Advanced Microeconomic Theory II (3). Prerequisite, ECON 710. General equilibrium and welfare economics, game theory and oligopoly, information economics.

720 Advanced Macroeconomic Theory II (3). Prerequisite, ECON 420. Keynesian and classical equilibrium models; the neo-Keynesian synthesis; monetarist and other alternative analytic frameworks.

721 Advanced Macroeconomic Theory II (3). Prerequisite, ECON 720. Growth models, general equilibrium approach to monetary theory; input-output; disequilibrium theory; extensions of Keynesian and classical models.

770 Introduction to Econometric Theory (3). Probability theory, expectation, conditional expectation, modes of convergence, limit and interchange theorems, and the asymptotics of maximum likelihood, generalized method of moments and efficient method of moments.

771 Econometrics (3). Prerequisite, ECON 770. One semester coverage of basic econometrics. Topics include: regression under ideal and nonideal conditions; special models, including simultaneous equations models; and applications and econometric computer programs.

799 Experimental (1–3). Varied.

806 Seminar in Teaching Methods in Economics (3). Doctoral candidacy in economics or permission of the instructor. Covers skills in lecturing, encouraging student participation and active learning, writing exams, planning and evaluating courses. Students design and teach a module that includes class discussion and hands-on learning.

810 Game Theory I (3). Prerequisite, ECON 710 and 711. Permission of the instructor for students lacking the prerequisites. Noncooperative games in strategic and extensive form, with perfect and imperfect information. Other topics from: information economics, mechanism design, auctions, repeated games, bargaining, bounded rationality, learning, evolutionary games, cooperative games.

811 Game Theory II (3). Prerequisite, ECON 810. Permission of the instructor for students lacking the prerequisite. This course is a continuation of ECON 810. Topics covered will be chosen from those listed, but not covered in ECON 810.

820 Monetary Theory (3). Examination of theory and evidence on money demand, money supply, and portfolio analysis. Barter versus monetary economics, portfolio school, monetarism, monetary theories of interest rate determination.

821 Monetary Policy (1–3). Prerequisite, ECON 720. Permission of the instructor for students lacking the prerequisite. Optimal policy under uncertainty, financial intermediation and monetary control, channels of monetary influence, monetary policy and inflation, rules versus authority.

840 Advanced Finance: Expenditure (3). Analysis of market failure and reasons for public spending, cost-benefit analysis and program budgeting, public decision making, redistribution and fiscal equity, intergovernmental transfers.

841 Advanced Public Finance: Revenues (3). Prerequisite, ECON 840. Permission of the instructor for students lacking the prerequisites. Criteria for judging tax structures, incidence and impact of taxation, user charges and debt finance, intergovernmental coordination, and macroeconomic effects.

845 Advanced Business Organization and Social Control (3). Permission of the instructor. Extensive readings in the literature are required. Emphasis is placed upon the role of economic analysis in dealing with problems in this field.

846 Economic Regulation of Industry (3). Economic regulation in theory and practice. Principles of optimal regulation are developed, and regulatory performance in various industries is appraised.

850 Health Economics (3). Prerequisites, ECON 710 and 771. Permission of the instructor for students lacking the prerequisites. Measurement and modeling of the demand for medical care, the demand for and supply of health insurance, and the incorporation of health, medical care, and health insurance in determining both short and long run labor supply.

851 Health Economics for Developing Countries (3). Prerequisites, ECON 710 and 771. Permission of the instructor for students lacking the prerequisites. Major topics are: how health and development are related, the demand for health services, cost-benefit and cost-effectiveness analysis, and methods for financing health care in developing, resource-constrained nations.

855 Economics and Population (3). Graduate standing in economics or permission of the instructor. Analysis of economic-demographic interrelationships including: population and economic development; population, environmental decay, and zero population growth; models of fertility, migration, and spatial organization; population policy.

860 Theory of International Trade (3). Graduate standing in economics or permission of the instructor. The theory of international values; comparative advantage and the gains from trade; commercial policy.

861 International Monetary Economics (3). Graduate standing in economics or permission of the instructor. Analysis of the international monetary system; exchange rates; the process of adjustment in the balance of payments.

865 Economic Development: Theory and Policy (3). Permission of the instructor. Intensive study of the development processes and problems of the less developed countries, with emphasis on theories of growth and development, internal and external policies, and planning strategies.

866 Selected Topics in Economic Development and Development Planning (3). Prerequisite, ECON 865. Examination of various topics in economic progress of the less developed countries, with special emphasis on the role of international issues.

867 Comparative Economic Systems (3). This course focuses on alternative theories of United States capitalism, French indicative planning, Yugoslavian worker-managed market socialism, Soviet central planning and the Chinese worker-controlled decentralized planning model.

868 Socialist Economic Thought in Historical Perspective (3).

870 Advanced Econometrics (3). Prerequisites, ECON 770, 771, and MATH 547. ECON 870 constitutes a one-semester treatment of the fundamental theory

of econometrics. Topics covered include asymptotic distribution theory, linear and nonlinear models, specification testing techniques and simultaneous equations models.

871 Time Series Econometrics (3). Prerequisite, ECON 870. Covers stationary univariate and multivariate time series models, spectral analysis methods, nonstationary models with time trends, unit roots and cointegration, and special topics such as conditional volatility, the Kalman filter and changes of regime.

872 Nonlinear Econometric Methods (3). Prerequisite, ECON 870. Density estimation, nonparametric regression, neural nets, nonlinear regression, generalized method of moments, seminonparametric time series, estimating stochastic differential equations and nonlinear latent variables.

873 Microeconomics (3). Prerequisite, ECON 870. Limited dependent variable models such as binary outcome models, multinomial outcome models, and censored and truncated outcome models. Count data models. Duration models. Panel data analysis.

876 Advanced Topics in Empirical Finance (3). Prerequisite, ECON 871. This course will cover a selected list of current empirical research topics in finance and related econometric methods.

877 Foundations for Continuous Time Asset Pricing (3). Prerequisites, STOR 634 and STOR 635. This course introduces students to mathematical foundations and economic interpretation of the main probabilistic tools (stochastic calculus, martingale methods) in continuous time finance.

880 Labor Economics I (3). Prerequisite, ECON 710. Permission of the instructor for students lacking the prerequisite. Analysis of short- and long-run aspects of supply and demand of labor, including empirical analysis of labor force behavior of males, females, blacks, and whites. Microeconomic effects of marriage, fertility, mobility on labor supply, and macroeconomic effects of unemployment on inflation.

881 Labor Economics II (3). Life cycle analysis of supply and demand for labor as a determinant of individual wages. Topics include an analysis of discrimination, union power, and governmental manpower policies on the distribution of earnings across the population.

890 Seminar (1–21). Permission of the instructor. Individual research in a special field under direction of a member of the department.

892 Research Practicum (1–3). Students complete a pre-approved internship under the direction of a faculty member and the director of graduate studies. A paper summarizing the research work is required.

896 Independent Study (1–3). Varied.

899 Experimental (1–3). Varied.

900 Dissertation Workshop: Topics in Economics (1–3). Permission of the instructor. Discussion of current research with topics varying from year to year. Oral and written reports on dissertation research. May be repeated for credit.

910 Dissertation Workshop in Microeconomic Theory (1–3). Permission of the instructor. Discussion of current research in microeconomic theory and industrial organization. Oral and written reports on dissertation research. May be repeated for credit.

920 Dissertation Workshop in Macroeconomics (1-3). Permission of the instructor. Discussion of current research in macroeconomics and monetary economics. Oral and written reports on dissertation research. May be repeated for credit.

958 Seminar in Population (3). Graduate standing in economics required. For advanced population students, this course addresses the newest and most advanced economic demography literature.

960 Dissertation Workshop in International and Development Economics (1–3). Permission of the instructor. Discussion of current research in international and development economics. Oral and written reports on dissertation research. May be repeated for credit.

966 Seminar in Economic Development (1–3). This course is an introduction to the literature and research methods of economic development and transition economies. May be repeated for credit.

968 Seminar in Soviet Economics (3). Permission of the instructor. Studies of selected problems of the Soviet economy and related aspects of Soviet economic thought. Seminar members are expected to present reports on assigned research topics.

970 Dissertation Workshop in Econometrics and Financial Econometrics (1–3). Permission of the instructor. Discussion of current research in econometrics and financial econometrics. Oral and written reports on dissertation research. May be repeated for credit.

971 Research in Econometrics (3). The course introduces students to theoretical and applied research topics in econometrics. May be repeated for credit.

981 Seminar in Labor (1–3). The course introduces students to research topics in labor economics. May be repeated for credit.

985 Dissertation Workshop in Applied Microeconomics (1–3). Permission of the instructor. Discussion of current research in applied microeconomics. Student presentations of dissertation and other research. Oral and written reports on dissertation research.

990 Special Topics (1–3).

992 Master's Paper (3).

993 Master's Thesis (3).

994 Doctoral Dissertation (3).

School of Education

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G. WILLIAMSON McDIARMID, *Dean*

Professors

Kathleen Brown, Educational Leadership
Gregory J. Cizek (176) Educational Assessment and Evaluation
Fenwick English (998) Educational Administration, Curriculum Inquiry and Leadership
Susan Friel (115) Mathematics Education
John P. Galassi Jr. (028) Strengths Based School Counseling
Madeleine R. Grumet (170) Culture, Curriculum, and Change
Jill Hamm (183) Adolescent Development
Catherine Marshall (105) Politics, Qualitative Inquiry, Gender, Race, and Class Issues
Judith L. Meece (055) Educational Psychology, Measurement and Evaluation, Elementary Education
George W. Noblit (057) Sociology of Education, Qualitative Research Methods, Critical Race Studies
Sam Odom, Early Childhood, Disability
Xue Lan Rong (146) Social Studies Education, Social Foundations of Education, Large Data Set Research
Rune J. Simeonsson (073) Child Development and Disability, Psychological Assessment, Primary Prevention
Lynda Stone (147) Philosophy of Education, Social Theory, Feminism
Linda Tillman (036) Educational Leadership
Gerald Unks (082) Culture, Curriculum, and Change
Lynne Vernon-Feagans, Early Childhood Intervention, Literacy
William B. Ware (085) Educational Psychology, Measurement and Evaluation, Research Design Analysis
Barbara H. Wasik (086) Child Psychology, Social/Emotional and Cognitive Development, Literacy

Associate Professors
Harriet Able (149) Early Intervention, Family Support, Ethics
Patrick Akos, School Counseling, School Transitions
Cheryl Mason Bolick (029) Education Technology and Social Studies Education
Jocelyn Glazier, Diversity and Multiculturalism, Literacy, Equity
Jeffrey Greene, Cognition and Learning
Eric Houck, Educational Leadership, School Finance, Policy
Steve Knotek (2001) School Psychology
Rebecca New, Early Childhood Intervention
Rita O'Sullivan (180) Educational Assessment and Evaluation
Eileen Parsons, African American Science Achievement, Racial Equity
James Trier, English Education—Secondary

Assistant Professors
Janice Anderson, Science Education, Gender and Science Education, Technology
Dana Thompson Dorsey, Educational Leadership, School Law
Dana Griffin, Diversity and Multiculturalism, Professional Development of School Counselors
Leigh Hall, Literacy Studies (Early Childhood, Families)
Melissa Miller, Special Education

Research Professors
Don Bailey, Early Intervention, Family Support, Assessment
James Bodfish, School Psychology, Developmental Disabilities
Martha Cox, Early Childhood, Families and Literacy
Steven Hooper, School Psychology, Neuropsychology
James Marshall, Philosophy of Education
Gary Mesibov, School Psychology, Autism
Dennis Orthner, School Counseling
Pamela J. Winton (092) Families, Early Intervention, Pre-service and In-Service Training

Research Associate Professors
Virginia Buysse (159) Community-Based Programs for Young Children with Disabilities and Their Families
Dina Castro-Burgos Early Childhood Intervention, Literacy
Ellen Peisner-Feinberg, Early Childhood Intervention, Literacy
Kelly Maxwell, School Psychology, Program Evaluation, Early Intervention
Sharon Ritchie, Early Childhood Intervention, Literacy

Research Assistant Professors
Melissa DeRosier, School Psychology, Social Skills
Kirsten Kainz, Early Childhood Intervention, Literacy
Lorraine Taylor, Early Childhood, Families and Literacy

Clinical Professors
Suzanne A. Gulledge (033) Social Studies Education
Lee Marcus, School Psychology, Autism
Russell J. Rowlett (068) Mathematics Education

Clinical Associate Professors
Leslie Babinski, School Psychology
Todd Boyette, Science Education
Kelly Coker, School Counseling
Daniel M. Huff (102) Choral Music Education, Teacher Preparation, Teacher Socialization
Sharon Palsha, Child Development and Family Studies
Stanley Schainker, Educational Leadership: Systems Functions, School Management, Group Dynamics
Neil Shipman, Educational Leadership—School Inquiry and Reform
Rhonda M. Wilkerson (117) Elementary Education

Clinical Assistant Professors
Elise Barrett, Middle School Language Arts, Literacy Education
Lori Bruce
Nick Cabot, Science Education, Professional Development in Science Teaching, Distance Learning
Ann Crawford, Science Education
Adina Davidson, Early Childhood Intervention and Literacy
Marcia Davis, Elementary Education
Melissa DeRossier
Deborah Eaker-Rich, Social Foundations
Sandra Evarrs, School Psychology, Psychoeducational Assessment
Kathleen Gallagher, Early Childhood Intervention and Literacy
Frank Graham, Educational Leadership
Joseph Green, Upward Bound
Jennifer Hiemenz, School Psychology
Martinette Horner
Cheryl Horton, Science Education
Nicole Hurd
Matthew Irvin
Alvera Lesane, Educational Leadership
Molly Lloyd, Literacy Education
Deborah Manzo, Educational Leadership
Kelly Maxwell, School Psychology
Denise Morton, Middle Grades Education
Merida Negrete, Music Education (K–12)
Chris Osmond, Elementary Education
Patsy Pierce, Emergent Literacy Assessment and Facilitation in All Learners
Barbara Rhoades, Art Education
Cathy Scott, Secondary Mathematics, Teacher Prep, STEM Program Evaluation
Patience Vail, School Psychology
Julie Vandiver
James Veitch, Educational Leadership—Budget, Staff Development, Technology, Instructional Supervision
Anne Wheeler, School Psychology, Developmental Disabilities
Lynn Williford (173) Educational Psychology
Susan Wynn, Educational Leadership

Clinical Instructors
Camille Catlett, Child Development
Kathy Sikes, Student Coalition for Action in Literacy Education (SCALE)
Sandra Swenberg (029) Elementary Education
Maybel Tyberg, School Psychology

Lecturers
Cecil Coburn
Cheryl Goldstein
Suzanne Harbour
Thomas Metzguer
Melissa Raley
Vergie Taylor

Professors Emeriti
Richard A. Brice
Linda Brooks
William I. Burke
Richard H. Coop
James W. Cunningham
James J. Gallagher
R. Sterling Hennis Jr.
Paul B. Hounshell
Richard C. Hunter
David L. Lillie
Bobbie B. Lubker
Carol Malloy
William Malloy
William S. Palmer
Richard C. Phillips
Walter Pryzwansky
William C. Self
Dixie Lee Spiegel

Donald J. Stedman
Gary B. Stuck
Alan Tom
Neal H. Tracy
Eugene R. Watson
Kinnard P. White
Ronald Wiegerink
Ralph E. Wileman Jr.

The School of Education, in keeping with the general goals of the University of North Carolina at Chapel Hill, embraces a threefold mission of teaching, research, and service. With these purposes in mind, the school's graduate programs are designed to meet the needs of professional educators who seek to further their knowledge, understanding, and skills relating to educational processes. These professionals vary in their career orientations. Some are employed in (or wish to become employed in) educational institutions and others in agencies and organizations performing noninstructional educational functions.

The research mission involves continuing inquiry into the development of knowledge of the teaching-learning process, human development, the organization of schools and educational agencies, the historical, social, and philosophical bases for educational institutions, and the processes of program development and implementation.

The service mission provides public and private institutions and agencies with the benefits of research and consultation, thereby enhancing these institutions and agencies' ability to satisfy their educational objectives.

The teaching mission involves the faculty and graduate students in applying the knowledge base in field settings and translating it into coursework.

The School of Education has attempted to present correct information as of the printing date of this Record. However, this information does not establish a contractual relationship and the school reserves the right to alter any statement when review is complete. Therefore, applicants should contact the School of Education to obtain updated information on programs prior to final application procedures.

Degree Programs

Note: Additional information may be found on the School of Education's Web site at soe.unc.edu.

The School of Education offers two doctoral degrees: 1) the doctor of philosophy (Ph.D.) in education with three research areas (culture, curriculum, and change; early childhood, intervention, and literacy studies; and educational psychology, measurement, and evaluation) and in school psychology and 2) the doctor of education (Ed.D.) in educational leadership and in curriculum and instruction.

The master's programs include the following degrees: 1) the master of arts in teaching (M.A.T.) with a concentration in secondary education for English, mathematics, science, social studies, music, 2) the master of arts (M.A.) in education with three research strands (culture, curriculum, and change; early childhood, intervention, and literacy studies, and educational psychology, measurement, and evaluation) 3) the master of education (M.Ed.) in school counseling and the master's for experienced teachers, and 4) the master of school administration (M.S.A.) in educational leadership. The Graduate School administers all but the master of school administration program and the master's for experienced teachers, which the School of Education administers.

Two off-campus, part-time programs are offered: the master of education (M.Ed.) for experienced teachers and the flexible master of school administration (M.S.A. Flex). The potential specialty areas for the M.Ed. program are early childhood intervention and family support (birth through kindergarten); literacy, social studies, mathematics, science, technology and special education.

The part-time, off-campus M.S.A. Flex program is designed for working professionals and stretches the normal two-year program offered on campus over an extended period of two and a half academic years, beginning each January with a new cohort. While the program emphasizes preparation for the school principalship, individuals with other educational career aspirations (such as district-level leadership positions) will find it appropriate.

Education Degree Requirements

M.A. Degree Requirements

1. A bachelor's degree from a four-year college or university.
2. Completion of the minimum required number of semester hours of advanced course work. (Check with individual programs to ascertain the minimum requirements.)
3. Completion of at least two full semesters of residence.
4. Completion of all required and elective courses within five years of admission.
5. A grade of Pass on a written comprehensive examination.
6. Satisfactory completion of a thesis.
7. The degree application to be filed no later than the date specified in the academic calendar.
8. A grade of P or better is required in all EDUC courses. One grade of F in an EDUC course makes a student academically ineligible to continue in the program.

M.Ed. Degree Requirements

1. A bachelor's degree from a four-year college or university.
2. Completion of the minimum required number of semester hours of advanced course work. (Check with individual programs to ascertain the minimum requirements.)
3. Completion of at least two full semesters of residence.
4. Completion of all required and elective courses within five years of admission.
5. A grade of Pass on a written comprehensive examination or equivalent.
6. The degree application to be filed no later than the date specified in the academic calendar.
7. A grade of P or better is required in all EDUC courses. One grade of F in an EDUC course makes a student academically ineligible to continue in the program.

M.A.T. Degree Requirements

1. A bachelor's degree from a four-year college or university.
2. The equivalent of an undergraduate major in the chosen subject area.
3. Completion of a minimum of 38 semester hours of advanced course work.
4. Completion of at least two full semesters of residence.
5. Completion of all required and elective courses within five years of admission.
6. Satisfactory completion of a comprehensive teaching portfolio that synthesizes course work and experiences as related to state and national standards.

7. Successful completion of the full time student teaching internship
8. The degree application to be filed no later than the date specified in the academic calendar.
9. A grade of P or better is required in all EDUC courses. One grade of F in an EDUC course makes a student academically ineligible to continue in the program.

Ed.D. (Doctor of Education) Degree Requirements

1. A bachelor's degree from a four-year college or university and a master's degree in the field of education, or another approved field.
2. Completion of six hours of graduate work for two consecutive semesters in residence.
3 Completion of all required course work on the approved program of study and written and oral exams within six years. Completion of all degree requirements in nine years.
4. Completion of a research core (12 semester hours) that is comprised of EDUC 684, EDUC 981, EDUC 841, and a Research Methods elective.
5. Completion of a research seminar and a supervised field experience in the student's area of specialization.
6. A grade of Pass on a written comprehensive examination.
7. A grade of Pass on an oral examination.
8. Successful completion of a final oral examination, which is the defense of the dissertation.
9. Satisfactory completion of a dissertation.
10. The degree application to be filed no later than the date specified in the academic calendar.
11. A grade of P or better is required in all EDUC courses. One grade of F in an EDUC course makes a student academically ineligible to continue in the program.

Ph.D. Degree Requirements

In addition to the requirements of The Graduate School for the Ph.D., the School of Education also requires:

1. full-time enrollment until all formal course work is completed; and
2. completion of an individual program of studies comprised of required and elective courses.
3. A grade of P or better is required in all EDUC courses. One grade of F in an EDUC course makes a student academically ineligible to continue in the program.

Programs of Study

Master of Arts (M.A.) in Education

The M.A. in education is designed for individuals from a variety of backgrounds who are interested in research in the field of education. The program should be of particular interest for individuals considering doctoral work in education but who have not yet completed a master's. The M.A. in education is not designed for students interested in receiving licensure.

Students select one of the following areas of specialized study: culture, curriculum, and change; early childhood, intervention, and literacy; or educational psychology, measurement, and evaluation. Each student develops an individualized program of study of at least 30 hours with the guidance of an advisor. Working with a three-member committee, the student completes a comprehensive examination and a thesis.

Master of Education (M.Ed.) for Experienced Teachers

The M.Ed. for experienced teachers is a part-time, field-based program for teachers currently employed in local schools, public and private. The program is designed to assist licensed teachers with at least three years of experience in reflecting upon their experiences and developing further skill and art as professional educators. It is a 31- to 35-hour program (depending on the content area) that begins in the summer, extends through the next two years, and concludes in the third summer. Courses are offered at local sites, not on the University campus, for the convenience of practicing teachers. Courses during the school year are offered generally from 4–7 p.m. Courses include the use of the Blackboard software suite of programs, as some portion of students' work is done online via computer.

The M.Ed. in Early Childhood Intervention and Family Support prepares the experienced early childhood professional with leadership skills in developing and implementing inclusive programs for infants/toddlers, preschoolers, and kindergartners with and without developmental delays. It is a 34- to 36-hour program that is typically completed by part-time students in two to two and one-half years; and by full-time students, in one and one-half calendar years. The program is designed to accommodate practicing professionals' schedules by offering courses in the late afternoon, evenings, and during the summer months.

The School of Education offers and administers the M.Ed. for experienced teachers program. For program information or an application, please visit the school's Web site at soe.unc.edu or call 966-1346.

Master of Education (M.Ed.) in School Counseling

The M.Ed. program in School Counseling at the University of North Carolina is predicated on the Strengths-Based School Counseling (SBSC) model that asserts that the school counselor's primary role is to promote and advocate for positive youth development for all students and for the environments that enhance and sustain that development.

The SBSC approach characterizes positive youth development as nurturing and enhancing empirically identified student strengths or competencies rather than focusing on student weaknesses and problem areas.

SBSC provides a framework to guide the practice of school counseling in the 21st century that is both compatible with and operationalizes many of the features of the ASCA National Model for School Counseling Programs.

Strengths-based school counselors employ a variety of direct (e.g., counseling, classroom guidance) and systemic (e.g., consultation, advocacy) level interventions to promote culturally relevant student development in the academic, personal/social, and career domains. The strengths-based perspective identifies the counselor as a school leader who works with students, teachers, administrators, parents, and other members of the community and promotes strengths-enhancing environments for all students.

Requirements

The M.Ed. program in school counseling consists of four semesters of full-time study, 60 semester hours of course work, over a 14-month period. Students normally begin classes during the last week in May. Students finish the program by August of the year following their entrance into the program.

Because the 60 semester hours of course work are completed in a 14-month period rather than the more traditional two-year period for programs of this type, this is a very concentrated and intense program.

As a result, only full-time students are admitted and students may not enter the program at times other than the one specified above.
1. Thirty (30) hours of content courses.
2. Twenty-four (24) hours of skill/clinical courses
3. Six (6) hours of graduate level electives, approved by the advisor

Semester One - Summer Session I

EDUC 605 Introduction to Strengths-Based School Counseling	3 hrs
EDUC 606 Theories of Counseling	3 hrs

Summer Session II

EDUC 608 Pre-practicum in Counseling	3 hrs
EDUC 681 Human Development	3 hrs

Semester Two - Fall

EDUC 610 Guidance and Group Counseling	3 hrs
EDUC 611+ Practicum in School Counseling	6 hrs
EDUC 705+ Internship in School Counseling (F)	3 hrs
EDUC 709 Seminar in Applied Investigations	3 hrs
EDUC 711 Promoting Academic Development	3 hrs

Semester Three - Spring

EDUC 607 Promoting Career Development	3 hrs
EDUC 609 Tests and Measurements	3 hrs
EDUC 705+ Internship in School Counseling (S)	9 hrs
EDUC 707 Cross-Cultural Counseling	3 hrs

Semester Four - Summer Session I

EDUC 705+ Internship in School Counseling (Su)	3 hrs
EDUC 706 Leadership and Collaboration in School Counseling	3 hrs

Summer Session II

--- Elective	3 hrs
--- Elective	3 hrs

4. + Fall Practicum runs August through October. Fall Internship runs October through December. Students must spend a minimum of 100 (40 direct service) clock hours in practicum and 600 (240 direct service) in internship in their field experiences during the August to June K–12 public school year. The schedule for accumulating the required 700 hours is typically completed in three full-time days per week at the school site and/or arranged with both the field supervisor and the EDUC 611 and 705 instructors.

Master of Arts in Teaching (M.A.T.)

The master of arts in teaching (M.A.T.) program is designed for individuals wishing to teach in secondary school (grades 9–12) or in kindergarten–grade 12 special subjects. Secondary school subjects include English, Latin, and social studies. Special subjects include English as a second language, French, German, Japanese, and Spanish. This school-based, student-centered program relies on partnerships between public schools and the University and uses the realities of the classroom as the motivation for students to connect theory and practice. It provides opportunities for students to accomplish three general objectives:

1. Expand their understanding of methodology in their content specialization
2. Gain an understanding of curriculum and instruction primarily at the secondary level (but in K–12 in foreign languages, and ESL) and
3. Provide knowledge of the social and psychological foundations of education

This program is designed to prepare candidates for initial and advanced teaching licensure in North Carolina.

Several interrelated strands of knowledge run throughout the program:

The Teaching and Methods Strand focuses upon the structure of disciplines, tools of inquiry, and methodologies concerned with instructional strategies, planning and assessment in varied learning experiences and communities.

The Learner and Learning Strand helps teachers design and implement learning experiences for students based on subject matter knowledge, the nature of the learning process, and the nature of learners.

The Context Strand focuses on teacher-student-community relationships in schools and classrooms. Students will prepare case studies of each type of relationship; analyze them from cultural, historical, and pedagogical perspectives; and develop strategies to address these issues in practice.

The M.A.T. is a 12-month, full-time program that requires a minimum of 38 hours of course work.

Summer I (Second Session of UNC–Chapel Hill Summer School)

EDUC 641 Introduction to Teaching	3 hrs
EDUC 642 Introduction to Schools	3 hrs

Fall Semester

EDUC 644 or EDUC 681	
EDUC 644 Learner and Learning I	3 hrs
EDUC 645 Contexts of Education I	3 hrs
EDUC 646 Practica Student Internship	3 hrs
EDUC 647 Methods and Materials for Teaching Secondary or K–12 Subjects I —with a separate section for each licensure area	3 hrs
EDUC 681 Human Development (for K–12 music)	
Advanced course in the content area	3 hrs

Spring Semester

EDUC 744 Learner and Learning II	2 hrs
EDUC 743 Teaching Secondary Students with Disabilities	1 hr
EDUC 746 Practica Student Internship	9 hrs
EDUC 747 Methods and Materials for Teaching Secondary or K–12 Subjects II	2 hrs

Note: A portfolio of work collected throughout the year will be submitted to the faculty for evaluation at the end of the spring semester.

Summer II (First Session of UNC–Chapel Hill Summer School)

EDUC 748 Advanced Pedagogy	3 hrs
EDUC 749 Curriculum Leadership	3 hrs

Total Hours: 38 (for English and Social Studies)

Some clinical placements will include multiple settings and levels of instruction.

Seminars, methods, contexts, learner and learning courses are ongoing over the entire 12-month period and are both interdisciplinary and subject area oriented.

Master of School Administration (M.S.A.)

The M.S.A. on-campus and M.S.A. FLEX programs prepare individuals to lead schools and other educational organizations for the schools of

North Carolina and the nation. These programs include three dimensions: 1) Awareness (i.e., acquiring concepts, information, definitions, and procedures), 2) Understanding (i.e., interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context), and 3) Capability (i.e., applying knowledge and skills to specific problems of practice). While most of those who complete this program move into administrative positions at the school-site level, some assume roles within state, regional, or national organizations that focus on educational professional development, research, or policymaking. The completion of this program leads to eligibility for licensure from the North Carolina State Department of Public Instruction and qualifies one for administrative certification in most states. The M.S.A. programs are administered by the School of Education. Visit the Web site at soe.unc.edu.

Doctor of Education (Ed.D.) in Curriculum and Instruction

The Ed.D. program in curriculum and instruction is designed specifically for individuals seeking to be qualified and licensed as curriculum and instructional specialists and other positions in educational, governmental, and policy institutions.

The curriculum-instruction specialist is defined as one whose primary concern is improving learning opportunities through providing instructional leadership. The specialist is a decision maker, consultant, and advisor to administrators, teachers, and other professional personnel. Responsibilities include curriculum development, instruction, and staff development.

Applicants are admitted on the basis of their potential for outstanding contributions to education. They should hold a master's degree in a field of education.

Doctor of Education (Ed.D.) in Educational Leadership

The educational leadership doctoral program develops senior administrative leaders for K–12 school districts throughout the nation. The program prepares central level leaders to excel in an ever-changing national, state, and local educational environment. The director of student support services option prepares leaders as central office level directors/assistant superintendents for student support services.

All course work for the Ed.S. licensure program (see below) may count towards the Ed.D. degree as well, although individual plans of study must be completed for each program. The Ed.S. requires a minimum of 36 credits and the Ed.D. requires a minimum of 54 credits, including the dissertation.

Courses are offered in the evenings during the fall and spring terms. Most students are part-time and typically take two courses per term. Classes are scheduled so that many students take two classes in one evening (e.g., on Thursday night, a class from 4 to 6:50 p.m. and another class from 7 to 9:50 p.m.).

Educational Specialist, Ed.S.

The educational specialist licensure program in educational leadership is advanced study beyond the master's degree, which is designed to prepare students for leadership and administration at the district office level of a K–12 school system. Completion of the program typically leads to either North Carolina Level I (Entry-level Principal) or North Carolina Level II (Advanced Principal) licensure and includes a Superintendent concentration.

The Ed.S. licensure program is essentially a subset of the Ed.D. degree program. Obtaining the Ed.S. and North Carolina administrative licensure (AP/AS) can lead to salary increases for some administrative professionals in North Carolina.

Below is a suggested sequence in which to take courses for the Ed.S./Ed.D. program. Students have five years to complete program course work and, if continuing with the Ed.D., an additional three years to complete and successfully defend their dissertation.

Students may transfer up to nine credit hours, subject to program faculty approval. Credits must have been taken at the graduate level, for a grade, and within the past five years.

If students do not have a master's degree in educational leadership/school administration, they will be required to take a minimum of nine additional M.S.A. credits.

Educational Specialist, Ed.S.

Years 1–3

EDUC 831 School Law	3 hrs
EDUC 832 Educational Politics and Policy	3 hrs
EDUC 833 Leading System Functions	3 hrs
EDUC 834 Organizational Behavior and Theory in Education	3 hrs
EDUC 835 Instructional Leadership for Supervision, Curriculum and Technology	3 hrs
EDUC 836 School Finance and Economic Equity	3 hrs
EDUC 837 Cultural Aspects of Leadership and Instruction in School Reform	3 hrs
Electives	6 hrs

Years 3–5

EDUC 840 Advanced Leadership Theories	3 hrs
EDUC 844 Advanced Seminar and Supervised Internship in Educational Administration	

Years 3–5

EDUC 840 Advanced Leadership Theories	3 hrs
EDUC 844 Advanced Seminar and Supervised Internship in Educational Administration	6 hrs

Educational Leadership, Ed.D.

Years 4–8

EDUC 684 Statistical Analysis of Educational Data I	3 hrs
EDUC 841 Development of a Research Proposal	3 hrs
EDUC 981 Field Techniques in Educational Research	3 hrs
EDUC 994 Doctoral Dissertation	6 hrs

Suggested Research Electives (one of the following)

EDUC 609 Tests and Measurements	3 hrs
EDUC 783 Applied Measurement Theory for Education	3 hrs
EDUC 784 Statistical Analysis of Educational Data II	3 hrs
EDUC 785 Program Evaluation in Education	3 hrs
EDUC 871 Seminar in Education	3 hrs
EDUC 982 Advanced Qualitative Analysis and Interpretation	3 hrs

If an Ed.S./Ed.D. student has a master's degree in an education-related field, but not in educational leadership/school administration, he or she is required to take a minimum of nine additional M.S.A. credits for a total of 63 credits. He or she may take up to three of the following seven M.S.A. courses listed below, which are offered at UNC–Chapel

Hill, and/or, with the chair's permission, transfer up to nine M.S.A./educational leadership credits from another accredited institution.

EDUC 631 Program Development for Special Populations	3 hrs
EDUC 632 Problems of Supervisory Practice (highly recommended—TPAI)	3 hrs
EDUC 634 Curriculum Leadership	3 hrs
EDUC 645 Problems in Educational Leadership I	3 hrs
EDUC 636 School-Based Inquiry and Reform	3 hrs
EDUC 638 Managing Schools within a District Context	3 hrs
EDUC 731 Problems in Educational Leadership II	3 hrs

Doctor of Philosophy (Ph.D.) in Education

**This program is being revised currently by the faculty in the School of Education. Course offerings, research strands, and total hours required by the school may change as a part of this process. Changes would be effective in Fall 2011.*

The schools in North Carolina and in the nation face myriad complex issues and challenges. These challenges range from meeting the educational and social-emotional needs of diverse student populations to designing, implementing, and evaluating educational programs within cultural contexts. The Ph.D. in education prepares leaders in educational research who understand these issues and who can improve educational practice using state-of-the-art knowledge and research skills. The design of the program fosters collaboration among faculty and students from diverse disciplines. Such cooperation across levels and areas of interest provides the opportunity to develop relevant research agendas. Graduates of this program are prepared for leadership positions in research and teaching at major universities and institutes in the state and nation.

The Ph.D. in education is a single program with three research emphases: culture, curriculum, and change; early childhood, intervention, and literacy studies; and educational psychology, measurement, and evaluation. These three fields blend areas of inquiry that were formerly discrete.

The culture, curriculum, and change (CCC) area focuses on the study of educational change and reform through perspectives derived from curriculum studies, educational policy, and social foundations. The CCC specialty accommodates a range of individual interests including traditional curriculum disciplines, teacher education, gender studies, and cultural studies. The CCC specialty is committed to promoting educational equity.

The early childhood, intervention, and literacy studies (ECIL) area focuses on the study of curricular and intervention strategies that promote the development and learning of both typically developing children and children with special needs. Individual student programs of study concentrate on early childhood education, early intervention, early literacy and the roles of cultural context and family in early development.

The educational psychology, measurement, and evaluation area focuses on the study of individuals interacting within educational contexts. Individual student programs may emphasize human learning and cognition, human development, instructional design, motivation, individual differences and exceptionality, program evaluation, and quantitative methods.

During their first semester of study, all Ph.D. in education students enroll in a school-wide proseminar, a school-wide research methods seminar, a specialty proseminar, and a one-hour supervised research experience. In the second semester, all Ph.D. in education students enroll in a "Foundations of Research" course. The program requires a total of 12 credit hours of research methods—two courses required and two courses determined by each student in consultation with her/his committee. Also, a minimum of six credit hours must be taken outside of the School of Education. During the second, third, and fourth semesters of study, students enroll with individual faculty for one credit hour of supervised research and writing. The student and advisory committee determine the remaining courses in the 48-credit hour program.

Students in the Ph.D. program are required to maintain full-time enrollment through the completion of course work, with the expectation that they will graduate in three to four years. A master's degree is required before enrolling in the Ph.D. program.

Year One

Fall	***Spring***
Proseminar in Education	Foundations of Research
Fundamentals of Educational Research	Supervised Research
Specialty Seminar	Elective
Supervised Research	Elective

Year Two

Fall	***Spring***
Supervised Research	Supervised Research
Elective	Elective
Elective	Elective
Elective	Elective

Year Three

Fall	***Spring***
Elective	Doctoral Exams
Elective	Proposal Defense
Elective	

Year Four

Fall	***Spring***
Doctoral Dissertation	Doctoral Dissertation

Note: EDUC 684 (Introductory Statistics) or its equivalent must be completed prior to admission to the program or taken during the first year of study. If taken during the first year of study, the hours do not count towards the hours for the Ph. D. A minimum of six hours of dissertation credit is required.

Doctor of Philosophy (Ph.D.) in School Psychology

**This program is currently under revision and no new students will be admitted for Fall 2011. The next Graduate Record will include the updated and approved program.*

School Psychology

The doctoral program in school psychology, fully accredited by the American Psychological Association and approved by the National Association of School Psychologists, prepares school psychologists as scientist-practitioners to assume leadership positions in academic, research, and applied settings.

Program graduates are eligible for psychological and educational licensing in North Carolina and national certification by the National Association of School Psychologists.

The doctoral program of studies is comprised of seven areas: assessment, intervention, consultation, research and evaluation, professional

development, externship/internship, and foundations. Students are required to take courses from each of the psychological foundations.

I. Prerequisite Courses

Doctoral students in school psychology should enter the program with course work in personality theory, abnormal psychology, learning theories, and developmental psychology. Students must enter with at least three prerequisites. A missing prerequisite must be made up the first semester of enrollment.

II. Assessment (9 hrs)

EDUC 718 Psychoeducational Assessment I	3 hrs
EDUC 718 Psychoeducational Assessment II	3 hrs
EDUC 718 Psychoeducational Assessment III	3 hrs

III. Intervention (9 hrs)

EDUC 719 Behavioral Intervention I	3 hrs
EDUC 719 Behavioral Intervention II	3 hrs
EDUC 719 Behavioral Intervention III	3 hrs

IV. Consultation (3 hrs)

EDUC 708 School Consultation Methods I	3 hrs

V. Research and Evaluation (26 hrs)

EDUC 684 Statistical Analysis of Educational Data I	3 hrs
EDUC 709 Applied Investigations	3 hrs
EDUC 783 Measurement	3 hrs
EDUC 784 Statistical Analysis of Educational Data II	3 hrs
EDUC 785 or approved course - Policy and Program Evaluation	3 hrs
EDUC 884 Statistical Analysis of Educational Data III	3 hrs
EDUC 994 Dissertation	3 to 6 hrs

VI. Externship/Internship (30 hrs)

EDUC 721 Externship in School Psychology, Semester I	3 hrs
EDUC 721 Externship in School Psychology, Semester II	3 hrs
EDUC 721 Externship in School Psychology, Semester III	3 hrs
EDUC 721 Externship in School Psychology, Semester IV	3 hrs
EDUC 721 Externship in School Psychology, Semester V	3 hrs
EDUC 721 Externship in School Psychology, Semester VI	3 hrs
EDUC 721 Externship in School Psychology	3 hrs
EDUC 721 Externship in School Psychology	3 hrs
EDUC 821 Doctoral Externship, Semester I	3 hrs
EDUC 821 Doctoral Externship, Semester II	3 hrs

VII. Foundations (24 hrs)

* = required

Biological Aspects of Behavior

EDUC 763* Biological Bases of Children's Development	3 hrs

Cognitive and Affective Aspects of Behavior

EDUC 782 Psychology of Learning in the School	3 hrs
EDUC 882 Seminar in Human Learning and Cognition	3 hrs
PSYC 760 Advanced Cognitive Development	3 hrs

Social Aspects of Behavior

PSYC 761 Advanced Social Development

Diversity and Culture

EDUC 707* Cross-Cultural Counseling	3 hrs

History and Systems of Behavior

PSYC 790 History of Psychology (or approved alternative)	3 hrs

Human Development

EDUC 781 Theories and Research in Human Development
EDUC 881 Seminar in Human Development and Individual Differences

Dysfunctional Behavior or Psychopathology

EDUC 762 Child Development and Disability

Professional Standards and Ethics

EDUC 720 Professional Seminar I	3 hrs
EDUC 820 Professional Seminar II	3 hrs

Licensure

The School of Education recommends eligible graduates of its approved teacher education programs to the North Carolina State Department of Public Instruction for licensure as teachers, administrators, school counselors, school psychologists, and curriculum and instruction specialists. In addition, the school recommends licensure candidates from the following University degree programs: the School of Information and Library Science (for school media coordinators), the School of Social Work (for school social workers), and graduates of the speech-language pathology program in the Division of Speech and Hearing Sciences.

The master of arts in teaching and master of education in school counseling prepare students for their initial professional license at the master's and advanced specialist level. The master's for experienced teachers provides the opportunity for practicing teachers to achieve the advanced competencies of master's level licensure in a variety of specialty areas. School administrators are eligible for licensure at the master's and doctoral levels. School psychologists are eligible for licensure at the advanced (educational) specialist (for master's students) or doctoral level. Curriculum and instruction specialists may earn the add-on license at the master's level or complete an Ed.D. for doctoral-level licensure.

Courses for Graduate and Advanced Undergraduate Students

EDUC

401 Childhood Development: Understanding Birth to 12 (3). This course examines the field of child development as it contributes to the teaching and learning of children in early childhood and elementary educational settings, ages birth to 12.

402 Models of Early Childhood Service Delivery (3). This seminar serves as an introduction to the field of child development and early childhood education and special education. Students learn about the primary professional disciplines and agencies serving young children and their families. Current policy, recommended practices, and research innovations are reviewed.

403 School, Families, and Culture (3). Course restricted to majors. This course examines issues of diversity among and across families within 21st century schools and communities to better prepare teacher education students to provide quality education experiences for all children.

404 Infant/Toddler Assessment and Intervention (3). Prerequisite, EDUC 401. Restricted to majors. Permission of the instructor for nonmajors. Provides students with knowledge of program models and curricula/intervention strategies for working with infants and toddlers with and without disabilities. Information is provided regarding identification and assessment strategies for infants, toddlers, and two-year-olds. Program models for working with families are emphasized.

405 Infant/Toddler/2s Internship and Seminar (2). Prerequisite, EDUC 401; corequisite, EDUC 404. Permission of the instructor for nonmajors. Students work in inclusive infant, toddler, or two-year-old rooms, giving them the opportunity to engage in recommended practices presented in EDUC 404. A seminar is held in conjunction with this internship.

407 Child Development Practicum (1). Corequisite, EDUC 401. Students are required to observe children in early childhood education programs and schools for assignments in 401.

412 Introduction to Children and Schools and Field Experience (3). Permission of the instructor for nonmajors. This course helps prospective teachers gain the necessary knowledge to work sensitively and effectively with all elementary children and design appropriate learning experiences for elementary-aged students.

413 Language and Literacy Learning (3). Permission of the instructor for nonmajors. This course covers the theoretical and developmental aspects of language and literacy processes and practices. The course will cover reading, writing, speaking, listening and viewing practices, birth to age 12.

414 Literacy and the Child (3). Permission of the instructor for nonmajors. This course focuses on the literacy practice of individual children. An emphasis on the funds of knowledge individual children bring to literacy contexts will drive the course content.

415 Social Studies and the Child (3). Prerequisite, EDUC 412. Permission of the instructor for nonmajors. This course emphasizes the interconnection of classroom/school and society, the role of cultural beliefs in education, and social studies instruction.

416 Curriculum Integration: Science, Math, and Technology (3). Permission of the instructor for nonmajors. The focus of this course is children's development in mathematical and scientific ways of knowing and the use of technology to support this development.

421 Community Organizations and Children I (1). Provides an understanding of the community contexts of schools and an experience working in community group. This is the first semester of a two-semester course.

422 Community Organizations and Children II (1). Prerequisite, EDUC 421. Provides prospective teachers with an understanding of the community contexts of the schools. Second semester of a two-semester course.

441 Education in American Society (3). A reflective examination of beliefs and attitudes associated with 1) the historical, philosophical, sociological, political, and economic forces affecting education and schooling in the United States; 2) the structure and function of the school system; and 3) current issues and trends in American schooling and education.

465 Introduction to Teaching (2). Offered concurrently with EDUC 466. Restricted to students admitted to the middle grades teacher education program. Initiates students into the teaching profession. The course stresses what it is like to be a teacher, with concurrent emphasis on the life of the student and the study of schools.

466 Planning for Teaching in the Middle Grades. (3). Offered concurrently with EDUC 465. Restricted to students admitted to the middle grades teacher education program. Helps students learn how to plan and develop skills to meet the unique and diverse needs of young adolescents as they prepare to teach.

467 Planning for Teaching in the Middle Grades Lab (1-12). Corequisite, EDUC 466. Provides the classroom-based experiences required for observation and application of skills acquired in EDUC 466.

469 Developing Skills for Teaching (3). Prerequisites, EDUC 465 and 466. Helps students develop a variety of basic teaching skills used by classroom teachers. This course will be conducted primarily as a laboratory course.

496 Independent Study (1–3). Permission of the instructor. Provides readings and research under the direction of a faculty member. May be repeated for a maximum of six credit hours.

501 Preschool/Kindergarten Assessment and Teaching Strategies (5). Prerequisites, EDUC 401, 404, and 405. Restricted to majors. This course addresses the link between child developmental theories, assessment, and classroom practices for children three to six years of age. Students will practice assessment and curriculum strategies in their preschool and kindergarten student teaching sites approximately 10 hours per week.

502 Preschool/Kindergarten Student Teaching and Seminar (3–12). Prerequisites, EDUC 401, 404, 405, and 501. Restricted to majors. Students complete their full-time student teaching in preschool and kindergarten classrooms. This 35- to 40-hour-per-week semester-long internship is devoted exclusively to the student's functioning in a professional capacity. A weekly seminar serves as a forum for students to discuss recommended practices.

503 Professional Development and Leadership Seminar (2). Permission of the instructor. Students learn about effective strategies for professional development in early childhood and early intervention, including leadership styles and skills, professional identity and roles, methods of collaboration to achieve individual and organizational change, current child and family policy issues, and program administration and evaluation.

512 Teaching Mathematics in Elementary Education (4). Prerequisites, EDUC 412 and 415. Required preparation, one college mathematics course. Provides a study of the pedagogy related to teaching mathematics in elementary programs. This course is taught in an elementary school and must be taken in the fall of the senior year.

513 Methods for Teaching in the Elementary School (9). Permission of the instructor for nonmajors. This methods block is a field based, integrated collection of science, literacy, and math courses designed to prepare pre-service teachers for planning and implementing instruction in elementary schools.

514 Senior Fall Practicum (2). Course is restricted to majors. Permission of the instructor for nonmajors. This practicum experience provides students the opportunity to observe classroom teaching and participate in a community of practice within the school/classroom placement in which full-time student teaching will take place.

515 The Arts as Integrative Teaching (2). Restricted to students admitted to the elementary education program or the child development and family studies program. Explores integration of the arts in the curriculum.

516 Differentiated Instruction for Inclusive Classrooms (3). Course is restricted to majors. Permission of the instructor for nonmajors. This course focuses on preparing pre-service teachers for inclusive classroom settings. Emphasis will be placed on differentiating instruction to effectively meet the academic needs of students in the inclusive classroom.

517 Exceptional Children Seminar and Field Placement II (1). Restricted to students admitted to the elementary education program. This seminar proceeds similarly to EDUC 516.

518 Student Teaching in Elementary Grades (1–12). Prerequisites, EDUC 415, 512, 513, 514, 516, and 517. Provides full-time experience in an elementary school classroom under the supervision of an experienced teacher and a University supervisor during 10 or more weeks.

519 Senior Seminar (3). Corequisite, EDUC 518. Course is restricted to majors. Permission of the instructor for nonmajors. The senior seminar is inquiry based and directly connects student teachers with classroom practices. Throughout the semester student teachers develop and implement inquiry projects.

520 Early Language and Literacy Learning-Birth to Third Grade (3). Course is restricted to majors. Permission of the instructor for nonmajors. Course focuses on the language, reading, and writing development of children birth through third grade. Promotes early literacy learning for all children with and without disabilities, including those at risk.

521 Schools, Cultures, and Communities I (3). Permission of the instructor. Explores current issues dealing with schools and the cultures and communities they encompass.

522 Schools, Cultures, and Communities II (3). Prerequisite, EDUC 521. Permission of the instructor for students lacking the prerequisite. Continues to explore current issues dealing with schools and the cultures and communities they encompass.

523 Teaching Early Mathematics-Birth to Third Grade (3). Course is restricted to majors. Permission of the instructor for nonmajors. Students study the teaching and learning of mathematics for young children, birth to third grade. Emphasis is placed on content for math, as well as materials, techniques, and teaching aids.

531 Effective Teaching: First Steps (2). Characteristics of effective teachers, classroom management, instructional methods, instructional planning and presentation, monitoring and assessing student behavior and learning, differentiating instruction, yearly plans and pacing guides.

532 Effective Teaching: Understanding Students (3). Physical, social, and psychological development of students; implications for teaching; styles of learning; levels of thinking; development of problem-solving skills; cognitive and behavioral learning theory; motivation; influences on students' worlds.

533 Effective Teaching: Diversity (3). Cultural diversity, family support systems, language differences, special needs, using diversity to enrich the classroom, matching instruction to student needs, characteristics of diverse learners and how they impact teachers and students.

534 Effective Teaching: Assessment (2). Methods of assessment, multiple measures, monitoring student performance to inform and improve instruction, understanding students with special needs with individual education plans, test scores, and other information in student files.

535 Teachers and Schools (2). Leadership in classroom and school with families, standards of practice, advocating equity, supporting teaching profession, school organization, school finance, legal issue/education strategies for environments that promote learning, issues and trends.

540 Mathematics Teaching (2). NCTM Standards, Standard Course of Study, developing student understanding of mathematics, problem-solving skills, and professional commitment.

541 Mathematics Problems for Instruction (2). Mathematical tasks for learners in grades six through 12 and instructional methods necessary to maintain a task at a high cognitive level.

542 Planning for Mathematics Instruction (2). Examining patterns of practice and assessment, modifying and improving planned units, pacing instruction, reconsidering individual differences and differentiation.

550 Science Teaching (2). Nature of science, national science standards, teaching science as inquiry, safety in the science classroom, materials management.

551 Designing Science Tasks (2). Prerequisite, EDUC 550. Developing and redesigning science instruction to engage students actively, with emphasis on classroom management for energetic curricula, modifying tasks and projects, assessment strategies, and utilization of resources.

552 Improving Science Instruction (2). Prerequisite, EDUC 551. A practitioner's look at instruction in middle and high school science classrooms using many current pedagogical approaches of instruction: constructivism, models of inquiry, reflective practice, and conceptual change theory.

555 Constructive Coaching I: Starting Out Right (2). Designed to support lateral entry candidates, solving the most urgent problems in the classroom. Includes frequent online communication, individualized attention to immediate problems and combines supervision, coaching, and mentoring.

556 Constructive Coaching II: Effective Management of Student Behavior (2). Prerequisite, EDUC 555. Course designed to help lateral entry candidates by improving their classroom management skills, specifically those related to student behavior.

557 Constructive Coaching III: Helping Students Learn (2). Prerequisite, EDUC 556. Course designed to support the lateral entry candidates through individualized feedback about concerns, focusing on strategies for increasing student learning using content area literacy strategies.

560 Second Language Teaching (2). Methods of teaching a second language, how people learn foreign languages, planning instruction, getting students to communicate, using and adapting foreign language textbooks, and developing lessons.

561 Designing Second Language Tasks (2). Students examine instruction as effective mechanism for classroom management, choosing and redesigning tasks and projects to engage students in active learning. Assessment of student understanding investigated as necessary for development of effective instruction.

562 Improving Second Language Instruction (2). Students will consider national standards frameworks as organizing principles for instructional strategies. They will develop skills by use of culturally authentic materials, performance-based assessment, and units and lessons promoting successful language learning.

563 Teaching Language Arts in the Middle Grades (3). Restricted to students admitted to the middle grades education program. Focuses on the goals and methods of teaching language arts in the middle grades, including planning for student diversity and unit planning.

564 Teaching Social Studies in the Middle Grades (3). Restricted to students admitted to the middle grades education program. Focuses on the goals and methods of teaching social studies in the middle grades.

565 Teaching Science in the Middle Grades (3). Restricted to students admitted to the middle grades education program. Focuses on methods for teaching science in the middle grades and includes emphasis on the individual needs of students, reading and writing in the content area, and unit planning.

566 Teaching Math in the Middle Grades (3). Restricted to students admitted to the middle grades education program. Focuses on methods for teaching mathematics in the middle grades and includes emphasis on the individual needs of students, reading and writing in the content area, and unit planning.

567 Literature in Middle School (3). Explores literature in contexts of interdisciplinary middle school curricula and the interests and needs of young adolescents. Topics include reader-response theory, censorship, Internet resources, school resources, and methods.

568 Seminar on Teaching (3). Prerequisites, EDUC 465, 466, and 469; corequisite, EDUC 569.

569 Teaching Internship (1–21). Prerequisites, EDUC 465, 466, and 469; corequisite, EDUC 568. This internship gives students the opportunity to plan instruction and to teach with increasing degrees of responsibility. The internship will be in a school setting under direct supervision of a classroom teacher.

595 Introduction to Exceptional Children (3). Permission of the instructor for nonmajors. Surveys giftedness and mental disabilities, emotional and behavioral disorders, learning disabilities, speech, hearing, vision, and physical impairments. Emphasizes the role of professionals, families, and the community in supporting the whole child.

596 Independent Study Master's Level (1–12). Permission of the instructor.

600 Reinventing Teaching (3). Admission to the M.Ed. for experienced teachers program required. Addresses contexts of teaching, teaching in the world, and teaching students in schools. This course is designed for experienced educators to "reinvent teachers and teaching."

601 Education Workshops (1–21). Permission of the program director. Workshops designed around education topics primarily for licensed K–12 teachers.

603 Theory and Research in Education Technology (3). This course is based on the review and critique of research and theoretical literature in the field of education technology. Students will conduct critical analyses of theory, research,

and methodology in the field of education technology and design a proposed education technology research study.

605 Introduction to Strengths-Based School Counseling (3). Introduction to the counseling profession and ethical codes. Primary focus on the history and ethical practice of school counseling, specifically the Strengths-Based School Counseling framework.

606 Theories of Counseling (3). Permission of the instructor. Explores current theories of counseling, with emphasis on theory as a means of conceptualizing behavior change in the counseling process.

607 Promoting Career Development (3). Examines major theories and practices that promote life-career development for K–12 students.

608 Pre-Practicum in Counseling (3). Pre- or corequisite, EDUC 722. Permission of the instructor. Develops interviewing techniques, at specified levels of competence, through role playing and video and audio feedback.

609 Tests and Measurements (3). Prerequisite, EDUC 605. Studies basic concepts in measurement and their application in the use and interpretation of tests. The student may be required to purchase tests.

610 Group Counseling and Guidance (3). Permission of the instructor. Applies counseling theory and research to the organization and implementation of group work (e.g. guidance, task, psychoeducational, counseling groups) in schools.

611 Practicum in School Counseling (1–21). Prerequisites, EDUC 606 and 608. Permission of the instructor. Develops individual counseling skills and an understanding of the school as a setting for counseling through an apprenticeship experience.

612 Social Studies and Arts (1–9). Looks at social studies as a discipline that easily integrates other disciplines, particularly the arts, which includes literature. It emphasizes curriculum and instruction, as well as theoretical underpinnings.

613 Culturally Responsive Teaching (2). This course initiates thoughtful discussion of race and culture in our schools by exploring history, identity, and issues in academic achievement.

617 Introduction to Communication Disorders (COMM 617) (3). See COMM 617 for description.

620 Introduction to School Psychology (3). Introduces the student to concepts and methods involved in school psychology.

621 Explorations in Literacy (3). Explores what it means to be a reader and writer, the nature of development of literacy.

626 Pedagogical English Grammar for ESL Teachers (3). Enhances foreign and second language educators' understanding of English grammar, expands their skills in linguistic analysis, and helps them develop a more pedagogically sound approach to the teaching of English grammar.

627 Pedagogical Linguistics for ESL Teachers (3). Provides future English as a second language teachers with advanced concepts in linguistics and comparative linguistics. Topics such as phonology and morphology will be covered.

628 Methods of Teaching English as a Second Language (3). Covers teaching methods, assessment and resource issues related to helping the ESL learner. Additional topics include theories of language learning and the relationships between culture and language.

629 Language Minority Students: Issues for Practitioners (ANTH 629) (3). Permission of the instructor. Explores issues of culture and language associated with teaching English as a second language.

631 Program Development for Special Populations (3). Permission of the instructor. Reviews issues associated with program development for children who are experiencing uneven success in school because of poor attendance, poverty, drug and alcohol abuse, disabling conditions, parental abuse, or violent behaviors.

632 Problems of Supervisory Practice (3). Admission to the master of school administration program required. Focuses on the role of school administrators in facilitating the continuous improvement of the clinical supervision process and on a variety of observation and conferencing skills that school leaders may employ with teachers and other support staff.

633 The Social Context of Educational Leadership (3). Provides retrospective, contemporary, and prospective examinations of the social, cultural, political, and philosophical contexts from which the current issues that affect schools and schooling have evolved.

634 Curriculum Leadership (3). Examines theories and related practices of applied curriculum leadership including curriculum planning based on selected trend data, high-risk accountability systems, topological/deep curriculum alignment options and issues, and curriculum audits and classroom curriculum "walk-throughs."

635 Problems in Educational Administration (3). Permission of the instructor. Provides an opportunity for advanced students to do independent study under supervision. May be repeated for credit.

636 School Reform and Change (3). Introduces effective strategies and tactics for changing schools, varieties of school restructuring, importance of multicultural education and client-friendly school environments in site-based organizations.

637 Personnel Administration and Law (3). Examines the quantitative and qualitative research methodologies appropriate to school settings; evaluation of research and its application to schools.

638 Managing Schools within a District Context (3). Prerequisite, EDUC 834. Permission of the instructor. Examines the processes of management and their relationship to the success of the instructional programs in schools and school systems.

641 Introduction to Teaching for 21st Century (3). Course restricted to graduate students in the MAT program. Permission of the instructor for nonmajors. Introduces students to the profession of teaching and engages them with an overview of the topics pertinent to developing teachers.

642 Diversity in Education (3). Restricted to graduate students in the MAT program. Permission of the instructor for nonmajors. Along with providing overview of schools, their structure, and their role in American society, the course introduces students to the necessity of differentiated instruction based on race, culture, special education and English as second language learners.

644 Development, Learning, and Assessment (3). Course restricted to graduate students in the MAT program. Permission of the instructor for nonmajors. This course provides prospective secondary teachers with a conceptual understanding of development, learning, and assessment to promote all students' school achievement and adjustment in the 21st century.

645 Teacher Leadership for a Diverse Society (3). Course restricted to graduate students in the MAT program. Permission of the instructor for nonmajors. For educational institutions to be effective in a diverse society, teachers must take on key leadership roles. This course helps prepare future teachers for such leadership.

646 Practica Student Internship (3). Prerequisites, EDUC 641 and 642. Provides students the opportunity to observe and become involved with all aspects of teaching and schools within their content area.

647 Methods and Materials for Teaching Secondary/K–12 Subjects I (3). Prerequisites, EDUC 641 and 642. Prepares students to teach the English language arts at the secondary level. The immediate purpose of this course is to prepare participants for full-time student teaching during the spring semester.

648 Methods and Materials for Teaching Elementary Music I (3). Prerequisites, EDUC 641 and 642. Equips students with the resources and experiences to facilitate entry as a specialist in the elementary music classroom.

662 Advanced Emergent Literacy (3). Advanced course on emergent literacy, focusing on the research and theory in the development of reading and writing

processes from birth through first grade, emphasizing the cognitive and sociocultural perspectives.

664 Families and Teams in Early Childhood Intervention: Interdisciplinary Perspectives (3). Open to graduate students only. Explores issues and models of family-professional and interprofessional relationships in early childhood settings. Collaborative communication and problem solving strategies are emphasized in the context of diversity.

665 Early Childhood Assessment Strategies (3). Open to graduate students only. Provides an overview and application of strategies for developmental screenings, normative evaluations, curriculum, and play-based assessments for young children ages birth through five.

666 Preschool/Kindergarten Curriculum and Learning Environments (3). Open to graduate students only. Focuses on individually, developmentally, and culturally appropriate learning environment and curriculum strategies for young children with and without disabilities ages three to five.

667 Infant/Toddler Curriculum and Learning Environment (3). Focuses on infant/toddler development and mental health strategies for facilitating development in the home and in child care.

668 B–K Internship (1–2). Provides an opportunity for students to synthesize and apply research and recommended practices in their work settings or in an assigned internship setting.

669 B–K Teacher as Researcher Internship (1–2). Advanced standing required, second or final year in academic program. B–K Internship provides the student with a supervised learning experience in which the student can implement an applied research or leadership project in an early childhood intervention site.

672 Seminar in Educational Studies (3). Focuses on educational issues involving culture, curriculum, and change. Issues addressed will vary.

676 Transformational Education (3). Examines twentieth century schools that have attempted to redefine and deepen U.S. democracy, embracing pedagogies and values that offer alternatives to mainstream education.

678 Seminar in Educational Studies (3). Focuses on educational issues and theories involving culture, curriculum, and change. Issues and theories addressed will vary.

679 Writing in the 21st Century (3). Focuses on the writing process and the theoretical foundations necessary to become practitioners who can develop and implement effective writing instruction using 21st century skills.

680 Introduction to Educational Research (3). Course provides introduction to purposes of educational research, roles of theories, hypotheses, questions, and ethical issues. While being exposed to a range of research designs, students are to become critical reviewers and develop research proposals or a master's thesis.

681 Human Development (3). School of Education majors only. Emphasizes theories of child and adolescent development plus research findings that aid in the understanding of human behavior and development.

682 Behavioral Support Techniques (3). Emphasizes effective behavior management and applied behavior analysis techniques for intervening in the environments of exceptional children to increase learning.

683 Educational Measurement and Evaluation (3). Identifies the basic concepts in measurement and evaluation, describes the role of evaluation in curriculum construction and revision, and describes the development and use of teacher-constructed tests.

684 Statistical Analysis of Educational Data I (4). Studies descriptive and inferential statistics for educational research, including an introduction to fundamentals of research design and computer data analysis.

686 The Psychology of Adult Learning (3). Focuses upon knowledge and application of learning principles and conditions for facilitating learning in adults.

688 Principles of Instructional Design (3). Studies the design and production materials incorporating goals analysis, learning task analysis, behavioral objectives, entry behavior, criterion tests, instructional strategies, design planning, and formative evaluation.

690 Foundations of Special Education (3). This course provides an advanced introduction to key concepts, issues, and service delivery approaches pertaining to the educational needs of students with high incidence disabilities.

691H Honors Seminar in Education (3). Restricted to honors candidates in the School of Education. Required for graduation with honors in education. Integration of critical analysis of selected educational themes, introduction to methods of educational research, and intensive work in skills of reading critically and writing.

694H Honors Thesis in Education (3). Prerequisite, EDUC 691H. A grade of B or better in EDUC 691H is required to take this course. Required of all candidates for graduation with honors in education. Preparation of an honors thesis under the direction of a member of the School of Education faculty and an oral examination on the thesis.

696 Independent Study Doctoral Level (1–12).

698 Math and Content Area Methods: Special Education, General Curriculum (3). Prerequisite, EDUC 681. Students will learn characteristics of students with mild-moderate learning disabilities in Math, Social Studies and Science. Will learn assessment techniques and instructional methods to address these specific characteristics.

Courses for Graduate and Advanced Undergraduate Students

EDUX

606 Assessment and Accountability (3). Provides students with the opportunity to review, renew, and expand their understanding of assessment and program evaluation procedures, as well as, the role of accountability in educational settings.

615 Assessment and Differentiation (1). Prerequisite, EDUC 600. Enrollment in the M.Ed. for experienced teachers program required. Enhances teachers' understanding of how to differentiate assessment.

616 Teaching and Differentiation (2). Enrollment in the M.Ed. for experienced teachers program required. Enhances teachers' understanding of how to differentiate instruction. Using a case-based approach, teachers examine the areas of human development, special education and inclusion, cultural diversity, linguistic diversity, cognitive styles, and multiple intelligences as frames through which to consider creative environments to promote students' classroom success.

622 Content-Area Reading and Writing (3). Focuses on current theory, research and issues in the teaching and use of reading and writing in the content areas. This is an introductory course.

623 Number Systems & Operations: K-5 Mathematical Tasks (3). Course has major restrictions. Analysis and construction of effective mathematical tasks in teaching number systems and operations at the K-5 level; attention is also given to the expansion of content knowledge.

624 Data Analysis & Measurement: K-5 Classroom Interactions (3). Course has major restrictions. Focus on statistical literacy of elementary teachers and the teaching of data analysis and measurement to K-5 students; attention is also given to learning methods, which facilitate appropriate classroom interactions.

626 Revisiting Real Numbers Concepts (3). Uses a problem-based format and group work to explore the mathematics of the real numbers with an emphasis on rational numbers.

628 Topics in Mathematics Education: Geometry (1–3). Provides students with a mathematical foundation and cognitive support for elementary and middle school geometry. Specific goals address structure of elementary and middle school geometry.

657 Social Studies/Humanities (1–9). Aims to develop social studies' teachers' understanding in social science and humanities through interdisciplinary inquiry process.

658 Diversity Global Education (1–9). Provides a linked perspective on international studies and multicultural education. Students explore issues relevant to these two topics as they relate to teaching and learning in social studies.

675 Seminar in Science Education (3). Teaches students curriculum and instruction strategies in science education. The focus of the course is on teaching and assessing science for conceptual understanding.

676 Perspectives on Science Education: Physical Science (3). Examines physical science domains in depth. Students reflect on their own understandings of science phenomena and research their students' understandings.

677 Perspectives on Science Education: Life Science (3). Studies the history of science education, curriculum design, and national reform ideas as well as projects and programs currently used in U.S. classrooms.

695 Designing Problem Tasks for Mathematics (1–3). Focuses on the analysis and construction of mathematics instructional activities.

699 Teacher Researcher I (1–3). Prerequisite, EDUC 600. Enrollment in the M.Ed. for Experienced Teachers Program required. Explores the meanings of research and the potential roles of teachers in conducting research. Teachers formulate possible individual or small group research projects that they can carry out during the year.

Courses for Graduate Students

EDUC

701 Literacy Reflection (3). Focuses on reflective literacy teaching: problematizing, processes of understanding students' thinking about reading and writing.

705 Internship in School Counseling and Consultation (3–9). Prerequisites, EDUC 606 and 608. Permission of the instructor. Places students in counseling and consultation under supervision in a school setting in order to develop competencies in individual counseling, group counseling, and consultation. May be repeated for credit for a maximum of 12 credit hours.

706 Collaboration and Leadership in School Counseling (3). Students are required to have taken 18 hours in counseling courses. Emphasizes the collaboration and leadership skills needed to effectively organize and implement a comprehensive school counseling program.

707 Cross-Cultural Counseling (3–6). Permission of the instructor. Explores the cognitive and affective considerations of counseling in culturally different social systems. This includes ways to incorporate specific sociocultural dimensions into the counseling process.

708 School Consultation Methods (3–12). Examines various models of consultation and the role of the consultative model in the schools and related agencies; uses role playing and experience in the school. May be repeated for credit.

709 Seminar in Applied Investigations (3). Permission of the instructor. Provides opportunities to explore specific areas of research interest in counseling and school psychology in depth.

710 Psychology of Career Development (3). Open to doctoral students only. Reviews theories and research in the psychology of career development and counseling. Emphasis is on theory and implications for practice.

711 Promoting Academic Development (3). The course addresses the school counselor's role in promoting student academic development. Interventions for impacting academic achievement at both the individual and systems level are explored.

718 Psychoeducational Assessment (1–3). Permission of the instructor. Addresses knowledge and skills in techniques of observation, interviewing, assessment of environment, intelligence, achievement, perceptual motor skills, and interpersonal perceptions. May be repeated for credit.

719 Behavioral Intervention in Counseling and School Psychology (3). Permission of the instructor. Covers behavior management and therapy as well as individual and group therapy. (The school psychology sections include consideration of theoretical interventions beyond those of a behavioral perspective.) May be repeated for credit.

720 Seminar in Professional School Psychology (2–3). Deals with the goals and roles of school psychology, ethical concerns, privileged information, certification and licensing, and other relevant areas. May be repeated for credit.

721Externship in School Psychology (1–6). Permission of the instructor. Provides supervised observation and participation in school psychological services in schools and school-related field facilities. May be repeated for credit.

722 Master's Internship in School Psychology (1–6). Prerequisite, EDUC 721. Permission of the instructor. Provides supervised full-time field experience for master's students in school psychology in a school setting.

723 Advanced Assessment and Intervention Approaches for Students with Traumatic Brain Injury (3). Assessment and treatment of students who have sustained traumatic brain injury; for school and clinical psychologists.

726 Practica in Second Languages (1). Permission of the instructor. Provides students an opportunity to observe and become involved with all school aspects of teaching and learning second/foreign languages.

728 Practicum in ESL II/Foreign Languages (3). Provides an internship to teach ESL/FL under the supervision of an experienced ESL teacher.

729 Culture and Politics in Second Language Education (3). This course provides an overview of current issues in second language teaching (ESL, foreign languages, and bilingual education) with a focus on culture, politics, and diversity.

731 Problems in Education Leadership II (3). Permission of the instructor. Emphasizes school improvement planning, school-based budgeting, professional development, and technology.

732 Group Dynamics, Decision Making, and Problem Solving (3). Develops understanding and skills for working with various organizational groups. Focus is on teams, leadership of teams, team problem solving, and team decision making.

733 Spanish for Educators (3). This graduate-level course is an introductory immersion-style Spanish course for anyone involved in education. Learners will acquire novice-level proficiency in Spanish and an awareness of Hispanic culture.

734 Planning in Educational Organizations (3). Examines a conceptual and practical approach to planning in educational organizations. Includes a focus on environmental scanning, futures research, and strategic planning.

735 Internship Seminar on Instructional Leadership and Supervision (3). Relates internship experiences and applications about instructional design techniques of teaching/learning, evaluation of the teaching/learning process, and ways in which school-based leaders can support excellence in education.

736 Seminar and Supervised Internship in Educational Administration I (3–6). Provides supervised internship in school administration to facilitate the student's progress toward certification in the principalship. May be repeated for credit.

737 Internship Seminar on School Building Management (3). Prerequisite, EDUC 834. Required preparation, six semester hours in educational administration, including EDUC 834. Permission of the instructor. Relates internship experiences and applications of school business management practices (transportation, food services, plant planning, etc.) to schools.

738 Seminar and Supervised Internship in Educational Administration II (3–6). Prerequisite, EDUC 834. Required preparation, six semester hours in educational administration, including EDUC 834. Permission of the instructor. Provides supervised internship in school administration to facilitate the student's progress toward certification in the principalship. May be repeated for credit.

739 Educational Policy Studies (3). Reflectively examines issues and trends associated with models and theories of educational policy development. The tension between practice and theory is analyzed and models of educational change are considered.

743 Teaching Secondary Students with Disabilities (1). Following a case format and utilizing online instruction, M.A.T. students learn to teach secondary learners in inclusion settings.

744 Advanced Assessment Techniques (3). Prerequisites, EDUC 644. Permission of the instructor for nonmajors. Covers the knowledge and abilities necessary to create and interpret assessments of academic progress, engagement, and motivation. Emphasis on (a) technology and (b) assessments for ESL and special needs students.

745 Contexts of Education II (2). Prerequisite, EDUC 645. Provides a weekly seminar (part two of a two-semester sequence) for interns with full-time teaching responsibilities. Interns will connect their teaching experience to social, cultural, and philosophical issues in education

746 Practica Student Internship (9). Permission of the instructor. Provides full-time internship in teaching in the content area under the supervision of experienced teachers and a university supervisor for the semester.

747 Methods and Materials for Teaching Secondary/K–12 Subjects II (2). Teaches intern social studies teachers to be aware of trends and issues in social studies in North Carolina and the nation, therefore improving their understanding and skills in curriculum development and instruction.

748 Advanced Pedagogy and Leadership (3). Course restricted to graduate students in the MAT program. Permission of the instructor for nonmajors. This course provides a synthesizing event that fulfills advanced licensure requirements of the MAY degree and focuses on leadership, technology, diversity and assessment.

749 Curriculum Leadership (3). Admission into the M.A.T. program required. Curriculum Leadership is the second course in the summer capstone experience for M.A.T. students that is taken concurrently with Advanced Pedagogy. The module emphasizes advanced licensure preparation.

753 Introduction to Curriculum (3). Open to graduate students in education or permission of the instructor. Surveys the nature of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems.

754 Teacher Education in the United States (3). Studies the research relating to teacher effectiveness and programs for the preparation of teachers. Designed for students planning to work in teacher education.

756 Principles and Methods in Parent Education and Involvement (3). Examines principles, theory, models, and methods for work with parents and families in educational settings, with relevant research and practical applications.

757 College Teaching (3). Introduces students to the planning of courses and educational programs for college students. Emphasis is on a systematic approach to developing, implementing, and evaluating instruction. This course is intended for graduate students in any academic department who plan teaching careers.

758 Immigration and Education (3). Investigates social (including political, economic, legal, and demographic) and cultural impacts on immigration and education.

761 Professional Development and Leadership in Early Childhood Intervention (3). Prerequisites, EDUC 664, 665, and 666. Focuses on leadership skills in mentoring, supervision, staff development, resource gathering, and applied research related to early childhood settings.

762 Child Development and Disability (3). Emphasizes typical development and developmental deviation exhibited by children in cognitive, language, social, and affective areas.

763 Biological Bases of Children's Development (3). Focuses on the theory and research related to the biomedical and psychological aspects of exceptionality.

764 Current Issues in Literacy (3). The main purpose of this seminar is to engage students in the synthesis and critical examination of current research and policy issues in literacy education.

768 Education in Latin America (LTAM 768) (3). See LTAM 768 for description.

769 Schooling of Latinos (LTAM 767) (3). See LTAM 767 for description.

770 Multicultural Ways of Knowing (3). Dialectically explores narratives about race, class, and gender through critical, multicultural, aesthetic, and post-modern lenses.

771 Seminar in Social Foundations of Education (1). Explores topics in the social and philosophical context of American public education.

772 Educational Sociology (3). Applies sociological theory and research to problems of concern to educators.

773 Social Change and Education (3). Analyzes social change within a theoretical framework and describes its probable impact on education. Considers the role of the school in the development of human capital.

774 Social and Educational History of the United States (3). Provides a survey of the social forces influencing the development of American education from the period of colonization to the early years of the twentieth century.

775 Introduction to Ethics and Education (3). Identifies issues arising in the professional activities of education personnel in the context of systematic consideration of the nature of ethical choice.

776 Gender, Race, and Class Issues in Education (WMST 776) (3). Provides an understanding of (and remedies for) the racism, sexism, and class divisions that schools can perpetuate. Examines curriculum, counseling, and interaction in classrooms; structure and leadership; and fundamental assumptions.

777 Gender, Policy and Leadership in Education (WMST 777) (3). Covers feminist critiques of organizational and political power structures in readings and discussions leading to group and individual research projects.

779 Introduction to Philosophy of Education (3). Provides a comparative study of current philosophies of education, with particular attention to their impact on solutions offered to problems currently recognized in American education.

781 Theories and Research in Human Development (3). Permission of the instructor. Covers the basic theories and the research bases for instructional decisions. This is an advanced-level course in human development.

782 Psychology of Learning in the School (3). Studies learning in the school setting, with emphasis on fundamental concepts, issues, and evaluation of materials and experiences.

783 Applied Measurement Theory for Education (3). An examination of the logic and theory of educational measurement. Practical applications of measurement theory to the construction and use of a variety of educational measurement devices.

784 Statistical Analysis of Educational Data II (4). Prerequisite, EDUC 684. Permission of the instructor for students lacking the prerequisite. A linear model approach to the analysis of data collected in educational settings. Topics include multiple regression, analysis of variance, and analysis of covariance, using computer packages.

785 Program Evaluation in Education (3). Prerequisites, EDUC 684 and 871. An examination of major approaches to program evaluation with emphasis on differences between evaluation and research.

786 Problems in Educational Psychology (3-6). Permission of the instructor. Study and development of original investigations in the area of educational psychology.

787 Problems in Educational Measurement (3). Prerequisites, EDUC 684 and 783. Permission of the instructor. Provides an opportunity for advanced doctoral students to study a particular problem area in educational measurement under the supervision of a faculty mentor. May be repeated for credit.

788 Instructional Theories (3). Prerequisite, EDUC 744. Examines the nature and application of various theories of instruction to instructional goals, individual differences, teaching strategies, sequencing, motivation, and assessment.

792 Emerging Technologies (3). Explores and discusses the application of emerging technologies in education.

795 Seminar in Learning Disabilities Education (3). Prerequisite, EDUC 687. Pre- or corequisite, EDUC 688. (Students enrolled in the licensure-only program require initial competencies with regard to law and assessment that are not currently available). Instructs students about the requirements of the Individuals with Disabilities Education Act (IDEA) and case law, particularly those pertaining to learning disabilities. Also covers the basics of measurement concepts.

796 Problems in Special Education (3). Permission of the instructor. Provides an opportunity for post-master's students who wish to engage in supervised field and pilot research. May be repeated for credit.

797 Collaboration with Families and Other Professionals (3). Instructs students about the resources available to them, their students, and their students' families. Students will develop skills in working with parents and professionals as partners in the instruction and planning of programs for students with learning disabilities.

798 Master's Internship in Learning Disabilities Education (3). Prerequisites, EDUC 687 and 795. Pre- or corequisite, EDUC 688. Provides supervised experience in a phase of special education or literacy studies appropriate to the student's qualifications and future educational goals. Requires a minimum of three hundred clock hours at the internship site per semester.

801 Fundamentals of Educational Research (3). Explores and analyzes the range of educational research designs including experimental, correlational, survey, descriptive, case study, ethnography, narrative, policy, and longitudinal research.

802 Foundations of Educational Research (3). Applies the philosophies of science, social science, language, and history (including recent theoretical issues) to the understanding of how educational research is conducted and what contribution it makes.

803 Proseminar in Education (3). Students develop an in-depth understanding of scholarly traditions within education, histories of curricular area and current issues facing these areas and education as a whole, and application of these histories and issues to classrooms and schools.

804 Seminar in Culture, Curriculum, and Change (3). Open to doctoral students only. Critical examination of topics and policy issues related to curriculum and educational change, considered in cultural context.

805 Seminar in Early Childhood, Families and Literacy (3). Open to doctoral students only. Critical examination of topics related to the development of young children and early literacy, and the role of families in this development.

806 Seminar in Psychological Measurement and Evaluation (3). Open to doctoral students only. Critical examination of theoretical and research issues related to learning, development, teaching, assessment, and quantitative methods of research, from a psychological perspective.

811 Problems in School Counseling (1–21). Provides students the opportunity for directed study in school counseling.

812 Doctoral Practicum in School Counseling (1–21). Provides students experiences that may include working with individual, family, or group counseling and consultation.

813 Doctoral Internship in School Counseling (1). Provides students a supervised professional predoctoral internship training experience in counseling.

814 Supervision and Teaching in School Counseling (3). Enables students to gain supervision and teaching skills that will enhance their functions as professors and as leaders in counseling agencies. Strategies of practicum supervision are summarized and research literature is reviewed.

815 Doctoral Seminar in School Counseling (3). Provides an in-depth appraisal of topics of theoretical and/or clinical nature that are of particular relevance to the field.

820 Doctoral Seminar in Professional School Psychology (3). Required preparation, appropriate courses. Permission of the instructor. Considers advanced topics in the field of school psychology such as professional issues, standards and ethics, and interdisciplinary relations.

821 Doctoral Externship in School Psychology (1–6). Permission of the instructor. Supervised field placement experiences for doctoral-level students in school psychology, integrating training with field responsibilities at a systems level in schools and school-related settings.

822 Doctoral Internship in School Psychology (1–3). Prerequisite, EDUC 821. Supervised doctoral internship in school psychology for advanced training in professional skills and research in schools and school-related settings.

831 School Law: Justice and Equity (3). Required preparation, six semester hours of graduate school work in school administration. Provides an overview of the legal structure of education, liability, constitutional rights, contractual relationships, federal regulations, and collective action. May be repeated for credit.

832 Educational Politics and Policy (3). Examines theory of competing conceptions of policy. Actors and agencies are examined at federal, state, and local levels. Interactions across levels are studied in relation to current policy alternatives.

833 Leading System Functions (3). Prerequisites, EDUC 839 and 842, Permission of the instructor. This course is focused on the issues pertaining to personnel, planning, facilities, administrative applications of technology, superintendent/board relations, district-level curriculum and assessment issues, and creating and sustaining community inter-agency partnerships.

834 Organizational Behavior and Theory in Education (3). Permission of the instructor. Analyze the theoretical assertions and empirical knowledge claims that have led to the dominant structures, power relationships, and performance expectations of American schools.

835 Instructional Leadership for Supervision, Curriculum and Technology (3). Provides fundamental knowledge of instructional design, techniques of teaching/learning, evaluation of the teaching/learning process, and ways in which school-based leaders can support excellence in classroom instruction.

836 School Finance and Economic Equity (1–3). Covers the area of financing school corporations in the current economic and political setting, with emphasis on the interrelationships of educational, economic, and political decisions. May be repeated for credit.

837 Cultural Aspects of Leadership and Instruction in School Reform (3). Designed to provide students with perspectives regarding the interplay of cultural issues that challenge the partnership between administration and instruction.

838 School Governance (3). Permission of the instructor. Focuses on governance and policy at the school building level and how district-wide governance, state educational policy, federal involvement in education, and educational special interest groups impact school-sized governance.

839 The Excellent School Seminar I (3). Permission of the instructor. Research and models on high-performing organizations, instructionally effective schools and school systems, and national school reform efforts presented in the context of traditional and emerging organizational theory and research.

840 Advanced Leadership Theories (3). Prerequisites, EDUC 633, 638, 832, and 834. Requires students to integrate previous studies to focus on management applications, dilemmas, and conflicts.

841 The Development of a Research Proposal (3). Prerequisites, EDUC 633, 832, and 834. Requires students to integrate previous studies to focus on theory, inquiry, and organizational practice.

842 The Excellent School Seminar II (3). Permission of the instructor. Research and models on high-performing organizations, instructionally effective schools and school systems, and national school reform efforts presented in the context of traditional and emerging organizational theory and research.

844 Advanced Seminar and Supervised Internship in Educational Administration (1–6). Prerequisites, EDUC 633, 638, 832, 834. Permission of the instructor. An advanced internship and seminar relevant to the program in administration and to the student's progress toward advanced administrative certification. May be repeated for credit.

851 Curriculum Theory (3). Relates curriculum development to relevant theories and research in humanistic and behavioral studies. This is an advanced course.

852 Instructional Systems Development (3). Delineates strategies for developing instructional systems, including needs assessment, job analysis, goal setting, use of criterion tests, delivery systems, project management, and evaluation of learners and programs.

853 Supervision and Instruction (3). Examines the history, nature, and purposes of educational supervision, with an emphasis on the supervisor's role in improving teaching, curriculum development, and staff development.

854 Research in Curriculum and Instruction (3). Prerequisites, EDUC 515, 752, 753,784, and 851. Permission of the instructor for students lacking the prerequisites. Review and interpretation of existing research in the area of curriculum and instruction, including an exploration of areas of needed research.

855 Problems in Curriculum and Instruction (3–6). Required preparation, two courses in graduate education. Provides an opportunity for advanced students to do independent study under supervision in an area of study. (Sections include early childhood, intermediate, secondary subjects, media, literacy, and general.) May be repeated for credit.

856 Practicum in Curriculum and Instruction (3–6). Experiences may include projects, field studies or internships with one of a number of agencies concerned with education. (Sections include early childhood, intermediate, secondary subjects, media, literacy, and general.)

861 Seminar in Special Education (3). Emphasis on developmental deviation exhibited by exceptional children in cognitive, language, social, and affective development.

862 Teaching and Personnel Development (SPHS 862) (3). Focuses on teaching and personnel development at the preservice and inservice levels. Topics include: application of adult learning principles and styles; syllabus development; technology and teaching; supervision; mentorship and research innovations in college teaching.

863 Supervised Post-Master's Internship in Special Education (1–21). Permission of the instructor. A full-time field placement under the joint direction of a University staff member and a selected professional at the internship site.

864 Families, Schools, and Child Development: Successful Intervention Strategies (3). The purpose of this seminar is to provide and introduction to the theory, research, methods, and current issues related to the influence of families and schools on children's development.

865 College Teaching Internship (1–3). Open to graduate students only. Permission of the instructor. This course is designed to give doctoral and masters' students experience at college teaching prior to taking on full responsibility for a class of her/his own. The student will fully participate as a teaching assistant in the class of an experienced tenured, tenure track, or clinical professor.

871 Seminar in Education (3). Required preparation, two courses in graduate education. Permission of the instructor. Provides for seminar treatment of appropriate topics.

872 Seminar in Educational Studies (3–6). Topics in educational philosophy to be determined by the students with the instructor. May be repeated for credit.

873 Problems in the Philosophical Foundations of Education (3–21). Prerequisite, EDUC 779. Provides an opportunity for advanced doctoral students to do independent study under supervision.

874 Problems in the Sociological Foundations of Education (3–21). Prerequisite, EDUC 772. Provides an opportunity for advanced doctoral students to do independent study under supervision.

876 Problems in the History of Education (3–21). Prerequisite, EDUC 774. Provides an opportunity for advanced doctoral students to do independent study under supervision.

877 Critical Multicultural Education (3). Examination of the current issues in multicultural education, cultural study, and the development of curriculum for critical multicultural education.

878 Seminar in Educational Studies (3). Involves an in-depth exploration of theories and issues involving culture, curriculum, and change. Topics will vary.

881 Seminar in Human Development and Individual Differences (3). Required preparation, at least one course in human development at the graduate level or permission of the instructor. Analyzes research data and theoretical positions pertaining to individual differences in human development in the educational setting.

882 Seminar in Human Learning and Cognition (3). Required preparation, one or two courses in educational and developmental psychology. Studies theoretical aspects and practical implications of psychologies of learning.

883 Case Study Methods (3). Provides students with an overview of the methodology of case study research and to enhance students' skills in using research techniques.

884 Statistical Analysis of Educational Data III (3). Prerequisites, EDUC 684 and784. An extension of the general linear model to analysis of educational data with multiple dependent variables, with computer applications.

885 Secondary Data Analysis (3). Provides students who have an introductory background in statistics with an overview of secondary data analysis and enhances students' skills in using data analysis to test hypotheses.

888 Introduction to Structural Modeling (3). Introduces structural equation modeling with both observed and latent variables. Applications include confirmatory factor analysis, multiple group analyses, longitudinal analyses, and multitrait-multimethod models.

981 Field Techniques in Educational Research (3). Prerequisite, EDUC 684. Introduces students to field research methods and analysis of qualitative data that focuses on the application of these techniques in evaluation and policy research.

982 Advanced Qualitative Analysis and Interpretation (3). This advanced seminar focuses on the needs of doctoral students immersed in qualitative research, with an emphasis on data analysis and representation.

990 Supervised Research (1). Open to graduate students only. Provides students with the opportunity to work with individual faculty members in collaborative research activities in association with a seminar during the second, third, and fourth semesters of study. May be repeated for credit.

992 Master's Project (3). Focuses on the development of a master's project or a major paper other than a thesis.

993 Master's Thesis (3).

994 Doctoral Dissertation (3).

Courses for Graduate Students

EDUX

700 Teacher Researcher II (1–3). Teachers will plan and conduct advanced

inquiry/research projects informed by their knowledge of teacher-research and their experience as teacher-researchers garnered through their successful completion of EDUC 302.

701 Teacher Leadership and Democratic Schooling (3). Focuses on the nature of change and teachers' roles as leaders within a changing environment. Several themes are addressed: shaping school cultures, schools as communities, schools as sites for reform, and politics and schools.

703 Revisiting Literacy (3). Explores literacy topics as capstone course for master's or licensure program in literacy.

722 Advanced Reflective Literacy Teaching (3). Teachers will learn how to problematize assessment of students' thinking about reading and writing in this practicum course.

727 Topics in Algebra (3). Prerequisite, EDUX 623. Majors only. Focuses on the nature of thinking and reasoning algebraically.

757 Social Studies Pedagogy A (1–9). Designed to extend students' professional content knowledge by exploring the content and methods of a social science discipline.

758 Social Studies Pedagogy B (1–9). Designed to extend students' professional content knowledge by exploring the content and methods of a social science discipline.

759 Contemporary Research for Social Studies Teaching (1–9). Focuses on current research topics and methodologies in the field of social studies education and examines their implications on the field.

760 Integrated Learning (3). Builds on earlier coursework and will include teachers from each of the two concentrations in the M.Ed. for Experienced Teachers. It focuses on exploring what is meant by integrated curriculum and understanding the process of developmental research as it relates to the design and use of curricula.

778 Science Education: Earth/Space/Environment (3). Explores current reforms in science education through an examination of critical topics in earth-space science.

779 Big Ideas in Science Education (3). Through investigations, research, and guest speakers, this course engages students in discussions about teaching science in conjunction with issues of technology and society.

794 Developing Mathematical Knowledge (1–3). Designed to help teachers think through the major mathematical ideas of the curriculum and to examine how students develop these ideas.

796 Problem-Based Learning in Mathematics (1–3). Focuses on the analysis and construction of mathematics instructional activities: tasks, problems, and materials with which students and teachers engage.

Department of English and Comparative Literature

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BEVERLY TAYLOR, *Chair*

English Program

Professors

Daniel R. Anderson (104) Rhetoric, Composition and Literacy
William L. Andrews (101) African American, American
Christopher M. Armitage (1) Renaissance, Poetry
David Baker (128) Renaissance, Drama, Renaissance Studies
A. Reid Barbour (83) Renaissance, Renaissance Studies
James W. Coleman (89) American, African American, 20th-Century American, Southern
Pam Durban (114) Creative Writing
Connie C. Eble (9) English Language, Medieval
Marianne Gingher (111) Creative Writing
Darryl J. Gless (62) Renaissance
Philip Gura (78) American, American Studies
Minrose Gwin (123) Southern, 20th-Century American
Mae Henderson (102) African American, 20th-Century American, Critical Theory
Fred Hobson (84) American, Southern, 20th-Century American, American Studies
Joy Kasson (90) American, American Studies
Edward Donald Kennedy (22) Medieval, Medieval Studies, Comparative Literature, Medieval Drama
Laurie Langbauer (97) 19th-Century British, Critical Theory
George S. Lensing Jr. (26) 20th-Century American and British, Poetry
Megan Matchinske (94) Renaissance, Cultural Studies, Renaissance Studies, Women's Studies
Michael A. McFee (99) Creative Writing
John P. McGowan (92) Critical Theory, 19th-Century British, Comparative Literature, Cultural Studies, Novel, Women's Studies
Jeanne Moskal (77) 19th-Century British, Critical Theory, Women's Studies
Patrick P. O'Neill (66) Medieval, English Language, Celtic, Medieval Studies
Ruth Salvaggio (124) 18th Century, Critical Theory
James Seay (87) Creative Writing
Alan R. Shapiro (96) 20th-Century American, Creative Writing
Bland Simpson (100) Creative Writing
Beverly W. Taylor (70) 19th-Century British, Novel, Women's Studies
Todd W. Taylor (105) Rhetoric, Composition and Literacy
James P. Thompson (72) 18th-Century British, Critical Theory, Novel
Joseph S. Viscomi (76) 19th-Century British
Daniel Wallace, Creative Writing
Joseph S. Wittig (51) Medieval, English Language

Associate Professors

Erin Carlston (108) 20th-Century American and British, Comparative Literature, Cultural Studies, Women's Studies
Pamela Cooper (88) 20th-Century British, Cultural Studies, Novel, Women's Studies
Tyler Curtain (109) Critical Theory, Cultural Studies, Novel
Jane M. Danielewicz (98) English Language, Rhetoric, Composition and Literacy
María DeGuzmán (110) Latino/Latina Studies, 20th-Century American, Critical Theory
Gregory Flaxman (118) Film Studies, 20th-Century British, Critical Theory, Cultural Studies
Mary Floyd-Wilson (116) Renaissance, Drama, Renaissance Studies
Jordynn Jack (122) Rhetoric and Composition
Randall Kenan (119) Creative Writing
Ritchie D. Kendall (64) Renaissance, Drama, Renaissance Studies
Theodore H. Leinbaugh (65) Medieval, Medieval Studies, Comparative Literature
Allan R. Life (55) 19th-Century British
Thomas Reinert (103) 18th-Century British, Novel, Poetry
Eliza Richards (120) American
Jane Thrailkill (112) American, 20th-Century American
Jessica Wolfe (106) Renaissance, Renaissance Studies

Assistant Professors

Neel Ahuja (131) Critical Theory, Cultural Studies
Florence Dore (134) 20th-Century American, Southern Literature, Post-1945 Literature
Laura Halperin (133) Latino/Latina Studies, 20th-Century American, Cultural Studies
Heidi Kim (135) 20th-Century American, Asian American Literature

Matthew Taylor (129) American Literature, Cultural Studies, Theory and Criticism

Professors Emeriti

Laurence G. Avery
Doris W. Betts
Allen Dessen
Joseph Flora
Johnny Lee Greene
William Harmon
Trudier Harris
Howard M. Harper Jr.
J. Kimball King
Erika C. Lindemann
C. Townsend Ludington Jr.
Margaret A. O'Connor
Daniel W. Patterson
Julius R. Raper III
Richard D. Rust
Thomas A. Stumpf
Weldon E. Thornton
Linda Wagner-Martin
David Whisnant
Charles G. Zug III

Comparative Literature Program

JESSICA WOLFE, *Director and Director of Graduate Studies*

Core Professors

Marsha S. Collins (42) Modern Peninsular Literature, Golden Age Spanish Literature
Eric S. Downing (2) 18th- and 19th-Century Literature, Literary Theory, Classics
Clayton Koelb (4) Modern Literature, Literary Theory, Philosophy and Aesthetics, Comparative Literature
John P. McGowan (92) Critical Theory, Cultural Studies, Novel, Women's Studies

Associate Professors

Inger S. B. Brodey (5) Prose Fiction in Late 18th- and Early 19th-Century Europe and Meiji Japan
Gregory Flaxman (118) Film Studies, Critical Theory
Diane R. Leonard (2) Modern Narrative, Modern Criticism and Theory
Jessica Wolfe (106) Comparative Renaissance Literature, Classical Reception

Assistant Professors

Shayne Legassie (15) Medieval, Medieval Studies, Comparative Literature

Adjunct Professors

Dino Cervigni (44) Professor, Italian. Medieval and Renaissance Italian Literature
Rebecka Rutledge Fisher (125), Assistant Professor, English. African American Literature, Caribbean Literature, Theory and Criticism, Cultural Studies, American Studies
Sharon James, Associate Professor, Classics
Federico Luisetti (069) Associate Professor, Italian
Anne MacNeil, Associate Professor, Music
Hassan Melehy, Associate Professor, French
James L. Peacock (11) Professor, Anthropology. Symbolic Systems
Monica Rector, Professor, Spanish
Eliza Richards (120), Associate Professor, English
Alicia Rivero (38), Associate Professor, Spanish Language and Literature. Contemporary Spanish American Literature, Modern Critical Theory, Gender Issues, Literature and Science, Intellectual History
William Race, Professor, Classics
Janice Koelb, Comparative European Romanticism

Professors Emeriti

Paul Debreczeny
S. K. Heninger Jr.
Edward D. Kennedy
George A. Kennedy
G. Mallary Masters
Richard A. Smyth
Philip A. Stadter

The Department of English and Comparative Literature offers a Ph.D. in comparative literature and in English. Each program is described in detail below.

The English program offers work leading to the doctor of philosophy degree, with a major in one of the following areas of specialization:

- The English language
- English literature from its beginnings to 1485
- English literature from 1485 to 1660 (including Milton)
- English literature from 1660 to 1789
- English literature from 1789 to 1900
- American literature to 1900
- American literature from 1900 to the present
- British literature from 1900 to the present
- Critical theory and cultural studies
- Rhetoric, composition, and literacy
- African American literature
- Southern literature

With faculty approval, students may also develop their own major field.

Ph.D. students also focus on a minor, chosen from one of these fields just listed, or from a genre (drama, novel, poetry) or the English language or from the following alternative minors: American studies, Celtic, comparative literature, cultural studies, Latina/Latino literature, medieval studies, Renaissance studies, and women's studies. Alternatively, students may develop their own minor within the department or take an appropriate minor outside the department, with the approval of the director of graduate studies.

For the doctor of philosophy degree in English, students must fulfill the following course requirements: ENGL 606, an Introduction to Graduate Study, three seminars in the major, one seminar in the minor, and two courses in allied fields. They will also participate in a third year colloquium. In addition to course work, a candidate for the Ph.D. must pass two examinations administered by the department for which he or she prepares by working closely with a faculty committee a year in advance: a written examination in the major and minor, and an oral examination in the major and minor. Doctoral candidates must also demonstrate a reading knowledge of two foreign languages. The program culminates with the candidate writing a dissertation (and registering for at least three semester hours of ENGL 994) and successfully defending it in an oral examination. Students must also satisfy residence credit requirements set by The Graduate School. The department strongly recommends that candidates for the Ph.D. have supervised classroom teaching experience before receiving the degree. Such experience, when it can be offered, is considered as fulfilling a requirement for the degree. Students generally take four years beyond the M.A. to complete the degree.

The graduate program in comparative literature stresses, from an international perspective, the exploration of styles, themes, genres,

movements, literary theory and literary criticism. Students take many of their courses in the cooperating literature departments and may choose among the rich offerings in the literatures of England, France, Germany, Ancient Greece and Rome, Italy, Portugal, Spain, Latin America, Russia, Asia and the United States.

Requirements for the Ph.D. include CMPL 700 and CMPL 841, a survey of literary criticism from antiquity through 1700. Ph.D. students are required to undertake a minimum of 16 courses numbered 400 or above; these are usually chosen from two or three national literatures as well as from departments and curricula throughout the College of Arts and Sciences.

Doctoral students in comparative literature are expected to develop one major (the "field") and one minor (the "focus") track of special interest in some aspect of comparative studies through course work and independent reading. The Ph.D. examination, a three-part examination consisting of two written exams and one oral exam, is devoted to the field and focus developed by each student, and subject to approval by his or her academic advisor and the director of graduate studies.

Admissions Requirements

Application for admission must be made on forms provided by The Graduate School or by The Graduate School's electronic application process. These also serve as applications for fellowships and assistantships if the applicant marks the appropriate statement on the form.

Applicants for advanced degrees must have completed an undergraduate degree, customarily with a major in English, literature, or related field, at the time of enrollment. To be reviewed for admission by the department's Graduate Advisory Committee, applications must be supported by Graduate Record Examination (GRE) scores, at least three letters of recommendation, and official transcripts showing courses, grades, and degrees awarded. A writing sample and a personal statement should also be submitted. Students who have already completed an M.A. degree in English or comparative literature at another institution may petition the relevant director of graduate studies for a reduction of up to nine credits (three courses) from their UNC requirements. More information about the department can be obtained via its Web site at www.english.unc.edu.

Fellowships and Assistantships

Financial support for graduate students is described in the Admissions and Financial Information chapter. All applicants to the Department of English and Comparative Literature are eligible to compete for University fellowships and assistantships. In addition, the department awards two types of assistantships—research assistantships and teaching fellowships. Neither is usually available in the summer. Research assistants are assigned to faculty members to help with research projects. Teaching fellows have full instructional responsibility for sections of beginning composition courses. Graduate students in the third year of the Ph.D. program who also have taught at least four sections of composition become eligible for teaching literature courses. Only persons beyond their first year of study in the M.A. program are eligible for teaching fellowships. Non-native speakers are not considered for teaching fellowships until they have been enrolled in the Ph.D. program for at least a year. The stipend for a teaching fellow is $7,350 per section, the initial assignment usually being one section a semester. A full teaching load is typically three courses per academic year. Teaching fellows are trained and supervised by the directors of composition and undergraduate studies and are subject to student and faculty evaluation.

Foreign Language Proficiency

The Department of English and Comparative Literature considers a reading knowledge of foreign languages essential to the educational and professional aims of its degree programs. Ph.D. candidates must demonstrate proficiency in two languages. The department recommends Latin, French, German, Italian, or Spanish. The use of other languages to fulfill the requirement must be approved by the director of graduate studies. An undergraduate major in an approved language automatically satisfies the requirement. Ordinarily, however, students fulfill the requirements by passing an examination administered through the University; by completing reading courses for graduate students offered by the Classics, German and Romance Languages departments; or, while enrolled as graduate students, by completing with a grade of at least B an undergraduate literature course in a foreign language. One foreign language requirement must be satisfied before the completion of Ph.D. exams; the second requirement must be satisfied before the student schedules the Ph.D. defense.

Library and Research Facilities

The library system at the University of North Carolina at Chapel Hill is ranked among the top 20 research libraries in the United States. It has excellent holdings for the study of English philology and British and American literature, including the Southern Historical Collection (containing manuscripts, letters, and diaries) and the Hanes Collection of Incunabula. Through cooperative arrangements, university libraries in the Triangle area are open to graduate students from the University of North Carolina at Chapel Hill.

Publications

Early American Literature, Studies in Philology, The Southern Literary Journal, a/b: Auto/Biography Studies and The Keats-Shelley Journal are edited by English Department faculty members and have their editorial offices in the English Department building.

Doctor of Philosophy Degree with a Minor in Renaissance Studies

Students working on their doctorate in one of the regular departmental programs may, with the approval of their departmental director of graduate studies, submit for the degree an interdisciplinary minor in Renaissance studies. The program is based in the Comparative Literature program and administered by the Arts and Sciences Committee for Renaissance Studies. The minor requires a minimum of five courses. Of those five, one must be CMPL 892, Seminar in Renaissance Studies. The remaining four courses must represent equally two fields other than the major field (e.g., a student with a major in Italian could offer from the approved list two courses in French, two in Latin, and CMPL 892).

CMPL 892, Seminar in Renaissance Studies, serves as a nucleus for the minor, affording students the opportunity to bring together seemingly divergent strains in an interdisciplinary context. Normally the faculty member giving the course invites other members of the Renaissance faculty to participate in the discussions and to present related materials from their own field of inquiry. Student participants choose a related topic or area for research and all report regularly on their own projects under investigation. The course is cross-listed as appropriate, under departmental offerings.

The minor in Renaissance studies for the Ph.D. is examined orally at the departmental oral examination (not the defense), unless written examination is required by departmental policy; normally faculty with

whom the candidate has taken courses serve as examiners.

A working knowledge of Latin is strongly recommended for students in the program.

Master of Arts Degree with a Minor in Renaissance Studies

Students working on their M.A. in one of the regular departmental programs may also, with the approval of their departmental director of graduate studies, submit for the degree an interdisciplinary minor in Renaissance studies. The program, like that for the Ph.D., is in the Comparative Literature program and is administered by the Arts and Sciences Committee for Renaissance Studies. The minor requires a minimum of three courses. The three courses must be from the offerings of two fields other than the major field. The minor in Renaissance studies at the M.A. level should encourage students to broaden their program early and should prepare them for continued interdisciplinary work at the doctoral level. It is not designed for terminal M.A. students.

Faculty in Renaissance Studies and Related Areas

Art History: Mary Pardo
English: Christopher Armitage, David Baker, Reid Barbour, Mary Floyd-Wilson, Ritchie Kendall, Darryl Gless, Megan Matchinske, Jessica Wolfe
History: Melissa M. Bullard, Michael McVaugh, Jay Smith
Music: John Nádas, Thomas Warburton
Romance Languages: Lucia Binotti, Dino Cervigni, Marsha Collins, Frank Dominguez, Carmen Hsu, Hassan Melehy, Ennio I. Rao

Courses for Graduate and Advanced Undergraduate Students

ENGL

400 Advanced Composition for Teachers (3). This course combines frequent writing practice with discussions of rhetorical theories and strategies for teaching writing. The course examines ways to design effective writing courses, assignments, and instructional materials.

401 Advanced Composition for Elementary Teachers (3). This course combines frequent writing practice with an introduction to teaching writing and reading in the elementary grades. Students explore composition theory and learn about effective practices for improving writing.

402 Investigations in Academic Writing (3). This course considers learning to write from three vantage points: personal, social, and contextual. Emphasis on theory, reflective practice, and pedagogy for peer tutoring.

405 Writing Literary Genres (3). Focuses on producing writing in a particular genre or form such as personal essay, autobiography, or creative nonfiction.

406 Advanced Fiction Writing (3). Prerequisite, ENGL 206. Permission of the program director. A continuation of the intermediate workshop with emphasis on the short story, novella, and novel. Extensive discussion of student work in class and in conferences with instructor.

407 Advanced Poetry Writing (3). Prerequisite, ENGL 207. Permission of the program director. A continuation of the intermediate workshop, with increased writing and revising of poems. Extensive discussion of student poetry in class and in conferences with instructor.

412 Creative Writing—Contemporary Issues (3). Permission of the program director. An occasional course, which may focus on such topics as editing and revising, short-short fiction, contemporary poetry, short stories of the modern South, the one-act play, the lyric in song.

418 The English Language—Contemporary Issues (3). Focused study of a specific subfield or issue of current or historical English linguistics not covered in depth in other courses, e.g., dictionaries, North Carolina dialects, language of advertising.

423 Old English Literature—Contemporary Issues (3). This course investigates themes or issues in Old English literature, thought, and culture.

424 Middle English Literature—Contemporary Issues (3). This course investigates themes or issues in Middle English literature, thought, and culture.

430 Renaissance Literature—Contemporary Issues (3). This course investigates cultural themes or problems across a wide spectrum of Renaissance authors.

436 Contemporary Approaches to Eighteenth-Century Literature and Culture (3). Focuses on particular forms, authors, or issues in the period.

437 Chief British Romantic Writers (3). Survey of works by Blake, Wordsworth, Coleridge, Byron, Percy and Mary Shelley, Keats, and others.

438 19th-Century Women Writers (3). An investigation of important texts by 19th-century British women writers that considers issues of gender in relation to other important considerations: tradition, form, culture.

439 English Literature, 1832–1890 (3). Poetry and prose of the Victorian period, including such writers as Tennyson, the Brownings, Arnold, the Brontës, Dickens, G. Eliot.

440 English Literature, 1850–1910 (3). The Pre-Raphaelites, Wilde, Conrad, Shaw, and Yeats.

441 Romantic Literature—Contemporary Issues (3). Devoted to British Romantic-period literature's engagement with a literary mode (such as the Gothic) or a historical theme (such as war or abolition) or to an individual author.

442 Victorian Literature—Contemporary Issues (3). The study of an individual Victorian writer, a group (such as the Pre-Raphaelites), a theme (such as imperialism), or genre (such as Victorian epic or the serialized novel).

443 American Literature before 1860—Contemporary Issues (3). A junior- or senior-level course devoted to in-depth exploration of an author, group of authors, or topic in American literature to 1860.

444 American Literature, 1860–1900—Contemporary Issues (3). Intensive study of one or more authors or a topic in American literature from the Civil War through 1900.

445 American Literature, 1900–2000—Contemporary Issues (3). A junior- or senior-level course devoted to in-depth exploration of an author, group of authors, or a topic in American literature from 1900 to 2000.

446 American Women Authors (WMST 446) (3). American women authors from the beginnings to the present.

447 Memory and Literature (3). This course brings together theories of collective and individual memory with questions of aesthetics and narrative while exploring global connections between memory and literature.

462 Contemporary Poetry and Theory (3). This course introduces the student to historical and contemporary thinking about poetry and poetic language. Examines the place of poetry in theoretical thinking and theoretical thinking about poetry.

463 Postcolonial Literature (3). This course is a multigenre introduction to postcolonial literatures. Topics will include postcolonial Englishes, nationalism, anti-imperialism, postcolonial education, and the intersections between national and gender identities in literature.

464 Queer Texts, Queer Cultures (3). The literary and cultural critical arts of gay, lesbian, bisexual, transvestite, and other communities of sexual dissidents of the contemporary United States, United Kingdom, and other Anglophone cultures.

466 Literary Theory—Contemporary Issues (3). Examines current issues in literary theory such as the question of authorship, the relation of literary texts to

cultural beliefs and values, and to the formation of identities.

472 African American Literature—Contemporary Issues (3). Study of particular aspects of African American literature, such as the work of a major writer or group of writers, an important theme, a key tradition, or a literary period.

475 Southern Literature—Contemporary Issues (3). The study of a particular topic or genre in the literature of the United States South, more focused than students will find in ENGL 373.

481 Media Theory (3). This course investigates the ramifications of the development of mass media and popular culture, paying special attention to the transformation of literature.

486 Literature and Environment (3). Multidisciplinary, thematic investigations into topics in literature and environment that cut across boundaries of history, genre, and culture. Junior/senior level.

487 Folk Narrative (FOLK 487) (3). The study of three genres of folk narrative (fairytale, personal narrative, and legend) and their distinctive roles in contemporary life.

489 Cultural Studies—Contemporary Issues (3). The student will have an opportunity to concentrate on topics and texts central to the study of culture and theory.

525 Senior Seminar in Renaissance Literature (3). Seniors only. Senior-level survey of one or two key themes or issues in the literature of the English Renaissance.

580 Film—Contemporary Issues (3). This course is designed to introduce students to a particular historical or cultural aspect of the cinema.

583 Drama on Location (3). Offered as part of summer study abroad programs in Oxford, London, and Stratford-on-Avon. Students experience plays in performance and as texts, and discuss their literary, dramatic, cultural, and historical aspects.

585 British and American Folksong (FOLK 585) (3). Explores the forms, functions, and relationships of British and American folksongs, charting the emergence of Anglo- and African American vernacular musics and the dynamic processes of tradition, creolization, innovation, and revival.

587 Folklore in the South (FOLK 587) (3). An issue-oriented study of Southern folklore, exploring the ways that vernacular artistic expression (from barns and barbecue to gospel and well-told tales) come to define both community and region.

589 African American Folklore (FOLK 589) (3). Focuses on the richness and variety of oral traditions that define African American culture, with some emphasis on African origins.

600 Advanced Expository Writing (3). The course, restricted to graduate students in English, offers students practice writing vitae and job application letters, grant or conference proposals, dissertation or thesis chapters, book reviews, or journal articles.

601 Academic Writing for International Students (3). Designed to help international graduate students improve skills in academic writing. Attention to organization, flow, and presentation of an academic paper.

603 Oral Communication for International Students (1–3). Designed to help international graduate students refine oral communication skills in academic contexts. Attention to pronunciation, participating in group discussions, and making presentations.

605 History of Rhetoric and Composition (3). A survey of major figures in the history of rhetoric, beginning with classical rhetoric, but emphasizing contemporary rhetorical theory.

606 Rhetorical Theory and Practice (3). A study of rhetorical theories and practices from classical to modern times. Emphasis is on translation of theories into instructional practice for teaching in the college writing classroom.

607 Theory and Practice of Writing in the Disciplines (1–3). Introduction to theories of teaching writing in the disciplines for graduate instructors. Students will study discipline-specific conventions of argumentation, genre, and style with attention to pedagogical techniques, assignments, and activities.

613 Modern English Grammar (LING 613) (3). A study of current English structure and usage using a traditional approach modified by appropriate contributions from structural and generative grammar, with some attention to the application of linguistics to literary analysis.

619 Survey of Old and Middle English Literature (3). An introduction to English literature from the eighth to the 15th century, focusing on the primary works of Old English and Middle English literature.

621 Arthurian Romance (CMPL 621) (3). British and continental Arthurian literature in translation from the early Middle Ages to Sir Thomas Malory.

625 Shakespeare (3). A study of selected plays and poetry by Shakespeare and some of the key critical and theoretical approaches to his work.

626 Renaissance Drama (3). A study of a representative group of plays by dramatists writing between the establishment of the permanent theaters in the 1570s and the closing of those theaters in 1642.

627 Literature of the Earlier Renaissance (3). A graduate-level survey of the literature of the earlier Renaissance in England.

628 Literature of the Later Renaissance (3). In this course, students will interrogate the social, historical, and representational dimensions of 17th-century literature and culture in England.

629 Milton (3). A study of Milton's prose and poetry in the extraordinary context of 17th-century philosophy, politics, religion, science, and poetics, and against the backdrop of the English Civil War.

630 Shakespeare and His Contemporaries (3). This course will examine drama written and performed in England from 1570 to 1640, situating Shakespeare's plays in relation to others in his generation.

631 18th-Century Literature (3). Studies in a variety of British writers from Rochester to Cowper.

637 Chief British Romantic Writers (3). A survey of the major British Romantic writers, including Blake, Wordsworth, Coleridge, Byron, Percy and Mary Shelley, Keats, with an introduction to the chief scholarly and critical problems of this period.

639 Victorian Literature (3). Survey of major Victorian writers such as Tennyson, the Brownings, Arnold, Dickens, the Brontës, G. Eliot, Mill, Ruskin.

643 Introduction to American Literature to 1860 (3). A graduate-level survey of American literature from the European settlement of the New World through 1860. Consideration of authors in their aesthetic, historical, and contemporary critical contexts.

644 Introduction to American Literature, 1860–1900 (3). A graduate-level introduction to the range of American writing from the Civil War through 1900. Attention given to major critical concerns, e.g., the cultural force of realism, etc.

651 British and American Drama of the 20th Century (3). A survey of British and American drama, poetry, fiction, and criticism.

657 English and American Literature of the 20th Century (3). A survey of 20th-century English and American drama, poetry, fiction, and criticism.

659 War in 20th-Century Literature (PWAD 659) (3). A study of literary works written in English concerning World War I, or the Spanish Civil War and World War II, or the Vietnam War.

660 War in Shakespeare's Plays (PWAD 660) (3). The focus is on Shakespeare's various treatments of war in his plays: all his Roman histories, most of his English histories, all his tragedies, even some of his comedies.

661 Introduction to Literary Theory (3). Examines contemporary theoretical

issues and critical approaches relevant to the study of literature.

662 History of Literary Criticism (3). A history of literary criticism from the Greeks to mid-20th century, focusing on recurrent concerns and classic texts that are indispensable for understanding the practice of literary criticism today.

663 Postcolonial Theory (3). This course covers major works of and topics in postcolonial theory.

664 The Challenge of Queer Theory to Literary Studies, Cultural Studies, and the Humanities (3). An advanced-level investigation of queer theory's challenges to literary criticism, cultural studies, and questions of critical methodology in the humanities. Cutting-edge research and just-published articles will be used.

665 Queer Latina/o Literature, Performance, and Visual Art (WMST 665) (3). This course explores literature, performance art, film, and photography by Latinas and Latinos whose works may be described as "queer" and that question terms and norms of cultural dominance.

666 Queer Latina/o Photography and Literature (WMST 666) (3). This course explores Latina/o literature about photography in relation to photography by "queer" Latina/o artists and through this double focus poses certain questions about identity, subjectivity, and culture.

673 Literature of the United States South (3). A study of the literature of the United States South, in most cases focusing on 20th-century Southern literature and on prose fiction.

680 Film Theory (3). This course offers a rigorous introduction to the various theories (aesthetic, narratological, historiographic, ideological, feminist, post-structuralist) inspired by the cinema.

684 Women in Folklore and Literature (FOLK 684, WMST 684) (3). An exploration of representations of women in oral traditions as well as in literature based on oral traditions.

685 Literature of the Americas (AMST 685, CMPL 685) (3). Two years of college-level Spanish or the equivalent strongly recommended. Multidisciplinary examination of texts and other media of the Americas, in English and Spanish, from a variety of genres.

686 Readings in Literature and Environment (3). Readings course selects an author, genre, or method as a means of deepening awareness of the politics, poetics, and paradoxes in the field of literature and environment.

691H English Senior Honors Thesis, Part I (3). Restricted to senior honors candidates. First semester of senior honors thesis. Independent research under the direction of an English department faculty member.

692H English Senior Honors Thesis, Part II (3). Restricted to senior honors candidates. Second semester of senior honors thesis. Essay preparation under the direction of an English department faculty member.

693H Creative Writing Senior Honors Thesis, Part I (3). Prerequisite, ENGL 406. Restricted to senior honors candidates. The first half of a two-semester seminar. Each student begins a book of fiction (25,000 words) or poetry (1,000 lines). Extensive discussion of student work in class and in conferences.

694H Creative Writing Senior Honors Thesis, Part II (3). Prerequisites, ENGL 406 and 693H. Restricted to senior honors candidates. The second half of a two-semester seminar. Each student completes a book of fiction or poetry. Extensive discussion of student work in class and in conferences with instructor.

Courses for Graduate Students

ENGL

701 Introduction to Medieval Studies (3). Introduction to medieval studies for graduate students in any department. Intended to expose students to research problems, tools and techniques in fields other than their own.

719 Old English Grammar and Readings (3). An introduction to Old English language and literature that also attempts to relate that language to Modern English and to the larger context of the history of the English language.

720 Old English Poetry (3). Required preparation, a working knowledge of Old English. The translation and interpretation of Old English poetry including works such as *The Wanderer*, *The Seafarer*, *Deor*, *The Dream of the Rood*, and *Beowulf*.

721 Early Middle English Literature (3). An introduction to Early Middle English, its varieties and genres from ca. 1150 (*The Peterborough Chronicle*) to ca. 1330 (the *Harley* lyrics).

722 Middle English Alliterative Poetry (3). Required preparation, a working knowledge of Middle English. An exploration of the Middle English poetry of the 14th-century alliterative "Revival," including the works of the Gawain/Pearl poet of the Langland.

723 Later Middle English Literature (3). English literature of the late 14th and 15th centuries, including Gower, the English and Scottish Chaucerians and Sir Thomas Malory.

724 Chaucer (3). A study of Chaucer's major poetry, including *Troilus and Criseyde*, at least some of the "dream" poems such as *Parliament of Fowls*, and most of *The Canterbury Tales.*

747 Studies in the American Novel (3). A wide-ranging, graduate-level survey of the American novel from the late 18th century through the 20th century.

748 Studies in American Poetry (3). A wide-ranging, graduate-level survey of American poetry from the late 18th century through the 20th century.

762 Special Topics in Cultural Studies (3). An introduction to myriad texts, topics, controversies, institutions and personalities that make up the ongoing knowledge projects that are loosely affiliated under the rubric "cultural studies."

776 Old Irish I (3). The main emphasis of the course will be on mastering the basic grammar of the language. There will be some readings from selected Old Irish glosses and from "Aislinge Oenguso."

777 Old Irish II (3). Prerequisite, ENGL 776. Readings from a variety of genres of Old Irish literature: Stories from the *Tain*, *Crith Gablach*, *Cambrai Homily*, *Early Irish Lyrics*, *Scela Mucce Meic Datho*.

778 Medieval Welsh I (3). An introduction to Medieval Welsh language and literature.

779 Medieval Welsh II (3). Prerequisite, ENGL 778. Readings in Old and Middle Welsh Literature.

780 Proseminar in British Literature, 800–1500 (3).

781 Proseminar in British Literature, 1500–1660 (3).

782 Proseminar in British Literature, 1660–1770 (3).

783 Proseminar in British Literature, 1770–1870 (3).

784 Proseminar in American Literature, Prior to the Civil War (3).

785 Proseminar in Literature after 1870 (3).

786 Introduction to Graduate Study in English and Comparative Literature (3). This course introduces students to the field of literary studies in English and comparative literature. Students will survey a range of approaches, methods, and controversies that have emerged from the field. The focus on critical and institutional histories will provide a foundation for graduate work and for developing professional objectives.

800 Technology and the Humanities (3). Course explores the impacts of information technology on teaching and scholarship in the humanities. Students critique and learn to integrate emerging technologies into their pedagogy and research interests.

801 Research Methods in Composition and Rhetoric (3). Course introduces graduate students to methodologies of research in the field of Rhetoric and Composition. Emphasis is on theoretical and practical concerns that improve teaching and help develop research agendas.

805 Studies in Rhetoric and Composition (1–4). Focus varies by semester, but generally investigates intersections of literacy, pedagogy and rhetorical theory. Courses range from explorations of technology and literacy, to investigations of forms of writing and pedagogy.

814 History of the English Language (LING 814) (3). Study of English from its Proto-Indo-European origins through the eighteenth century focusing on historic events and the major changes to the structure and usage of English they occasioned.

819 Seminar in Old English Language and Literature (3). Topics in Old English poetry and prose that vary with each seminar and instructor.

821 Seminar in Middle English Literature (3). Intensive study of major Middle English authors or genres or of medieval cultural influences. Topics have included Malory, Piers Plowman and its tradition, drama and intellectual backgrounds of medieval literature.

824 Seminar in Chaucer (3). Advanced graduate seminar on Chaucer.

825 Renaissance Literature in Context (3). A study of select works of Renaissance literature, both dramatic and nondramatic, in its intellectual, social, political or religious context.

826 Studies in Renaissance Genres (3). This course traces the historical trajectory of renaissance literary genres. Each offering focuses on a generic kind or set of kinds. (Topics may include pastoral, epic, satire, etc.)

827 Studies in Renaissance Authors (3). Concentrated studies of single authors, groups of authors thematically linked, or authors in their families or coteries.

828 Perspectives on Renaissance Literature and Culture (3). Students will study Renaissance literature while assessing the usefulness and status of a theoretical approach, such as feminist theory, queer theory, cultural materialism, new historicism or psychoanalytic theory.

829 Studies in Renaissance Literature: Drama (3). A study of Renaissance drama linked thematically, or framed by select cultural practices and historical issues.

830 Studies in Renaissance Literature: Primarily Nondramatic (3). A focused examination of an aesthetic, historical or theoretical problem in the study of Renaissance literature.

831 Seminar in 18th-Century Literature (3). Selected topics in 18th-century literature.

832 Restoration and Eighteenth-Century Drama (3). Studies in Restoration and 18th-century drama from Etherege to Sheridan.

833 Studies in English Literature, 1660–1740 (3). Studies in Restoration and Augustan writers from Dryden to Haywood.

834 Later 18th-Century Writers (3). Studies in later 18th-century writers from Gray to Wollstonecraft.

835 18th-Century Fiction (3). Studies in 18th-century fiction from Behn to Austen.

836 Studies in 18th-Century Women Writers (3). Behn, Haywood, Manley, Montague, Burney, Wollstonecraft, and Austen.

837 Studies in English Literature, 1780–1832 (3). Sections: 1) Blake, Wordsworth, Coleridge, 2) Byron, Shelley, Keats. Examination of the major Romantic poets, supplemented by readings in other Romantic authors.

838 19th-Century British Novel (3). Examination of important 19th-century British novels, such as those by Austen, Scott, Dickens, the Brontës, sensation novelists, Gaskell, Carroll, Thackeray, Eliot, Trollope, Doyle, Hardy, Meredith.

839 Victorian Nonfictional Prose (3). Examination of Victorian critics, travel writers, feminists, scientists and historians in relation to the controversies of the period.

840 Studies in Victorian Literature: Poetry (3). Study of Victorian poets, focused on a group or a topic, including figures such as Tennyson, the Brownings, Arnold and the Pre-Raphaelites.

841 Seminar in Nineteenth-Century Romanticism in England (3). Topics concerning major authors and issues of the Romantic period.

842 Seminar in Victorian Literature (3). Topics concerning major authors and issues of the Victorian period.

843 Seminar in American Literature to 1860 (3). Topics vary: e.g., New England Puritanism, New England response to American literary nationalism; Emerson; Irving, Hawthorne and Poe and the development of the American short story.

844 Seminar in American Literature, 1860–1900 (3). In-depth exploration for doctoral students of selected topics or authors in American literature from 1860 to 1900.

847 Seminar in the American Novel (3). Doctoral-level seminar in the selected topics or authors.

848 Seminar in American Poetry (3). Selected topics of authors.

850 Studies in English and American Poetry of the 20th Century (3). Usually taught as a survey of major poets: Yeats, Frost, Stevens, Williams, Pound, Eliot, Auden, with some more recent poets.

851 Studies in English and American Drama of the 20th Century (3). Usually taught as a survey of major playwrights of the modern era, from the continental influences (Ibsen and Strindberg) to such contemporary figures as Pinter and Stoppard.

852 Seminar in Modern Drama (3). Explores representative works of contemporary playwrights.

857 Studies in 20th-Century English and American Literature (3). Studies in special modern and/or contemporary topics; e.g., the Irish literary renaissance, Latina/o studies, Asian American studies, cultural, visual culture, postcolonial, gender and/or ethnic studies and British and/or American literature.

858 Studies in English and American Fiction of the 20th Century (3). Usually taught as a survey of major writers: Joyce, Lawrence, Woolf, Hemingway, Faulkner, with some other writers.

860 Seminar in 20th-Century Literature, English and American (3). Seminar examining issues in modern English and American Literature.

861 Seminar in Literary and Cultural Theory (3). Seminar with varying topics, focusing on recent developments in literary and cultural theory, including narratology, feminism, psychoanalysis, and postcolonial and materialist theory.

862 Seminar in Cultural Studies (3). Advanced exploration of myriad tests, topics, controversies, institutions and personalities that make up the ongoing knowledge projects that are loosely affiliated under the rubric "cultural studies."

863 Seminar in Postcolonial Literature (3). Course examines the shifting meanings of postcoloniality in 20th- and 21st-century literature from formerly colonized countries.

864 Studies in Latina/o Literature, Culture, and Criticism (3). Representative work by Latina/o writers and critics in relation to major social and historical trends and critical models-border theory, biculturalism, mestizaje, tropicalization, diaspora, pan-latinidad, Afro-Latina/o disidentifications and LatinAsia studies.

867 African American and African Diasporan Literature to 1930 (3). Representative writers and literary and cultural traditions from the beginning of African American literature to 1930.

868 African American and African Diasporan Literature, 1930–1970 (3). Key writers within the context of selected literary, cultural and critical traditions from 1930 to 1970.

869 African American and African Diasporan Literature, 1970 to the Present (3). Representative writers and literary, cultural and critical traditions from 1970 to the present.

871 Seminar in African American Literature (3). An intensive study of a major writer or text, a group of writers or texts, or an important trend, tradition, or literary period.

872 Studies in African American and African Diasporan Literature (3). An intensive study of a particular aspect of African American literature, such as speculative fiction, subject formation, comparative diasporan literatures, gender issues, theoretical and critical approaches, or formal innovations.

873 Seminar in the Literature of the U.S. South (3). An in-depth treatment of selected writers of the U.S. South, focusing on a single genre or historical period.

874 Literature of the U.S. South: Special Topics (3). An in-depth treatment of selected topics (e.g., the Southern Renaissance, postmodern southern fiction, the racial conversion narrative) in Southern literature.

876 Introduction to Modern Irish I (3). An introduction to modern Irish grammar.

877 Introduction to Modern Irish II (3). Prerequisite, ENGL 876. Readings in modern Irish literature.

878 Critical Ireland (3). This course explores the creation of Irish culture in literature and history through the medium of 20th-century critical texts.

879 Writing the North Irish Troubles (3). This course examines literature's response to "the troubles" in Northern Ireland, that outbreak of civil violence which has taken place, most recently, since 1968.

880 Ireland in Modernity (3). This course will examine the relationships between Irish writing, culture and modernism, in the context of international developments in literature and art.

881 Studies in Cinema (3). This course offers graduate students the opportunity to investigate, in a seminar setting, a particular subject within the domain of film studies.

886 Seminar in Ecological Theory and Practice (3). In-depth evaluation of ecological theory, ecocritical pedagogy, and literary criticism.

990 Directed Readings (3). Topics vary according to the needs and interests of the individual student and the professor directing the reading and writing project.

992 Non-Thesis Option (3).

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Courses for Graduate and Advanced Undergraduate Students

CMPL

411 Critical Theory (3). Overview of those realms of modern and contemporary thought and writing that are known as, and closely associated with, "critical theory."

435 Consciousness and Symbols (ANTH 435, FOLK 435) (3). See ANTH 435 for description.

450 Major Works of 20th-Century Literary Theory (3). Comparative study of representative works on literary and cultural theory or applied criticism to be announced in advance.

452 The Middle Ages (3). Study of selected examples of Western medieval literature in translation, with particular attention to the development of varieties of sensibility in various genres and at different periods.

453 The Erotic Middle Ages (3). Readings of major works of medieval European literature in translation from the 12th to 15th centuries, focusing on topics such as courtship, marriage, adultery, homoeroticism, domestic violence, mystical visions, and prostitution.

454 Literature of the Continental Renaissance in Translation (3). Discussion of the major works of Petrarch, Boccaccio, Machiavelli, Castiglione, Ariosto, Tasso, Rabelais, Ronsard, Montaigne, Cervantes, and Erasmus.

456 The 18th-Century Novel (3). English, French, and German 18th-century narrative fiction with emphasis on the epistolary novel. The relation of the novel to the Enlightenment and its counterpart, the cult of sentimentality, and on shifting paradigms for family education, gender, and erotic desire.

458 Sense, Sensibility, Sensuality, 1740–1810 (3). The development of the moral aesthetic of sensibility or Empfindsamkeit in literature of western Europe in the late 18th and early 19th centuries.

460 Romanticism (3). An exploration of the period concept of Romanticism, using selected literary works by such writers as Blake, Wordsworth, Coleridge, Goethe, Novalis, Schlegel, Hugo, Nerval, Chateaubriand.

462 Realism (3). An exploration of the period concept of Realism through selected works by such writers as George Eliot, Dickens, James, Dostoevsky, Tolstoy, Balzac, Stendhal, Flaubert, Zola.

464 Naturalism (3). The Naturalist movement in European and American literature of the late 19th and early 20th centuries, focusing on its philosophical, psychological, and literary manifestations in selected plays and novels.

466 Modernism (3). An exploration of the period concept of modernism in European literature, with attention to central works in poetry, narrative, and drama, and including parallel developments in the visual arts.

468 Aestheticism (3). Aestheticism as a discrete 19th-century movement and as a major facet of modernism in literature and literary theory. Authors include Kierkegaard, Baudelaire, Nietzche, Huysmans, Wilde, Mann, Rilke, Nabokov, Dinesen, Barthes, Sontag.

469 Milan Kundera and World Literature (3). This course traces Milan Kundera's literary path from his communist poetic youth to his present postmodern Francophilia. His work will be compared with those authors he considers his predecessors and influences in European literature. Taught in English. Some readings in Czech for qualified students.

470 Concepts and Perspectives of the Tragic (3). History and theory of tragedy as a distinctive literary genre and as a more general literary and cultural problem. Authors include Aeschylus, Sophocles, Euripides, Shakespeare, Racine, Goethe, Nietzsche, Wagner, Mann, Samuel I and II, Faulkner. Also engages theorists, ancient and modern.

471 Classical Rhetoric and Modern Theory (3). Explores how the theory and practice of classical, medieval, and early modern rhetoric continue to challenge and stimulate contemporary theory. Two-thirds of the course examines texts written before 1750.

472 The Drama from Ibsen to Beckett (3). The main currents of European drama from the end of the 19th century to the present. Includes Chekhov, Strindberg, Pirandello, Lorca, Brecht, Anouilh.

473 Drama, Pageantry, and Spectacle in Medieval Europe (3). An exploration of different expressions of medieval drama and pageantry, including plays, tournaments, public executions, and religious processions.

474 Cannibals, Kings, and Holy Men: Ethnography and Early European Literature (3). An examination of the development of and the relationships between ethnography and literature, from antiquity to the conquest of the Americas.

476 Autobiography as a Literary Form (3). The rise and evolution of interest in the self in literary forms from St. Augustine's to Rousseau's *Confessions* and from Abelard through Dante, Petrarch, Cellini, and Montaigne.

481 Rhetoric of Silence: Cross-Cultural Theme and Technique (ASIA 481) (3). The uses of literary silence for purposes such as protest, civility, joy, oppression, nihilism, awe, or crisis of representation. Authors include Sterne, Goethe, Austen, Kawabata, Soseki, Oe, Toson, Camus, Mann.

482 Philosophy in Literature (PHIL 482) (3). See PHIL 482 for description.

483 Cross-Currents in East-West Literature (ASIA 483) (3). The study of the influence of Western texts upon Japanese authors and the influence of conceptions of "the East" upon Western writers. Goldsmith, Voltaire, Soseki, Sterne, Arishima, Ibsen, Yoshimoto, Ishiguro.

485 Approaches to 20th-Century Narrative (3). An examination of central trends in 20th-century narrative.

486 Literary Landscapes in Europe and Japan (ASIA 486) (3). Changing understandings of nature across time and cultures, especially with regard to its human manipulation and as portrayed in novels of Japan and Europe. Rousseau, Goethe, Austen, Abe, Mishima.

487 Literature and the Arts of Love (3). Love and sexuality in literary works from various historical periods and genres. Authors include Sappho, Plato, Catullus, Propertius, Ovid, Dante, Petrarch, Shakespeare, LaClos, Goethe, Nabokov, and Roland Barthes.

490 Special Topics (3). Topics vary from semester to semester.

492 The Fourth Dimension: Art and the Fictions of Hyperspace (3). An exploration of the concept of the fourth dimension, its origins in non-Euclidean geometry, its development in popular culture, and its impact on the visual arts, film, and literature.

496 Reading Course (1–21). Readings vary from semester to semester. The course is generally offered for three credits.

500 Senior Seminar (3). This seminar allows comparative literature majors to work on an independent project to synthesize their curricular experience, and it introduces them to current, broadly applicable issues in comparative literature.

558 The Lives and Times of Medieval Corpses (3). An investigation of the social, political, and literary uses of corpses in the Middle Ages.

560 Reading Other Cultures: Issues in Literary Translation (SLAV 560) (3). See SLAV 560 for description.

621 Arthurian Romance (ENGL 621) (3). See ENGL 621 for description.

622 Medieval Cosmopolitanisms (3). An examination of medieval engagements with the foreign and the extent to which those engagements challenged conventional ways of thinking about the world.

624 The Baroque (3). Required preparation, one course from CMPL 120–129. Analysis of the Baroque as an aesthetic movement, including major, representative literary works, comparisons of literature and the visual arts, and the study of theories of the Baroque and Neo-Baroque. Authors studied may include Tasso, Racine, Cervantes, and Shakespeare, among others.

685 Literature of the Americas (AMST 685, ENGL 685) (3). See ENGL 685 for description.

691H Comparative Literature Senior Honors Thesis Part I (3). Required of all students reading for honors in comparative literature.

692H Comparative Literature Senior Honors Thesis Part II (3). Prerequisite, CMPL 691H. Required of all students reading for honors in comparative literature.

Courses for Graduate Students

CMPL

700 Problems and Methods in Comparative Literature (3). The course deals with the history of comparative literature, bibliographical materials, orientations of the subject in Europe and America, and problems of methodology, periodization, literary movements and concepts of literary theory.

737 Topics in Contemporary Literary and Cultural Theory (3). Selected critical topics in poststructuralist thought, chosen by the instructor and announced in advance.

741 The Essay and Short Story (SPAN 741) (3). See SPAN 741 for description.

745 The Vanguards (SPAN 745) (3). See SPAN 745 for description.

747 The Contemporary Spanish American Novel (SPAN 747) (3). See SPAN 747 for description.

796 Reading Course (1–21).

821 Reading Ironies (3). Study of processes of recognizing and constructing ironies in texts, with consideration of both theoretical issues and practical readings.

841 History of Literary Criticism I: Classicism (3). Study of Platonism, Aristotelianism, Ciceronianism, and Horatianism as critical traditions from antiquity to the 18th century.

842 History of Literary Criticism II: 1750–1950 (3). Study of major theoretical and critical writings in Europe from the middle of the 18th to the early 20th century.

843 20th-Century Literary Theory (3). An overview of major theoretical developments of the 20th century, including such movements as Saussurean linguistics, Russian Formalism, Prague Circle Semiotics, poststructuralism, phenomenology, psychoanalysis, feminism and Marxism.

844 Modern Women Writers (3). Exploration of 'l'ecriture feminine' through texts of modern women writers, artists, and critics who expanded the frontiers of expression beyond the conventionally articulable into spaces of silence and the 'non-dit.'

890 Special Topics in Comparative Literature (3).

892 Interdisciplinary Seminar in Renaissance Studies (3). Topic announced annually in advance.

894 Seminar (3). Topic announced annually in advance.

900 Research (0.5–21).

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Curriculum for the Environment and Ecology

www.cee.unc.edu

DAVID H. MOREAU, *Chair*

Professors

Richard N. Andrews (32) Environmental and Energy Policy, Policy Instruments and Incentives

Lawrence E. Band (6) Watershed Hydrology, Ecosystem Water, Carbon and Nutrient Cycling

Larry K. Benninger (37) Low-Temperature Geochemistry

Philip R. Berke (23) Energy; Urban Form and Environmental Impacts, Land-Use Policy

Jaye Cable, Marine Sciences; Chemical Oceanography

Joe Carter, Invertebrate Paleontology

J. Robert Cox Jr. (1) Environmental Communication and the Public Sphere, the Role of Discourse in Social Change

Carole I. Crumley (22) Historical Ecology, Paleoclimatology, Landscape Ecology, Archeology

Barbara Entwisle (48) Social Demography, Population and Environment

Patricia Gensel, Paleobotany

Joel G. Kingsolver (11) Environmental Physiology, Functional Morphology, Population Ecology and Evolution

Paul W. Leslie (40) Human Ecology, Population Biology

Melinda S. Meade (36) Cultural Ecology of Population and Health, Third World Development
Hans Paerl, Microbial Ecology, Estuarine and Coastal Ecology, Water Quality Dynamics
Robert K. Peet (26) Plant Community and Population Ecology, Biogeography, Ecoinformatics
Charles H. Peterson (29) Marine Ecology, Population and Community Processes
Frederic K. Pfaender (27) Microbial Ecology, Nutrient Exchanges in Rivers and Estuaries, Estuarine Pollution
David W. Pfennig (44) Evolutionary Ecology
Peter J. Robinson (17) Climatology, Climate Change and Impacts
Stephen J. Walsh (2) Land-use and Land Cover Dynamics; Spatial Modeling and Analysis
Peter S. White (15) Plant Population and Community Ecology, Conservation Biology
R. Haven Wiley (21) Behavioral Ecology of Vertebrates, Avian Social Behavior

Associate Professors

John F. Bruno (10) Ecology and Conservation of Marine Communities
John W. Florin (33) Population Geography, Medical Geography
Charles E. Konrad (54) Synoptic Climatology and Climate Change
Aaron Moody (12) Remote Sensing, Landscape Ecology, Biogeography, Geographical Information Systems
Seth R. Reice (16) Community Ecology, Disturbance Ecology, Stream Ecology, Sustainable Development
Maria Servedio, Evolutionary Ecology, Behavioral Ecology
Conghe Song (47) Remote Sensing of Vegetation, Ecological Modeling, Geographic Information Systems
Andreas P. Teske (53) Microbial Ecology, Evolution and Systematics
Stephen C. Whalen (7) Nutrient Cycling, Greenhouse Gas Production and Dynamics
Thomas M. Whitmore (42) Historical Agro-Ecology of Middle America

Assistant Professors

Jason Barnes, Earth Surface Processes and Erosion Rates, Mountain Belt and Plateau Evolution
Lauren Buckley, Biogeography of Climate Change, Ecological Forecasting and Hindcasting
Allen Hurlbert, Community Ecology, Biogeography, Avian Ecology
Pamela Jagger, Environmental Policy, Environment and Development, Sub-Saharan Africa
Adrian Marchetti, Ecophysiology and Molecular Biology of Marine Phytoplankton
Charles Mitchell (56), Disease Ecology, Global Change, Biological Invasions
Laura Moore, Geology; Large-Scale Geologic and Modern Evolution of Coastal Environments
Karin S. Pfennig (50) Behavioral Ecology and Evolution, Speciation, Host-Parasite Interactions
Michael Piehler, Coastal Ecosystem Ecology and Nutrient Dynamics
Donna Surge (41) Paleoclimatology, Paleoecology, Low-Temperature Geochemistry
Colin West, Human Ecology of Global Change, Ecological Anthropology

Adjunct Professors

Richard E. Bilsborrow (4) Economic Demography, Population, Development and the Environment
Douglas J. Crawford-Brown (43) Environmental Risk Assessment, Mathematical Modeling of Human Health, Philosophical Analysis of Evidence in Decisions, Strategies for Carbon Dioxide Reduction

Adjunct Assistant Professors

Jaye Cable, Director of Undergraduate Studies for Environment and Ecology
Cecil Frost, Fire Ecology, Plant Ecology, Landscape Ecology
Sam Pearsall, Conservation Planning, Adaptive Management, Riparian Landscapes
Johnny Randall, Conservation Biology, Restoration Ecology
James Umbanhowar, Theoretical Ecology, Dynamics of Species Interactions Webs, Host-Parasutoid Interactions
Jack Weiss (49) Biostatistics and Quantitative Ecology
Alan Weakley (51) Plant Systematics, Floristics, Biogeography, Conservation Biology, Bioinformatics

The Curriculum for the Environment and Ecology (CEE) is a multidisciplinary, degree-granting program that seeks to foster an understanding and appreciation of ecological systems and to demonstrate the value of ecological approaches to the solution of current and future environmental problems. With the participation of faculty and students from many disciplines and departments, emphasis is placed on interdisciplinary activities that explicitly consider the complexity of the environment and integrated approaches to problem identification and solution. In particular, it seeks to foster an understanding and appreciation of ecological systems, human and nonhuman, and to demonstrate the value of ecological approaches to the solution of current and future environmental problems in North Carolina, the United States, and the world.

The CEE places an emphasis on interdisciplinary activities, and derives one of its major strengths from the participation of faculty and students from many disciplines and departments. Current faculty come from the departments of Anthropology, Biology, Biostatistics, City and Regional Planning, Communication Studies, Environmental Sciences and Engineering, Geography, Geological Sciences, Marine Sciences, Public Policy, and Sociology. Whereas degree programs with a strong ecology component may be arranged in other departments, the curriculum—by combining many approaches and methods and by linking the social and natural sciences—explicitly considers the complexity of the environment and the need for integrated approaches to problem identification and solution.

Using the resources of many departments, the CEE provides both broad and specialized training in ecology, human ecology, and the study of environmental systems. Graduate degrees available in the curriculum are the master of science, the master of arts, and the doctor of philosophy. Applications will be accepted from persons with varied backgrounds and goals with the specific program of study and research tailored to the needs of the individual.

Requirements for Admission

For admission to the Curriculum for the Environment and Ecology, an undergraduate degree is required in a natural science such as physics, chemistry, biology, bacteriology, botany, zoology, or geology; a social science such as anthropology, sociology, or economics; a mathematical area such as statistics, mathematics, or systems analysis; an engineering area; or environmental science. The deadline for a completed application in order for students to be considered for fall admission is March 1. However, students must submit all curriculum and Graduate School admission materials by December 7 if they wish to be considered for campus fellowships and other forms of graduate appointments. Late applications will cause students to miss out on some opportunities. Detailed information is available on the CEE Web site at www.cee.unc.edu.

Degree Requirements

Every student must gain an understanding of the breadth and depth of the field of ecology as it is treated among various traditional disciplines.

This is accomplished in two ways: first, through the ECOL 567 and 569 sequence; and second, through the composition of the student's advisory committee.

Doctor of Philosophy

Each Ph.D. student, in addition to taking ECOL 567 and ECOL 569, must register for ECOL 994 at least once for three hours credit. There are no other course requirements for the Ph.D. except for those designated by the student's graduate advisory committee.

Owing to the diversity of research methods and approaches within the field of ecology, the curriculum has no explicit research skill course requirements for graduate degrees. The student's graduate advisory committee is responsible for seeing that the student has gained the proficiencies expected of a degree candidate in the student's selected area of expertise.

Master's Degrees

Two master's degrees are offered by the curriculum: the master of science degree requiring independent research and a thesis, and the master of arts degree requiring a written library report. All master's degrees are terminal degrees at UNC–Chapel Hill. Master's students must request readmission for Ph.D. work following completion of all requirements for the master's degree.

Master of Science: The master of science course requirements are determined by the student's advisory committee. They must include a minimum of 30 hours of graduate credit (of which no less than 24 hours must be earned in courses, and at least three hours in research), and completion of the thesis. One semester of registration is required in ECOL 567 and ECOL 569, and M.S. students must register for three hours in ECOL 993.

Master of Arts: Requirements for the master of arts are the same as those for the master of science, except a master of arts paper is prepared (ECOL 992) in place of a master's thesis (ECOL 993).

Courses for Graduate and Advanced Undergraduate Students

ECOL

461 Fundamentals of Ecology (BIOL 461, ENST 461) (4). See BIOL 461 for description.

562 Statistics for Environmental Scientists (BIOL 562, ENST 562) (4). Prerequisite, STOR 155. Introduction to the application of quantitative and statistical methods in environmental science, including environmental monitoring, assessment, threshold exceedance, risk assessment, and environmental decision making.

563 Statistical Analysis in Ecology and Evolution (BIOL 563, ENST 563) (4). See BIOL 563 for description.

567 Ecological Analyses and Application (ENST 567) (3). This course provides an overview of natural and social science approaches to addressing biodiversity conservation and resource management. Concepts and methods from population biology, evolutionary ecology, community ecology, and conservation biology will be complemented with approaches from common property theory, indigenous resource management, and human evolutionary ecology.

569 Current Issues in Ecology (ENST 569) (3). Required preparation, previous course work in ecology. Permission of the instructor. Topics vary but focus on interdisciplinary problems facing humans and/or the environment. May be repeated for credit.

602 Professional Development Skills for Ecologists and Biologists (BIOL 602) (3). The goal of this course is to help students who intend to become professional ecologists or biologists acquire critical skills and strategies needed for achieving their career goals.

669 Seminar in Ecology (BIOL 669) (2). See BIOL 669 for description.

Courses for Graduate Students

ECOL

765 Field Experience in Ecology (2). Graduate standing in ecology required. Organized field work in remote environments with a faculty instructor as approved by student's supervisory committee. May be repeated for credit.

891 Special Topics in Ecology (2–4). Permission of the instructor. May be repeated for credit.

961 Research in Ecology (2–21).

992 Master's Non-Thesis (3–5).

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3– 21).

Ecological courses in other departments that are considered appropriate for graduate students in the Curriculum in Ecology:

ANTH

703 Evolution and Ecology (3).

704 Evolution and Ecology (3).

755 Seminar in Ecology and Population (3).

766 Seminar in Ethnobotany (3).

BIOL

453 Animal Societies and Communication (3).

459 Field Biology at Highlands Biological Station (1–4).

462 Marine Ecology (MASC 440) (3).

463 Field Ecology (4).

465 Global Biodiversity and Macroecology (3).

469 Behavioral Ecology (3).

471 Evolutionary Mechanisms (4).

476 Avian Biology (3).

476L Avian Biology Laboratory (1).

514 Evolution and Development (3).

561 Ecological Plant Geography (3).

563 Statistical Analysis in Ecology and Evolution (ECOL 563, ENST 563) (4).

565 Conservation Biology (3).

657 Biological Oceanography (ENVR 520, MASC 504) (4).

661 Plant Ecology (4).

662 Field Plant Geography (2).

669 Seminar in Ecology (ECOL 669) (2).

857 Seminar in Comparative Animal Behavior (NBIO 857) (2).

859 Seminar in Marine Biology (2).

BIOS

664 Sample Survey Methodology (STOR 358) (4).

670 Demographic Techniques I (3).

PLAN

585 American Environmental Policy (ENST 585, ENVR 585, PLCY 585) (3).

641 Ecology and Land Use Planning (3).

685 Water and Sanitation Planning and Policy in Developed Countries (ENVR 685) (3).

710 Microeconomics for Planning and Public Policy Analysis (3).

740 Land Use and Environmental Policy (3).

744 Development and Environmental Management (3).

745 Development Impact Assessment (3).

781 Water Resources Planning and Policy Analysis (ENVR 781) (3).

784 Environmental Law (ENVR 784) (3).

785 Public Investment Theory (ENVR 785, PLCY 785) (3).

786 Environmental Quality Management (ENVR 786) (3).

COMM

675 Environmental Communication and the Public Sphere (ENST 675) (3).

ECON

454 Economics of Population (3).

855 Economics and Population (3).

ENVR

403 Environmental Chemistry Processes (ENST 403) (3).

412 Ecological Microbiology (3).

413 Limnology (3).

415 Biogeochemical Processes (ENST 450, GEOL 450, MASC 450) (4).

417 Oceanography (BIOL 350, GEOL 403, MASC 401) (3).

419 Chemical Equilibria in Natural Waters (3).

430 Health Effects of Environmental Agents (3).

461 Environmental Systems Modeling (ENST 415, GEOL 415, MASC 415) (3).

585 American Environmental Policy (ENST 585, PLAN 585, PLCY 585) (3).

701 Ecology of Aquatic Plants and Wetland Ecosystems (3).

765 Model-Based Exposure Mapping and Risk Assessment (3).

767 Modeling for Environmental Risk Analysis (3).

781 Water Resources Planning and Policy Analysis (PLAN 781) (3).

784 Environmental Law (PLAN 784) (3).

786 Environmental Quality Planning (PLAN 786) (3).

ENST

403 Environmental Chemistry Processes (ENVR 403) (3).

411 Oceanic Processes in Environmental Systems (GEOL 411, MASC 411) (4).

415 Environmental Systems Modeling (ENVR 461, GEOL 415, MASC 415) (3).

470 Environmental Risk Assessment (ENVR 470) (3).

480 Environmental Decision Making (PLCY 480) (3).

489 Ecological Processes in Environmental Systems (4).

520 Environment and Development (INTS 520, PLCY 520) (3).

585 American Environmental Policy (ENVR 585, PLAN 585, PLCY 585) (3).

675 Environmental Communication and the Public Sphere (COMM 675) (3).

EPID

600 Principles of Epidemiology (3).

785 Environmental Epidemiology (3).

786 Community-Driven Epidemiology and Environmental Justice (2).

GEOG

410 Modeling of Environmental Sciences (3).

412 Synoptic Meteorology (3).

414 Climate Change (3).

416 Applied Climatology (3).

419 Field Methods in Physical Geography (3).

420 Fundamental Concepts of Human Geography (3).

434 Cultural Ecology of Agriculture, Urbanization, and Disease (3).

435 Environmental Politics (3).

440 Earth Surface Processes (GEOL 502) (3).

441 Introduction to Watershed Systems (3).

442 River Processes (3).

444 Landscape Biogeography (3).

445 Medical Geography (3).

450 Population Geography (3).

477 Introduction to Remote Sensing and Digital Image Processing (3).

491 Introduction to GIS (PLAN 491) (3).

577 Advanced Remote Sensing (3).

591 Applied Issues in Geographic Information Systems (PLAN 591) (3).

595 Ecological Modeling (3).

705 Advanced Quantitative Methods in Geography (3).

710 Advanced Physical Geography—Biogeoscience (3).

711 Advanced Physical Geography— Hydroclimatology and Bioclimatology (3).

715 Land Use/Land Cover Dynamics and Human Environment Interaction (3).

790 Spatial Analysis and Computer Modeling (3).

801 Research Seminar in Earth System Science and Biophysical Geography (3).

802 Research Seminar in Geographic Information Sciences (3).

803 Research Seminar in Nature-Society Studies and Human-Environment Interactions (3).

811 Seminar/Readings in Earth System Science and Biophysical Geography (3).

812 Seminar/Readings in Geographic Information (3).

813 Seminar/Readings in Nature-Society Studies and Human-Environment Interactions (3).

MASC

401 Oceanography (BIOL 350, ENVR 417, GEOL 403) (3).

410 Earth Processes in Environmental Systems (ENST 410, GEOL 410) (4).

411 Oceanic Processes in Environmental Systems (ENST 411, GEOL 411) (4).

415 Environmental Systems Modeling (ENST 415, ENVR 461, GEOL 415) (3).

430 Coastal Sedimentary Environments (GEOL 430) (3).

440 Marine Ecology (BIOL 462) (3).

449 Ecology of Wetlands (ENVR 449) (4).

450 Biogeochemical Processes (ENST 450, ENVR 415, GEOL 450) (4).

472 Barrier Island Ecology and Geology (6).

504 Biological Oceanography (BIOL 657, ENVR 520) (4).

505 Chemical Oceanography (ENVR 505, GEOL 505) (4).

506 Physical Oceanography (GEOL 506) (4).

741 Seminar in Marine Biology (2).

POLI

741 Latin American Politics: Research and Analysis (3).

PLCY

480 Environmental Decision Making (ENST 480) (3).

520 Environment and Development (ENST 520, INTS 520) (3).

585 American Environmental Policy (ENST 585, ENVR 585, PLAN 585) (3).

SOCI

453 Social Change in Latin America (3).

707 Measurement and Data Collection (3).

803 Human Ecology (3).

830 Demography: Theory, Substance, Techniques, Part I (3).

831 Demography: Theory, Substance, Techniques, Part II (3).

832 Migration and Population Distribution (3).

Department of Exercise and Sport Science

www.unc.edu/depts/exercise

KEVIN M. GUSKIEWICZ, *Chair*

Professors

Kevin M. Guskiewicz (24) Sports Medicine, Anatomy
Anthony C. Hackney (21) Exercise Physiology, Metabolism and Endocrinology
William E. Prentice (15) Athletic Training, Sports Medicine

Associate Professors

Diane G. Groff (34) Recreation and Leisure Studies
Bonita L. Marks (26) Exercise Physiology
Joseph B. Myers (35) Anatomy, Biomechanics, Sports Medicine
Barbara J. Osborne (29) Legal Issues, Sport Administration
Darin A. Padua (22) Anatomy, Biomechanics, Sports Medicine
Edgar W. Shields Jr. (10) Applied Statistics, Research Design

Assistant Professors

Claudio L. Battaglini (32) Clinical Exercise Physiology, Exercise Assessment and Prescription
J. Troy Blackburn (33) Biomechanics, Neuromuscular Control, Sports Medicine
Coyte G. Cooper (39) Sports Business (Economics, Finance, Marketing)
Michael D. Lewek, Biomechanics
Jason P. Mihalik (40) Traumatic Brain Injury, Sports Related Traumatic Brain Injury
Eric D. Ryan (41) Exercise Physiology, Muscle Function
Abbie E. Smith (43) Exercise Physiology, Metabolism and Body Composition
Richard M. Southall (37) College Sports Marketing and Management
Erianne A. Weight (42) College Sport Business (Entrepreneurship, Management, Finance)
Steven M. Zinder (36) Anatomy, Biomechanics, Sports Medicine

Senior Lecturers

Meredith A. Petschauer
Sherry L. Salyer

Lecturers

Alain J. Aguilar
Rebecca L. Battaglini
Marian T. Hopkins
Debra C. Murray
Deborah J. Southall
Deborah L. Stroman

Adjunct Associate Professors

William T. Generous, Physical Education
Daniel N. Hooker, Sports Medicine
Laurence M. Katz, Emergency Medicine
Stephen W. Marshall, Epidemiology

Adjunct Assistant Professor

Elizabeth G. Hedgpeth (30) Sport Psychology

Professors Emeriti

M. Deborah Bialeschki
John E. Billing
Robert G. McMurray
Frederick O. Mueller
Francis Pleasants Jr.
John M. Silva

Mission

The mission of the Department of Exercise and Sport Science (EXSS) is to discover, create, and promote knowledge of human movement to improve the quality of life of individuals and society. We prepare individuals to function as scientists, educators, and practitioners. Our program offers a master of arts degree in each of three specialization areas: athletic training, exercise physiology, and sport administration. We seek to provide students focused, in-depth knowledge and skills, and an understanding of the challenges facing the areas of athletic training, exercise physiology, and sport administration as well as a global understanding of exercise and sport.

In pursuit of maximum fulfillment of our mission, we also offer quality practical experiences to our students. EXSS has an association with numerous other campus and local area units such as athletics,

emergency medicine, orthopedics, the Lineberger Comprehensive Cancer Center, Get Real & Heel, Campus Health Services, Carolina Adventures, Campus Recreation, the North Carolina High School Athletic Association, and local public parks and recreation departments. Supervised assistantships and internships outside the department help students develop practical skills in the specific fields of study. Furthermore, the thesis, a required research experience, is an integral part of every student's program of study. Additional research experience opportunities are numerous, and it is an expectation of the department that graduate students will become actively involved in conducting research while studying at UNC–Chapel Hill.

Additional information regarding the Department of Exercise and Sport Science can be found at www.unc.edu/depts/exercise.

Master of Arts

The Exercise and Sport Science graduate program offers a master of arts degree in three areas of specialization: athletic training, exercise physiology, and sport administration. The minimum number of credit hours required for the degree varies, depending on the area of specialization. Specific courses required are determined by the faculty in each area of specialization. In addition to course requirements, all students in all three areas must pass a written comprehensive examination, complete a thesis, and successfully defend the thesis in a final oral examination on the thesis.

Specialization Descriptions

Athletic Training

The mission of the athletic training specialization is to develop outstanding athletic training clinicians, teachers, and researchers. This specialization is one of only 13 programs in the United States accredited by the National Athletic Trainers' Association (NATA). We recruit graduate students who are NATA Board of Certification certified athletic trainers or who have completed requirements for certification by NATA. We provide the means for each graduate student to gain advanced knowledge and experience in a chosen area of expertise through a combination of didactic lecture in the classroom, supervised practical application of this knowledge in a clinical setting, and a strong research experience oriented toward clinical practice. All students admitted to this program serve as graduate assistant athletic trainers in the UNC–Chapel Hill Department of Athletics. Strong research and practical experience in the prevention, evaluation, management, and rehabilitation of athletic-related injuries are provided to all students. Thirty-eight hours of graduate course work are required.

Go to www.unc.edu/depts/exercise/sport_medicine/index.htm for additional information.

Exercise Physiology

The mission of the exercise physiology specialization is to prepare individuals for careers in the wellness industry, including hospital and corporate fitness centers as well as clinical settings, or to pursue research careers in exercise physiology related fields. Students seeking a focus in fitness/wellness are provided the background, knowledge, testing skills, and practical experience to prescribe safe fitness/wellness programs in a variety of settings, as well as the knowledge to act as a liaison between the medical community and the layperson regarding the health implications of exercise. Students preparing for further advanced study in a Ph.D. program are provided in-depth understanding of how physiological constructs are applied to exercise and the environment, as well as an understanding of the research process. Concomitantly, the student develops laboratory techniques and skills. Many graduate students present their thesis research findings at national and regional meetings of the American College of Sports Medicine, and at other professional meetings or conferences. A minimum of 33 hours of graduate course work is required.

Go to www.unc.edu/depts/exercise/exercise_physiology/index.htm for additional information.

Sport Administration

The mission of the sport administration specialization is to prepare students for leadership positions in collegiate-level athletic administration. This program combines formal course work and practical experiences with a full-time, one-year internship in an administrative capacity with the UNC–Chapel Hill Athletics Department. Thirty-two hours of graduate course work are required.

Go to www.unc.edu/depts/exercise/sport_administration/index.htm for additional information.

Law and Sport Administration Dual Degree Program (J.D./M.A.)

The dual degree program provides an opportunity for students who are interested in both law and sport administration to earn both degrees over four years of study. Students benefit from a respected law curriculum, combined with a sport administration curriculum with a unique focus on intercollegiate athletics. There is a growing market in college athletics for professionals with both degrees. Graduates of the dual degree program are likely to work in athletic compliance and enforcement at a university, conference office, or national governing body such as the National Collegiate Athletic Association (NCAA). Legal positions in athletic departments, fundraising and development, and at law firms that represent colleges and conferences are also likely. Students must be currently enrolled in their second year at the UNC–Chapel Hill School of Law to apply for the Law/EXSS dual degree program. Students must apply and be accepted by both the School of Law and the Department of Exercise and Sport Science, and will be responsible for paying tuition and fees separately to each program. The M.A. in Exercise and Sport Science must be completed prior to or simultaneously with completion of the J.D.

* Departmental Requirements – All Areas of Specialization

In addition to specialization course requirements, two classes in statistics and research methods (EXSS 700, 705) and a thesis (EXSS 993) are required of all graduate students in the Department of Exercise and Sport Science.

Admission

The master's degree programs in exercise and sport science are open to individuals from differing backgrounds. However, the majority of past entrants into the program have earned undergraduate degrees in exercise science, kinesiology, physical education, or recreation/leisure studies. The department offers only fall admission. The department does not admit non-degree-seeking students. Candidates should check with the department for admission information pertaining to their specific area of specialization.

Go to www.unc.edu/depts/exercise for additional information.

Ph.D. Study

An interdisciplinary doctoral program in human movement science is offered with the cooperative effort of the following departments at UNC–Chapel Hill: Allied Health Sciences—Division of Physical Therapy; Exercise and Sport Science; Biomedical Engineering; Physical Medicine and Rehabilitation; Orthopedics; and the Program on Aging. This curriculum is designed to provide students an opportunity for doctoral study in areas that will increase knowledge of human movement performance. The program focuses on contributing to the scientific basis of human movement, developing theory and methods for maintaining health, preventing disability, and improving movement ability. Areas of concentration include 1) biomechanics of human movement, 2) physiology of human movement and 3) neuromuscular control of human movement.

Go to www.med.unc.edu/ahs/hmsc/ for additional information.

Assistantships

The Department of Exercise and Sport Science awards a number of graduate assistantships annually to help fund students' education and to provide practical experiences related to their area of study. Assistantships may involve any of the following activities or combination of activities: exercise and fitness instructor, certified athletic trainer, cardiovascular rehabilitation consultant, athletic department assistant, recreation programmer, recreation research assistant, or teaching assistant in exercise and sport science. Students wishing to apply for one of these assistantships should complete and return the appropriate application form. Contact the executive assistant in the Department of Exercise and Sport Science for additional information at (919) 962-0018.

Courses for Graduate and Advanced Undergraduate Students

EXSS

408 Theory and Application of Strength Training and Conditioning for Fitness Professionals (3). Prerequisites, EXSS 175 and 276. This is an intermediate- to upper-level course designed to provide students with theoretical and practical knowledge of the physiological, biomechanical, functional, and administrative aspects of designing and supervising conditioning programs for various populations.

410L Exercise Testing (3). Prerequisites, EXSS 175, 276, and 376. This is an exercise testing laboratory course for hands-on training of methods and protocols for screening, evaluating, and prescribing exercise.

412 Exercise Prescription (3). Prerequisites, EXSS 175, 276, and 376. Introductory course in the theoretical basis of exercise prescription, enabling students to develop safe and effective exercise programs for healthy and at-risk populations.

425 Practicum in Physical Fitness and Wellness (1-2). Prerequisites, EXSS 220, 385, 408, 410L, and 412. Recommended preparation, EXSS 360 - site dependent. Current CPR certification and student liability insurance is required. Introductory practical experience to enable student to apply knowledge and skills in a worksite under direct supervision of certified professionals.

478 Performance Enhancement for Fitness Professionals (3). Prerequisites, EXSS 175, 276, and 380. An upper-level course designed to provide students who have a fitness background with the theoretical and practical knowledge related to the performance enhancement specialization for athletes of all ages.

479 Performance Enhancement Specialization for Health Professionals (1). Prerequisites, EXSS 175, 276, 366, and 368. An upper-level course designed to provide students who have a health profession background with the theoretical and practical knowledge related to the performance enhancement specialization for athletes.

693H Senior Honors Thesis (3). Prerequisite, EXSS 273. Required preparation, a cumulative grade point average of 3.2 and permission of the department. Directed independent research under the supervision of a faculty advisor who teaches in the exercise and sport science curriculum.

694H Senior Honors Thesis (3). Prerequisite, EXSS 273. Required preparation, a cumulative grade point average of 3.2, and permission of the department. Preparation of an honors thesis and an oral examination on the thesis.

RECR

420 Program Planning in Recreation Services (3). This experiential course covers the concepts and skills used in program planning. Students apply their program planning skills to real-life situations and implement a recreation program for a community agency.

430 Introduction to Leadership and Group Dynamics (3). An analysis of the techniques, methods, and motives of group and community leaders. Special attention is focused upon the roles of organizational structure, personnel policies, and in-service training programs.

440 Outdoor Recreation and Environmental Issues (3). A survey course taught from a psychosocial perspective addressing the roles of public and private agencies in meeting increased demand for outdoor recreation. Emphasizes the implications of environmental awareness on outdoor recreation.

470 Recreation and Leisure across the Lifespan (3). An analysis of aspects that affect recreation and leisure behavior from birth to death, with a focus on issues associated with race, class, gender, sexual identity, and disabling conditions.

475 Disability, Culture, and Therapeutic Recreation (3). An examination of disability from a cultural perspective with the application of theoretical and scientific knowledge to provide recreation interventions that facilitate participation in life by individuals with disabilities.

581 Internship in Recreation (3). Required preparation, three or more courses in recreation. Students will have an opportunity to receive varied practical on-the-job experience in one of many agency types.

676 Clinical Skills in Therapeutic Recreation (3). Development of helping skills for the practice of therapeutic recreation emphasizing rationale, techniques, and role responsibilities of therapeutic recreation in the area of leisure education. A 20-hour practicum is required.

677 Disabling Conditions and the Practice of Therapeutic Recreation (3). Prerequisites, RECR 475 and 676. Instruction in the relationship between various disabling conditions and the practice of therapeutic recreation. A 24-hour practicum is required.

691H Honors in RECR (3). Special studies for undergraduates. Intensive study on a particular topic under the supervision of a qualified member of the staff. For RECR majors, with special permission of the faculty members involved and the director of undergraduate studies.

692H Honors in RECR (3). Honors project in recreation. The completion of a special project, approved by the department, by a student who has been designated a candidate for undergraduate honors. The second of a two-course honors sequence.

Courses for Graduate Students

EXSS

700 Applied Statistics and Research Methods in Exercise and Sport Science (3). Required preparation, undergraduate statistics course. Applied statistical analysis - interpretation of data from exercise and sport science. Emphasis: choosing method of analysis, using statistics software to run analyses. Major topics: experimental and nonexperimental research design, sampling, hypothesis testing, power calculation, t-tests, ANOVA, correlation, simple and multiple regression, and chi square.

705 Applied Statistics and Research Methods Laboratory (3). Required preparation, any undergraduate statistics course. Builds heavily upon material presented in EXSS 700. Planning, conducting, and reporting of research. Thesis writing and writing for publication. Problem-solving and practical experience in applied statistical analysis, interpretation, and presentation of data from the field of exercise and sport science.

730 Management of Athletic Injuries (3). Permission of the instructor for nonmajors. Designed to provide basic knowledge and skill that aid in the prevention and treatment of injuries common to athletics.

732 Human Anatomy for Athletic Trainers (4). Graduate standing in exercise and sport science or permission of the instructor. The study of gross human anatomy, with emphasis on the functional and clinical aspects of the neck, back, and extremities as related to athletic injuries.

733 Psychological Considerations for Injury and Rehabilitation (3). Athletic training graduate students only. Psychological impact of injury and rehabilitation on the injured athlete. Stress from injury, coping skills for the rigors of rehabilitation, and the improvement of communication skills in order to better the relationship between the athletic trainer, the injured athlete, and the injured athlete's coach.

735 Sports Medicine Analysis: Special Problems Related to Sports Medicine (3). Permission of the instructor for nonmajors. Problem and research oriented.

736 Clinical Methods in Athletic Training (3). Prerequisite, EXSS 730. Analysis of theories and techniques used in clinical sports medicine settings.

737 Advanced Muscular Assessment and Treatment (3). Prerequisites, EXSS 730, 732, and 736. Permission of the instructor. Discussion of mechanical properties and healing of musculoskeletal tissues throughout the life cycle, and laboratory/seminar units concerned with assessment and treatment of musculoskeletal pathology.

738 Laboratory Techniques in Sports Medicine (3). This course provides an introduction to measurement techniques used in sports medicine/athletic training research. Course meetings involve lecture and laboratory sessions which encompass data collection, analysis, and interpretation techniques.

739 Practicum in Athletic Training (3). Graduate standing in exercise and sport science or permission of the instructor. The implementation of theories and practices in a professional setting under the direction of a competent practitioner.

740 Administration of Sport (3). Permission of the instructor for nonmajors. Policies and problems of organization and administration of athletic programs in colleges.

742 Social Issues in Exercise and Sport (3). A comprehensive study of race and gender discrimination, adherence, value development, violence, and other socialization factors in youth, collegiate, and Olympic sport.

744 Collegiate Sport Marketing (3). Graduate standing required. This course is designed to develop a thorough understanding of sport marketing principles and their application to collegiate athletics.

746 Organizational and Financial Management of Sport (3). Graduate standing in exercise and sport science or permission of the instructor. The study of administrative structures and financial concerns of collegiate athletic programs. An intensive study of NCAA regulations is included.

747 College Sport Facility and Event Management (3). This course provides students with necessary knowledge and skills to manage college-sport facilities and plan a complete sport event. Students also evaluate facility functions related to risk and event management.

748 Legal Issues in Collegiate Sport (3). Provides an introduction to the United States legal system, legal principles and legal issues related to intercollegiate athletics.

749 NCAA Governance and Compliance (3). Prerequisite, EXSS 740. The implementation of theories and practices in a professional setting under the direction of a competent practitioner.

750 Sport Administration Leadership Seminar I (1). Successful completion of first year in sport administration graduate program. An introduction of organizational leadership concepts in a practical applied context. Students will lead class discussion tying relevant current events with leadership theory.

751 Sport Administration Leadership Seminar II (1). Successful completion of first year in sport administration graduate program. An introduction of organizational leadership concepts in a practical applied context. Students will lead class discussion tying relevant current events with leadership theory.

770 Motor Learning (3). Prerequisite, EXSS 380. Permission of the instructor. A study of the physical and psychological factors that influence skill acquisition and performance in sport and exercise, including applications to teaching and coaching.

780 Physiology of Exercise (3). Prerequisite, EXSS 276 or 376. The study of the physical, biochemical and environmental factors that influence human performance. Emphasis is placed on metabolic, cardiovascular, respiratory, muscular and endocrine systems. Three hours of lecture and two hours of laboratory per week.

781 Clinical Exercise Prescription and Testing (2-3). Prerequisite, EXSS 376 or 410L. Permission of the instructor for students lacking the prerequisite. Students who take EXSS 410L must pass with B or equivalent. This course concentrates on the knowledge and skills necessary for providing exercise testing and prescription in the clinical setting, emphasizing cardiac rehabilitation.

782 Nutritional Aspects of Exercise (2-3). Graduate standing in physical education or permission of the instructor. Exploration of the role of macronutrients and micronutrients as they apply to exercise, physical conditioning, and competition. Students obtain experience in dietary analysis as it applies to athletic populations.

783 Assessment of Physiological Functions in Exercise (3). Prerequisite, EXSS 780. Permission of the instructor. Designed to develop laboratory techniques and experimental design skills as applied to the physiology of human performance.

784 Advanced Topics in Exercise Physiology (3). Required preparation, completion of a graduate level Exercise Physiology course. Graduate standing required. This course deals with current and rapidly developing aspects of the exercise physiology field. Specifically enhancing and adding to the content area of basic physiology acquired in EXSS 780.

785 Seminar in Exercise Physiology (3). Graduate standing in exercise and sport science or permission of the instructor. In-depth study of selected advanced topics in exercise physiology. Emphasis on metabolism, biochemical, and cardiorespiratory physiology, with student presentations on selected topics.

789 Practicum in Exercise Physiology (3). Prerequisite, EXSS 410L, 780, or 781. Permission of the instructor for students lacking the prerequisite. The implementation of theories and practices of fitness or cardiac rehabilitation in a professional setting under the direction of an experienced practitioner.

890 Special Topics in Exercise and Sport Science (1–3). Graduate standing or permission of the instructor. The study of special topics directed by an authority in the field.

990 Research in Exercise and Sport Science (1–3). Graduate standing in exercise and sport science or permission of the instructor. Individually designed research projects conducted by students under the direction of a graduate faculty member.

993 Master's Thesis (3–6).

Graduate Recreation Degree Course Work

RECR

710 Leisure and Organized Recreation in the United States (3). An analysis of the scope of leisure research, recreation services, the evolution of leisure and of

individual recreation behavior.

770 Administration of Therapeutic Recreation Services (3). Emphasis on information specific to the administration of therapeutic recreation such as fiscal management, quality assurance, evaluation, marketing of therapeutic recreation, and other general administrative topics.

775 Principles and Procedures in Therapeutic Recreation (3). A study of the existing practices and principles of therapeutic recreation. An in-depth treatment of assessment/evaluation, goal setting and individualized planning, documentation, leisure counseling, and clinical skills.

790 Independent Field Study (3). Permission of the department. May be repeated for credit.

830 Managing Organizational Behavior in Recreation Services (3). This course addresses organizational behavior and theory to promote insight into micro and macro issues confronting professionals in organized recreation services.

865 Issues and Trends in Recreation Management (3). A seminar to involve graduate recreation students in in-depth analyses of selected topics, issues, and problems relevant to the recreation management in public and not-for-profit leisure service organizations.

876 Issues and Trends in Therapeutic Recreation (3). An analysis of selected issues, problems and concerns in the provision of therapeutic recreation and inclusive recreation services.

880 Internship in Recreation Administration (2). Participation in full-time, practical on-the-job experience in a recreational agency of the student's choice.

881 Internship in Recreation Administration (2). Completion of a professional project and in-depth paper reflecting the outcomes of the internship completed in RECR 880

890 Seminar in Leisure Studies (3). A survey of contemporary views of society and their structures and functions, as they relate to concepts of leisure and recreation behaviors.

950 Recreation Research Design and Methods I (3). An appraisal of current recreation and leisure research design using both quantitative and qualitative data. Students complete and deliver a formal research proposal.

951 Recreation Research Design and Methods II (3). Prerequisite, RECR 950. Required preparation, any statistics course. Students analyze quantitative and qualitative data and apply their work to theory and practice. Students complete the research proposed in RECR 950.

993 Master's Thesis (3–6).

Curriculum in Genetics and Molecular Biology

gmb.unc.edu

ROBERT DURONIO, *Director*

Professors

Albert S. Baldwin, Regulation of Gene Expression, Control of Oncogenesis and Apoptosis
Victoria Bautch, Molecular Genetics of Blood Vessel Formation in Mouse Models
Manzoor Bhat, Genetic and Molecular Characterization of Neuron-Glial Interactions in Drosophila and Mouse Model Systems
Kerry S. Bloom, Mechanisms of Chromosome Segregation in Yeast, Chromosome and Spindle Dynamics
Adrienne D. Cox, Ras Family Oncogenes and Signaling, Cellular Radiation Response, Lipid Modification and Drug Development
Stephen T. Crews, Neurogenomics and Developmental Neuroscience, Cell Migration and Fusion, Brain Development and Behavior
Jeffery L. Dangl, Plant Disease Resistance and Cell-Death Control, Plant Genomics, Bacterial Pathogenesis and Genomics, Type III Secretion Systems
Channing J. Der, Oncogenes, Ras Superfamily Protein, Signal Transduction
Bob Duronio, Genetics of Cell-Cycle Control during Drosophila Development
Beverly J. Errede, Yeast Molecular Genetics, MAP-Kinease Activation Pathways, Regulation of Cell Differentiation
Eric T. Everett, Genetics of Acquired and Congenital Disorders of Craniofacial Development
Rosann A. Farber, Cancer Genetics, Human Molecular Genetics, Somatic-Cell Genetics, Microsatellite Instability
Bob Goldstein, Generation of Cell Diversity in Early Development of C. Elegans
Jack D. Griffith, HIV, Transcription, Electron Microscopy
Joseph Kieber, Molecular Genetic Analysis of Hormone Signaling in Arabidopsis
Jason Lieb, Exploring Specificity and Function in Protein-Genome Interactions Using DNA Microarrays
Nobuyo Maeda, Genetics Modeling of Atherosclerosis in Mice
Terry Magnuson, Mammalian Genetics, Epigenetics, Genomics
William F. Marzluff, Regulation of RNA Metabolism in Animal Cells
A. Gregory Matera, Biogenesis of Small Ribonucleoproteins in Health and Disease
Steven W. Matson, Biochemistry and Genetics of DNA Helicases from E. coli and Yeast
Deborah O'Brien, Molecular Regulation of Mammalian Spermatogenesis and Fertilization
Leslie V. Parise, Adhesion Receptors and Signaling in Platelets, Sickle Cells and Cancer
Charles Perou, Genomic and Molecular Classification of Human Tumors to Guide Therapy
Mark Peifer, Cell Adhesion, Signal Transduction and Cancer
Daniel Pomp, Genetic Architecture of Complex Trait Predisposition
Patricia J. Pukkila, Molecular Mechanisms of Chromosome Pairing and Meiosis
R. Jude Samulski, Development of Virus-Based Delivery Systems for Use in Human Gene Therapy
Aziz Sancar, Structure and Function of DNA Repair Enzymes, Biological Clock
Jeff J. Sekelsky, Genetics of Genome Instability in Drosophila
Norman E. Sharpless, Tumor Suppressor Genes, Genetics of Cancer and Aging
Lishan Su, T Cells during Normal and Pathogenic Hematolymphopoiesis
Patrick Sullivan, Complex Traits in Humans, Psychiatric Genetics, Pharmacogenetics, Twin Studies, Schizophrenia, Major Depression, Nicotine Dependence
Ronald I. Swanstrom, Retroviruses, Molecular Biology of the AIDS Virus
Jenny P. Ting, Transcriptional Regulation of Eukaryotic Genes, Discovery of New Genes in Inflammation and Apoptosis, Functional Genomics and Application to Immunologic and Neurologic Diseases, Chemotherapy, Signal Transduction and Cell Death
Bernard E. Weissman, Tumor Suppressor Genes, Cancer Genetics
Kirk Wilhelmsen, Genetic Mapping, Neurodegenerative Diseases
Yue Xiong, Cancer Biology, Mammalian Cell Cycle, Tumor Suppressor Genes
Yi Zhang, Chromatin Dynamics, Gene Expression, Cancer

Associate Professors

Shawn Ahmed, Telomere Replication and Germline Immortality in C. Elegans
Jay Brenman, Neuronal Dendrite Development Using Drosophila Genetics
Patrick Brennwald, Examination of Problems in Membrane Trafficking and Cell Polarity Using Genetics
Christina Burch, Experimental Evolution in Microorganisms
Kathleen Caron, Genetically Engineered Animal Models in the Study of Human Disease
Frank L. Conlon, Mesodermal Patterning and Heart Development, T-Box Genes
Gregory P. Copenhaver, Regulation of Meiotic Recombination in Higher Eukaryotes
Blossom Damania, Viral Oncogenes, Signal Transduction, Transcription and Immune Evasion of KSHV/RRV

Dirk P. Dittmer, Anti-Lymphoma Therapies
Sarah R. Grant, Plant-Pathogen Interactions with a Focus on Bacterial Virulence
Mark Heise, Genetics of Arbovirus Virulence and Immune Evasion
Corbin D. Jones, Population Genetics and Evolution in Drosophila
Beverly H. Koller, Generating Animal Models of Human Diseases
Ethan Lange, Complex Disease Models, Statistical Genetics
Leslie Lange, Genetics of Complex Diseases, Chronic Inflammation, Cardiovascular Disease and Asthma
Karen L. Mohlke, Human Genetics and Genomics, Diabetes, Complex Diseases
Fernando Pardo-Manuel de Villena, Meiotic Drive, Chromosome Segregation, Non-Mendelian Genetics
Larysa Pevny, Transcriptional Mechanisms that Maintain Neural Stem/Progenitor Cell Fate
Dale Ramsden, V(D)J Recombination, DNA Double Strand Break Repair
W. Kimryn Rathmell, Genetics of Renal Cell Carcinoma
Jason W. Reed, Plant Development, Auxin Signaling, Light Responses
Steve Rogers, Functional Genomics of Cytoskeletal Organization
Lillie L. Searles, RNA Processing Control in Drosophila, Developmental Genetics
Cyrus Vaziri, Integration of DNA Replication and Repair
Todd Vision, Genome Evolution and the Architecture of Complex Traits
Ellen R. Weiss, Regulation of G-Protein-Coupled Receptor Signal Transduction Pathways
Yanping Zhang, Genetics and Mechanisms of Cancer Cell Growth and Division

Assistant Professors

Aravind Asokan, Synthetic Virology and Vector Development for Human Gene Therapy
Derek Chiang, Genetic Vulnerabilities in Tumor Genomes
Jeanette Gowen Cook, Integrating DNA Replication Control with Checkpoint Signaling
Ian Davis, Mechanisms of Transcription Factor Deregulation in Cancer Development
Mara Duncan, Membrane Trafficking Defects and their Effect on Cancer and the Immune System
Tal Kafri, HIV-I Vectors for Gene Therapy and Functional Genomic Applications, and as a Means to Study Basic HIV-1 Biology
William Kim, Exploration of the Role of Hypoxia-Inducible Factor in Tumorigenesis
Sarah Liljegren, Cell Separation during Arabidopsis Flower Development
C. Ryan Miller, Preclinical Experimental Therapeutics and Biomarker Research in Gliomas
John Rawls, Host-Microbial Interactions in the Zebrafish Digestive Tract
Kristy Richards, Cancer Biology, Genetics, Genomics, Molecular Biology, Translational Medicine
Kevin Slep, Regulators of Cytoskeletal Dynamics
Brian Strahl, Histone Modifications and Gene Regulation
Eleni Tzima, Mechanisms of Vascular Endothelial Cell Signaling and Angiogenesis in Response to Hemodynamic Stimuli
Zefeng Wang, Post-Transcriptional Gene Regulation, RNA Splicing, and Splicing-Related Diseases
Jen Jen Yeh, Study of Therapeutic Targets for the Treatment of Pancreatic and Colorectal Cancer

The Curriculum in Genetics and Molecular Biology is an interdepartmental predoctoral training program leading to a Ph.D. degree in genetics and molecular biology. The goal of this program is to train students to be creative, sophisticated research scientists within the disciplines of genetics and molecular biology. To this end, we emphasize acquisition of a foundation of knowledge, accumulation of the laboratory skills required for implementing research objectives, and development of the ability to formulate experimental approaches to solving contemporary problems in the biological sciences. During their first year, students enroll in graduate-level courses and participate in laboratory rotations. Subsequently, students select a faculty research advisor and establish an advisory committee. Research work is done in the laboratory facilities of the individual faculty member and is supported primarily by faculty research grants.

The curriculum faculty have appointments in 13 departments in the School of Medicine, the School of Dentistry, and the College of Arts and Sciences. The faculty represent diverse research interests that use the tools of genetics, molecular biology, and biochemistry to address fundamental questions in the areas of cell cycle regulation, chromosome structure, development and disease models, DNA repair and recombination, genome stability, evolutionary genetics, genomics, human genetics, neurobiology, pathogens and immunity, signal transduction, transcription and gene regulation and virology. Students are able to choose from a variety of biological systems and questions for their thesis research.

Requirements for Admission for Graduate Work

Applications from students with good academic records and interest in research careers in genetics and molecular biology are favorably considered. Applicants preferably have majored or minored in one of the following disciplines: genetics, biology (zoology or botany), microbiology, chemistry, mathematics, physics or biophysics. They usually have taken calculus and organic and physical chemistry, although these are not essential. Applicants are accepted to begin their initial studies in the fall. They must apply to the program through a new unified application program known as the Biological and Biomedical Sciences Program (BBSP). Students apply for graduate study in the biological or biomedical sciences at UNC–Chapel Hill. Students interested in any of the BBSP research areas apply to BBSP and those whose application portfolio places them highest on the admission list are asked to visit Chapel Hill for interviews. Students who are ultimately admitted to UNC make no formal commitment to a Ph.D. program. After completing their first year of study students leave BBSP and join a thesis lab and matriculate into one of 13 participating Ph.D. programs. During their first year BBSP students are part of small, interest-based groups led by several faculty members. These groups meet frequently and provide a research community for students until they join a degree granting program. The application consists of Graduate Record Examination (GRE) scores, transcripts of records, three letters of recommendation, and a statement of purpose, all submitted through the Web-based application system of The Graduate School. Those whose application portfolio places them highest on the admission list are asked to visit Chapel Hill for interviews. Students are encouraged to apply as early as possible, preferably before December 1. (Applicants seeking a master's degree are not considered for admission.)

Requirements for the Ph.D. Degree

In addition to the dissertation requirements of The Graduate School (four full semesters of credit including at least six hours of doctoral dissertation; a written preliminary examination, an oral examination, and a dissertation), students in the Curriculum in Genetics and Molecular Biology must meet the following requirements: complete four didactic courses (two of which are required: GNET 621, GNET 631, and one selected from the following: GNET 632, GNET 622, GNET 624, GNET 641, among others, one seminar course in which at least one-third of the final grade is based upon class participation, act as a teach-

ing assistant for one semester; participate in a student seminar series as an attendee until the oral exam requirement is completed and then as a presenter in the later years; participate in the curriculum's retreat and attend the weekly seminar series sponsored by the curriculum and the Carolina Center for Genome Sciences. Students are required to rotate through at least three laboratories before choosing a thesis advisor. It is strongly recommended that students attend national meetings in order to better understand how their research fits with progress in their field.

Financial Aid

Stipends for predoctoral students are available from an NIH predoctoral training grant and from the University. Tuition, student fees, and graduate student health insurance are also covered by the training grant and the University.

Courses for Graduate and Advanced Undergraduate Students

GNET

425 Human Genetics (BIOL 425) (3). See BIOL 425 for description.

505 Molecular Biology (BIOC 505) (3). See BIOC 505 for description.

621 Principles of Genetic Analysis I (BIOL 621) (3). See BIOL 621 for description.

622 Principles of Genetic Analysis II (BIOL 622) (4). See BIOL 622 for description.

623 Developmental Genetics Seminar (1). Permission of the instructor. Presentations of current research or relevant papers from the literature on development by students will be followed by open forum discussion of relevant points, and critique of presentation skills. Two hours per week.

624 Developmental Genetics (BIOL 624) (3). See BIOL 624 for description.

625 Seminar in Genetics (BIOL 625) (2). Permission of the instructor. Two seminar hours per week.

631 Advanced Molecular Biology I (BIOC 631, BIOL 631, MCRO 631) (3). Required preparation for undergraduates, at least one undergraduate course in both biochemistry and genetics. DNA structure, function, and interactions in prokaryotic and eukaryotic systems, including chromosome structure, replication, recombination, repair, and genome fluidity. Three lecture hours a week.

632 Advanced Molecular Biology II (BIOC 632, BIOL 632, MCRO 632) (3). Required preparation for undergraduates, at least one undergraduate course in both biochemistry and genetics. The purpose of this course is to provide historical, basic, and current information about the flow and regulation of genetic information from DNA to RNA in a variety of biological systems. Three lecture hours a week.

635 Clinical and Counseling Aspects of Human Genetics (BIOL 529) (3). Prerequisite, BIOL 425 or GNET 634. Permission of the instructor. Topics in clinical genetics including pedigree analysis, counseling/ethical issues, genetic testing, screening, and issues in human research. Taught in a small group format. Active student participation is expected.

636 Elements of Probability and Statistical Inference I (BIOS 550) (4). See BIOS 550 for description.

641 Bioinformatics: A Practical Introduction (4). This course provides an introduction to basic genome informatics, including genome databases, sequence analysis, gene expression analysis, protein structural analysis, and managing the scientific literature.

655 Issues in Human Genetics (1). This course will provide an overview of methods in human genetics during the critical reading of selected literature and work of speakers that will present in the Friday Seminar Series.

675 Computational Genetics (1). A course on systems genetics focused on student participation and the development of targeted multidisciplinary responses to genetic questions.

680 Modeling Human Diseases in Mice (1). Permission of the instructor. This course will provide an overview of the use of the mouse as an experimental model for determining factors, both genetic and environmental, that contribute to human diseases. One seminar hour a week.

Courses for Graduate Students

GNET

701 Genetic Lecture Series (1). Open to genetics students only. Diverse but current topics in all aspects of genetics. Relates new techniques and current research of notables in the field of genetics.

702 Student Seminars (1). Required of all candidates for the degree in genetics. A course to provide public lecture experience to advanced genetics students. Students present personal research seminars based on their individual dissertation projects. Lectures are privately critiqued by fellow students and genetics faculty.

703 Student Seminars (1). Required of all candidates for the degree in genetics. A course to provide public lecture experience to advanced genetics students. Students present personal research seminars based on their individual dissertation projects. Lectures are privately critiqued by fellow students and genetics faculty.

850 Training in Genetic Teaching (3). Required preparation, two courses in genetics. Permission of the instructor. Principles of genetic pedagogy. Students are responsible for assistance in teaching genetics and work under the supervision of the faculty, with whom they have regular discussion of methods, content, and evaluation of performance.

905 Research in Genetics (BIOL 921) (1–21). May be repeated for credit.

993 Master's Thesis (3–21). Permission of the department. Students are not accepted directly into the M.S. program.

994 Doctoral Dissertation (3–21).

Department of Geography

www.unc.edu/depts/geog

JOHN PICKLES, *Chair*

Professors

Lawrence E. Band (21) Voit Gilmore Distinguished Professor. Geographic Information Systems (GIS), Hydroecology, Geomorphology

Stephen S. Birdsall (5) Cultural Landscapes, North America

Michael Emch (29) Medical Geography, Spatial Epidemiology, Health and Environment, Geographic Information Systems (GIS), Remote Sensing

John Pickles (26) Earl N. Phillips Distinguished Chair of International Studies. International Studies, Regional Development, Geographic Thought, Political Economy

Stephen J. Walsh (12) Remote Sensing, Geographic Information Systems (GIS), Physical

Associate Professors

Altha J. Cravey (17) Latin America, Social

Banu Gökariksel (28) Urban, Cultural, and Feminist Geography; Social Theory; Globalization and Modernity; the Middle East and Southeast Asia

Charles E. Konrad (16) Synoptic Climatology and Meteorology

Scott L. Kirsch (23) Historical and Political Geography; Science, Technology and Environment

Aaron Moody (18) Geographic Information Systems (GIS), Biogeography

Conghe Song (24) GIS, Remote Sensing, Earth Systems Science

Assistant Professors

Clark Gray (35) Population, Environment and Development; Survey and Statistical Methods
Elizabeth Havice (36) Political Economy and Ecology, International Development, Commodity Studies, Environmental Politics, Trade Politics, Fisheries Systems
Nina Martin (31) Urban, Economic and Migration Geography, Globalization and Urban Change, Urban Planning and Policy, Civil Society
Sara Smith (33) Political and Social Geography, Nationalism, Health, South Asia
Erika Wise (34) Dendrochronology, Climatology, Water Resources (Effective July 1, 2010)
Gabriela Valdivia (32) Political Ecology, Indigenous Communities, Latin America

Adjunct Faculty

Richard Bilsborrow (Biostatistics), Demography, Development and the Environment, Environment and Society, Research Methods
Ryan Boyles (North Carolina State University), Climate Services, Local and Regional Climatology, Weather and Climate Applications, Observational Sensors and Systems, Data Management
David Easterling (National Climatic Data Center), Climate, Modeling, Observed Climate Variability and Change
Barbara Entwisle (Sociology), Demography, Social Change, GIS and Geographical Approaches in Population Studies
Arturo Escobar (Anthropology), Ecological Anthropology, Social Movements, Political Ecology, Latin America, Complexity
Lawrence Grossberg (Communications Studies), Cultural Studies, Modern and Contemporary Philosophy, Popular Music (Rock Culture) and Popular Culture, Contemporary Political Culture of the United States
Kenneth Hillis (Communication Studies), Place, Space and Landscape, Virtual Geographies, Space and Social and Political Identities
Kevin Hewison (Carolina Asia Center), Globalization and Social Change in Southeast Asia
James H. Johnson Jr. (Kenan–Flagler Business School), Urban and Metropolitan Competitiveness, Business Demographics, Sustainable Economic and Community Development
Carlos Mena (Universidad San Francisco de Quito, Ecuador) GIS, Latin America, Population Environment, Remote Sensing, Dynamic Modeling
Ronald Rindfuss (Sociology), Population and Environment, Family, Fertility
Michael J. Welsh (Family Health International), Health/Population and Development, HIV/AIDS Prevention Programs, Reproductive Health Service Delivery and Evaluation Research, Diffusion of Innovation

Research Professor

Stephen Guptill (United States Geological Survey, Retired), GIS, Spatial Analysis, Remote Sensing, Health

Professors Emeriti

David G. Basile
Clyde E. Browning
John D. Eyre
John W. Florin
Wilbert M. Gesler
Richard J. Kopec
Melinda Meade
Peter J. Robinson
Thomas M. Whitmore

The Department of Geography offers advanced work leading to the master of arts and doctor of philosophy degrees. Both the M.A. and Ph.D. degrees are offered, but the major emphasis of the program is on the Ph.D., even for those not yet possessing an M.A. Incoming students are roughly evenly mixed between those with and without a master's degree.

The Department of Geography has faculty strength in five overlapping areas of concentration. These represent areas of active faculty research and coherent foci—not mutually exclusive territories. Indeed, many students and faculty work on projects that span more than one area. So, while intensive training is offered in a number of diverse areas, the program is noted for its integrative and cross-cutting approach. The department's diverse graduate students are pursuing a wide variety of research at UNC–Chapel Hill.

Departmental research specializations include:

Biophysical Geography and Earth Systems Science. Here the biophysical environment is examined as an integrated system emphasizing the linkages and feedbacks between terrestrial and atmospheric form and function. The focus is on the interactions between the structure and composition of the earth's surface, its soils and vegetation, and the atmosphere with those processes that actively cycle energy and material through them.

Geographic Information and Analysis. Here geographic information sciences are applied as an integrated set of spatial digital technologies including tools, techniques, concepts, and data sets associated with geographic information systems, remote sensing, data visualization, global positioning systems, spatial analysis, and quantitative methods.

Nature-Society Studies and Human-Environment Interactions. Drawing on analytical and theoretical perspectives from ecology, sociocultural processes and values, political ecology, science studies, and cultural ecology, UNC–Chapel Hill geographers focus on geographies of environmental change, the political-economic and social contexts of environmental change, human uses of the environment, and the consequences of such uses.

Social Spaces. Here UNC–Chapel Hill geographers examine cultural geographies of people, places, regions, landscape and resources, space, identity, and representation; social geographies of race, space, gender, urban and community dynamics, rural landscapes and regional change, health, migration, inequality, and social movements; economic geographies of agrarian and industrial change, science, technology and regional change, post-socialism, political economy, and globalization and international development; and political geography, geopolitics, and political ecology.

Globalization and International Development. Here UNC–Chapel Hill geographers study the consequences of the processes of globalization (and the anti-globalization and global justice movements they have stimulated) that are reshaping the geographies of international and local capital, labor, technology, information, goods and services, and the post-war Fordist geographies of economic, social, and political life in the United States and globally.

Graduate students in the department participate in most departmental governance activities and maintain their own organization, the Graduate Association of Geography Students (GAGS). UNC–Chapel Hill professional and graduate students also have an active campus-wide organization. Graduate students have access to extensive research and computing facilities within the department and across campus, and many of our students are involved in specialized departmental research groups. Students and faculty have strong ties to other departments and research centers at UNC–Chapel Hill, including the Carolina Population Center, the Odum Institute for Research in Social Science, the Institute of Latin American Studies (UNC–Chapel Hill and Duke University), the Sheps Center for Health Services Research, the Curriculum

in Ecology, the Center for Urban and Regional Studies, the Carolina Environmental Program and UNC–Chapel Hill's schools of public health and medicine. There are also opportunities for coursework and research associated with nearby Duke University and North Carolina State University. Many students also take advantage of the government and private research facilities in Research Triangle Park.

Incoming graduate students are required to complete three core courses (GEOG 702, 703, and 704) presenting the foundations of geographical theory, communication, and research. Thereafter the program of study is flexible and tailored to the needs of the individual student. Students select the appropriate course work and dissertation topic in consultation with their advisor and research committee.

A large proportion of graduate students receive financial assistance. Sources of aid include teaching assistantships and work on sponsored research projects within the department, University-wide competitive assistantships, nonservice fellowships and merit scholarships, and externally awarded fellowships.

The department occupies the top two floors of newly renovated Saunders Hall and maintains the extensive computational laboratories needed to fulfill its research and teaching mission, with specialized facilities dedicated to spatial analysis and the use of geographic information systems. A wide range of geographic data sets are readily available. An extensive collection of geographic books and periodicals, including an exceptionally strong collection of foreign periodicals, is held in the nearby Davis Library, while Wilson Library houses a large map library.

Courses for Graduate and Advanced Undergraduate Students

GEOG

404 Atmospheric Processes II (ENST 406) (4). See ENST 406 for description.

410 Modeling of Environmental Sciences (3). Prerequisite, GEOG 110. Use of systems theory and computer modeling to understand general issues in climate, vegetation, geomorphology, soils, and hydrology such as crossing time and space scales and linear and dynamical systems. No laboratory. (GISci)

412 Synoptic Meteorology (3). Prerequisite, GEOG 110 or 111. An analysis of synoptic weather patterns and the processes responsible for them. Climatological aspects of these weather patterns are emphasized. (EES)

414 Climate Change (3). An investigation of the physical processes that produce and change climates across space and time. Emphasis is placed on recent and predicted patterns of climate change.

416 Applied Climatology (3). Prerequisite, GEOG 412 or 414. An investigation of the ways climatic information and techniques can be applied to societal problems, such as energy production, food production, and health. (EES)

419 Field Methods in Physical Geography (3). Involves evaluation of landscapes by examining nature and biophysical elements influencing landscape form and function. Course emphasizes data collection, analysis, and interpretation using GIS and field methods. (EES)

420 Fundamental Concepts of Human Geography (3). A systematic study of the approaches, key concepts, and methods of human geography. Emphasizes the cultural landscape and location analysis within a thematic rather than a regional framework. (Core)

423 Social Geography (3). A study of the spatial components of current social problems, such as poverty, race relations, environmental deterioration and pollution, and crime. (GHA)

428 Urban Social Geography (3). Studies the changing landscapes of contemporary urbanism. Emphasis on patterns of economic development, housing, and infrastructure in cities in a global context. (GHA)

430 Global Migrations, Local Impacts: Urbanization and Migration in the United States (3). This course explores the relationship between patterns of urban development in the United States and migration, in both historical and contemporary contexts.

434 Cultural Ecology of Agriculture, Urbanization, and Disease (3). Examines the role of the interactions of cultures, environments, and human diseases in the quest for sustainable agriculture by examining the cultural ecology of agriculture systems and their human diseases. (GHA)

435 Environmental Politics (3). This course brings geographical perspectives on place, space, scale, and environmental change to the study of environmental politics. In lectures, texts, and student research, students examine topics including environmental health risks, globalization and urban environments, and the role of science in environmental politics. (GHA)

440 Earth Surface Processes (GEOL 502) (3). Prerequisite, GEOG 101 or 110. This course will focus on the processes of soil formation, erosion, and landform evolution with an emphasis on the interaction of geomorphic processes with surface hydrology and ecosystems. (EES)

441 Introduction to Watershed Systems (3). Prerequisite, GEOG 110. Introduction to the hydrologic and geomorphic processes and forms in watersheds as applied to problems in flood analysis, water quality, and interactions with ecosystem processes. Course will cover the structure of drainage networks, nested catchments, and distribution and controls of precipitation, evaporation, runoff, soil, and groundwater flow. (EES)

442 River Processes (3). Introduction to landforms and processes associated with flowing water at the earth's surface. Hydrology, sedimentology, and theories of channel formation and drainage basin evolution. (ESS)

444 Landscape Biogeography (3). This course is concerned with the application of biogeographical principles and techniques to the study of natural and human-modified landscapes. It includes local and extraregional case studies. (EES)

445 Medical Geography (3). The human ecology of health is studied by analyzing the cultural/environmental interactions that lie behind world patterns of disease distribution, diffusion, and treatment, and the ways these are being altered by development. (GHA)

446 Geography of Health Care Delivery (3). This course covers basics, including personnel and facility distributions, accessibility, regionalization, and location/allocation modeling; spatial analysis and GIS; and the cultural geography of health care, including humanist and political-economic perspectives. (GHA)

447 Gender in the Middle East (ASIA 447, INTS 447) (3). Examines gender, space, and place relationships in the modern Middle East. Investigates shifting gender geographies of colonialism, nationalism, modernization, and globalization in this region. (GHA)

448 Transnational Geographies of Muslim Societies (INTS 448) (3). Examines modern Muslim geographies that are created by transnational flows, connections, and imaginaries that cross national and regional boundaries across the Middle East, Southeast Asia, and beyond.

450 Population Geography (3). A study of the spatial dimensions of population growth, density, and movement and of the shifts in these patterns as they relate to changes in selected socioeconomic and cultural phenomena. (GHA)

452 Mobile Geographies: The Political Economy of Migration (3). This course explores the contemporary experience of migrants. Various theoretical approaches are introduced, with the emphasis on a political-economic approach. (GHA)

453 Political Geography (PWAD 453) (3). The geography of politics is explored at the global, the nation-state, and the local scale in separate course units, but the interconnections between these geographical scales are emphasized throughout. (GHA)

454 Historical Geography of the United States (FOLK 454) (3). A study of selected past geographies of the United States with emphasis on the significant geographic changes in population, cultural, and economic conditions through time. (GHA)

457 Rural Latin America: Agriculture, Environment, and Natural Resources (3). Prerequisite, GEOG 259. Permission of the instructor for students lacking the prerequisite. This course explores a systems and cultural-ecological view of agriculture, environment, natural resource, and rural development issues in Latin America. It serves as a complement to GEOG 458 Urban Latin America. (Regional)

458 Urban Latin America: Politics, Economy, and Society (3). Prerequisite, GEOG 259. Permission of the instructor for students lacking the prerequisite. This course examines urban social issues in contemporary Latin America. Cities and their residents will be considered in relation to each other and to North American examples. (Regional)

460 Geographies of Economic Change (3). This course is designed to explore changing geographies of production and consumption in theory and in practice.

464 Europe Today: Transnationalism, Globalisms, and the Geographies of Pan-Europe (INTS 464) (3). A survey by topic and country of Europe west of Russia. Those features that make Europe a distinct and important region today are emphasized. (Regional)

470 Political Ecology: Geographical Perspectives (3). Examines foundational concepts and methods and their relevance for understanding nature-society relationships. Discussions on environmental change and conflict and how nature is bound up with relations of power and constructions of identity.

477 Introduction to Remote Sensing and Digital Image Processing (3). Prerequisite, GEOG 370. Emphasizes methods of data analysis that offer an automated approach to spatial and nonspatial data synthesis, which combines a system of data capture, storage, management, retrieval, analysis, and display. (GISci)

480 Liberation Geographies: The Place, Politics, and Practice of Resistance (3). An examination of the theory and history of resistance in the modern world, including instances of contestation from 'foot dragging' to the formation of social movements, and exploring the relationship between place and protest.

481 Ethnographies of Globalization: An Upper-Level Research Design Class (3). Examines critical perspectives on globalization through research interviews conducted by social scientists working on topics ranging from land reform in Brazil to international banking.

491 Introduction to GIS (PLAN 491) (3). Prerequisite, GEOG 370. Stresses the spatial analysis and modeling capabilities of organizing data within a geographic information system. (GISci)

541 GIS in Public Health (3). Explores theory and application of geographic information systems (GIS) for public health. The course includes an overview of the principles of GIS in public health and practical experience in its use. (GISci)

542 Neighborhoods and Health (3). This course explores how neighborhood context influences the health of the populations living in them. It includes a survey of neighborhoods and health theory and empirical examples. (GHA)

577 Advanced Remote Sensing (3). Prerequisite, GEOG 370 or 477. Acquisition, processing, and analysis of satellite digital data for the mapping and characterization of land cover types. (GISci)

591 Applied Issues in Geographic Information Systems (PLAN 591) (3). See PLAN 591 for description.

593 Geographic Information Science Programming (3). Prerequisite, GEOG 370 or 491. This course will teach students the elements of GISci software development using major GIS platforms. Students will modularly build a series of applications through the term, culminating in an integrated GIS applications program.

594 Global Positioning Systems and Applications (3). Prerequisite, GEOG 370. Global Positioning Systems (GPS) fundamental theory, application design, post processing, integration of GPS data into GIS and GPS application examples (such as public health, business, etc.) will be introduced.

595 Ecological Modeling (3). Prerequisite, BIOL 561 or STOR 355. Permission of the instructor for students lacking the prerequisite. This course focuses on modeling the terrestrial forest ecosystems processes, including population dynamics, energy, water, nutrients, and carbon flow through the ecosystem. (GISci)

650 Technology and Democracy Workshop (3). Are technological choices open to democratic participation? Through a novel research workshop format, this graduate and undergraduate course explores political and geographical dimensions of technological change around key environmental issues—energy, water, and waste.

691H Honors (3). Permission of the department. Required of all students aspiring to honors in geography. Directed readings, research, and writing.

692H Honors (3). Prerequisite, GEOG 691H. Required of all students aspiring to honors in geography. Preparation of a senior thesis.

Courses for Graduate Students

GEOG

702 Contemporary Geographic Thought (3). History and philosophy of the geographic discipline, with particular emphasis on developments in recent decades.

703 Geographic Research Design (3). Introduction to the theory and practice of geographic research. The range of methods available for problem identification and solution are considered through development of specific research proposals.

704 Communicating Geography (1). This informal seminar introduces new students to departmental faculty and resources outside the department.

705 Advanced Quantitative Methods in Geography (3). Application of selected multivariate statistical techniques to the analysis of geographic phenomena and problems.

710 Advanced Physical Geography—Biogeoscience (3). Examination of the major processes controlling environmental cycling of material and energy at the landscape level, and development of a quantitative understanding of the physical and ecosystem processes responsible for landscape pattern and evolution.

711 Advanced Physical Geography—Hydroclimatology and Bioclimatology (3). Examination of topics focused on the atmospheric and the vegetation and land surface parts of the hydrologic cycle at the micro to global spatial scale and short-term to millennial temporal scale.

715 Land Use/Land Cover Dynamics and Human Environment Interaction (3). Examination of topics that integrate social, natural, and spatial sciences within the context of human-environment interactions, with an emphasis on landuse/landcover dynamics and spatial digital technologies for linking landscape form and function.

720 Cultural and Political Ecology (3). This course examines the foundations and current literature on cultural and political ecology. Focus is given to the appropriation of "Nature," degradation and deforestation, conservation, famine, postcolonial peasants, resistance, Indigeneit, and property, land distribution, and governmentality.

760 Geographies of Economic Change (3). This course is designed to explore changing geographies of production and consumption in theory and practice.

790 Spatial Analysis and Computer Modeling (3). This course introduces students to spatial analysis techniques involving points, lines, areas, surfaces, and nonmetric spaces, as well as programming basic geographic models on microcomputers.

801 Research Seminar in Earth System Science and Biophysical Geography (3). An in-depth seminar devoted to contemporary faculty research topics in earth system science and biophysical geography. Topics and instructors vary.

802 Research Seminar in Geographic Information Sciences (3). An in-depth seminar devoted to contemporary faculty research topics in geographic information sciences. Topics and instructors vary.

803 Research Seminar in Nature-Society Studies and Human-Environment Interactions (3). An in-depth seminar devoted to contemporary faculty research topics in nature-society studies and human-environment interactions. Topics and instructors vary.

804 Research Seminar in Social Geography (3). An in-depth seminar devoted to contemporary faculty research topics in social geography. Topics and instructors vary.

805 Research Seminar in International Area Studies, Development, and Globalization (3). An in-depth seminar devoted to contemporary faculty research topics in international area studies, development, and globalization. Topics and instructors vary.

811 Seminar/Readings in Earth System Science and Biophysical Geography (3). An in-depth seminar devoted to contemporary readings in earth system science and biophysical geography. Topics and instructors vary.

812 Seminar/Readings in Geographic Information (3). An in-depth seminar devoted to contemporary readings in geographic information sciences. Topics and instructors vary.

813 Seminar/Readings in Nature-Society Studies and Human-Environment Interactions (3). An in-depth seminar devoted to contemporary readings in nature-society studies and human-environment interactions. Topics and instructors vary.

814 Seminar/Readings in Social Geography (3). An in-depth seminar devoted to contemporary readings in social geography. Topics and instructors vary.

815 Seminar/Readings in International Area Studies, Development, and Globalization (3). An in-depth seminar devoted to contemporary readings in international area studies, development, and globalization. Topics and instructors vary.

900 Special Work in Geography (1–21). Required preparation, two courses in the one hundred bracket or permission of the instructor.

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Department of Geological Sciences

www.geosci.unc.edu

ALLEN F GLAZNER, *Chair*

Professors

Larry K. Benninger, Low-Temperature Geochemistry
Joseph G. Carter, Paleoecology, Invertebrate Paleontology
Allen F. Glazner, Igneous Petrology, Tectonics
Jonathan M. Lees, Seismology, Geophysical Inverse Theory
Jose A. Rial, Geophysics, Seismology

Associate Professors

Louis R. Bartek, Sedimentology, Stratigraphy, Marine Geology
Drew S. Coleman, Isotope Geochemistry, Geochronology
Kevin G. Stewart, Structural Geology
Donna M. Surge, Paleoclimate, Paleoecology, Low-Temperature Geochemistry

Assistant Professors

Jason B. Barnes, Surface Processes, Tectonics
Tamlin M. Pavelsky, Global Hydrology
Laura J. Moore, Coastal Geology
Lara S. Wagner, Seismology, Tectonics

Associated Faculty

John M. Bane Jr. (024) Physical Oceanography
Christopher S. Martens (007) Chemical Oceanography

Adjunct Appointments

Alan E. Boudreau, Petrology, Geochemistry
Antonio Rodriguez, Coastal Geology, Sedimentology

Professors Emeriti

John M. Dennison
A. Conrad Neumann
John J. W. Rogers
Joseph St. Jean Jr.
Daniel A. Textoris

The Department of Geological Sciences offers programs leading to the M.S. and Ph.D. degrees in geological sciences. A broad background is offered in most major areas of geoscience, with particular emphasis on isotope geochemistry, geochronology, seismology, volcanology, igneous petrology, marine geology, low-temperature geochemistry, paleoclimatology, paleoceanography, paleontology, paleoecology, sequence stratigraphy, structural geology, and tectonics.

Admission and General Degree Requirements

Students admitted to pursue a graduate degree in the Department of Geological Sciences normally are expected to have an undergraduate degree in traditional geology, geochemistry, geophysics, biology, chemistry, mathematics, physics, or other related interdisciplinary fields. All applicants must take the Graduate Record Examination (GRE). All foreign students whose native language is not English also must take the Test of English as a Foreign Language (TOEFL) examination.

Course requirements for incoming students will be determined by individual graduate committees, often in consultation with the director of graduate studies. Specific requirements are varied to meet the needs and career objectives of the individual.

Master of Science

Requirements for the master of science degree are 30 semester hours (including a minimum of three hours but no more than six hours of GEOL 993, a thesis, and a final oral examination in defense of the thesis.

Doctor of Philosophy

Normally a student must have completed a master's degree before being admitted to the doctoral program. A student may be permitted to bypass the master's degree after one year of residence upon demonstration of superior scholastic performance and research potential, recommendation of his or her graduate committee, and approval by the geological sciences faculty.

Admission to the Ph.D. program after completing the M.S. degree in the Department of Geological Sciences requires faculty approval.

Requirements for the Ph.D. degree are a minimum of 48 semester hours of graduate credit (which may include 30 hours from the M.S. degree) plus a minimum of six hours and preferable no more than 12 hours of GEOL 994, a written comprehensive examination and an oral comprehensive examination, a dissertation, and a final oral examination in defense of the dissertation.

Facilities and Research Interests

The Department of Geological Sciences occupies the 50,000 square feet of floor space in Elisha Mitchell Hall, and houses a departmental library that contains more than 47,000 volumes as well as periodicals, maps, and electronic resources in the geosciences.

Research equipment and facilities include a thermal ionization mass spectrometer; two Class 100 clean labs; X-ray fluorescence spectrometer; X-ray diffractometer; direct current plasma spectrometer; scanning electron microscope; counting laboratory (alpha-, beta-, and gamma-emitting radionuclides); gas chromatograph- isotope ratio mass spectrometer (in Marine Sciences); Avaatech X-Ray Fluorescence Core Scanner: UIC Inc. Carbon Analyzer (carbon dioxide coulometer, acidification module, horizontal furnace); ICP mass spectrometer and electron microprobe (at Duke University); chirp sonar and side-scan sonar imaging systems; seismic reflection system; grain-size analysis equipment; microsampling system with epifluorescence capabilities. The department utilizes a variety of computing resources, including networked Windows, Macintosh, LINUX, and UNIX workstations. Campus-wide supercomputer clusters are available through the North Carolina Supercomputing Center. UNC–Chapel Hill and Duke University jointly operate the R/V Cape Hatteras, a part of the UNOLS oceanographic research fleet, which is docked at the Duke Marine Lab in Beaufort, North Carolina.

Financial Aid

Approximately 11 graduate and teaching assistantships with stipends of $14,700–$15,700 per academic year (2011–2012 stipends) are available to graduate students. In addition, all graduate students in good standing receive a summer research fellowship ($6,250–$7,000 in 2011–2012) from a departmental endowment.

The department nominates one or two students to be considered by The Graduate School for nonservice fellowships; no additional application is necessary. Faculty research grants support some research assistantships. Out-of-state students are recommended for remission of out-of-state tuition costs; all students are recommended for an in-state tuition award. Most students are eligible for both, and therefore are responsible only for the payment of student fees.

Courses for Graduate and Advanced Undergraduate Students

GEOL

401 Structural Geology (4). Prerequisite, GEOL 101, 105, 109, or 110. Introduction to the mechanical behavior and dynamic evolution of the earth's crust through the study of deformed rocks. Includes weekend field trip to western North Carolina.

402 Sedimentology and Stratigraphy (4). Prerequisites, GEOL 101 or 110, and GEOL 301. Introduction of principles involved in description and classification of sedimentary rocks and stratigraphic units as well as stratigraphic correlation. Students will be introduced to relationships of processes, depositional environments, and sedimentary facies.

403 Oceanography (BIOL 350, ENVR 417, MASC 401) (3). See MASC 401 for description.

404 Petrology and Plate Tectonics (4). Prerequisite, GEOL 301. Permission of the instructor for students lacking the prerequisite. Studies of the origin and evolution of igneous and metamorphic rocks, including microscopic, X-ray, and field methods; volcanology; plate-tectonic interpretation of rock sequences. Three lecture and three laboratory hours a week.

410 Earth Processes in Environmental Systems (ENST 410, MASC 410) (4). See ENST 410 for description.

411 Oceanic Processes in Environmental Systems (ENST 411, MASC 411) (4). See ENST 411 for description.

412 Principles and Methods of Teaching Earth Science (4). Prerequisites, GEOL 101/101L, 103, 105/101L, 109/101L, or 110; and at least two of the four geology core courses: GEOL 301, 401, 402, and 404. This course develops the knowledge and skills teachers need to implement inquiry-based earth science instruction: conceptual knowledge of earth sciences and mastery of inquiry instructional methods. Students study inquiry in cognitive science and learning theory. This course is a requirement for the UNC-BEST program in geological sciences.

413 Field Paleontology (4). Prerequisites, GEOL 101, 109, 110, or 159; and 402 or 478. Permission of the instructor for students lacking the prerequisites. Field-oriented course on larger Ordovician through Pliocene fossil invertebrates in the central and eastern United States. Students develop a reference collection of over 250 genera and species, with data of stratigraphy and biostratigraphy. Three lecture and two laboratory hours a week.

415 Environmental Systems Modeling (ENST 415, ENVR 461, MASC 415) (3). See ENST 415 for description.

417 Geomorphology (ENST 417) (3). Prerequisites, GEOL 101 or 110, and MATH 231. Permission of the instructor for students lacking the prerequisites. Introduction to process geomorphology with emphasis on quantitative interpretation of weathering, hill slope, fluvial, glacial, and eolian processes from topography and landscapes.

417L Geomorphology Laboratory (1). Pre- or corequisite, GEOL 417. Two laboratory hours per week.

421 Archaeological Geology (ANTH 421) (3). Permission of the instructor. The application of geological principles and techniques to the solution of archaeological problems. Studies geological processes and deposits pertinent to archaeological sites, geologic framework of archaeology in the southeastern United States, and techniques of archaeological geology. Field trips to three or more sites; written reports required.

422 Physics of the Earth's Interior (PHYS 422) (3). See PHYS 422 for description.

430 Coastal Sedimentary Environments (MASC 430) (3). Prerequisite, GEOL 402. Introduction to modern shallow-water clastic environments and their sediments, emphasizing barrier islands, deltas, estuaries, wetlands, and tidal flats. Includes local field trips and discussion/application of data-collecting techniques.

431 Micropaleontology (MASC 431) (4). Prerequisite, GEOL 478 or MASC 440. Permission of the instructor for students lacking the prerequisite. An in-depth study of the biostratigraphy, paleoecology, and taxonomy of various microfossil groups (i.e., foraminifera, ostracodes, conodonts, coccoliths, radiolaria, diatoms, acritarchs, dinoflagellates, etc.) dependent upon individual student objectives. Three lecture and three laboratory hours a week.

432 Paleoclimatology (3). Prerequisite, GEOL 402. Permission of the instructor for students lacking the prerequisite. Introduction to mechanisms that drive climate. Examination of past climate reconstructions using ecological and geochemical proxies. Utility of computer models to reconstruct past climates and predict future climate change. Emphasis placed on late Quaternary.

433 Paleoceanography (3). Prerequisite, GEOL 402 or 503. Permission of the instructor for students lacking the prerequisite. Origin and distribution of pelagic sediments. Review of the major Mesozoic and Cenozoic events in the world oceans. Glacial/interglacial changes in the ocean/atmosphere system.

434 Marine Carbonate Environments (2). Permission of the instructor. Chemical and biological origins of calcium carbonate, skeletal structure, and chemo-mineralogy, preservation, sedimentation, and early diagenesis are studied in deep and shallow environmental settings to understand skeletal genesis, limestone origin, and carbonate facies variability. Field trip to Florida, Bahamas, or Bermuda. Laboratory exercises; research report.

436 Topics in Earth and Environmental Sciences (3). Key topics and resources for high school teachers preparing to teach earth and environmental sciences. Includes lithosphere, tectonic processes, hydrosphere, atmosphere, origin of solar system and life, and environmental stewardship.

440 Principles of Seismology (3). Prerequisites, GEOL 101, 213, 401; MATH 231. Permission of the instructor for students lacking the prerequisites. Descriptive account of global seismology, earthquake distribution, and focal mechanics. Principles of geometrical optics and applications to imaging the earth's interior. Principles of seismic prospecting of hydrocarbon and geothermal reservoirs.

450 Biogeochemical Processes (ENST 450, ENVR 415, MASC 450) (4). See ENST 450 for description.

460 Fluid Dynamics of the Environment (3). Prerequisite, MATH 232. Permission of the instructor for students lacking the prerequisite. Principles and applications of fluid dynamics to flows of air and water in the natural environment. Conservation of momentum, mass, and energy applied to lakes, rivers, estuaries, and the coastal ocean. Dimensional analysis and scaling emphasized to promote problem-solving skills.

478 Invertebrate Paleontology (BIOL 478) (4). Prerequisite, GEOL 159 or BIOL 101. Permission of the instructor for students lacking the prerequisites. Introduction to the principles, methods of analysis, and major controversies within paleontology. Examination of the fossil record and its application to problems in evolutionary biology, paleoecology, paleoclimatology, and general earth history.

480 Modeling of Marine and Earth Systems (ENVR 480, MASC 480) (1–3). Prerequisite, MATH 232. Permission of the instructor for students lacking the prerequisite. Mathematical modeling of the dynamic system, linear and nonlinear. The fundamental budget equation. Case studies in modeling convective transport, biogeochemical process, population dynamics. Analytical and numerical techniques, chaos theory, fractal geometry.

483 Geologic and Oceanographic Applications of Geographical Information Systems (MASC 483) (4). Required preparation, four GEOL courses or permission of the instructor. Focus is on applying GIS concepts and techniques to mining and petroleum geology, resource assessment, hydrogeology, coastal and marine geology, physical oceanography, engineering geology, and a geologic perspective on land use. Three lecture and two laboratory hours a week.

501 Geological Research Techniques (2). Permission of the instructor. An introduction to methods of obtaining, analyzing, and presenting geologic and paleontologic data.

502 Earth Surface Processes (GEOG 440) (3). See GEOG 440 for description.

503 Geological Oceanography (MASC 503) (4). See MASC 503 for description.

504 Topics in Petrology (4). Prerequisite, GEOL 404. Origin of magmas and evolution of igneous and metamorphic rocks, combined with petrographic study of selected sites and individual examples. Two lecture and six laboratory hours a week.

505 Chemical Oceanography (ENVR 505, MASC 505) (4). See MASC 505 for description.

506 Physical Oceanography (MASC 506) (4). See MASC 506 for description.

507 Rhythms in Global Climate and the Stratigraphic Record (3). Prerequisite, GEOL 402. An overview of the mechanisms of cyclic climate forcing and a review of the geologic evidence for these climate rhythms, with a particular emphasis on the Milankovitch orbital cycles.

508 Applied Hydrology (3). Prerequisites, GEOL 101 or 110, MATH 231, PHYS 105. Permission of the instructor for students lacking the prerequisites. An introduction to methodologies and instrumentation for quantifying the movement of water in the earth system focusing on components of the hydrologic cycle. Emphasis is divided between analytical aspects and field procedures.

509 Groundwater (3). Prerequisites, CHEM 102; GEOL 101, 105, 109, or 110; MATH 231; PHYS 104, 116. Permission of the instructor for students lacking the prerequisites. Introduction to physics, chemistry, and geology of groundwater.

510 Geochemistry of Natural Waters (3). Prerequisites, CHEM 102; GEOL 101, 105, 109, or 110; MATH 231. Permission of the instructor for students lacking the prerequisites. Survey of processes affecting the compositions of streams, lakes, the ocean, and shallow ground waters.

511 Stable Isotopes in the Environment (ENST 511) (3). Prerequisite, CHEM 102. Introduction to the theory, methods, and applications of stable isotopes to environmental problems. Primary focus will be on the origin, natural abundance, and fractionation of carbon, hydrogen, oxygen, and nitrogen isotopes.

512 Geochemistry (MASC 553) (3). Prerequisites, CHEM 102, GEOL 101 or 110. Permission of the instructor for students lacking the prerequisites. Introduction to the application of chemical principles to geological problems, with emphasis on isotope methods.

513 Sedimentary Geochemistry (3). Prerequisite, GEOL 101 or 110, or CHEM 102. Introduction to the chemistry of marine sediments. A review of the processes that control the chemistry of fine-grained sediments, and analysis of the theoretical basis for commonly used paleoenvironmental proxies.

514 River Systems of East Coast North America (3). Prerequisites, GEOL 101 or 110, and 211 or 417. Junior or senior status. Analysis of 23 rivers from St. Lawrence to the Everglades, from headwaters to oceanic terminus of turbidite fan. Focus on stream processes, geologic development, hydrology, utilization history, ecology, and planning.

515 Introduction to Geophysics (3). Prerequisites, PHYS 104 and 105. Introduction to the fundamentals of global geophysics: gravity, seismology, magnetism, heat, and plate tectonics. Both shallow and deep processes are considered. Emphasis is aimed at problem solving by applying concepts.

516 Environmental Field Mapping and Information Systems (3). Prerequisite, GEOL 401. Field and laboratory methods for collection, assimilation, and manipulation of map-based earth science data within a geospatial relational database. Introduction to applications of remote sensing and analysis of digital topography.

517 Sequence and Seismic Stratigraphy (3). Prerequisite, GEOL 402. Examination of lithostratigraphic principles and the sequence stratigraphic paradigm. Students will study use of variation of well log signature reflection attributes and reflection termination patterns to identify and correlate sequences and systems and to interpret the lithology and depositional history of subsurface stratigraphic units.

518 Geodynamics (3). Prerequisites, CHEM 102; GEOL 101 or 110; MATH 232; and PHYS 104 and 105. Interior of the earth deduced from seismology, gravity, heat flow, magnetism; geophysics of continents and ocean basins; age of earth.

520 Data Analysis in the Earth Sciences (3). Prerequisites, MATH 231 and 232. Required preparation, an introductory geology course numbered below 202, except first-year seminar, or permission of the instructor. Introduction to quantitative analysis in earth sciences: solid earth, atmospheres, oceans, geochemistry, and paleontology. Topics covered: univariate and multivariate statistics, testing, nonparametric methods, time series, spatial and cluster analysis, shapes.

522 Physical Volcanology (3). Required preparation, introductory courses in geology and physics. Course is aimed at understanding the physical properties and processes controlling volcanism and magma transport. Topics covered include volcanic processes from the formation of magma in the upper mantle to violent eruption at the surface. Emphasizes dynamic processes and underlying mechanisms.

550 Biogeochemical Cycling (MASC 550) (3). See MASC 550 for description.

552 Organic Geochemistry (ENVR 552, MASC 552) (3). See MASC 552 for description.

555 Paleobotany (BIOL 555) (4). See BIOL 555 for description.

560 Fluid Dynamics (ENVR 452, MASC 560, PHYS 660) (3). See MASC 560 for description.

563 Descriptive Physical Oceanography (MASC 563) (3). See MASC 563 for description.

590 Special Topics in Earth Science (3). Discussion or lab-based consideration of topical issues in earth sciences.

601 Summer Field Course in Geology (3). Prerequisites, GEOL 301, 401, 402, and 404. Permission of the instructor for students lacking the prerequisites. Three-week field camp conducted in the western United States (Arizona, California, Colorado, Nevada, New Mexico, and/or Utah). Learn proper use of geology field tools and how to make a geologic map. Field interpretation of rocks and their deformation.

602 Summer Field Course in Geology (3). Prerequisites, GEOL 301, 401, 402, and 404.Permission of the instructor for students lacking the prerequisites. Three-week field camp conducted in the western United States (Arizona, California, Colorado, Nevada, New Mexico, and/or Utah). Learn advanced mapping skills necessary to interpret geologic history of complexly deformed rocks.

603 Fundamental Papers in Earth Science (3). A discussion course based on the fundamental papers, both old and new, that have shaped modern earth science.

608 Continuum Mechanics in the Earth Sciences (ENST 608) (3). Prerequisites, MATH 231; PHYS 104 or 116. Required preparation, introductory geology course numbered below GEOL 202, except first-year seminar, or permission of the instructor. Applications of continuum mechanics in the earth sciences, including stress, strain, elasticity, and viscous flow. Numerical solutions to problems in heterogeneous finite strain including finite element analysis.

609 Advanced Field Seminar in Geology (1–4). Prerequisites, GEOL 601 and 602. A field course that emphasizes advanced field methods. Emphasis is placed on large-scale, detailed field work in complex structural terrains and on independent mapping that will lead to thesis/dissertation and/or publication.

655 Physical Geochemistry (3). Prerequisites, CHEM 102 and MATH 232. Permission of the instructor for students lacking the prerequisites. An introduction to physical geochemistry and chemical thermodynamics with special emphasis on geological applications. Three lecture hours a week.

691H Honors (3). Permission of the department. For details, see geology degree requirements.

692H Honors (3). Prerequisite, GEOL 691H. For details, see geology degree requirements.

Courses for Graduate Students

GEOL

700 Research Seminar (1). Required of all entering graduate students or permission of the department. A topical seminar in current research topics in the earth sciences. Presentations by selected faculty with an emphasis on in-depth, critical analysis of current research literature. Two hours a week.

701 Graduate Seminar (0.5–21).

703 Sedimentary Geology I (3). Prerequisite, GEOL 402. Stratigraphic, sedimentologic, geochemical, petrologic, and paleontologic principles will be summarized. Emphasis is placed on both the techniques used in sedimentary geology and on the characteristics and processes that distinguish sedimentary environments.

704 Sedimentary Geology II (3). Prerequisite, GEOL 703. Continuation of GEOL 703.

705 Advanced Petrology I (3). Prerequisites, CHEM 102, GEOL 404, MATH 233, and PHYS 105. Application of thermodynamics, phase equilibria, thermobarometry, radiogenic and stable isotope geology, and geochemical modeling to the study of igneous and metamorphic rocks and crustal evolution.

706 Advanced Petrology II (3). Prerequisite, GEOL 705. Continuation of GEOL 705.

707 Stratigraphic Micropaleontology: Mesozoic Calcareous Nannofossils (4).

708 Stratigraphic Paleontology: Cenozoic Calcareous Nannofossils (4).

709 Clastic Depositional Systems: Processes and Products (3). Prerequisite, GEOL 402. Examination of the use of lateral and vertical changes in sedimentary facies to identify depositional processes and environments of deposition within the terrestrial, marginal marine, shelf, and deep sea clastic depositional systems. These systems will be examined in a sequence stratigraphic framework.

711 Advanced Mineralogy (3).

712 Isotope Geochemistry (3). Prerequisites, CHEM 102, GEOL 301, 402, and 404. Survey of isotopic studies in geology; geochronology, crustal evolution, heat flow, paleotemperatures, origin of ore deposits.

804 Advanced Igneous Petrology (4).

805 Igneous Geochemistry (4).

806 Metamorphic Petrology (4).

807 Physics of Earthquakes (3). Prerequisites, MATH 524 and PHYS 211. Permission of the instructor for students lacking the prerequisites. The earthquake source. Description. Moment tensor. Developments in the mathematical theory of seismic sources. Radiation patterns. Earthquake mechanisms and plate tectonics. Synthetic seismograms. Seismicity and self-organized criticality.

809 Tectonophysics (3). Prerequisites, MATH 83, PHYS 201, and 211. Permission of the instructor for students lacking the prerequisites. Fundamental physical processes necessary for an understanding of plate tectonics; stress and strain in solids; elasticity and flexure; heat transfer; gravity; mantle rheology and convection.

851 Seminar in Stratigraphy (0.5–21).

852 Seminar in Paleoclimatology (0.5–21).

853 Seminar in Paleontology (0.5–21).

854 Seminar in Continental Margins (0.5–21).

855 Seminar in Sedimentology (0.5–21).

856 Seminar in Isotope Geology (0.5–21).

857 Seminar in Geochemistry (0.5–21).

858 Seminar in Petrology (1–21).

859 Seminar in Economic Geology (0.5–21).

860 Seminar in Volcanology (3). All aspects of volcanism will be covered including seismology, geochemistry, deep structure, volcanic products, and hazards. Readings of original papers will be stressed.

861 Seminar in Geophysics (0.5–21).

862 Seminar in Seismology (1–21).

863 Seminar in Structural Geology (0.5–21).

864 Seminar in Tectonics (1–21).

900 Research in Geology (3-6).

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Department of Germanic and Slavic Languages and Literatures

www.unc.edu/depts/gsll

CLAYTON KOELB, *Chair*

Carolina-Duke Graduate Program in German Studies

www.german.trinity.duke.edu/carolina-duke-grad

ERIC DOWNING (UNC) and THOMAS PFAU (Duke), *Directors of Graduate Study*

Professors

Eric Downing (2) (UNC) 18th-to-20th-Century Narrative Fiction, Literary Theory, Realism and Aestheticism

Jonathan Hess (3) (UNC) 18th-Century Studies, German-Jewish Cultural History, Aesthetics and Literary Theory, Philosophy and Literature

Clayton Koelb (4) (UNC) Modern Literature (Thomas Mann, Franz Kafka), Literary Theory, Philosophy and Aesthetics, Comparative Literature

Thomas Pfau (24) (Duke) Romanticism, 19th-Century Literature, Critical Theory, Literary History and Criticism, English Literature

David Pike (8) (UNC) 20th-Century Literature, East German and Soviet Culture and Politics

Ann Marie Rasmussen (25) (Duke) Medieval Literature and Culture, Gender Studies, Manuscript Studies, Poetics

Paul T. Roberge (9) (UNC) Historical Linguistics, Older Germanic Dialects, Comparative Germanic Grammar, Pidgins and Creoles, Afrikaans, Language, Ethnicity, and Politics

Associate Professors

William Donahue (20) (Duke) 19th- and 20th-Century German Literature and Culture, Holocaust Studies, Politics and Literature, Contemporary German Literature and Culture

Richard Langston (6) (UNC) Postwar and Contemporary Literature, Avant-Garde Studies, Popular Culture and Literature, Literary and Cultural Theory

Michael Morton (22) (Duke) 18th- and Early 19th-Century Literature (Enlightenment, Goethezeit), Philosophy and Intellectual History, Critical Theory, Literary History and Criticism

Kathryn Starkey (10) (UNC) Medieval Literature, Visuality and Textuality, Gender and Sexuality, Historical Linguistics, Older Germanic Dialects

Associate Professor of the Practice

Ingeborg Walther (26) (Duke) Applied Linguistics, Second Language Acquisition, Pedagogy, 20th-Century Literature

Assistant Professors

Ruth von Bernuth (12) (UNC) Early Modern German Literature and Culture, Yiddish Studies, Disability Studies

Priscilla Layne (UNC) 20th- and 21st-Century Literature, Film and Music, (Post)Subculture Studies, Multiculturalism, Afro-German History and Culture, and Gender Studies

Jakob Norberg (23) (Duke) Postwar Literature and Society, 20th-Century Austrian Literature, Political Theory, the Public Sphere

Inga Pollmann (UNC) Film and Media Theory and History, Early Cinema, German Cinema, Film and Science, Aesthetic and Critical Theory

Gabriel Trop (11) (UNC) 18th-Century Studies, Poetry and Poetics, Romanticism, Philosophy and Aesthetics

Assistant Professor of the Practice

Corinna Kahnke (21) (Duke) Pedagogy; 20th-/21st-Century Literature, Popular Culture, Literature and Film, Women, Gender and Queer Studies

Lecturer (Full Time)

Christina Wegel (13) (UNC) Pedagogy, Theater Productions and Music in the Foreign Language Classroom, Drama and Theater, Performance Studies

Lecturer (Part Time)

Sandra Summers (18) (UNC) Business German

Adjunct Professor

Jochen Vogt (33) (Duke) Early Modern German Literature, "Goethezeit," 20th-Century Culture and Literature; Hermeneutics and Narratology, Literature, Journalism, and the Media, International Crime Literature, Pedagogy

Adjunct Associate Professors

Helga Bister (15) (UNC) Germanic Linguistics, Dialectology, Contact and Sociolinguistics, Applied Linguistics

Norman Keul (31) (Duke) Medieval and Early Modern Studies, Linguistics, Literary History and Criticism

Adjunct Assistant Professors

Tanya Kinsella (16) (UNC) Languages Across the Curriculum, Language Pedagogy, Early German Cinema, 19th- and 20th-Century Narrative, Aesthetics

Heidi Madden (32) (Duke) 19th Century, Comparative Literature and Theory

Dan Thornton (19) (UNC) Postwar German and Austrian Literature, Expressionism, Neue Sachlichkeit, Golden Age and 20th-Century Dutch Literature, Holocaust Studies, Jewish Literature in the Diaspora

Post-Doctoral Lecturing Fellow

Kata Gellen (30) (Duke) German Modernism; Film; Fin-de-Siècle and Postwar Austrian Literature, German-Jewish Studies

Professors Emeriti

Richard H. Lawson (UNC)
Siegfried Mews (UNC)
James Rolleston (Duke)
Christoph E. Schweitzer (UNC)
Sidney R. Smith (UNC)
Petrus W. Tax (UNC)

Associate Professor Emeritus

Walter K. Francke (UNC)

Assistant Professor Emeritus

Helga Bessent (Duke)

M.A. Program in Slavic Languages and Literatures

CHRISTOPHER R. PUTNEY, *Director*

Professor

Peter Sherwood (15) Hungarian Language and Culture

Associate Professors

Hana Pichova (18) Czech Literature

Christopher R. Putney (12) Russian Literature, Medieval Slavic Culture

Assistant Professors

Radislav Lapushin (14) Russian Literature

Ewa Wampuszyc (21) Polish Literature

Lecturer

Eleonora Magomedova (20) Russian Language

Professors Emeriti

Madeline G. Levine
Vasa D. Mihailovich

Associate Professors Emeriti

Lawrence Feinberg
Ivana Vuletic

offers a Ph.D. in German studies in conjunction with Duke University, as well as an M.A. in Slavic languages and literatures. Within the Slavic M.A. degree, students may concentrate either in comparative Slavic and East European literatures and cultures, or in Russian literature and culture. Each program is described in detail below.

The Carolina-Duke graduate program in German studies is a fully merged graduate program that draws on one of the largest German studies faculties in the country, as well as on the considerable library holdings of each institution. Students apply to a single program and graduate with a diploma bearing the names of both Duke University and the University of North Carolina at Chapel Hill.

The program features a combination of disciplinary rigor and interdisciplinary flexibility that recognizes the fundamental interrelation of all the cultural expressions of societies where the German language is spoken. Taking full advantage of the intellectual, educational, and cultural resources of two great universities, the program offers an attractive combination of individual attention in small classes and a close connection to the broader communities of literature, cultural studies, and German studies at Duke University and at the University of North Carolina at Chapel Hill.

The core German studies faculty represent all branches of research in the field, including medieval studies, gender and sexuality studies, literary theory and poetics, European intellectual history, modernism, realism, German-Jewish studies, Holocaust studies, politics and culture in the 20th century, film and media studies, and contemporary society. Faculty engage in innovative, interdisciplinary teaching and research projects involving other departments and programs and support close intellectual ties with major German universities.

Students take courses full time in their first year of study; in subsequent years they acquire pedagogical training and teaching experience at both a private (Duke University) and a public (University of North Carolina at Chapel Hill) university. Multiple program options are available to students, from the study of historical periods and genres (medieval to contemporary) to literary criticism and theory. Interdisciplinary work is strongly encouraged.

Admission is competitive and limited to about seven students a year. Duke University and the University of North Carolina at Chapel Hill are committed to offering five years of full funding, including tuition, to students in good academic standing.

Note: The previous Ph.D. programs in German studies at Duke University and in Germanic languages at the University of North Carolina at Chapel Hill no longer admit new students.

Admissions Requirements

We seek applicants who demonstrate academic excellence, and we welcome applicants from diverse academic and cultural backgrounds. A bachelor's degree or the equivalent is required, generally in German studies or a related field. All applications are routed through the UNC Graduate School. Please read UNC's admissions instructions at gradschool.unc.edu/admissions for detailed information about the application process and requirements. Questions regarding translation issues and foreign degrees and transcripts should be directed to german@unc.edu.

Application Deadline

Applicants are strongly encouraged to complete their applications by December 8.

Course of Study

1. Five core courses: Foreign Language Pedagogy, Theories, and Practices; Cultural Foundations in German Studies, to 1800; Cultural Foundations in German Studies, 1800 to the Present; Middle High German; and German Linguistics. Incoming students who have satisfactorily completed equivalent graduate courses may be exempted by the director of graduate studies and graduate advising (DGS) from one or more of the required courses.
2. Students are required to take two courses outside the German studies program that complement the students' areas of interest in an interdisciplinary fashion. In their first semester students take all their course work in the program. In subsequent semesters, students may take one course per semester outside the program. All courses taken outside the program must be approved by the directors of graduate study.
3. A total of 16 courses (including those enumerated above), two of which may be credit for work on the dissertation.
4. A Ph.D. preliminary exam, normally by the end of the third year.
5. An oral dissertation defense, normally by the end of the fifth year.

In addition, students are strongly encouraged to attend the program's monthly "works-in-progress" seminar, at which faculty, advanced graduate students, and guests present their current research.

Qualifying Requirements

1. Satisfactory performance in all course work.
2. Satisfactory performance in the teaching program.
3. Demonstration of superior level on the ACTFL scale for proficiency in German, including all four competencies (reading, writing, speaking, and listening), usually by the time the student enters the program or by the end of the first year of study.
4. Demonstration of reading knowledge in a second foreign language relevant to the student's research, as approved by the DGS.
5. All students will submit an annual plan of study form each year prior to completion of their preliminary exam. Doing so encourages students to reflect in broad terms on their current intellectual interests and possible future trajectories for these interests. Students can access this form on the program's Web site (www.german.trinity.duke.edu/carolina-duke-grad/) under the "Program of Study" tab just below the heading "Qualifying Requirements." The document is titled "Annual Plan of Study Report."
6. Successful completion of the writing proficiency review, normally by the end of the second year of study. Normally, students will submit a revised paper originally written for one of their courses.
7. Completion of the preliminary examination with a grade of "pass." The exam is normally taken in the third year of study.
8. Successful completion of a dissertation chapter review, usually by the end of the fourth year of study.

Course Work

Checklist of 16 Courses

1. Foreign Language Pedagogy
2. Foundations, to 1800
3. Foundations, 1800 to present
4. Middle High German
5. German Linguistics

6–7. Electives: Course from outside the program

8–14. Electives

15–16. Dissertation research

Courses outside German Studies: Students will normally take at least two courses outside of the German studies program. They are encouraged to take more as relevant to their interests and research.

Transfer Credit: Students coming in with an M.A. in German may, at the discretion of the directors of graduate studies, receive credit for coursework completed at their previous institution. A maximum of four courses can be remitted, and decisions about credit for prior course work will be made at the end of the students' first year in the Carolina–Duke graduate program.

Teaching

Teacher training is a central component of the Carolina–Duke graduate program in German studies. Both departments provide rigorous training in foreign language teaching, which includes an introduction to the interdisciplinary fields of applied linguistics and second language acquisition.

Teaching assistantships are normally available to students in their second through fifth years of study who continue to make satisfactory progress towards the completion of their degree.

It is crucial that teaching assistants (TAs) have highly advanced German language skills. During their first year, students' language proficiency in German will be evaluated. Only students who achieve a level of "superior" (see ACTFL guidelines) will be asked to teach in the German language program. Students who do not possess the required proficiency in German will be expected to obtain this proficiency as soon as possible.

Beginning TAs generally teach first-year German and take the foreign language pedagogy course concurrently with their first semester of teaching. In later semesters, graduate students often teach second-year German, and occasionally more advanced undergraduate courses as well (German culture and society, advanced composition, introduction to German literature). In addition, students may serve as discussion leaders in larger lecture courses or serve as research assistants.

Reviews, Examinations, Dissertation

The Annual Plan of Study Report. All students will have to prepare and submit to the DGS an updated plan of study form by January 31 of years 1–3. Once the preliminary exam has been taken, this form is no longer required.

The Writing Proficiency Review. For the writing proficiency review—an hour-long oral review that takes place in the second year of study—students submit a scholarly paper, normally written in English and about 30 pages in length, which expands and reworks a paper written for one of their courses. The DGS sets up a committee of three faculty members, including the student's primary advisor, in consultation with the student.

Ph.D. Committee. For the purpose of the preliminary examination, the Ph.D. committee consists of four faculty members, including the faculty advisor, selected by the student in consultation with the faculty advisor and the DGS. A fifth faculty member will be added to the committee for the dissertation chapter review and the dissertation defense. Typically, faculty from the preliminary exam will also serve on the dissertation review and dissertation defense committees.

The Preliminary Examination. The purpose of the preliminary exam is to ensure competency in a teaching field and to establish a comprehensive intellectual framework for the dissertation project. The exam should be designed so that students approach their teaching interests and dissertation research in such a way as to engage a set of broad questions that will speak to scholars both within and outside the field of German studies. The exam centers on two equally weighted lists, one of which generally concerns itself with a broadly defined literary field, such as a recognized period, movement, or genre across several periods. The other list focuses on a more specific topic such as represents the student's projected area of doctoral research, it being understood that by "area" of doctoral research something broader is envisioned than a list of texts immediately pertinent to the "topic" of the dissertation. In keeping with the prevalent conception of German studies, at least one of the exam lists ought to have a substantive interdisciplinary component; this might include integrating a particular historical span of literary production with an adjacent and related area, such as visual culture, music, religion, cultural anthropology, literary or critical theory, media studies, philosophy, linguistics, or political theory.

The preliminary examination has both a written and an oral component. In consultation with their advisor and the DGS, students may choose either of the following formats for the written portion of the exam.

(1) An in-house, closed book exam. Students are given eight hours to respond to three out of a set of six exam questions assembled by the student's faculty advisor in consultation with committee members. The program will provide a computer for the exam and a quiet room; legible handwritten exams are also acceptable.

(2) A take-home, open-book exam, consisting of two substantial questions, one on each field, given every other day. Students are given 24 hours per question and are expected to submit an essay of roughly 15 pages on the assigned topic. Students are encouraged to make use of all available technology and of any materials, resources, databases, etc., they would normally consult while doing research.

The oral portion of the exam, with questions from all examiners, lasts about 90 minutes and generally takes place within two weeks of the written exam.

Dissertation Overview. A successful German studies Ph.D. dissertation must constitute a significant contribution to the field of German studies.

Following the preliminary exam in their third year of study, students are generally expected to complete their dissertation chapter review during their fourth year of study, and to defend their dissertation by the end of the fifth year.

Dissertation Chapter Review. In consultation with their advisor, students develop a dissertation project. Students submit to the dissertation review committee a chapter of 30–45 pages, a two-to-three-page overview of the dissertation, and a comprehensive bibliography. The oral review lasts approximately 1–2 hours.

Dissertation Defense. When the student and the primary advisor are satisfied that a defensible draft is complete, they will offer it to the members of the committee for final approval and set a date for the final examination (also known as the dissertation defense). The defense will usually be held as soon after submission of the final draft as is practical and in keeping with University and Graduate School requirements.

Study and Research Abroad

Students are strongly encouraged to study and conduct research abroad as an integral part of their graduate work. Both Duke University and the University of North Carolina at Chapel Hill have strong, long-standing partnerships with German universities.

Duke offers student exchanges with the Free University of Berlin and the University of Potsdam, programs in which graduate students

in German studies regularly participate. Additionally, Duke University's Department of Germanic Languages and Literatures has initiated a graduate student exchange with the University of Duisburg-Essen, which typically takes the American graduate students to Essen for four weeks of intensive study in May or June, with a corresponding visit of German students to Durham in September. Finally, select graduate students will be invited to serve as mentors, instructors, and/or program assistants in the undergraduate Duke study abroad summer program in Berlin.

The University of North Carolina at Chapel Hill has partnerships with German universities, including exchanges with Göttingen, Tübingen, and the state of Baden-Württemberg. Its German department has a TA exchange with the University of Tübingen, annually sending one graduate student to Tübingen to teach English and pursue further graduate studies.

Further, graduate students in German at Duke University and the University of North Carolina at Chapel Hill have a strong track record for successful DAAD and Fulbright fellowships for study abroad.

UNC–Chapel Hill German Studies Courses

Courses for Graduate and Advanced Undergraduate Students

**Courses numbered 620–689 may be taken for three credit hours (final examination required) or students may concurrently enroll in GERM 705 for one additional credit hour. The four-credit-hour option requires a term paper and is available to German department graduate students only.*

The M.A. in Slavic languages and literatures meets general requirements of The Graduate School plus certain departmental requirements. A student may emphasize Russian literature and culture or comparative Slavic and East European literatures and cultures.

All students are required to register for three credits of SLAV 993 (master's thesis credits), write and defend a master's thesis, and pass an M.A. oral exam to demonstrate mastery of a reading list in the student's major language concentration(s). This M.A. oral exam generally takes place during the thesis defense. In addition, students must satisfy a language requirement (reading knowledge only) in one modern foreign language other than a Slavic language.

The master's candidate in Russian literature and culture is required to a) take one course in either medieval or 18th-century Russian literature and culture and b) take five courses to be distributed, with graduate advisor supervision, in 19th- and 20th-century Russian literature and culture. The student must also take Old Church Slavonic (SLAV 500), and pass or place out of Fourth-Year Russian Conversation and Reading (RUSS 412).

The master's candidate in comparative Slavic and East European literatures and cultures is required to a) take four courses in Russian literature and culture and b) take three comparative Russian and Slavic/East European literature and culture courses, or three exclusively non-Russian Slavic/East European literature and culture courses. The student must also take Old Church Slavonic (SLAV 500) and must complete two courses (one year) in a modern Slavic/East European language other than Russian.

Please note that some language courses below are offered only when space and funding are available. Please check with the department for specific course offerings.

German and Germanic

Courses for Graduates and Advanced Undergraduates

GERM

400 Advanced German Grammar (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. A study of current German structure and usage. Course strengthens the writing of graduate students and helps them confront the problems most frequently faced in speaking and teaching.

500 History of the German Language (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. Development of phonology and morphosyntax from ancient times to present. Political, social, and literary forces influencing the language.

501 German Linguistics (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. LING 101 recommended for undergraduates. Introduction to formal analysis of German grammar (phonology, morphophonemics, prosodics, morphology, syntax) within the framework of generative grammar.

502 Middle High German (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. Introduction to medieval German language and literature. Readings in medieval German; lectures in English.

505 Early New High German (3). Permission of the instructor for undergraduates. Reading and linguistic analysis of Early New High German texts, with study of phonology, morphology, and syntax. On demand.

508 Old High German (3). Permission of the instructor for undergraduates. Reading and linguistic analysis of Old High German texts, with study of phonology, morphology, and syntax; comparison of the various dialects with other older dialects of Germanic. On demand.

511 Old Saxon (3). Permission of the instructor for undergraduates. Reading and linguistic study of biblical texts (Heliand, Genesis) in Old Saxon, with study of phonology, morphology, and syntax; comparison with Old English, Old High German, and other Germanic dialects. On demand.

514 Old Norse I (Old Icelandic) (3). Permission of the instructor for undergraduates. Reading and linguistic analysis of Old Norse (Old Icelandic) texts, with study of phonology, morphology, and syntax; comparison with other older dialects of Germanic. On demand.

515 Old Norse II (Old Icelandic) (3). Permission of the instructor for undergraduates. Continuation of GERM 514. On demand.

517 Gothic (3). Permission of the instructor for undergraduates. Reading and linguistic analysis of Gothic biblical texts, with study of phonology, morphology, and syntax; comparison with other older dialects of Germanic. On demand.

520 Stylistics: Theory and Practice (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. LING 101 recommended for undergraduates. Study of stylistic theories and practices in literature and linguistics, analysis of a large variety of texts, written exercises, training in the use of stylistic devices.

521 Variation in German (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. LING 101 recommended for undergraduates. Major topics in sociolinguistics: development of the German language, traditional dialects, variation in contemporary speech, German as a minority language (Alsace, Belgium), German outside of Germany (Austria, Switzerland, Luxemburg, Liechtenstein).

545 Problems in Germanic Linguistics (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. LING 101 recommended for undergraduates. Special problems will be selected for intensive investigation. Subject matter of the course will be adapted to the particular

interests of the students and instructor.

549 Topics in Germanic Linguistics (3). Prerequisites, GERM 302 and 303. Permission of the instructor for students lacking the prerequisites. LING 101 recommended for undergraduates.

601 Elementary German for Graduate Students (3). Permission of the instructor for undergraduates. With GERM 602, a two-semester sequence designed as preparation for the reading knowledge examination for higher degrees in the humanities, social sciences, physical sciences, etc.

602 Elementary German for Graduate Students, Continued (3). Permission of the instructor for undergraduates. Continuation of GERM 601.

605 Comparative Germanic Grammar (3). Permission of the instructor for undergraduates. LING 101 recommended for undergraduates. Analysis of phonological, morphological, and syntactic development from Indo-European to the older stages of Germanic dialects.

615 Cultural Foundations in German Studies, to 1800 (3). Permission of the instructor for undergraduates. First part of a two-semester sequence offering students a comprehensive, text-based survey of German literary history from the High Middle Ages to the present.

616 Cultural Foundations in German Studies, 1800 to Present (3). Permission of the instructor for undergraduates. Second part of a two-semester sequence offering students a comprehensive, text-based survey of German literary history from the High Middle Ages to the present.

625 Early Modern Literature (3). Permission of the instructor for undergraduates. German literature of the 15th, 16th, and 17th centuries. Close readings, lectures, and discussions of representative texts.

630 18th-Century Literature (3). Permission of the instructor for undergraduates. Literature in the Age of Enlightenment. Close readings, lectures, and discussions of representative texts.

640 Early 19th-Century Literature (3). Permission of the instructor for undergraduates. Literature of the Romantic period. Close readings, lectures, and discussions of representative texts.

645 Later 19th-Century Literature (3). Permission of the instructor for undergraduates. Literature of Realism, Naturalism, and related movements. Close readings, lectures, and discussions of representative texts.

650 Early 20th-Century Literature (3). Permission of the instructor for undergraduates. Major figures of the period from the turn of the century to World War II. Close readings, lectures, and discussions of representative texts.

655 Later 20th-Century Literature (3). Permission of the instructor for undergraduates. Literature since World War II in both the Federal Republic and the former GDR. Close readings, lectures, and discussions of representative texts.

683 Moving-Image Avant-Gardes and Experimentalism (3). Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor for students lacking the prerequisite. History and theory of international avant-garde and experimentalist movements in film, video, intermedia, multimedia, and digital formats. Content and focus may vary from semester to semester.

685 Early 21st-Century German Literature (3). Permission of the instructor for undergraduates. Literature since German unification in 1989. Close readings, lectures, and discussions of representative texts.

691H Honors Course (3). Permission of the director of undergraduate studies. Majors only. Reading and special studies under the direction of a faculty member.

692H Honors Course (3). Permission of the director of undergraduate studies. Majors only. Reading and preparation of an essay under the direction of a faculty member, designed to lead to the completion of the honors thesis.

693H Honors Seminar (3). Permission of the director of undergraduate studies. Majors only. Introduction to research techniques and preparation of an essay, designed to lead to the completion of the honors thesis.

Courses for Graduate Students

GERM

700 Foreign Language Pedagogy: Theories and Practice (3). For prospective teachers of German. Required of all teaching assistants.

703 Advanced Topics in Foreign Language Pedagogy (3). Prerequisite, GERM 700. This seminar provides experienced teaching assistants the opportunity to revisit the fundamentals in foreign language pedagogy while exploring in greater depth advanced issues like content-based instruction, technology, and supervising.

705 Essay Course (1). Must be taken with a German Department course numbered 620–689. Courses numbered 620–689 may be taken in conjunction with GERM 705 for one additional credit hour. German Department graduate students only. Requires a term paper.

706 Topics in Literary Theory (3). Literary and cultural theory with a German accent. Topics may include hermeneutics, Frankfurt School, reception theory, psychoanalysis, new historicism, and other strains of contemporary theory relevant to German studies.

820 Topics in Medieval Literature (3).

825 Topics in Modern Literature (3).

830 Topics in 18th-Century Literature (3).

840 Topics in Early 19th-Century Literature (3).

845 Topics in Later 19th-Century Literature (3).

850 Topics in Early 20th-Century Literature (3).

855 Topics in Later 20th-Century Literature (3).

860 Topics in Aesthetics and Criticism (3).

861 Topics in Literary Genres (3). Explores issues associated with various literary genres across various literary periods.

865 Topics in German Cultural Studies (3).

870 Topics in Gender Studies (3).

875 Topics in German Jewish Studies (3).

880 Topics in German Cinema (3).

896 Independent Readings (1–12). Permission of the instructor and the director of graduate studies. Special readings and research in a selected field or topic outside the scope of current course offerings.

980 Seminar in German Literature (3).

985 Seminar in German Linguistics (3).

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Duke German Studies Courses

(Please also check the Duke University Graduate Bulletin at registrar.duke.edu/bulletins/graduate)

204S German Business/Global Contexts (3). Current German economic and business debates and events. Germany's position in the global marketplace and on ensuing intercultural business encounters. Topics include state of Germany's industry and energy resources, monetary policies and banking systems, environmental concerns, foreign trade, taxes, and the social safety net. Attention to Germany's self-understanding as a "social market economy" and the compatibility of that model with current trends in globalization.

209S Introduction to Medieval German: The Language of the German Middle Ages and Its Literature (MEDREN 201S) (3). Basic reading skills in the medieval German language (Middle High German) developed by working

with literary texts in their original idiom. Canonical texts such as courtly love poetry (Walther von der Vogelweide), Arthurian romance (Hartmann von Aue, Wolfram), and heroic epic (Nibelungenlied). Understanding manuscript culture, philological inquiry, medieval intellectual practices, relationship between learned Latin culture and educated vernacular cultures. Research paper required. Readings and discussion in German.

210S Sex, Gender, and Love in Medieval German Literature (MEDREN 203S) (3). Historical contexts for emergence of courtly love and the role of desire and interpretation in Gottfried von Strassburg's Tristan und Isolde, courtly love lyric, 'maere.'

221S Literary Guide to Italy (ITALIAN 221S, LIT 280S) (3). A journey of Italy through literary, cinematic, and musical texts through Italy's sights and customs, as well as the place of Italy, both the real and imagined, in the aesthetics of the Grand Tour. Taught in English.

225S Introduction to Goethe (3). Major works of lyric, narrative, drama, and theory, throughout Goethe's career. Readings and discussions in German.

226S. Goethe's Faust (3). Goethe's masterpiece and life's work, conceived as a summation of Western literature and mythology for the modern age. Readings and discussions in German.

245S German Literature and Culture 1900–1945 (3). Radical social shifts and their disruption of German culture and literary conventions during the first half of the twentieth century. From the poetry, film, manifestos, and revolutionary theater of Expressionism, to the high modernism of Rilke, Kafka, Hesse, and Mann, to the didactic literary program of Brecht and his circle, including Kurt Weill and Marieluise Fleisser, to the internationalist goals of the Frankfurt School of Social Research. Emphasis on relations between text and history, from WWI to Weimar to the persecutions and systematic destructions of the Nazi era.

247S Contested Memories in German Culture since 1945 (3). Major German literary, filmic, and cultural works since 1945. Topics vary: representations of National Socialism and the Holocaust in German culture; "Vergangenheitsbewältigung" (dealing with the past) in German literature and culture; history, memory, and national identity in German, Austrian, and Swiss literature.

255 Special Topics in German Literature and Culture (3). Topics vary by semester.

258S Special Topics in German Literature and Cultural Studies (3).

260 History of the German Language (MEDREN 260B, LINGUIST 260) (3). Phonology, morphology, and syntax of German from the beginnings to the present.

261S Second Language Acquisition Theory and Practice (LINGUIST 261S) (3). Overview of current research in the fields of second language acquisition and foreign language pedagogy, and its implications for the teaching of the German language, literature, and culture at all levels. Readings and discussions on competing theories of language acquisition and learning, issues of cultural identity and difference, learner styles, and the teaching of language as culture; training in contemporary teaching techniques and approaches.

264S Research Without Borders: Building Expertise in Japanese, European, Latin American, or Slavic Studies (AMES 202S, RUS 203S, ROMST 202S) (3).

270 Consciousness and Modern Society (LIT 270) (3). The German tradition of political theory conceptualizing social transformation through consciousness both of alienation and of ethical ideals; the ongoing debate between activist and radically critical perspectives. Marx, Nietzsche, Lukacs, Freud, Benjamin, Adorno, Marcuse, and Habermas. Taught in English.

272S Fin-De-Siècle and Interwar Vienna: Politics, Society, and Culture (HISTORY 272S) (3). Advanced undergraduate and graduate colloquium and research seminar focusing on the cultural milieu of fin-de-siècle and interwar Vienna. Readings in the Austro-Marxists, the Austrian School of Economics, Freud, Kraus, the Logical Positivists, Musil, Popper, and Wittgenstein. Monographs on the Habsburg Empire, fin-de-siècle culture and technology, Viennese feminism, Austrian socialism, philosophy of science, literature and ethics, and the culture of the Central European émigrés.

275S Hegel's Political Philosophy (POLSCI 236S, PHIL 236S) (3). Within context of Hegel's total philosophy, an examination of his understanding of phenomenology and the phenomenological basis of political institutions and his understanding of Greek and Christian political life. Selections from Phenomenology, Philosophy of History, and Philosophy of Right. Research paper required.

276S Nietzsche's Political Philosophy (POLSCI 226S, PHIL 237S) (3). Study of the thinker who has, in different incarnations, been characterized as the prophet of nihilism, the destroyer of values, the father of fascism, and the spiritual source of postmodernism. An examination of his philosophy as a whole in order to come to terms with its significance for his thinking about politics.

285S Science and Technology in Nineteenth-Century German Culture (BIO 257S) (3). Literature and science writing by literary figures (such as Goethe, Novalis, Kleist, Stifter, Musil), the social history of technology, the history of science (especially physics, anthropology, and biology), and philosophy (such as Kant, Marx, Nietzsche, Weber). The German historical context as seen from contemporary American and German understandings. Taught in English, with an optional German section for those reading in the original.

286S Inventing the Museum: Collecting and Cultural Discourses of the Nineteenth Century (ARTHIST 256S, HISTORY 286AS, ROMST 286S) (3). Examines the rise of the German public museum in its European cultural contexts in the nineteenth century. Uses history and theories of collecting and exhibiting to explore intersecting discourses of architecture, art history, cultural history, literature, and politics that constitute the museum and delineate its privileged place in nineteenth-century German and European culture. Introduces methods for using primary sources in cultural studies research and the study of literature in terms of collecting and exhibiting. Taught in English.

298S Special Topics (3). Special topics in German literature and cultural studies. Taught in English.

299S Seminar in German Studies (ICS 280ES) (3). Review of current debates and historical perspectives in the German cultural field, structured through contributing disciplines: social and economic history, political theory and history, literature, fine arts, music, philosophy, and religion. Team-taught, involving a wide range of faculty in the German Studies Program. Taught in English.

300S The Discipline of Germanistik: A Historical Survey (3). A study of trends in scholarly criticism within the context of German culture and politics beginning in the 1810s with the origins of Germanistik as a university discipline. Topics may include: the invention of philology and the romantic enterprise; positivism and Geistesgeschichte; the politics of Germanistik, 1933–45; Germanistik in Europe and the United States after 1945.

301 German Studies: Theory and Practice (3). German studies at the intersection of various discourses (such as feminism, psychoanalysis, new historicism), questioning traditional concepts such as national identity, history, and language. Interdisciplinary issues may include: the relationship of literature, the unconscious and technology; the cinematic representation of Nazi history; architecture, monuments, and "German" space. Texts might include works by Kafka, Freud, Marx, Spengler, and Schinkel as well as texts by individuals whose work has been excluded from more traditional "Germanistik" courses.

302 Topics in Literary Theory (3). Literary theories and methods in their history and philosophical contexts. Issues include canonicity, German identity debates, and the claims of aesthetic language.

303 Topics in Literary History (3). Relations between an established German literature and its competing cultural centers; classical and popular cultures, literary conventions, and nonliterary discourses (religious, national, scientific), the construction of Austrian and Swiss traditions.

304 Topics in Genre Theory (3). The construction of German literature

through generic frameworks: Minnesang, epic, baroque lyric and drama, classical ballad, folksong, Bildungsroman, expressionist film, others.

321 Graduate Dissertation Colloquium (3). The course will probe the complexities of advanced research from several perspectives: the opening up or extension of a specific scholarly field; the articulation of results in a broad professional context, including publication; the translation of personal explorations into pedagogical assets. German studies students will present dissertation chapters; German studies faculty will give guest talks surveying their own work, its interdisciplinary implications and the goal of synthesizing research and teaching.

322 Germanic Seminar (3).

Dutch

Courses for Graduates and Advanced Undergraduates

DTCH

402 Elementary Dutch (3). Rapid introduction to modern Dutch with emphasis on all fundamental components of communication.

403 Intermediate Dutch (3). Focuses on increased skills in speaking, listening, reading, global comprehension, and communication. Emphasis on reading and discussion of longer texts.

404 Advanced Intermediate Dutch (3). Aims to increase proficiency in language skills (reading, speaking, writing) and is constructed around a series of themes meant to introduce students to Dutch society, culture, and history.

405 Topics in Dutch Culture: A Literary Survey (3). Prerequisite, DTCH 404. Permission of the instructor for students lacking the prerequisite. Ability to read and speak Dutch at intermediate to advanced level recommended. Introduction to Dutch literature from Middle Ages to the present. Survey of topics in Dutch culture.

Slavic

Courses for Graduates and Advanced Undergraduates

SLAV

405 Introduction to Slavic Linguistics (3). The phonological and morphological history of Slavic languages from the late Indo-European to the split of the common Slavic linguistic unity.

425 Topics in Slavic Literatures (3). Study of topics in Slavic literatures and cultures not currently covered in any other course. The specific topic will be announced in advance. Taught in English. Some readings in the target language(s) for qualified students.

426 Topics in Slavic Cinema (3). Study of topics in Slavic cinema not currently covered in any other course. The analysis of Slavic films will be complemented by discussions of their cultural and historical contexts. The specific topic will be announced in advance. Taught in English. Films with English subtitles.

463 Medieval Slavic Culture (RELI 463) (3). Survey of medieval Slavic culture, beginning with Christianization in the ninth and 10th centuries. Themes include Byzantine missions, the replacement of paganism with Christianity, the oral traditions, and Slavic literary relations. Readings in English for non-Slavic concentrators.

464 Imagined Jews: Jewish Themes in Polish and Russian Literature (JWST 464) (3). Explores the fictional representation of Jewish life in Russia and Poland by Russian, Polish, and Jewish authors from the 19th century to the present. Readings in English for non-Slavic concentrators.

465 Literature of Atrocity: The Gulag and the Holocaust in Russia and Eastern Europe (JWST 465, PWAD 465) (3). Literary representation in fiction, poetry, memoirs, and other genres of the mass annihilation and terror in Eastern Europe and the former Soviet Union under the Nazi and Communist regimes. Readings in English for non-Slavic concentrators.

467 Language and Political Identity (PWAD 467) (3). This course examines the roles of language policy and linguistic controversies in determining national identity and fueling political polarization. It focuses primarily on Western and Eastern Europe and Central Asia.

469 Coming to America: The Slavic Immigrant Experience in Literature (JWST 469) (3). Fictional and autobiographical expressions of the Slavic and East European immigrant experience in the 20th century. Readings include Russian, Polish, Jewish, and Czech authors from early 1900s to present. Readings in English for non-Slavic concentrators.

470 20th-Century Russian and Polish Theater (3). A comparative survey of the major trends in 20th-century Russian and Polish dramaturgy and theatrical production, with attention to aesthetic, professional, and political connections between the two. Readings in English for non-Slavic concentrators.

490 Topics in Slavic Literature (3). Comparative study of topics in non-Russian Slavic literatures and culture not covered in any other course. Specific topics will vary and will be announced in advance. Taught in English. Some readings in the target language(s) for qualified students.

500 Old Church Slavonic (3). An introduction to the language of the oldest Slavic texts. Translation, grammatical analysis, comparison of texts.

560 Reading Other Cultures: Issues in Literary Translation (CMPL 560) (3). Permission of the instructor. Reading knowledge of a language other than English recommended. Starting from the proposition that cultural literacy would be impossible without reliance on translations, this course addresses fundamental issues in the practice, art, and politics of literary translation.

580 East European Literary Criticism (3). Survey of 20th-century Slavic literary criticism. Russian formalists, Bakhtin and his circle, Czech structuralists, Soviet semiotics. Emphasis on influence of Slavic criticism on development of Western literary criticism.

691H Honors Reading Course (3). Slavic and East European languages and cultures majors only. Research and writing of an honors thesis on an agreed-upon topic not covered by scheduled courses, under the direction of departmental advisors.

692H Honors Reading Course (3). Slavic and East European languages and cultures majors only. Research and writing of an honors thesis on an agreed-upon topic not covered by scheduled courses, under the direction of departmental advisors.

Courses for Graduate Students

SLAV

700 Proseminar in Slavic Literature (1). Graduate students only. A seminar that acquaints graduate students with the basic resources for conducting research in their field and trains them in various critical approaches to the analysis of Slavic literatures.

740 Reading Course (1–21).

751 East Slavic Linguistics (3). Prerequisite, SLAV 405. Required preparation, four years of study of any East Slavic language. An examination of the linguistic history and contemporary dialectology of the East Slavic languages (Russian, Ukrainian, Belarusian) with emphasis on Russian.

752 West Slavic Linguistics (3). Prerequisites, SLAV 405 and/or 500. Required preparation, one year of any West Slavic language. An examination of the linguistic history and contemporary dialectology of the West Slavic languages (Polish, Czech, Slovak, Upper and Lower Sorbian, Kashubian, Slovincian, Pomeranian).

753 South Slavic Linguistics (3). Prerequisite, SLAV 405. Required preparation, one year of study of any South Slavic language. An examination of the linguistic history and contemporary dialectology of the living South Slavic

languages (Slovenian, Serbo-Croatian, Macedonian, Bulgarian).

760 Topics in Slavic Sociolinguistics (3). A seminar that acquaints graduate students with the variety of approaches to sociolinguistics research, with particular emphasis on the extant literature in Slavic sociolinguistics, language and identity, language and the nation.

905 Seminar in Slavic Linguistics (3). Selected issues in Slavic synchronic and diachronic linguistics.

960 Pre-Dissertation Research (3).

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Russian

Courses for Graduates and Advanced Undergraduates

RUSS

400 The Evolution of Russian (3). This course traces the development of Russian from late common Slavic to contemporary Russian. Consideration is given to linguistic developments as well as cultural, social, and historical circumstances shaping contemporary Russian.

405 The Structure of Modern Russian (3). Prerequisite, RUSS 400. Permission of the instructor for students lacking the prerequisite. For students who want a systematic understanding of the language. Synchronic analysis of contemporary standard Russian phonology, morphology, morphophonemics, semantics, and syntax.

406 Advanced Russian Grammar (3). Prerequisite, RUSS 204. Permission of the instructor for students lacking the prerequisite. A comprehensive review of Russian grammar on an advanced level, emphasizing reading and writing skills.

407 Advanced Russian Grammar (3). Prerequisite, RUSS 406. Permission of the instructor for students lacking the prerequisite. A comprehensive review of Russian grammar on an advanced level, emphasizing reading and writing skills.

411 Advanced Russian Conversation and Composition (3). Prerequisite, RUSS 322 or 407. Permission of the instructor for students lacking the prerequisite. Designed to develop conversational and writing skills in a variety of situations and subjects.

412 Advanced Russian Conversation and Composition (3). Prerequisite, RUSS 411. Permission of the instructor for students lacking the prerequisite. Designed to develop conversational and writing skills in a variety of situations and subjects.

413 Russian Stylistics (3). Prerequisite, RUSS 412. Permission of the instructor for students lacking the prerequisite. Advanced Russian conversation and composition, with appropriate grammatical and stylistic explanations. Can be taken repeatedly for credit, but only counts once toward degree requirements.

414 Russian Stylistics (3). Prerequisite, RUSS 413. Permission of the instructor for students lacking the prerequisite. Continuation of Russian Stylistics at a more advanced level.

425 Topics in Russian Literature (3). Study of topics in Russian literature and culture not currently covered in any other course. The specific topic will be announced in advance. Taught in English. Some readings in Russian for qualified students.

426 Topics in Russian Cinema (3). Study of topics in Russian cinema not currently covered in any other course. The analysis of Russian films will be complemented by discussions of their cultural and historical contexts. The specific topic will be announced in advance. Taught in English; films with English subtitles.

431 Dandies and Dead Souls: Russian Literature and Culture, 1800–1850 (3). A survey of major works of Russian literature and culture in the first half of the 19th century. Readings in English translation. Some readings in Russian for qualified students.

432 Great Novels and Cursed Questions: Russian Literature and Culture, 1850–1881 (3). A survey of major works of Russian literature and culture in the Golden Age, an era of sociopolitical reform. Readings in English translation. Some readings in Russian for qualified students.

435 Literature and Music in Russia (3). Exploring the uses Russian composers have made of literary works and motifs, as well as the response of Russian writers to musical compositions and composers, and to music as an art form. Readings in English translation. Some readings in Russian for qualified students.

441 From Decadence to Revolution: Russian Literature and Culture, 1881–1945 (3). A survey of major works of fin-de-siècle Russian and early Soviet literature and culture. Readings in English translation. Some readings in Russian for qualified students.

442 From Cold War to Capitalism: Russian Literature and Culture, 1945–Present (3). A survey of major works of Russian literature and culture from 1945 to the present. Readings in English translation. Some readings in Russian for qualified students.

462 Russian Poetry of the 19th Century (3). Readings and lecture on 19th-century Russian poetry. Readings in Russian.

463 Russian Drama: From Classicism to Modernism (3). Survey of Russian drama as a literary and theatrical phenomenon from the end of the 18th to the beginning of the 21th centuries. Readings in English translation. Some readings in Russian for qualified students.

464 Dostoevsky (3). Study of major works of Dostoevsky and a survey of contemporary authors and literary trends relevant to his creative career. Readings in Russian for majors, in English for nonmajors.

465 Chekhov (3). Study of major works of Chekhov and survey of contemporary authors and literary trends relevant to his creative career. Readings in Russian for majors, in English for nonmajors.

469 Bulgakov (3). Study of major works of Mikhail Bulgakov, including The Master and Margarita, and a survey of contemporary Russian history and culture relevant to his creative career. Readings in English, in Russian for majors.

471 Gogol (3). Study of major works of N.V. Gogol and a survey of contemporary authors and literary trends relevant to his creative career. Lectures and seminar discussions. Readings in Russian for majors, in English for nonmajors.

473 Vladimir Nabokov (3). Exploration of Vladimir Nabokov's prose fiction written in Germany and America. Emphasis placed on the primary texts, but some secondary readings included. Movies based on Nabokov's novels will be viewed as well. Readings in Russian for majors, in English for nonmajors.

475 Literature of Russian Terrorism: Arson, Bombs, Mayhem (PWAD 475) (3). Literary representations of Russian revolutionaries and terrorists in the 19th and early 20th centuries. Readings by Dostoevsky, Chernyshevsky, Bely, Joseph Conrad, and by some of the terrorists themselves. Readings in English translation. Some readings in Russian for qualified students.

479 Tolstoy (3). Study of the major works of Tolstoy and a survey of contemporary authors and literary trends relevant to his creative career. Readings in Russian for majors, in English for nonmajors.

486 Contemporary Russian Women's Writing (WMST 486) (3). A study of Russian women's writing after World War II, including both fictional and propagandistic works analyzed in their sociopolitical context. Serves as an introduction to Russian women's studies. Readings in Russian for majors, in English for nonmajors.

493 Russian Short Story (3). An introduction to the Russian short story. The readings, in English for nonmajors and in Russian for majors, include works from the 17th century to the present. Readings in Russian for majors, in English for nonmajors.

511 Russian Mass Media I (3). Prerequisites, RUSS 411 and 412. Permission

of the instructor for students lacking the prerequisites. Module 1. Fifth-year Russian, intended to expand and master the knowledge of the language necessary for understanding deep ongoing changes in different spheres of Russian society.

512 Russian Mass Media II (3). Prerequisites, RUSS 411 and 412. Permission of the instructor for students lacking the prerequisites. Module 2. Fifth-year Russian, intended to expand and master the knowledge of the language necessary for understanding deep ongoing changes in different spheres of Russian society.

513 Russian Culture in Transition I (3). Prerequisite, RUSS 411. Permission of the instructor for students lacking the prerequisite. Fifth-year Russian, to expand knowledge of the language necessary for understanding social changes that are taking place in Russian society, in literature, art, culture, and everyday human mentality.

514 Russian Culture in Transition II (3). Prerequisite, RUSS 412. Permission of the instructor for students lacking the prerequisite. RUSS 513 is not a prerequisite. Fifth-year Russian, continuing with the theme of RUSS 513 offered in the fall semester.

560 Russian Sentimentalism and Romanticism (3). Prerequisite, RUSS 407. Permission of the instructor for students lacking the prerequisite. Survey of Russian sentimentalism and romanticism, with special attention to the intellectual currents of the period (ca. 1770 to 1850). Consideration of Western precursors (Rousseau, Sterne, Byron, et al.). Readings in Russian.

691H Honors Reading Course (3). Russian language and culture majors only. Researching and writing of an honors thesis on an agreed-upon topic not covered by scheduled courses, under the direction of departmental advisors.

692H Honors Reading Course (3). Russian language and culture majors only. Researching and writing of an honors thesis on an agreed-upon topic not covered by scheduled courses, under the direction of departmental advisors.

Courses for Graduate Students

RUSS

790 Teaching Methods and Materials (1). For prospective teachers of Russian. Required of all teaching assistants.

851 Pushkin (3). Study of major works of Pushkin.

859 Medieval and Baroque Russian Literature (3). Literature from the advent of literacy to the late 17th century. Lectures on and interpretations of literature of Kievan Rus' down to Grand Muscovy. Readings in English for non-Slavic concentrators.

860 Russian Literature of the 18th Century (3). A survey of major movements and genres from Prokopovich to Karamzin. Emphasis on Russian formulations of European models of neoclassicism, sentimentalism, and pre-Romanticism.

866 Russian Symbolism (3). Required preparation, reading knowledge of Russian or permission of the instructor. Introduction to the leading writers and works of the Symbolist movement in Russia.

867 Post-Symbolist Poetry (3). Required preparation, reading knowledge of Russian or permission of the instructor. A study of the major poetic works of Gumilev, Akhmatova, Mandelstam, Mayakovsky, Khlebnikov, Pasternak, Tsvetaeva.

892 Russian Versification (3). A study of technical problems and thematic aspects in the development of Russian poetry.

950 Seminar in Russian Literature (3). Permission of the instructor. Seminar on selected topics in Russian literature.

Czech

Courses for Graduates and Advanced Undergraduates

CZCH

401 Elementary Czech (3). Pronunciation, structure of language, and reading in modern Czech.

402 Elementary Czech (3). Pronunciation, structure of language, and reading in modern Czech, continued.

403 Intermediate Czech (3). Continuation of proficiency-based instruction begun in Elementary Czech.

404 Intermediate Czech (3). Continuation of proficiency-based instruction begun in Elementary Czech, continued.

405 Advanced Czech (3). Advanced readings and discussion in Czech in humanities and social science topics.

406 Advanced Czech (3). Advanced readings and discussion in Czech in humanities and social science topics, continued.

411 Czech Literature (3). Introduction to Czech literature with an emphasis on 19th- and 20th-century prose. Taught in English. Some readings in Czech for qualified students.

425 Topics in Czech and/or Slovak Literature (3). Study of topics in Czech and/or Slovak literature and culture not currently covered in any other course. The specific topic will be announced in advance. Taught in English. Some readings in Czech for qualified students.

426 Topics in Czech Cinema (3). Study of topics in Czech cinema not currently covered in any other course. The analysis of Czech films will be complemented by discussions of their cultural and historical contexts. Specific topics will be announced in advance. Taught in English. Films with English subtitles. Some readings in Czech for qualified students.

470 Milan Kundera and World Literature (3). This course traces Milan Kundera's literary path from his communist poetic youth to his present postmodern Francophilia. His work will be compared with those authors he considers his predecessors and influences in European literature. Taught in English. Some readings in Czech for qualified students.

Hungarian

Courses for Graduates and Advanced Undergraduates

HUNG

401 Elementary Hungarian (3). Pronunciation, structure of language, and reading in modern Hungarian.

402 Elementary Hungarian (3). Pronunciation, structure of language, and reading in modern Hungarian, continued.

403 Intermediate Hungarian Language (3). Continuation of the proficiency-based instruction begun in Elementary Hungarian.

404 Intermediate Hungarian Language (3). Continuation of the proficiency-based instruction begun in Elementary Hungarian, continued.

405 Advanced Hungarian (3). Prerequisite, HUNG 404. Permission of the instructor for students lacking the prerequisite. Advanced readings and discussion in Hungarian in humanities and social science topics.

406 Advanced Hungarian (3). Advanced readings and discussion in Hungarian in humanities and social science topics, continued.

407 The Structure of Modern Hungarian (3). Prerequisite, HUNG 401 or LING 101. Introduction to the phonology, morphology, and syntax of modern standard Hungarian, with emphasis on some of its distinctive typological features.

411 Introduction to Hungarian Literature (3). An introduction to Hungarian literature of the last five centuries through a selection of works in English translation, with supporting background materials including films (with English subtitles). Taught in English; some readings in Hungarian for qualified students.

425 Topics in Hungarian Literature and Culture (3). Study of topics in Hungarian literature and culture not currently covered in any other course. The specific topic will be announced in advance. Taught in English; some readings in Hungarian for qualified students.

426 Topics in Hungarian Visual Arts (3). Study of topics in Hungarian cinema or other visual arts not currently covered in other courses. Specific topics will be announced in advance. Taught in English. Films with English subtitles.

Macedonian

Courses for Graduates and Advanced Undergraduates

MACD

401 Elementary Macedonian (3). Pronunciation, structure of language, and reading in modern Macedonian.

402 Elementary Macedonian (3). Pronunciation, structure of language, and reading in modern Macedonian, continued.

403 Intermediate Macedonian (3). Continuation of the proficiency-based instruction begun in Elementary Macedonian.

404 Intermediate Macedonian (3). Continuation of the proficiency-based instruction begun in Elementary Macedonian, continued.

405 Advanced Macedonian (3). Advanced reading and discussion in Macedonian in humanities and social science topics.

406 Advanced Macedonian (3). Advanced reading and discussion in Macedonian in humanities and social science topics, continued.

Polish

Courses for Graduates and Advanced Undergraduates

PLSH

401 Elementary Polish (3). Pronunciation, structure of language, and reading in modern Polish.

402 Elementary Polish (3). Pronunciation, structure of language, and reading in modern Polish, continued.

403 Intermediate Polish (3). Continuation of the proficiency-based instruction begun in Elementary Polish.

404 Intermediate Polish (3). Continuation of the proficiency-based instruction begun in Elementary Polish, continued.

405 Advanced Polish (3). Advanced readings and discussion in Polish on humanities and social science topics.

406 Advanced Polish (3). Advanced readings and discussion in Polish on humanities and social science topics, continued.

411 19th-Century Polish Literature and Culture (3). A survey of the major works of 19th-century Polish literature and culture in English translation. Some readings in Polish for qualified students.

412 20th-Century Polish Literature and Culture (JWST 412) (3). A survey of the major works of 20th-century Polish literature and culture in English translation. Some readings in Polish for qualified students.

425 Topics in Polish Literature (3). Study of topics in Polish literature and culture not currently covered in any other course. The specific topic will be announced in advance. Taught in English. Some readings in Polish for qualified students.

426 Topics in Polish Cinema (3). Study of topics in Polish cinema not currently covered in any other course. The analysis of Polish films will be complemented by discussions of their cultural and historical contexts. The specific topic will be announced in advance. Taught in English; films with English subtitles.

Serbian and Croatian

Courses for Graduates and Advanced Undergraduates

SECR

401 Elementary Serbian and Croatian Language (3). Pronunciation, structure of the language, and readings in modern Serbian and Croatian language.

402 Elementary Serbian and Croatian Language (3). Pronunciation, structure of the language, and readings in modern Serbian and Croatian language, continued.

403 Intermediate Serbian and Croatian Language (3). Continuation of the proficiency-based instruction begun in Elementary Serbian and Croatian language.

404 Intermediate Serbian and Croatian Language (3). Continuation of the proficiency-based instruction begun in Elementary Serbian and Croatian language, continued.

405 Advanced Serbian and Croatian Language (3). Advanced readings and discussion in Serbian and Croatian language on humanities and social science topics.

406 Advanced Serbian and Croatian Language (3). Advanced readings and discussion in Serbian and Croatian language on humanities and social science topics, continued.

411 Introduction to Serbian and Croatian Literature (3). Introduction to Serbian and Croatian literature with an emphasis on 19th- and 20th-century prose. Taught in English. Some readings in Serbian and Croatian for qualified students.

425 Topics in South Slavic Literatures (3). Study of topics in Serbian, Croatian, and other South Slavic literatures and cultures not currently covered in any other course. The specific topic will be announced in advance. Taught in English. Some readings in the target language for qualified students.

426 Topics in South Slavic Cinema (3). Study of topics in Serbian, Croatian, and other South Slavic cinema not currently covered in any other course. The analysis of South Slavic films will be complemented by discussions of their cultural and historical contexts. The specific topic will be announced in advance. Taught in English; films with English subtitles.

School of Government

www.sog.unc.edu

MICHAEL R. SMITH, *Dean*

Albert Coates Professor of Public Administration and Government

David N. Ammons, Public Administration

Albert Coates Professor of Public Law and Government

James C. Drennan, Courts Law and Judicial Administration
Cheryl D. Howell, Judicial Education and Administration

Gladys Hall Coates Professor of Public Law and Government

Janet Mason, Social Services Law
David W. Owens, Environmental and Land Use Law
Robert P. Joyce, Education Law

Professors

A. Fleming Bell II, Local Government Law

Maureen M. Berner, Public Administration
Frayda S. Bluestein, Local Government Law, Associate Dean for Programs
John Michael Crowell, Public Law and Government
Robert L. Farb, Criminal Law and Procedure (Retired)
Joseph S. Ferrell, Property Tax Law, Secretary of the Faculty
Laurie L. Mesibov, Education Law
William C. Rivenbark, Public Administration
John Rubin, Criminal Law and Procedure
John L. Saxon, Social Services Law
Michael R. Smith, Dean
Carl W. Stenberg III, Public Administration
Charles Szypszak, Real Estate Law
Thomas H. Thornburg, Criminal Law, Senior Associate Dean
Richard B. Whisnant, Environmental Law
Gordon P. Whitaker, Public Administration

Associate Professors
Mark F. Botts, Mental Health Law
Shea R. Denning, Property Tax Law
Richard D. Ducker, Land Use Law
Willow S. Jacobson, Human Resource Management
Diane Juffras, Employment Law
Jill D. Moore, Public Health Law
Jessica Smith, Criminal Law and Procedure
John B. Stephens, Inter-Agency and Public Policy Dispute Resolution

Assistant Professors
Ann Anderson, Courts and Estate Law
James Markham, Criminal Law
Christopher B. Mclaughlin, Tax Law
Kara Millonzi, Local Government and Finance
Jonathan Q. Morgan, Economic Development
Ricardo S. Morse, Public Administration
Christopher Tyler Mulligan, Community and Economic Development
Karl Smith, Tax Law
Jeff Welty, Criminal Law
Eileen Youens, Public Contract law

Senior Lecturer
Gregory S. Allison, Governmental Accounting and Financial Reporting

Lecturers
Alyson A. Grine, Social Services Law
Norma Houston, Public Law and Government
Jeffrey A. Hughes, Environmental Services and Programs
Kenneth L. Joyner, Property Tax Administration
Dona Lewandowski, Public Law and Government
Dale Roenigk, Performance Measurement and Public Administration
Shannon Tufts, Director, Center of Public Technology
Vaughn Upshaw, Public Governance

Adjunct Faculty
Lydian Altman, Associate Director, Public Intersection Project
Leslie Anderson, Adjunct Instructor
Phillip Boyle, Adjunct Instructor
Joan G. Brannon, Adjunct Professor (Retired)
Julie M. Brenman, Adjunct Instructor
Molly C. Broad, Adjunct Professor
Anita R. Brown-Graham, Adjunct Professor
Margaret Carlson, Adjunct Associate Professor
Marguerite Creel, Adjunct Instructor
Margaret Henderson, Nonprofit Management
David M. Lawrence, Adjunct Professor (Retired)
John T. Lundy, Adjunct Instructor
Richard Stevens, Adjunct Instructor
A. John Vogt, Adjunct Professor (Retired)

The School of Government (www.sog.unc.edu) has its roots in the Institute of Government, established at UNC–Chapel Hill in 1931, and has long focused on state and local government in the broader study of government, public law, public finance, and public administration. Today, it is the nation's leading university-based provider of instructional and advisory services to state and local government practitioners. Through Institute of Government instructional programs, advising, research, and publishing, the School of Government advances general understanding about government and shares that information with practitioners and other scholars. The school offers a program of courses leading to the master of public administration (M.P.A.) degree.

Master of Public Administration Degree Program

WILLIAM C. RIVENBARK, *Director*

M.P.A. Program Teaching Faculty
Allison; Ammons; Berner; Bluestein; Brenman; Creel; Henderson; Houston; Michele Hoyman – Department of Political Science; Hughes; Jacobson; Lundy; Morgan; Morse; O'Brien; Owens; Rivenbark; Roenigk; Setzer – Kenan Flagler Business School; Smith; Stenberg; Stephens; Stevens; Szypszak; Tufts; Vogt; Whisnant; and Whitaker.

Program Overview

The School of Government offers the master of public administration (M.P.A.) degree. Rated among the nation's best, the M.P.A. program offers a curriculum that blends the development of practical skills in analysis, communication, finance, and management with an overarching emphasis on the enhancement of individual leadership skills.

Accredited by the National Association of Schools of Public Affairs and Administration, the M.P.A. program has produced graduates now serving as officials in local, state, and federal government. At the local level, alumni serve as city and county managers, budget and finance directors, personnel directors, other department heads and professional staff. In state governments, alumni direct departments and serve in management and staff positions in policy planning, finance and management, personnel, water resources, health services, education, and other areas. At the federal level, alumni serve as administrators and analysts in a variety of agencies, including the Office of Management and Budget, the Environmental Protection Agency, the Department of Health and Human Services, the Department of Labor, the Government Accountability Office, the Administrative Office of the Courts, and Senate and House committee staffs. In the nonprofit sector, M.P.A. alumni administer programs in the arts, in education, in economic development, and in human services.

More information is available on the Web at www.mpa.unc.edu.

Admission Requirements

The M.P.A. program welcomes individuals from different backgrounds. A majority of past entrants into the program have had undergraduate majors in the social sciences, especially political science and economics, but applicants have been accepted with undergraduate majors in architecture, business administration, engineering, English, history, industrial relations, and many other fields.

The requirements for admission are

- Bachelor's degree
- At least a B average in the undergraduate major and a generally strong academic record
- Minimum of three semester hours credit in American government and politics
- Satisfactory verbal and quantitative scores on the Graduate Record Examination (GRE)
- One-page statement of purpose that indicates student aspirations that are consistent with the focus and strengths of the M.P.A. program
- Three letters of recommendation
- Oral interview with the M.P.A. Admissions Committee

All admissions decisions are made during the spring for fall semester matriculation. Applicants are encouraged to meet the application deadlines of The Graduate School. However, the M.P.A. program continues to accept applications through January 1. After a preliminary screening of applications, notifications are made concerning the required oral interview.

Financial Aid

The M.P.A. program provides financial assistance to many of its students. Research assistantships or partial scholarships are available to top candidates. Furthermore, some students become involved with Institute of Government projects or work with other university, governmental, or nonprofit organizations as paid, part-time graduate assistants.

Course Work and Degree Requirements

A minimum of 54 semester hours of credit, an internship, a capstone research project with summary paper and a final oral examination are required for the M.P.A. The two years of study and work are designed to combine three essential components of professional development: 1) a rigorous core of education in the theory and practice of public management, 2) a choice of an in-depth elective specialization in the second year, and 3) a summer-long internship between the first and second years, in a position with substantive responsibilities.

Core course requirements are

- Public Organization Theory and Behavior (3)
- Introductory Policy Evaluation Methods (3)
- Professional Communications (3)
- Collaborative Governance (3)
- Public Management and Leadership (3)
- Methods for Policy Analysis and Evaluation (3)
- Human Resources Management (3)
- Government Budgeting and Finance (3)
- Governmental and Not-For-Profit Accounting and Reporting (2
- Decision Analysis (3)
- Law for Public Administration (3)
- Strategic Information Technology Management (1.5)
- Economics in Public Administration (1.5)
- M.P.A. Professional Development Seminar I, II, III, and IV (1 each)

In addition to the common core, each student completes 15 semester hours of elective courses.

Courses for Graduate and Advanced Undergraduate Students

GOVT

660 Municipal Administration (4). This course covers municipal government organization and management, finance, personnel, planning and economic development, and the administration of specific municipal functions.

661 County Administration (4). This course covers county government organization and management, finance, personnel, planning, and economic development, and the administration of specific municipal functions.

662 Information Technology Project Management and Leadership (3). Examines the public sector environment as it relates to information technology development. Special attention focused on the complex environment and its influence on information technology-based solutions.

663 Public Executive Leadership Academy (6). The Public Executive Leadership Academy is designed for North Carolina city and county managers to understand themselves as leaders and to prepare the organization to work with others in improving the quality of life within the community.

664 Chief Information Office Certification Program (5). The CIO Certification Program is designed for chief information officers of local governments in North Carolina. The course lays the foundation for addressing the most critical issues facing IT leadership in local government and equips leaders with tools to manage and improve their organizational assets.

PUBA

401 State and Local Governance (3). Introduction to local/state public service, including governmental institutions, ethics and public values, and core functions of administrative governance. Discussions led by MPA faculty with practicing public and nonprofit administrators.

Courses for Graduate Students

PUBA

710 Public Organization Theory and Behavior (3). Exposition, comparison, and case-based application(s) of basic models of organizations, with emphasis on public sector entities.

711 Public Management and Leadership (3). Prerequisite, PUBA 710. Development of administrators' skills in working with others to accomplish organization goals. Conceptual and experimental modes of learning used to examine a variety of administrative behaviors.

719 Introductory Policy Evaluation Methods (3). The application of statistical methods to problems of evaluation of public programs and problems facing public managers. Theory and basic techniques up to an introduction of linear regression analysis.

720 Methods for Policy Analysis and Evaluation (POLI 725) (3). See POLI 725 for description.

721 Professional Communications (3). Grounds students in the fundamental techniques of writing and oral presentation in a range of formats suited to public service.

722 Politics of the Administrative Process (POLI 722) (3). The motivations of public agency officials, interactions between bureaucracies and other political actors, and alternative strategies to control bureaucratic power and discretion in making, implementing, and evaluating public policies.

723 Human Resource Management (3). Examination of political and institutional environment of public management, the evolution of the United States civil service system, competing values and principles shaping contemporary human resource management, and traditional human resource management functions.

725 Collaborative Governance (3). Required preparation, minimum of three undergraduate credit hours of American government. Explores contemporary thought on networks and governance and its place in public administration theory and practice. Examines processes and structures, and develops skills relevant to collaborative public management.

730 Governmental and Not-for-Profit Accounting and Reporting (2). Teaches the principles of accounting and financial reporting in governmental and not-for-profit environment. Provides skills for analyzing the financial condition of governments and the efficiency and effectiveness of governmental programs.

731 Government Budgeting and Finance (3). An introduction to the revenue and expenditure structure of the public sector including revenue policy, expenditure policy, and budget structure and administration. Topics are examined from an applied perspective using analytic criteria from public sector economics, public administration, and political science.

732 Economics for Public Administrators (1.5). Develop an understanding of the relationship between government administration and microeconomic outcomes, as well as the effect of macroeconomic events on government budgets and service demands.

733 Strategic Information Technology Management (1.5). This course provides public managers with the basic knowledge to successfully invest in and manage strategic information technology projects.

740 Decision Analysis (3). Course will provide introduction to a process for systematically thinking about decisions and valuable techniques for analyzing decisions. Students will learn how to construct models for decision making and how to use these models to analyze decisions.

742 Values and Ethical Perspectives on Public Policy (1–3). Understanding and clarifying the valuational base of administrative and policy choices. Ethical problems encountered in public officials' personal actions.

745 M.P.A Professional Development Seminar I (1). Integration of learnings from M.P.A. students' professional field experience ("internship") through site visits, conferences, and seminars.

746 M.P.A. Professional Development Seminar II (1). Continued integration of learnings from M.P.A. students' professional field experience ("internship") through site visits, conferences, and seminars.

749 Ethical and Effective Public Administration (1.5). Prerequisites, POLI 210, 211, 212, 214, and 226. The role(s), function(s) and strategy of public administrators in the formulation, adoption, and implementation of public policies. Policy from the perspective of the policy maker; cases exploring the relationship of theories to actual policy processes.

751 City and County Management (3). Nature of city or county manager's job: expectations of elected body, staff, public and professional peers. Examines contemporary issues in departmental operations that have significant effect on how manager's performance is perceived.

752 Productivity Improvement in Local Government (3). This course will acquaint students with the concept of productivity, its importance in the public sector, principal techniques used to improve productivity in local government, and barriers to productivity improvement initiatives.

756 Nonprofit Management (3). Examination of the managerial challenges posed by nonprofit organizations and of techniques and practices used by managers of nonprofit organizations.

757 Financial Management of Nonprofit Organizations (SOWO 885) (3). See SOWO 885 for description.

758 Navigating Nonprofit Local Government (1–3). This course is designed for graduate students who are seeking professional positions in local government or nonprofits. The overall objectives are to exchange information about issues of mutual concern to both nonprofits and governments.

760 Law for Public Administration (3). An introduction to law for students in public administration or related disciplines. Topics include sources of law and legal resources, personnel law, administrative law, and selected topics in constitutional law relevant to public administration.

761 Local Government Law (1.5). Overview of key legal concepts affecting local government operations. Topics include relation to federal/state governments, legal structures, finance and regulatory powers, plus introduction to the legal system and analysis.

762 Administrative Law Development and Applications (3). Addresses legal issues in the exercise of governmental power by federal, state, and local agencies in the United States. Topics include legislative and executive oversight, rule making, adjudication, and judicial review.

765 Capital Budgeting and Finance (1.5). Prerequisite, PUBA 214. Analysis of alternative approaches to planning and administering the budgets and financial operations of public agencies. Extensive use of case materials.

768 Mediation Skills for Public Organizations (1.5). Workshop-style course focuses on workplace and service provision conflicts to develop mediation skills; is comprised of short lectures, demonstration, and student practice of a mediation model/specific skill sets.

769 Facilitation Skills for Public Sector Managers (1.5). Workshop-style course focuses on inter-organization and community settings to develop facilitation skills and is comprised of short lectures, demonstration, and student practice of facilitation strategies.

770 Community Economic Development: Strategies and Choices (POLI 770) (3). See POLI 770 for description.

771 Managing Economic Development (3). Emphasizes the practical application and implementation of various approaches to economic development. Students will apply tools/strategies by doing case studies and small group projects based on real-world scenarios faced by local practitioners.

775 Electronic Government: Practices and Methodologies (3). This course focuses on the issues involved in administering and managing e-government activities. Special emphasis is placed on the particular challenges endemic to public performance.

776 Managing Information Technology in Local Government (1–3). The course explores information technology policies, development, training, assessment, and organizational behavior.

778 Intergovernmental Relations (POLI 726) (3). See POLI 726 for description.

780 Special Topics in Public Administration (1–3). Permission of the instructor. Seminar in selected areas of public administration. Topics will vary from year to year. May be repeated for credit.

781 Directed Readings in Public Administration (1–3). Directed readings in a special field under the direction of a member of the graduate faculty.

900 Research in Public Administration (1–21).

Department of History

www.unc.edu/depts/history

LLOYD S. KRAMER, *Chair*

Professors

William L. Barney (92) Political History of 19th-Century America
Christopher R. Browning (30) 20th-Century Germany, the Holocaust
W. Fitzhugh Brundage (96) U.S. South since the Civil War, New South
Marcus G. Bull (20) Medieval History
Melissa M. Bullard (38) Renaissance, Mediterranean, and Early Modern Europe
Kathryn Burns (47) Colonial Latin American Gender/Women's History
John C. Chasteen (45) 19th-Century Latin America (Especially Brazil), Popular

and Political Culture
Peter A. Coclanis (85) U.S. Economic and Business History, Colonial History
William Ferris (65) U.S. South (with Emphasis on Literature), Documentary Studies
W. Miles Fletcher (52) Japanese History
Joseph T. Glatthaar (69) Civil War Era, U.S. History
Karen Hagemann (40) Modern Europe, Gender and Social
Jacquelyn D. Hall (90) U.S. Women's History, Oral History, U.S. South
Konrad H. Jarausch (32) 19th- and 20th-Century Europe
John F. Kasson (88) American Intellectual and Cultural History, Technology and Society, Art and Literature
Lloyd S. Kramer (39) European Intellectual History
Wayne E. Lee (71) Military History, Colonial American History
Roger W. Lotchin (81) Urban Political History, 1800 to the Present
Genna Rae McNeil (86) African American History
L. Louise McReynolds (42) 19th-Century Russia
Susan D. Pennybacker (44) British History
Louis A. Pérez Jr. (46) Latin America, Caribbean, Cuba
Donald J. Raleigh (64) 20th-Century Russian/Soviet History
Donald M. Reid (36) Modern French History
Sarah D. Shields (55) Islamic Civilization
Jay M. Smith (34) France 1550–1815
Richard J. A. Talbert (18) Ancient Rome, Classics
Zaragosa Vargas (72) History of Latinos in the United States
Harry L. Watson (93) North Carolina History

Associate Professors
Chad Bryant (66) 20th-Century Eastern European History
Kathleen A. DuVal (67) Early America, Early American Women
Jerma A. Jackson (96) African American History
James L. Leloudis (91) North Carolina History, U.S. South, Education History
Lisa A. Lindsay (80) West Africa; African Diaspora
Terence V. McIntosh (33) Early Modern European History, Economic and Social
Fred Naiden (41) Ancient Greece
John W. Sweet (68) Early American History
Michael Tsin (54) Modern Chinese History
Brett E. Whalen (41) Medieval History
Heather A. Williams (94) 19th-Century American History, African-American History

Assistant Professors
Flora Cassen (35) Jewish History
Michelle King (59) Modern Chinese History
Miguel LaSerna (49) Latin American History
Christopher J. Lee (58) Colonial and Modern Africa
Malinda Maynor Lowery (79) Native American History
Benjamin Waterhouse (99) 20th-Century American Political and Business History

Joint Appointments
Robert C. Allen (73) American Studies, Larry Griffin (70) Social Relations and Historical Sociology
Reginald F. Hildebrand (75) African and African American Studies

Adjunct Professor
Daniel J. Sherman French Cultural History, Modern Art

Adjunct Assistant Professor
Anne M. Whisnant American History, Public History

Faculty in Phased Retirement

Professors Emeriti
Josef Anderle
Samuel H. Baron
Stephen B. Baxter
Frederick O. Behrends
Judith M. Bennett
Herbert L. Bodman Jr.
Henry C. Boren
E. Willis Brooks
Stanley J. Chojnacki
Peter G. Filene
Michael D. Green
David M. Griffiths
Barbara J. Harris
John M. Headley
Michael H. Hunt
Lawrence D. Kessler
Frank W. Klingberg
Richard H. Kohn
William E. Leuchtenburg
Donald G. Mathews
W. James McCoy
Michael R. McVaugh
John K. Nelson
Theda Perdue
Richard W. Pfaff
William S. Powell
John E. Semonche
George V. Taylor
Peter F. Walker
Gerhard L. Weinberg
Joel R. Williamson

Graduate students in history develop both depth and breadth of historical knowledge. Each student works primarily within one of nine major fields: ancient history, European history, history of science, history of women, global history, Latin American history, military history, Russian and East European history, and United States history. Students who advance to the doctoral level also develop expertise in a second field chosen from an even broader range of possibilities—that is, not only any of the above major fields but also African history, Middle Eastern history, and Asian history.

Extensive information about the graduate program in history is available at www.unc.edu/depts/history/grad, and the regulations that guide students' progress can be seen at www.unc.edu/depts/history/grad/regs.html. Please use these to supplement the brief summary below.

Admission

The department considers applications from those holding undergraduate degrees and those who have obtained M.A. degrees elsewhere. Students admitted to the department with an M.A. from another university will be reviewed by the faculty at the time of entry into the program to determine whether they should take second M.A. degrees here or proceed directly to Ph.D. training. Preference in admission is given to students who intend to proceed to doctoral work, either directly or after completion of the M.A. degree.

The M.A. Program

The courses required for the M.A. degree usually include an introduction to research (HIST 700) and an introductory seminar (HIST 900), to be taken in the first year of study, a two-semester reading colloquium or its equivalent in the student's major field, one additional seminar (900-level course), three hours of thesis credit (HIST 993), and four other courses, of which as many as three may be taken in

fields other than that in which the student is concentrating or even in other disciplines. M.A. candidates must also pass a reading-knowledge examination in an appropriate foreign language, prepare an acceptable thesis, and pass an oral examination on the thesis. Students entering in fall 2010 and afterwards are expected to complete the M.A. after three semesters in residence.

The Ph.D. Program

Satisfactory completion of the M.A. does not automatically entitle a student to continue at the doctoral level. After the M.A. oral examination, the student's committee reaches a formal written decision about whether he or she should continue toward the Ph.D.

All courses taken at UNC–Chapel Hill for the M.A. (except HIST 993) may be credited toward the doctoral program. If The Graduate School approves for transfer credit up to six hours of graduate courses taken elsewhere, these may be credited as well. Candidates for the Ph.D. complete the following minimum course program (in addition to the requirements for the M.A.): a research seminar, two courses in a second field of study, research design (HIST 905), and dissertation credit (HIST 994). A reading knowledge of two foreign languages or advanced proficiency in one is required for the Ph.D. degree.

Each doctoral student must pass written comprehensive examinations in the major field, as well as an oral examination that focuses on the dissertation. The final requirements for the Ph.D. are a dissertation and an oral examination on it.

The department expects doctoral students to proceed quickly with their work. For those who enter the program in Fall 2010 and afterwards and who are pursuing both the M.A. and the Ph.D., all coursework and the comprehensive written and oral examinations must be completed by the end of the sixth semester. For those who enter the program with an acceptable M.A. from another institution, A.B.D. status must be achieved within four semesters. The dissertation must be completed within a period of eight years.

Fellowships and Assistantships

The department funds most of its students through teaching assistantships or fellowships, and also offers research grants and dissertation fellowships. In addition, The Graduate School awards fellowships to both entering students and students in the later phases of their doctoral training. More details about funding for history students can be found at www.unc.edu/depts/history/grad/funding.html.

Libraries and Research Opportunities

The Davis and Wilson libraries have many collections of great value, and the University itself is conveniently situated close to a number of other research centers, particularly the Duke University Library and the North Carolina State Department of Archives and History (www.ah.dcr.state.nc.us). The library houses many outstanding special collections, including the William Henry Hoyt Collection on revolutionary France and the Peabody Collection on international law and diplomacy. Especially notable are the Southern Historical Collection (one of the most important manuscript collections on the subject), and the North Carolina Collection (a repository of books, magazines, pamphlets, and newspapers published in or about North Carolina). The Southern Oral History Program and the Center for the Study of the American South further enhance research and training in the history of our region.

The University Center for International Studies, the Center for European Studies, and the Triangle Institute for Security Studies (TISS) sponsor fellowships, seminars, speakers, and other opportunities in their respective areas. The History Department participates in the new, interdisciplinary Medieval and Early Modern Studies Program (MEMs) which offers fellowships and research grants. MEMs places special emphasis upon viewing the premodern world from a global perspective. The Ancient World Mapping Center forms part of the Department of History, and there is no other unit worldwide that matches its mission of promoting cartography and geographic information science within ancient studies. For research and other initiatives at the center, visit www.unc.edu/awmc. The department also sponsors the Project for Historical Education, an outreach program for teachers in secondary schools. In addition, a wide variety of workshops regularly bring together faculty and graduate students who share interest in particular historical topics or approaches.

Courses for Graduate and Advanced Undergraduate Students

HIST

420 Politics and Religion in Ancient Greece (3). This course deals with ancient Greek religious practices and seeks to place them in their legal, political, and cultural contexts, and thus integrate them into the study of Greek history.

421 Alexander (PWAD 421) (3). The rise of Macedonia; the careers of Philip II and Alexander (with emphasis on the latter's campaigns); the emerging Hellenistic Age. The course integrates computer (including Web site) and audiovisual materials throughout.

422 Ancient Greek Warfare (PWAD 422) (3). War and the warrior in the archaic and classical Greek world, seventh to fourth centuries BCE.

423 Archaic Greece, 800-480 BCE (3). HIST 225 strongly recommended. Topical approach to the social and cultural history of the ancient Greek city states, ca. 800–336 BCE.

424 Classical Greece (Sixth–Fourth Centuries BCE) (3). HIST 225 strongly recommended. The life and times of the ancient Athenians from the sixth to fourth centuries BCE.

425 Roman History, 154 BCE–14 CE (3). Explores the transformation from Republic to Principate. Conducted in considerable part by student reports and classroom discussions.

427 The Early Roman Empire, 14 CE–193 CE (3). Focuses upon administrative, social, and economic themes. Conducted in considerable part by student reports and classroom discussions.

428 The Later Roman Empire, 193 CE–378 CE (3). Focuses upon administrative, social, and economic themes. Conducted in considerable part by student reports and classroom discussions.

431 The Medieval Church (3). The nature and workings of the Western church between roughly 600 and 1300. Emphasis on the church "from within," organization, missionary strategies, liturgy, monasticism, popular religion.

432 The Crusades (3). Students in this course will examine Christian attitudes toward holy war, crusading, and other forms of coercive violence from the 11th until the 15th centuries, with a focus on the major crusades to the Holy Land.

433 English Society, 1200–1700 (3). Examines critical issues in the development of English society and economy in the centuries before industrialization.

434 Medieval England (3). A consideration of England's origins, unification, and development as a national monarchy. Primary emphasis is on political, ecclesiastical, and cultural aspects.

435 The Medieval University (3). The origins and development of the university during the period 1100 to 1400; types of organization, curricula and degrees, intellectual life, town-gown and student-master relationships.

436 Medieval Theology, Gender, and the Body (3). This course will explore notions of male and female sanctity from Late Antiquity to the High Middle Ages. Topics will include martyrdom, the cult of relics, and bodily resurrection.

452 The Renaissance: Italy, Birthplace of the Renaissance, 1300–1550. (3). A study of the people, culture, and intellectual achievements of the Italian Renaissance with emphasis on the interaction between culture and society.

453 Mediterranean Societies and Economics in the Renaissance World (3). A picture of Mediterranean social and economic life 1300 to 1600, with special focus on rural and urban society, family structure, patronage, work and wages, public and private finance.

454 The Reformation (RELI 454) (3). Examines a movement of religious reform that shattered Latin Christendom and contributed many of the conditions of early modern Europe. Emphases: religious, political, social.

455 Europe in the 17th Century (3). The century marks the watershed in European development. Emphases: statecraft, the emerging state-system, the new scientific world view, the evolution of European society.

456 18th-Century France (3). This course examines the Age of Enlightenment in France (1660–1787). The ideas of the "philosophes" will be placed in a broad social, political, and international context.

457 The French Revolution (3). Origins and course of the French Revolution to 1815. Topics include the culture of the Enlightenment, collapse of the old regime, popular revolution, trial of Louis XVI, Reign of Terror, Napoleon.

458 Europe and the World Wars, 1914–1945 (3). Europe and the experience of total war, with special focus on national conflicts; ideological conflicts among fascism, communism, and liberalism; and the dictatorships of Hitler and Stalin.

459 France, 1337–1715 (3). This course covers the social, political, and cultural history of France from the later Middle Ages to 1715. The monarchy's evolution from near extinction to "absolutism" provides the main storyline.

460 Late Medieval and Reformation Germany (3). Examines the major late medieval religious, social, and political developments plus the Reformation and Counter-Reformation. Topics include Luther's theology, the German Peasant's War, Jewish-Christian relations, witch-hunting, and family life.

461 Early Modern Germany, 1600–1815 (3). Examines major political, social, and cultural developments. Topics include the growth of absolutist government, Prussia's militarism and rivalry with Austria, German Jewry, Baroque music, the Enlightenment, and the Napoleonic wars.

462 Germany, 1815–1918 (3). The nature of Prussian society, the rivalry between Prussia and Austria for the command of German affairs, and the quality of Prussian leadership in the German Empire of 1871.

463 History of Germany since 1918 (3). Politics and culture in the Weimar Republic, Nazi totalitarianism, and the reshaping of East and West Germany since World War II.

464 History of Spain (3). A survey of Spanish history from the Islamic invasion to Napoleon. Particular attention will be given to the period of the Hapsburgs, 1516 to 1700.

465 Intellectual History of Europe, Early Period (3). The course examines the gradual erosion of and criticism within the classical Christian tradition that led to the emergence of a new mentality by the end of the 17th century. Two lectures, one discussion per week.

466 Modern European Intellectual History (3). The main developments in European thought from the Enlightenment to the 20th century, with some attention to social context. Readings include Voltaire, Rousseau, Hegel, Marx, Tocqueville, Sand, Flaubert, Nietzsche, Freud.

467 Society and Family in Early Modern Europe (3). A survey of changes in social organization, family life, courtship practices, sexual behavior, and the relations between the economy and population that occurred in preindustrial Europe, 1500–1815.

469 European Social History, 1815–1970 (3). The social transformation of Europe from agrarian through postindustrial society, discussing population growth, family history, spread of education, class structure, social conflict, group ideologies, and mass politics, as well as everyday lives and popular lifestyles.

470 The Scientific Revolution (3). Traces the creation of scientific thought 1500 to 1700, from Leonardo to Newton, examining the various strands—Greek science, art, engineering, experimentation, occultism, etc.—woven into it.

471 History of Science from Newton to Einstein (3). A survey of the development since 1700 of the various branches of physical and biological science, culminating in the 20th-century revolution in physics.

472 Medicine and Health in Early Modern Europe (3). Shows how the age of Shakespeare and Newton (16th- to 17th-century England) fused old and new ideas about medicine and health, anticipating some of our own beliefs and practices.

473 Tudor and Stuart England, 1485–1660 (3). A lecture course, open to juniors, seniors, and graduate students.

475 Great Britain in the 20th Century (3). Explores the economic and social foundations of British political, intellectual, and cultural history from 1901 to the present.

477 Revolution in Russia, 1900–1930 (3). A close study of Russia's age of revolution from the reign of the last tsar to the turbulent Stalin Revolution of 1929, with emphasis on the revolutions of 1917.

478 Stalin and After: The USSR, 1929–Present (3). An in-depth examination of Soviet and post-Soviet history from 1929 to the present.

479 History of Female Sexualities in the West (WMST 479) (3). Spanning the ancient, medieval, and modern West, this course explores normative and non-normative female sexualities, ideas about female bodies, and the regulation of female sexuality by families, religions, and states.

480 Russia, 1796–1917 (3). The diplomatic, military, and ideological confrontations with the West; the decline and fall of the Russian autocracy; the evolution of reform thought; and revolutionary opposition.

481 Eastern Europe since World War II (3). An examination of the countries of Eastern Europe, their origins and development since World War II, their cohesion and conflict.

482 Russia, Eurasian Empire (3). This course examines the development of the Russian Empire, from the Mongol conquest in the 13th century to the transformation of Imperial Russia in the Soviet Union after 1917.

490 Special Topics in History (3). Subject matter will vary with instructor but will focus on some particular topic or historical approach. Course description available from the departmental office.

500 Gender and Nation in Europe and Beyond: From the 18th to the 20th Century (WMST 500). The course explores the growing body of research on gender and nation/nationalism by focusing on problems of national belongings, citizenship, state and nation formation, and national iconography.

501 Gender of Welfare (WMST 501) (3). An interdisciplinary examination of issues pertaining to gender and welfare, such as the sexual division of labor and social policy, the work-family balance, and social citizenship in a transnational perspective.

513 Imperialism and the Third World (3). This course explores the processes by which 19th-century imperialism set the contours of the modern world, establishing relations among societies and reconfiguring both colonial cultures and European cultures.

514 Monuments and Memory (3). Museums and monuments have played a key role in the formation of cultural memory and identity, both nationally and globally. This course explores the relation between museums and monuments historically and theoretically, and relates them to national and international developments in the 19th and 20th centuries.

516 Historical Time (3). This course explores the ways in which Western historians and other students of the past from Adam Ferguson to Stephen Jay Gould have conceptualized and packaged historical time.

517 Military, War, and Gender in Comparative Perspective, 18th to the 20th Century (3). This course introduces students to the gender history of the military and war in a comparative perspective with a focus on Germany and the United States from the 18th to the 20th century.

528 Guerrillas and Revolution in 20th-Century Latin America (3). This course examines the leftist guerrilla movements that swept Latin America and the Caribbean during the latter half of the 20th century. Students will analyze the origins, trajectories, and legacies of these insurgencies, paying particular attention to the roles of race, class, and gender.

529 Mexico, 1750–1870: War, Independence, and Reforms: Citizenship and Conflict in a New Nation. This upper-division course focuses on the major issues, debates, and conflicts that arose over citizenship in a multi-ethnic society, tensions between church and state, and the definition of national territory in Mexico as a new and modernizing nation.

531 History of the Caribbean (3). Thematic approach to the history of the West Indies, with emphasis on the period from European conquest through the 20th century. Topics include colonialism, slavery, monoculture, United States–Caribbean relations, and decolonization.

532 History of Cuba (3). Thematic approach to Cuban history, from conquest to the revolution. Attention is given to socioeconomic developments, slavery and race relations, the 19th-century independence process, and the 20th-century republic.

533 History of Brazil (3). This course is concerned primarily with the creation of a new society through race mixture and culture change, and with the political and economic development of Brazil.

534 The African Diaspora (3). A comparative examination of the movements, experiences, and contributions of Africans and people of African descent from the period of the Atlantic slave trade to the present.

535 Women and Gender in African History (AFRI 535) (3). Analysis of historical transformations in Africa and their effects on women's lives and gender relations. Particular themes include precolonial societies, colonialism, religious change, urban labor, nationalism, and sexuality.

536 Revolution in the Modern Middle East (ASIA 536) (3). This course will focus on revolutionary change in the Middle East during the last century, emphasizing internal social, economic, and political conditions as well as international contexts.

537 Women in the Middle East (ASIA 537, WMST 537) (3). Explores the lives of women in the Middle East and how they have changed over time. Focus will change each year.

538 The Middle East and the West (ASIA 538) (3). This course explores changing interactions between the Middle East and the West, including trade, warfare, scientific exchange, and imperialism, and ends with an analysis of contemporary relations in light of the legacy of the past.

539 The Economic History of Southeast Asia (ASIA 539) (3). This course is intended as a broad overview of Southeast Asian economic history from premodern times to the present day.

540 African Intellectual History: Discourse, Knowledge, Politics (3). This course traces Africa's modern intellectual history, exploring such topics as Africa's place in history, African nationalism, pan-Africanism, the problem of colonialism, and the meaning of progress.

541 African Environmental History: Ecology, Economy, Politics (3). This course addresses the major themes of the environmental history of Africa with an emphasis on issues of local ecology, land use, and labor and the struggles over these issues.

542 Development in Africa and Its Discontents (3). This course examines the changing meanings of the idea of development in Africa and the role that Africans have played in shaping these meanings from the late 19th century.

543 Histories of Health and Healing in Africa (3). This course focuses on the historical, social, medical, cultural, policy, and economic aspects of health and health crises in Africa.

550 Gender in Chinese History (3). This course is designed to introduce undergraduates to recent historical scholarship in the field of Chinese gender studies. Topics include family and kinship, the body and bodily practices, social space, writing, sexuality, work, and law, covering both the premodern and modern periods. No prior coursework required.

561 The American Colonial Experience (3). Major topics: European reconnaissance; founding of new societies; character and structure of institutions; thought and feeling from Cotton to Franklin; privilege and cost of empire.

562 Oral History and Performance (COMM 562, FOLK 562, WMST 562) (3). See COMM 562 for description.

563 Jacksonian America, 1815–1848 (3). The society and politics of the United States during the period dominated by President Andrew Jackson. Topics include economic development, the expansion of slavery, religion and reform, the changing roles of women, and the political movements associated with "Jacksonian democracy."

564 Revolution and Nation Making in America, 1763–1815 (PWAD 564) (3). Major topics: constitutional conflict in the British empire; independence and war; Confederation and Constitution; growth of political parties and nationality in a period of domestic change and international conflict.

565 Civil War and Reconstruction, 1848–1900 (PWAD 565) (3). Focus is on causes, nature, and consequences of the Civil War.

566 The History of Sexuality in America (3). A history of the sexual practices, desires, and understandings of Americans, from earliest colonial encounters to the late 20th century.

568 Women in the South (WMST 568) (3). An exploration of the distinctive themes in Southern women's lives, using the evidence of history and literature.

569 African American Women's History (AFAM 569, WMST 569) (3). The course covers the history of black women in the United States from the18th century to the present. It deals with such themes as work, family, community, sexuality, politics, religion, and culture.

570 The Vietnam War (ASIA 570, PWAD 570) (3). A wide-ranging exploration of America's longest war, from 19th-century origins to 1990s legacies, from village battlegrounds to the Cold War context, from national leadership to popular participation and impact.

571 Southern Music (FOLK 571) (3). Explores the history of music in the American South from its roots to 20th-century musical forms, revealing how music serves as a window on the region's history and culture.

574 Spanish Borderlands in North America (3). The history of the Spanish colonial experience north of Mexico, to 1820.

576 The Ethnohistory of Native American Women (WMST 576) (3). Introduces students to the study of Native American women through the perspectives of anthropology, history, and autobiography.

577 United States Foreign Relations in the 20th Century (PWAD 577) (3). How the United States came to occupy a leading role in world affairs as a diplomatic, military, economic, and cultural power and what that role has meant to Americans and to other peoples, especially during the Cold War.

579 Popular Culture and American History (3). Study of the popular arts and entertainments of the 19th and 20th centuries and the ways in which they illuminate the values, assumptions, aspirations, and fears of American society.

580 United States History since 1930 (3). Diverse developments as interpreted within the framework of certain broad and open-ended themes, particularly individual freedom, social welfare, mass culture, and community.

581 American Constitutional History to 1876 (3). In a classroom environment characterized by discussion, simulation, and interaction, the antecedents, formation, and interpretation of the Constitution are confronted in a broad historical matrix.

582 American Constitutional History since 1876 (3). Using a classroom environment similar to HIST 581, constitutional adjustments and change are related to psychological, political, social, and economic factors, and to Supreme Court members.

584 The Promise of Urbanization: American Cities in the 19th and 20th Centuries (3). A survey of the development of American cities since 1815 and their influence upon American history.

586 The Old South (3). Economic, cultural, and social history of the antebellum South. The region's political history will serve as a supporting part of the study.

587 The New South (3). This course explores the transformation of the South from the time of the Civil War and emancipation to the contemporary rise of the Sunbelt.

589 Race, Racism, and America: (United States) Law in Historical Perspective (3). This course will historically and critically examine the changing legal status of people of color in the United States. Within a broad historical matrix from the colonial era to the present, it will focus on African Americans, Native Americans, Asian Americans, Latina/os, and United States law.

622 Medicine and Society in America (3). A survey of major developments in the history of American medicine. Emphasis will be placed upon setting the practice of medicine as well as the experience of health and disease into broad social, cultural, and political contexts.

624 Intellectual History of African Americans (3). Examines African American intellectuals in North America with some attention to black writers in the Caribbean. Emphasizes American Negro Academy, black scholars, scholar-activists, writers, and public intellectuals.

625 Technology and American Culture (3). Technology's impact on American thought and society and the response it has engendered. Topics will include the factory town, search for utopia, impact of Henry Ford, war, and depersonalization.

670 Introduction to Oral History (FOLK 670) (3). Introduces students to the uses of interviews in historical research. Questions of ethics, interpretation, and the construction of memory will be explored, and interviewing skills will be developed through fieldwork.

671 Introduction to Public History (3). Introduces the theory, politics, and practice of historical work conducted in public venues (museums, historic sites, national parks, government agencies, archives), directed at public audiences, or addressed to public issues.

674 Field Methods in Archaeology and History (3). This course will introduce many techniques employed by archaeologists and historians in locating and excavating sites of past human activity. It will involve field work at an active archeological site.

691H Honors in History (3). Permission of the instructor. Introduction to the methods of historical research; designed to lead to the completion of an honors essay.

692H Honors in History (3). Permission of the instructor. Introduction to the methods of historical research; designed to lead to the completion of an honors essay.

697 Myth and History (3). Myths and legends are the stuff of history. An interdisciplinary capstone course treating topics such as Alexander the Great and George Washington as mytho-historical heroes, the Holy Grail, and uses of myth in the modern world.

Courses for Graduate Students

HIST

700 Introduction to Historical Methods and Research (3). Introduction to research. Required for all first-year students.

701 Introduction to Medieval Studies (3). This is an interdisciplinary course to introduce graduate students to the sources, methods, and approaches of medieval studies.

702 Introduction to Historical Education (3). Provides an introduction to teaching history. Topics include the history of historical education, planning a course, the role of the teacher, goals and methods, using new technologies and evaluating students.

711 Introductory Colloquium on Early Modern Europe (3). Directed readings on early European history, from Britain through European Russia.

712 Introductory Colloquium on Modern Europe (3). Directed readings on modern European history, from Britain through European Russia.

713 Introductory Colloquium in Latin American History before 1810 (3). Directed readings on Latin American history from preconquest to 1810; required for students entering the field.

714 Introductory Colloquium in the History of Latin America since 1810. Directed readings on Latin American history in the National Period; required for students entering the field.

715 Introductory Colloquium in United States History to 1865 (3). Directed readings on American history through the Civil War; required for students entering the field.

716 Introductory Colloquium in United States History since 1865 (3). Directed readings on American history from the Civil War to the present; required for students entering the field.

717 Introduction to Military History (3). An introduction to the methods, issues, and literature of military history, including classic works and scholarship representative of a variety of approaches from history and other disciplines.

718 Colloquium in World Military History (3). Reading colloquium in world military history, emphasizing Europe, focusing on the most significant issues, methods and approaches in the field today.

720 Introduction to Asian History (3). An introduction to major works and themes in the history of Asia with an emphasis on the history of China, Japan, and South Asia.

721 Readings in European Expansion and Global Interaction, 1400–1800 (3). Examines the dynamics of cross cultural contacts and exchange between Europe and other civilizations in the context of a growing global interconnectedness.

722 Readings in Contemporary Global History (3). Focus on the 19th and 20th centuries. Mixing theory, case studies and comparisons, the readings reflect disciplinary diversity.

725 Selected Readings in the Comparative or Global History of Women and Gender (WMST 725) (3). Readings in the history of women and gender in a comparative, global, or transnational perspective.

730 Feminist and Gender Theory for Historians (WMST 730) (3). Readings in contemporary feminist and gender theory, focused especially on theories that address the construction, writing and general practice of history.

735 Readings in the History of Sexuality and Gender (WMST 735) (3). Readings on the historical study of gender and sexuality and on definitions of femininity and masculinity in different historical contexts.

741 Readings in the History of Science and Medicine (3). Examines the principal historiographical problems in the history of science and medicine, focusing on a different topic each year.

746 History and the Social Sciences (3). The relationship of the social sciences to history, logic of inquiry, use of quantitative methods and introduction to the computer.

751 Problems in Greek History, 600–323 BCE (3). Permission of the instructor. This course introduces graduate students to problems in the use of literary, epigraphic, and archaeological sources for a range of issues, including religion, law, and warfare.

752 History of Rome, 27 BCE–180 CE (3). Readings, reports, and discussions on selected topics of current importance for the field. Topics to be announced n advance.

755 Readings in Medieval and Early Modern Women's History (WMST 755) (3). A readings course on the history of women, gender, and sexuality in Medieval Europe.

757 Late Medieval England (3). Prerequisite, HIST 433 or 434. Readings in English history, ca. 1300–1500, with a focus on social, economic, political, and legal topics.

760 Europe in the 16th Century (3). A survey of the best historical literature emphasizing churches, varieties of secular power, and religious practice.

761 Readings in Early Modern European History (3). Selected readings and discussion of topics and relevant historiography in early modern Europe.

763 Early Modern Germany (3). A topical survey of the political, social, and economic history of early modern Germany.

765 Problems in the History of the French Revolution (3). Readings, reports, and discussion on aspects of the French Revolutionary upheaval in Europe.

770 Readings in Modern European Women's and Gender History (WMST 220) (3). A readings course in the history of women in Europe since 1500.

771 Topics in Modern European History (3). This course examines particular themes, events, and historiographical debates of Modern European History in a seminar setting.

772 Readings in the Intellectual History of Europe (3). A readings course on specific themes and debates in modern European intellectual life.

773 Readings in European Social History (3). This graduate readings course discusses classic works as well as recent landmark books about the development of European society in the 19th and 20th centuries.

774 Readings in Modern European History, 1918–1945 (3). Directed readings, varying from year to year, selected from historiographical classics as well as the most recent scholarly publications.

775 Studies in Modern English History (3). Directed readings in 19th- and 20th-century English history. Topics vary from year to year.

776 Topics in French History (3). Open to graduate students from all departments. This course examines one period or one set of problems within French history since the Renaissance. Topics determined by instructor.

781 Readings in Russian History, 1796–1917 (3). Selected readings and discussion of various topics in the history of Russia from the late 18th century to the Russian Revolution.

782 Readings in Soviet History (3). A historiographical reading colloquium covering Soviet and post-Soviet Russian history, 1917-present. The course familiarizes students with Western, Soviet, and post-Soviet literature on the most important issues in Soviet history.

783 Special Topics in Russian and East European History (3). This interdisciplinary seminar provides an in-depth look at some of the major topics in modern Russian, East European, and Central Asian history.

784 Readings in East European History (3). Directed readings on modern East European history.

816 Topics in Asian History (3). Instructors use this course to focus on particular topics or historical approaches related to Asian history.

820 Problems in Latin American History (3). Instructors use this course to focus on particular topics or approaches in Latin American history. Topics to be announced in advance.

831 Readings in Early American History (3). Selected readings and research in United States history and its multicultural dimensions up to the American Revolution.

833 The United States in the Federal Period, 1789–1820 (3). Readings, discussion, and book lists designed to give familiarity with the historiographical problems, research opportunities, and bibliography of the period.

834 The United States in the Middle Period, 1815–1860 (3). An analysis of the material and ideological transformations within the antebellum republic, which climaxed in the sectional crisis of the 1850s.

835 Readings in the Antebellum South (3). A review of traditional and modern literature on the pre-Civil War South, focusing on the interrelationships of its economy, society, culture, and politics.

840 Civil War and Reconstruction, 1860–1876 (3). An intensive readings course on key works comprising the core historiography for Civil War-Reconstruction America. Discussions, short papers, and a 20-page historiographical paper comprise the bulk of the assignments.

841 Readings in the South since Reconstruction (3). Readings, reports, and discussions on selected topics with a view to gaining familiarity with the literature of the field.

842 Political and Social History of Modern America (3). A course of readings for advanced students that relate social history to the history of the state in America in the period from the Great Depression and the New Deal to the present.

845 Readings in United States Labor History (3). A graduate reading seminar on the history of America's workers from the twentieth century to the present. The struggle of American workers to achieve a measure of dignity and security is examined from social, economic, and political perspectives. The course critically evaluates recent scholarship in the field of labor history.

860 Colloquium in United States Military History (3). Reading colloquium in United States military history focusing on the most significant issues, methods, and approaches in the field today.

861 History of United States Foreign Relations (3). Readings and research exploring various topics in modern American foreign relations and diplomacy.

863 Readings in Urban History (3). A readings course to introduce students to the main topics in urban history.

865 Readings in U.S. Women's and Gender History (WMST 865) (3). A readings course on the history of women and gender in the United States.

870 Readings in African American History (3). Graduate students compile bibliographies and read important contributions to various aspects of African American history, stressing shifts in African American historiography and including very recent works.

875 Topics in American Cultural History (3). Research seminar exploring various topics in United States cultural history to be announced in advance.

878 Readings in Native American History (AMST 878) (3). Readings in and discussions of the major works in Native American history.

890 Topics in History for Graduates (3). Instructors use this course to focus on particular topics or historical approaches. Specific course descriptions are available each semester on the departmental Web site (www.unc.edu/depts/history).

899 Independent Study for Graduate Students (3). Permission of the instructor. Independent reading programs for graduate students whose needs are covered by no course immediately available. For students resident in Chapel Hill or vicinity.

900 Graduate Studies in History: Second Course (3). Application of research skills to historical investigation. Required for all first-year students.

901 M.A. Research Seminar (3). A seminar for those preparing the M.A. thesis. Pursuing original research in primary sources, students prepare full drafts of their theses.

902 Writing for Historians: A Seminar on the Craft of Historical Writing (3). Doctoral students focus intensively on the writing process to produce an article-length piece of work suitable for publication. Topics include quotation, translation, narrative technique, structuring argument, and addressing a wide audience.

905 Dissertation Practicum (3). Required of all doctoral candidates in the last semester of coursework, this practicum helps students refine a dissertation topic and produce a prospectus.

906 Dissertation Seminar (3). A seminar for A.B.D. students, offered as demand and resources permit.

910 Ancient History (3). Research seminar on selected topics of current importance for the field. Topics to be announced in advance.

911 Medieval Dissertation Design (3). This course complements HIST 905, focusing on specific skills, sources, and methods for designing a dissertation prospectus in the field of medieval European history.

924 Seminar in Modern European History (3). This writing seminar explores the process of working with primary sources, creating a narrative, and shaping an interpretation based on examples from the last two centuries of European history.

925 Seminar in Russian and East European History (3). A multi-purpose writing seminar on Russian and Soviet history in which students may write a seminar paper, M.A. thesis, dissertation prospectus, or dissertation chapter.

930 American Revolution, 1763–1789 (3). Research seminar exploring various topics related to United States history in the late 18th century around the time of the American Revolution.

948 Research in Native American History (AMST 948) (3). This course introduces graduate students to research methods in Native American history, including the methodology of ethnohistory and the techniques of compiling a source base, taking notes, and outlining.

951 Introductory Seminar in Military History (3). Introduction to research that should result in a major research product. Students will alternate reading classic texts in military history with discussions of project conceptualization and research strategies.

952 Advanced Seminar in Military History (3). A research seminar designed to bring major projects (usually an M.A. thesis) to completion.

971 Seminar in Latin American History (3). All students will be required to complete an original research paper based on use of primary sources on a Latin American topic corresponding to the theme of the seminar to be announced in advance.

975 Seminar in Women's and Gender History (WMST 975) (3). Writing Seminar for Graduate Students on all levels who work on the history of women and gender.

990 Seminar in History (3). Given on demand and as resources permit, this seminar allows faculty to respond to student interest in particular topics.

993 Master's Thesis (3). Individual work on the M.A. thesis, pursued under the supervision of the M.A. advisor.

994 Doctoral Dissertation (3). Individual work on the doctoral dissertation, pursued under the supervision of the Ph.D. advisor.

Human Movement Science

www.med.unc.edu/ahs/hmsc

JOSEPH B. MYERS, *Curriculum Director*

Professors

Carol A. Giuliani (28) Neural Basis of Motor Control, Disability in Aging, Stroke Recovery, Movement Analysis
Edward Grant, Robotics, Biomedical Systems, Neural Networks, Biomedical Sensors, and Medical Devices
Michael T. Gross (29) Biomechanics, Sports Medicine, Orthopedics, Orthotics
Kevin M. Guskiewicz (24) Athletic Training, Sports Medicine, Mild Head Injury
Anthony C. Hackney (21) Exercise Physiology, Metabolism, Endocrinology
Henry S. Hsiao (03) Medical Instrumentation, Interfacing Microprocessors to Physiological Transducers, Telemedicine
Michael Y. Lee (04) Neurological Rehabilitation, Clinical Neurophysiology, Acupuncture
Carol L. Lucas (01) Digital Signal Processing, Mathematical Modeling and Simulation, Pulmonary Circulation in Newborns and Infants
Robert G. McMurray (13) Physiology of Exercise Disease, Energy Expenditure of Children
Frederick O. Mueller (07) Epidemiology of Athletic Injuries, Administration, Sports Medicine
William E. Prentice (15) Athletic Training, Sports Medicine
Richard Segal (48) Role of Spinal Circuits and Supraspinal Systems during Upper Limb Movement and Walking, Neuro Plasticity of Spinal Circuits
Darlene K. Sekerak (25) Pediatrics, Health Policy, Research Utilization
Jan Busby-Whitehead (08) Geriatric Medicine

Associate Professors

Diane Groff, Recreational Therapy, Management of Cancer Treatment-Related Symptoms
Bonita Marks (26) Exercise Physiology, Aging, Physical Activity and Health
Steve Marshall (199) Injury Epidemiology, Occupational Epidemiology, Methodology
Karen McCulloch (39) Balance Control in Neurologic Populations, Intervention in Stroke and Brain Injury, Cognitive Processes
Vicki S. Mercer (40) Motor Control, Motor Learning, Posture and Balance across the Lifespan, Stroke Recovery
Miriam Morey, Exercise Physiology, Epidemiology, Aging and Exercise, Physical Activity and Health
Joseph Myers, Sports Medicine, Upper Extremity Orthopedics
Darin Padua (22) Biomechanics and Sports Medicine
Marie A. Reilly (35) Early Human Behavior and Development, Behavioral Motor Control, Developmental Disabilities
Debbie E. Thorpe (46) Pediatrics, Motor Learning, Developmental Disabilities, Aquatics
Paul S. Weinhold (02) Biomechanics of Repetitive Motion Injury, Tissue Engineering
Bing Yu (43) Biomechanics, Rehabilitation, Movement Analysis, Biomechanical Modeling

Assistant Professors

Claudio Battaglini (032) Management of Cancer Treatment-Related Symptoms, Prescriptive Exercise Intervention
J. Troy Blackburn, Neuromuscular Function and Motor Control
Janet K. Freburger (45) Health Sciences Research, Research Design, Biomechanics, Orthopedics
Michael Lewek, Aging and Function, Biomechanics
Thelma Mielenz (44) Orthopedics, Epidemiology, Arthritis
Jama L. Purser, Epidemiology, Aging and Function
Angela Rosenberg (47) Pediatrics and Community Resources
Robin Queen, Biomechanics, Orthopedics, Sport Injury

Program Description: Doctor of Philosophy

The Department of Allied Health Sciences in the School of Medicine offers an interdisciplinary program of study in human movement science leading to the doctor of philosophy degree. The intent of this program is to develop research and teaching scholars who are capable of producing and disseminating new knowledge in the field of human movement science.

The doctoral program in human movement science is offered with the cooperative effort of the following departments/divisions at UNC–Chapel Hill: Physical Therapy, Exercise and Sport Science, Biomedical Engineering, Orthopedics, Physical Medicine and Rehabilitation, and the Program on Aging. This program is designed to provide students an opportunity for doctoral study in areas that will increase our knowledge of human movement performance. The program focuses on contributing to the scientific basis of human movement, developing theory and methods for maintaining health, preventing disability, and improving movement ability. Focusing on normal movement and movement disability requires a special emphasis in research and education that draws upon yet differs from the focus of related sciences. Students of varied academic disciplines are accepted into the program. Students choose one of three tracks as a focus for their course work and research experiences:

- Biomechanics of human movement, including musculoskeletal mechanics and external mechanical constraints
- Exercise physiology of human movement, including exercise response and training in special populations
- Behavioral learning of human movement including neuromuscular control and motor learning.

(The Division of Physical Therapy retired the M.S. in human movement science degree, so applicants are no longer being accepted for the M.S. as a terminal degree. Bachelor's level applicants will be considered, given appropriate background and experience in movement science research.)

Program Requirements

The curriculum core requirements allow flexibility in designing programs of study to meet the needs of each track and the student's interests. Other specific requirements will vary depending on the student's background and program track. Each student's program of study is developed under the guidance of his or her advisor and committee. Among these requirements are the core courses HMSC 700, 701, 702 Scientific Basis of Human Movement (nine credits). Degree requirements also include a first year review, a doctoral written exam, a preliminary oral exam, a dissertation defense, and a written dissertation. Other specific requirements will vary depending on the student's background and program track.

Research Facilities

Several research facilities are available for students in the departments participating in the program. These include the Orthopedic Biomechanics Laboratory in the Department of Orthopedics, the Motion Analysis, Motor Behavior and Observational Studies Laboratories in the Division of Physical Therapy's Center for Human Movement Science, and the Applied Physiology, Cadaver/Anatomy, Traumatic Brain Injury, Neuromuscular, and Sports Medicine Laboratories in the Department of Exercise and Sport Science. These laboratories are equipped with state-of-the-art instruments for measuring a wide range of human performance which includes behavioral, physiological, biomechanical, and computer modeling.

Admission

Student selection is based primarily on academic records and research experience. Requirements include the following:

- A master's degree in a field related to human movement is preferred, but qualified candidates with a bachelor's degree will be considered for admission. (e.g., physical therapy, exercise science, athletic training, biomedical engineering, anatomy, etc).
- A grade point average of 3.0 or better in the last two years of the student's most recent degree program. A typical student who is admitted has a 3.4 GPA or better.
- GRE scores of 1000 or higher. Only official scores submitted from ETS will be accepted. A typical student who is admitted has a combined score of 1100 (500 verbal, 600 quantitative) or higher on the GRE.
- Course work in the following areas, completed within the past five years, is a prerequisite for admission. Completion of course work in these areas longer than five years ago may require completion of an admissions examination.
- Introductory graduate-level statistics
- Human anatomy
- Human physiology
- Physics
- Chemistry
- Psychology

Because of the varied backgrounds of applicants, decisions on additional prerequisite preparation for each student will be decided by the Graduate Education Committee.

- Three letters of academic recommendation
- Curriculum vitae
- Written statement of the academic/career goals and research interests
- Applicants should indicate the name of the faculty member who has agreed to mentor them
- Applicants are strongly encouraged to contact a faculty member in their area of interest

Courses

Course work appropriate for the student's area of interest may be taken from a wide range of departments. The programs listed here are examples, but are not meant to be inclusive. (Please refer to departmental listings for full course descriptions.)

BMME (Biomedical Engineering)

450 Linear Control Theory (4).

510 Biomaterials (3).

520 Fundamentals of Materials Engineering (3).

530 Digital Signal Processing I (3).

565 Biomedical Instrumentation I (4).

580 Microcontroller Applications I (3).

705 Biomaterials Instrumentation (3).

750 Digital Control Theory (3).

EXSS (Exercise and Sport Science)

730 Management of Athletic Injuries (3).

732 Human Anatomy (4).

735 Sports Medicine Analysis: Special Problems Related to Sports Medicine (3).

739 Practicum in Athletic Training (3).

742 Social Issues in Exercise and Sport (3).

780 Physiology of Exercise (3).

781 Clinical Exercise Prescription and Testing (2-3).

782 Nutritional Aspects of Exercise (2-3).

783 Assessment of Physiological Functions in Exercise (3).

785 Seminar in Exercise Physiology (3).

890 Special Topics in Exercise and Sport Science (1–3).

990 Research in Exercise and Sport Science (1–3).

Courses for Graduate Students

HMSC

700 Scientific Basis of Human Motion (3).

701 Scientific Basis of Human Motion (3).

702 Physiology of Exercise (3).

710 Muscle Mechanics and Electromyographic Kinesiology (2–4).

743 Topics in Motor Control and Motor Learning: Therapeutic Implications (3).

770 Electronics for Human Movement Science (1–21).

780 Introduction to Outcomes Research in Health Care (3).

782 Infant and Family Assessment (2–3).

782L Laboratory in Infant and Family Assessment (0.5–21).

790 Advanced Kinesiology and Biomechanics (4).

791 Analysis of Human Motion (3).

793 Advanced Ortho Assessment (4).

795 Human Kinetics (4).

801 Seminar in Human Movement Science (2).

803 Problems in Human Movement Science (1–3).

811 Basic Aspects of Aging (MEDI 486) (AHSC 411).

877 Independent Study in Human Movement Science (1–21).

879 Research in Human Movement Science (1–21).

881 The Neural Basis of Motor Control (3).

885 Beach Course (1–3). Human movement seminar held at the beach.

886 Understanding Research (3).

887 Developmental Motor Control (1–3).

904I Aging and Health (DENT 604I , EPID 620I, MEDI 604I, NURS 782I, PHCY 604I, PHYT 904I, PSYC 904I, SOCI 824, SOWO 604I) (3). See SOWO 604I for description.

911I Movement and Balance in Aging (3).

951I Aging and Public Policy (DENT 607I, FMME 607I, HPM 961I, MEDI 607I, NURS 783I, PHCY 607I, PSYC 907I, SOWO 607I) (3). See SOWO 607I for description.

993 Master's Thesis (3–6).

IHMS (Interdisciplinary Human Movement Science)

850 Issues in Motor Control and Motor Learning (2).

870 Doctoral Development Seminar (1).

994 Doctoral Dissertation (3–9).

School of Information and Library Science

sils.unc.edu

GARY MARCHIONINI, *Dean*
Barbara Wildemuth, *Associate Dean for Academic Affairs*

Professors

Jane Greenberg
Stephanie W. Haas
Sandra Hughes-Hassell
Robert M. Losee
Gary J. Marchionini
Joanne Gard Marshall
Sarah C. Michalak
Javed Mostafa
Barbara B. Moran
Helen R. Tibbo
Barbara M. Wildemuth

Associate Professors

Deborah Barreau
Claudia J. Gollop
Bradley M. Hemminger
Diane Kelly
Christopher (Cal) Lee
Jeffrey Pomerantz
Brian W. Sturm

Assistant Professors

Jaime Arugello
Ryan Capra
Ryan Shaw
Zeynep Tufekci

Clinical Associate Professor

Lewis Hassell
Paul Jones

Clinical Assistant Professor

Ronald Bergquist

Adjunct Faculty

Angela Bardeen, Social Science Information
Todd Barlow, Human Computer Interaction
Jennifer Bauer
Joan Boone, Programming
Jeff Campbell
Scott Childs, Legal Information
Abe Crystal
Evelyn H. Daniel, Management and First-Year Seminar
Jackie Dean, Archives
Beth Doyle, Preservation
Joel Dunn, Systems Analysis and Design, Information Systems Management
Virginia Ellington
David Ernsthausen, Business Information
Lori Evarts
Serena Fenton, Visual Design
Alan Forrest, Distributed Systems Administration
Heather Gendron
Chad Haefele

Margaret Hall
Bil Hays, Internet Applications, Networking, Systems Administration
Ted Janicki
Caroline Keizer
Joni Keller
Bill Landis
Sandra Lyles
Connie Matzen
Charles B. McNamara, Rare Book Librarianship
Bill Meyers, Information Systems Security
Anne L. Morisseau, E-learning, Online Searching
Rita Moss, Business Information
Angela Myatt
Thomas Nixon, Reference Services, Humanities Information
Ruth Palmquist, Research Methods, Human Computer Interaction
Beth Rowe
Jacqueline Samples, Cataloging
Nick Sexton
Connie Schardt, Health Science Librarianship
Pam Sessoms, Reference Services
Jaqueline Solis
Erin Stahlberg, Cataloging
Matthew Turi, Archives
Michael Van Fossen, Government Documents
Philip Vandermeer
Rebecca Vargha, Special Libraries, Knowledge Management
Linwood Webster

Professors Emeriti
Robert Broadus
Raymond L. Carpenter

The programs of the School of Information and Library Science (SILS) are designed to prepare students for professional employment and advanced study in the fields of information and library science. The school offers graduate instruction leading to the degrees of master of science in information science (M.S.I.S.) and master of science in library science (M.S.L.S.), certificate of advanced study (C.A.S.), and doctor of philosophy (Ph.D.) in information and library science. The school also offers an undergraduate minor in information systems and an undergraduate major in information science (B.S.I.S.).

The M.S.I.S. is designed to prepare students to contribute to the design, development, and maintenance of information systems and networks; to provide leadership in the development of new technologies and new applications relating to the delivery of information to people seeking and utilizing information; and to demonstrate a theoretical knowledge of information science, including the theory of information storage and retrieval, systems science, and social, political, and ethical implications of information systems. Within this degree program, students complete a core set of courses and build their own specialized program of studies on this foundation. Areas where students find jobs include (among others) database design and administration, interface design and usability testing, network administration, systems analysis and design, systems administration, user training and support, information resources/knowledge management, information systems security, competitive intelligence, and Web site design and management.

The M.S.L.S. program prepares students for professional employment in information and library service. The degree is designed to prepare students for work involving the collection, organization, storage, and retrieval of recorded knowledge for a variety of individuals, groups, and contexts. Analysis and design skills are emphasized. Areas where students find jobs include library administration, administration of archives and manuscript collections, records management, documents librarianship, cataloging, public and reference services, acquisitions and collection management, children's librarianship, access and manipulation of database information, special collections, various subject areas, and systems librarianship. Graduates of the program are ready to practice within various settings: academic, public, or special libraries, information centers or school library media centers.

Each master's student is required to complete one course in each of the curriculum's five functional areas: organization, collection/retrieval, human information behavior, design/evaluation, and management. A course in information tools (INLS 461), which provides students with a foundation in various tools (e.g., html, database) employed in the curriculum is also required, as is a course in research methods (INLS 780). The remainder of the 48 credit hours of course work is then selected, in consultation with the student's faculty advisor, from the information and library science curriculum, or as appropriate, from related subject fields in other schools and departments of the University. A master's paper is also required of each master's student. A theme within the curriculum for both master's degrees is evidence-based practice, which requires students to interpret and apply the research of others to their professional situations, as well as to be able to design and conduct their own research where necessary data is not otherwise available.

Certificates of specialization within either the M.S.L.S. or the M.S.I.S. are available in the following areas: aging, bioinformatics, interdisciplinary health communications, nonprofit leadership, and international development. A program leading to a certificate as a school library media coordinate is also available as part of the M.S.L.S.

The School of Information and Library Science participates in several dual or cooperative degree programs. These include dual degree programs with:

- the Kenan–Flagler Business School, which combines the master of business administration (M.B.A.) degree and the M.S.I.S. degree.
- the Department of Health Policy Administration, School of Public Health, which combines the master of health administration (M.H.A.) degree with either the M.S.L.S. or M.S.I.S. degree.
- the School of Nursing, which combines the master of science in nursing (M.S.N.) with either the M.S.I.S. or M.S.L.S. degree.
- the Department of Art, which combines the master of arts in art history (M.A.) with either the M.S.I.S. or M.S.L.S. degree.
- the School of Government, which combines the master of public administration (M.P.A.) with either the M.S.I.S. or M.S.L.S. degree.
- the School of Law, which combines the juris doctor (J.D.) degree with either the M.S.L.S. or the M.S.I.S.

A cooperative archival program allows students to combine the master of arts (M.A.) in public history at North Carolina State University with either the M.S.L.S. or the M.S.I.S. with specializations in archival science. A similar dual degree cooperative program with Duke University's School of Medicine allows students to combine a degree in medicine with a degree in library or information science.

Participation in any dual degree program requires separate admission to both degree programs.

The basic requirement for admission to the master's programs is a bachelor's degree from a recognized college or university. The student's undergraduate work should demonstrate a strong foundation in liberal arts and sciences. Admission involves meeting the requirements for The Graduate School, which include submission of acceptable scores on the

General Test of the Graduate Record Examination (GRE). For details about the entrance requirements and the curriculum for the master's programs, see the catalog of the School of Information and Library Science, which is available on the Web at sils.unc.edu/programs.

The certificate of advanced study (C.A.S.) in information and library science is a 30-semester-hour post-master's degree program that is designed for practitioners who seek an articulated and systematic continuing education program to enhance their professional career development in information and library science.

The doctor of philosophy in information and library science (Ph.D.) is a research degree. Thus, the purpose of the doctoral program in SILS is to educate scholars who are capable of addressing problems of scholarly consequence in the field of information and library science. Toward this end each student develops a program of studies, which is tailored to individual interests and career goals. Required classes include a year-long seminar on research issues and questions (INLS 881/882) and completion of an appropriate sequence of courses in statistics. Additional courses in research methods and theory development are recommended, as are research experience and substantive content courses, which are related to a student's research interests. There are also opportunities for students to develop teaching skills through both course work and teaching experience.

The school occupies three floors of Manning Hall, with the administrative and faculty offices, classrooms, ibiblio.org (one of the most popular Web sites on the Internet), and the Information and Technology Resource Center (ITRC) all contained in that building. The ITRC includes the Information and Library Science Library, which holds more than 93,000 volumes, and computer labs. Wireless network access is available in Manning Hall and many other locations on campus; direct connections to the campus network are also available in the ITRC.

Those interested in any of the SILS degree programs should see the SILS Web site (sils.unc.edu) or request information from the School of Information and Library Science, CB #3360, 100 Manning Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3360. (E-mail: info@ils.unc.edu.)

NOTE: The prefix for all School of Information and Library Science courses is INLS. When a prerequisite is listed for a course, it may be assumed that an equivalent course taken elsewhere or permission of the instructor also fulfills the prerequisite or corequisite. The course instructor must approve the equivalency of the substitute course.

Although graduate students may take courses numbered below 400, they will not receive credit toward a graduate degree for those courses.

Courses for Graduate and Advanced Undergraduate Students

INLS

461 Information Tools (3). This course may not be taken if the student has already taken INLS 261. Tools and concepts for information literacy: client-server relationships, Web and internet standards (including open source), underlying structure and use of specific software. Undergraduates may take either INLS 461 or INLS 261.

465 Understanding Information Technology for Managing Digital Collections (3). Examines the evolution of information science; information representation, organization and management; information in social organizations; search and retrieval; human information seeking and interaction; policy, ethics, and scholarly communications.

490 Selected Topics (1–3). Exploration of an introductory-level special topic not otherwise covered in the curriculum. Previous offerings of these courses do not predict their future availability; new courses may replace these.

500 Human Information Interactions (3). The behavioral and cognitive activities of those who interact with information, with emphasis on the role of information mediators. How information needs are recognized and resolved; use and dissemination of information.

501 Information Resources and Services (3). Pre- or corequisite, INLS 461. Analysis, use, and evaluation of information and reference systems, services, and tools with attention to printed and electronic modes of delivery. Provides a foundation in search techniques for electronic information retrieval, question negotiation, and interviewing.

502 User Education (3). Prerequisite, INLS 501. Permission of the instructor for students lacking the prerequisite. Examines the history and context of LIS training programs. Pedagogy, teaching skills, methods of evaluation are addressed. Students may tailor learning projects to their own interests.

509 Information Retrieval (COMP 487) (3). Study of information retrieval and question answering techniques, including document classification, retrieval and evaluation techniques, handling of large data collections, and the use of feedback.

512 Applications of Natural Language Processing (COMP 486) (3). Prerequisite, COMP 110, 116, or 121. Study of applications of natural language processing techniques and the representations and processes needed to support them. Topics include interfaces, text retrieval, machine translation, speech processing, and text generation.

513 Resource Selection and Evaluation (3). Identification, provision, and evaluation of resources to meet primary needs of clientele in different institutional environments.

520 Organization of Information (3). Introduction to the problems and methods of organizing information, including information structures, knowledge schemata, data structures, terminological control, index language functions, and implications for searching.

521 Organization of Materials I (3). Introduction to the organization of library materials. Covers formal systems for description, access, and subject cataloging including AACR2, MARC, Dewey Decimal classification, Library of Congress Classification, and subject headings.

523 Database Systems I: Introduction to Databases (3). Pre- or corequisite, INLS 261 or 461. Design and implementation of basic database systems. Semantic modeling, relational database theory, including normalization, indexing, and query construction, SQL.

525 Electronic Records Management (3). Explores relationships between new information and communication technologies and organizational efforts to define, identify, control, manage, and preserve records. Considers the importance of organizational, institutional and technological factors in determining appropriate recordkeeping strategies.

530 Young Adult Literature and Related Materials (3). A survey of print and nonprint library materials particularly suited to the needs of adolescents.

534 Issues for Children and Technology (3). This course will encourage students to explore the array of technologies available to children and adolescents, the issues surrounding their use, the role of caregivers, and potential impacts on development.

550 History of the Book and Other Information Formats (3). The history of the origin and development of the book in all its formats: clay tablets to electronic. Coverage includes scientific and other scholarly publications, religious works, popular literature, periodicals, and newspapers.

551 History of Libraries and Other Information-Related Cultural Institutions (3). The history of cultural institutions related to information from earliest times to the present day. Includes specific institutions, trends in service and facili-

ties, and individuals important in the development of these institutions.

554 Cultural Institutions (3). Explores cultural institutions—libraries, museums, parks, zoological and botanical gardens, reconstructions, and other settings—as lifelong educational environments.

556 Introduction to Archives and Records Management (3). Survey of the principles, techniques, and issues in the acquisition, management, and administration of records, manuscripts, archives, and other cultural and documentary resources in paper, electronic, and other media formats.

558 Principles and Techniques of Storytelling (3). An overview of storytelling, its historical development, and the presentation and administration of storytelling programs. The class focuses on performance skills merged with theoretical issues.

560 Programming (3). Prerequisite, INLS 261 or 461. Introduction to programming and problem solving using the Java language. Fundamentals of programming languages including basic computation, flow of control, file handling, graphical user interfaces, and object-oriented concepts.

566 Information Security (3). Prerequisite, INLS 261 or 461. Aspects of data integrity, privacy, and security from several perspectives: legal issues, technical tools and methods, social and ethical concerns, and standards.

572 Web Development I (3). Prerequisite, INLS 261 or 461. Introduction to Internet concepts, applications, and services. Introduces the TCP/IP protocol suite along with clients and servers for Internet communication, browsing, and navigation. Examines policy, management, and implementation issues.

574 Introduction to Local Area Networks (3). Prerequisite, INLS 261 or 461. Introduction to local area network hardware, topologies, operating systems, and applications. Also discusses LAN management and the role of the network administrator.

576 Distributed Systems and Administration (3). Prerequisite, INLS 261 or 461. Distributed and client/server-based computing. Includes operating system basics, security concerns, and issues and trends in network administration.

578 Protocols and Network Management (3). Prerequisite, INLS 261 or 461. Network protocols and protocol stacks. Included are discussions of protocol classes, packet filtering, address filtering, network management, and hardware such as protocol analyzers, repeaters, routers, and bridges.

582 Systems Analysis (3). Introduction to the systems approach to the design and development of information systems. Methods and tools for the analysis and modeling of system functionality (e.g., structured analysis) and data represented in the system (e.g., object-oriented analysis) are studied. Undergraduates are encouraged to take INLS 382 instead of this course.

584 Information Ethics (3). An overview of ethical reasoning, followed by discussion of issues most salient to information professionals, e.g., intellectual property, privacy, access/censorship, effects of computerization, and ethical codes of conduct.

585 Management for Information Professionals (3). An introduction to general management principles and practices intended for information professionals working in all types of organizations. Topics include planning, budgeting, organizational theory, staffing, leadership, organizational change, and decision making.

613 Text Mining (3). This course will allow the student to develop a general understanding of knowledge discovery and gain a specific understanding of text mining. Students will become familiar with both the theoretical and practical aspects of text mining and develop a proficiency with data modeling text.

623 Database Systems II: Intermediate Databases (3). Prerequisites, INLS 382 or 582, and 523. Intermediate-level design and implementation of database systems, building on topics studied in INLS 523. Additional topics include MySQL, indexing, XML, and nontext databases.

672 Web Development II (3). Prerequisite, INLS 572. Study of design and implementation of applications using both client and server side configuration and programming. Example topics include PHP, ruby on Rails, and Javascript.

691H Research Methods in Information Science (3). Senior standing and permission of the instructor. Restricted to information science majors. An introduction to research methods used in information science. Includes the writing of a research proposal.

692H Honors Thesis in Information Science (3). Senior standing and permission of the instructor. Restricted to information science majors. Students in the SILS undergraduate honors program engage in independent research and write an honors thesis reporting the research under the supervision of a faculty member.

696 Study in Information and Library Science (1–3). Permission of the instructor. Study by an individual student on a special topic under the direction of a specific faculty member. Six credit maximum for master's students. Graduate faculty.

697 Emerging Topics in Information Science (3). Senior standing; information science major or minor. Contemporary topics of information science, information systems, information technology, information design, and information management. Assessment of future impact of new developments.

Courses for Graduate Students

INLS

701 Information Retrieval Search Strategies (3). Prerequisite, INLS 501 or 509. Investigates information retrieval techniques and strategies from the world of electronic information sources, including commercial and Internet databases and search engines. Data analysis, marketing, and end-user products and services are explored.

703 Science Information (3). Prerequisite, INLS 501. Survey of the communication of scientific information and the information sources in the physical and biological sciences; emphasis on major bibliographic and fact sources, including online reference services.

704 Humanities and Social Sciences Information (3). Prerequisite, INLS 501. Survey of information and its needs in the social sciences and humanities, with an emphasis on information use and search strategies and on reference and other information resources.

705 Health Sciences Information (3). Prerequisite, INLS 501. A survey of information used in the health sciences disciplines and professions. The organization of sources, current techniques and tools for its control, including online databases.

706 Biomedical Informatics Research Review (1.5). Develops understanding of information/library science research issues related to biomedical and health informatics through the review of journal articles, invited talks, and critical group discussions.

707 Government Documents (3). Prerequisite, INLS 501. A survey of the major publications of the United States federal government, United Nations, United States governments, and British government, with attention to the selection, classification, and administration of a document collection.

708 Law Libraries and Legal Information (3). Prerequisite, INLS 501. An introduction to the legal system and the development of law libraries, their unique objectives, characteristics, and functions. The literature of Anglo-American jurisprudence and computerized legal research are emphasized, as well as research techniques.

709 Business Information (3). Prerequisite, INLS 501. Combines an introduction to basic business concepts and vocabulary with consideration of current issues in business librarianship and of key print and electronic information sources.

718 User Interface Design (3). Prerequisite, INLS 582. Basic principles for

designing the human interface to information systems, emphasizing computer-assisted systems. Major topics: users' conceptual models of systems, human information processing capabilities, styles of interfaces, evaluation methods.

720 Metadata Architectures and Applications (3). Prerequisite, INLS 520, 521 or 509. Examines metadata in digital environment. Emphasizes the development and implementation of metadata schemas in distinct information communities and the standards and technological applications used to create machine understandable metadata.

721 Organization of Materials II (3). Prerequisite, INLS 521. Principles, practices, and future trends in the organization of library resources. Includes: classification; subject indexing; MARC format; Library of Congress rule interpretations; and cataloging of print, nonprint, computer, and Internet resources.

723 Database Systems III: Advanced Databases (3). Prerequisite, INLS 623. Advanced study of database systems. Topics include database design, administration, current issues in development and use, optimization, indexing, transactions and database programming.

724 Abstracting and Indexing for Information Retrieval (3). Prerequisite, INLS 261, 461, 520, or 521. Examines abstracting, indexing and classification principles and techniques for document and object (nontextual materials) analysis. Human and automated techniques are covered.

732 Children's Literature and Related Materials (3). Survey of literature and related materials for children with emphasis on 20th-century authors and illustrators.

733 Administration of Public Library Work with Children and Young Adults (3). Objectives and organization of public library services for children and young adults; designed for those who may work directly with young people or who intend to work in public libraries.

739 Information Services and Specific Populations (3). Service, professional, and administrative issues related to information access by nontraditional information service users. The course examines trends, public policy, ethical issues, programming, and evaluation of services.

740 Digital Libraries: Principles and Applications (3). Research and development issues in digital libraries including: collection development and digitization, mixed mode holdings; access strategies and interfaces, metadata and interoperability, economic and social policies, and management and evaluation.

744 The School Library Media Center (3). Philosophy and mission of the school library media center in context of the educational environment. Considers program planning and evaluation, policy development and examination of current issues.

745 Curriculum Issues and the School Librarian (3). Considers the educational process, methods of teaching, scope, and sequence of curricular content in grades K–12. Examines the role of the library media specialist in providing access, instruction, and consultation.

746 Music Librarianship (3). Survey of the history and practice of music librarianship, with an emphasis on administration, collection development, and public service in academic and large public libraries.

747 Special Libraries and Knowledge Management (3). Prerequisite, INLS 585. Professional competencies required to work as a special librarian or knowledge manager in a corporate or nonprofit setting. Strategic planning. Organizational dynamics. Tailoring services. Intranet design. Value-added measures. Intellectual capital.

748 Health Sciences Environment (3). Prerequisite, INLS 501 or 585. Permission of the instructor for students lacking the prerequisite. Trends in health care delivery, biomedical research and health sciences education, with emphasis on the impact and use of information. Includes observation of clinical and research settings.

749 Art and Visual Information Management (3). Prerequisites, INLS 520 or 521. A survey of the history and practice of art and visual resources librarianship/curatorship, with an emphasis on administration, collection development, copyright practices, digital resource management, and public service.

752 Digital Preservation and Access (3). Focuses on best practices for the creation, provision, and long-term preservation of digital entities. Topics include digitization technologies; standards and quality control; digital asset management; grant writing; and metadata.

753 Preservation of Library and Archive Materials (3). An introduction to current practices, issues, and trends in the preservation of materials for libraries and archives, with an emphasis on integrating preservation throughout an institution's operations.

754 Access, Outreach, and Public Service in Cultural Heritage Repositories (3). Prerequisite, INLS 501. Explores user needs, information seeking behaviors, and provision of access to primary source materials in archives, manuscript repositories, and museums. User education and outreach are major foci.

755 Archival Appraisal (3). Prerequisite, INLS 556. Explores history, theories, techniques, and methods that archivists use to identify documents and other materials of enduring value for long-term preservation.

757 Principles and Practices in Archival Description (3). Prerequisite, INLS 556. Recommended preparation, INLS 520 or 521. Explores the history, principles, development, and use of archival description with a focus on EAD and MARC structures. Presents authority and subject analysis work and description for special formats.

758 International and Cross-Cultural Perspectives for Information Management (3). Examines information in society for selected nations/cultures. Compares institutions, processes, and trends in the globalization of information management in the face of barriers of language and culture.

760 Web Databases (3). Prerequisites, INLS 572 and 623. Programming experience required. Explores concepts and practice surrounding the implementation and delivery of Web-enabled databases. Students will gain experience with and evaluate PC and Unix Web database platforms.

762 Internet Issues and Future Initiatives (3). Prerequisite, INLS 572. Members of this seminar discuss emerging Internet policy issues such as copyright, intellectual property, privacy, and security. Participants will also explore emerging Internet tools and applications.

780 Research Methods (3). Prerequisites, INLS 500, and 501 or 509. Required preparation, completion of twelve credit hours. An introduction to research methods used in library and information science. Includes the writing of a research proposal.

782 Information Systems Effectiveness (3). Recommended preparation, INLS 780. Addresses issues of performance measurement and methodology in the evaluation of information systems and services. The roles of objectives, performance measures, data collection approaches, and analytical approaches will be considered.

785 Human Resources Management (3). Prerequisite, INLS 585. An in-depth look at the management of human resources in libraries and other information agencies. Includes topics such as recruitment, hiring, job analysis, performance appraisal, training, and compensation.

786 Marketing of Information Services (3). Application of marketing theory to libraries and other information settings. Includes consumer behavior, market research, segmentation, targeting and positioning, public relations, product design, and sales promotion.

795 Supervised Field Experience (3). Required preparation, completion of 21 semester hours. Permission of the instructor. Supervised observation and practice in an information service agency or library. The student will work a required amount of time under the supervision of an information/library professional and participate in faculty-led discussions for ongoing evaluation of the practical experience.

818 Seminar in Human-Computer Interaction (3). Prerequisite, INLS 718.

Permission of the instructor for students lacking the prerequisite. Research and development in design and evaluation of user interfaces that support information seeking. Major topics: interactivity, needs assessment, query and browser interactions, interactive design and maintenance, usability testing.

841 Seminar in Academic Libraries (3). Prerequisite, INLS 585. Study of problems in the organization and administration of college and university libraries with emphasis on current issues in personnel, finance, governance, and services.

842 Seminar in Popular Materials in Libraries (3). Selected topics relating to the roles of various types of libraries in the provision and preservation of popular materials (light romances, science fiction, comic books, etc.) existing in various forms (print, recorded sound, etc.).

843 Seminar in Public Libraries (3). Required preparation, completion of twelve semester hours. Selected topics in public library services, systems, networks, and their management. Current issues are emphasized, along with the interests of the participants.

857 Seminar in Rare Book Collections (3). A study of the nature and importance of rare book collections; problems of acquisition, organization, and service.

859 Seminar in Information and Culture (3). Explorations of scholarship and observations about information and its social appearances in contemporary culture. Reading, literacy, and cultural values will be emphasized.

881 Research Issues and Questions I (3). Doctoral standing or permission of the instructor. Intensive and systematic investigation of the fundamental ideas in information and library science. Exploration and discussion in seminar format. Must be taken in fall semester followed by INLS 882 in spring.

882 Research Issues and Questions II (3). Doctoral standing or permission of the instructor. Intensive and systematic investigation of the fundamental ideas in information and library science. Exploration and discussion in seminar format. Must be taken in the spring semester immediately after INLS 881 (offered fall only).

883 Research Colloquium (1). Doctoral standing required. Presentation and discussion of research issues, questions, methods, analytical approaches by students, faculty, or visitors.

887 Seminar in Theory Development (3). Doctoral or advanced master's standing required. Discussion and critique of the structural components and processes utilized in theory development. Seminar provides knowledge relating to the various stages of theory building.

888 Seminar in Teaching and Academic Life (3). Doctoral or advanced master's standing required. Examines teaching, research, publication, and service responsibilities. Provides perspective on professional graduate education and LIS educational programs. Explores changing curricula and discusses ethics, rewards, and problems of academic life.

889 Seminar in Teaching Practice (1). Pre- or corequisite, INLS 888. Doctoral standing required. For doctoral students currently involved in teaching activities, these regular seminar meetings are designed to discuss relevant literature and aspects of the teaching experience.

890 Advanced Selected Topics (1–6). Exploration of an advanced special topic not otherwise covered in the curriculum. Previous offering of these courses does not predict their future availability; new courses may replace these.

988 Research in Information and Library Science (1–6). Permission of the instructor. Supports individual and small group research undertaken by doctoral students in information and library science intended to produce research results of publishable quality.

992 Master's Paper (3). Provides a culminating experience for master's degree students, who engage in independent research or project effort and develop a major paper reporting the research or project under the supervision of a faculty member.

994 Doctoral Dissertation (3–9).

School of Journalism and Mass Communication

www.jomc.unc.edu

DULCIE STRAUGHAN, *Interim Dean*

Professors

Penelope Muse Abernathy (92), Knight Chair in Journalism and Digital Media Economics. Digital Media, Economics

Jane D. Brown (28) James L. Knight Professor. Mass Media Uses and Effects, Health Communication, Qualitative Methods

Richard R. Cole (18) John Thomas Kerr Jr. Distinguished Professor. International Communication, Professional Journalism, Mass Communication and Society

James Hefner, Professor of the Practice. Electronic Journalism

Anne M. Johnston (50) Associate Dean for Graduate Studies. Media Effects, Women and Media, Political Communication

Thomas R. Linden (58) Glaxo Wellcome Distinguished Professor of Medical Journalism. Medical Journalism

Cathy Packer (37) Media Law and Ethics

Daniel Riffe, Richard Cole Eminent Professor. Media Processes and Production

Donald L. Shaw (23) Kenan Professor. U.S. Newspaper History, Agenda Setting

Dulcie Straughan (36) Senior Associate Dean. Public Relations

John Sweeney (46) Distinguished Professor in Sports Communication. Advertising, Sports Marketing

D. Leroy Towns, Professor of the Practice; Research Fellow, Program on Public Life

Charles A. Tuggle (59) Electronic Journalism

Lucila Vargas (53) International/Development Communication, Women and Media, Qualitative Methods

Ruth Walden (33) James Howard and Hallie McLean Parker Distinguished Professor. First Amendment Theory, Media Law and Ethics

Jan Yopp (42) Dean, Summer School; Walter Spearman Professor. News-Editorial Journalism, Public Relations

Research Professor

Brian Southwell

Associate Professors

Debashis Aikat (55) Media Technology

Lois Boynton (61) Public Relations, Ethics

George W. Cloud (41) News-Editorial Journalism

Patrick Davison (62) Visual Communication

Barbara Friedman (71) News-Editorial Journalism, Media History

Rhonda Gibson (63) Director, MATC Program. Print Journalism, Minorities and Media, Mass Communication Theory

Joe Bob Hester (64) Associate Dean for Undergraduate Studies. Advertising

Michael Hoefges (70) Mass Communication Law, Advertising Law, Freedom of Information and Access Law, Privacy Issues

Seth Noar, Interdisciplinary Health Communication

Sriram Kalyanaraman (66) New Media and Media Effects

Chris Roush (67) Walter E. Hussman Sr. Distinguished Scholar in Business Journalism; Business Journalism Director, Carolina Business News Initiative; News-Editorial Journalism; Business Reporting

Laura Ruel (73) Visual Communication

Janas Sinclair (74) Advertising

Clinical Associate Professor

Paul Jones (74) Director of ibiblio.org. Internet Issues and Applications (Digital Libraries, Electronic Publishing, Online News, Virtual Communities, Legal and Social Issues Relating to Networked Information and Access)

Assistant Professors

Andy Bechtel (77) News-Editorial Journalism, Media Ethics
Daren Brabham, Public Relations, New Media
Napoleon Byars (78) Associate Dean for Undergraduate Studies. News-Editorial Journalism, Public Relations
Queenie Byars (84) News-Editorial Journalism
Francesca Carpentier (80) Broadcast Journalism
Nori Comello (98) Strategic Communication, Identity, and Health
Paul Cuadros (86) News Reporting
David Cupp (81) Broadcast Journalism
Heidi Hennink-Kaminski (82) Advertising, Social Marketing
Daniel Kriess Political Communication, New Media
Trevy McDonald (88) Diversity
Dana McMahan (90), Advertising
Terence Oliver (96) Visual Communication
Chad Stevens (94), Visual Communication
Ryan Thornburg (87) News-Editorial Journalism

Lecturers

Ferrel Guillory, Director, Program on Southern Politics and Media and Public Life. Politics and the Media
Jock Lauterer, Director, Carolina Community Media Project. Community Journalism, News-Editorial Journalism

Professors Emeriti

John B. Adams
Harry Amana
Richard J. Beckman
Thomas A. Bowers
A. Richard Elam
Frank Fee
Robert F. Lauterborn
Raleigh Mann
Philip Meyer
James J. Mullen
Carol Reuss
Stuart Sechriest
Donald Shaw
Richard Simpson
Chuck Stone

The School of Journalism and Mass Communication offers programs leading to the master of arts in mass communication and the doctor of philosophy in mass communication.

Admission

Applications are available via the Web through gradschool.unc.edu. Completed forms are submitted to The Graduate School, whose admissions decisions are based largely on recommendations from the School of Journalism and Mass Communication. The minimum criteria for admission to a graduate program in journalism and mass communication are:

- A recognized undergraduate degree (or equivalent credential from a foreign university)
- A recognized master's degree, in addition, if applying for the Ph.D. program
- An undergraduate cumulative GPA of at least 3.0 (A = 4.0)
- Graduate Record Examination (GRE) scores of at least the 55th percentile on the verbal section, 50th percentile on the quantitative section, and 4.5 on the analytical writing section
- Three letters of recommendation
- A statement of career intent, indicating how the applicant intends to use graduate education in journalism and mass communication
- A current résumé
- A writing sample. For master's applicants, this could be an academic paper or magazine or newspaper article; for doctoral applicants, a chapter from their master's thesis or a copy of an academic paper.
- Ph.D. applicants must also include a separate statement that details a problem that they would like to solve during their time as a doctoral student. Applicants are not committed to researching this problem if accepted into the program, but the School of Journalism wants to know their research interests.

In addition, international applicants must submit Test of English as a Foreign Language (TOEFL) scores and the financial certificate as required by The Graduate School.

Applicants should be aware that the number of applications far exceeds the number of spaces available, and that many qualified applicants must be rejected because of limited space in the program.

New students are admitted only for the fall semester. The application deadline is January 1 for the following fall.

Financial Assistance

Roy H. Park Fellowships are available to seven to eight new doctoral students and 10 to 11 incoming master's students each year. These fellowships provide handsome stipends, payment of tuition, health insurance. The stipend for doctoral students each year is $20,500, and master's students receive a $14,000 annual stipend. Doctoral student funding is for three years, and master's student funding lasts for two years. Continuation of funding beyond the first year is dependent on satisfactory progress in the program. In return for this funding, doctoral and master's students must work as graduate assistants. These are 15-hour work weeks, and assignments vary according to the needs of the faculty and interest and skill levels of the students. The Roy H. Park Fellowships are available only to United States citizens. There is no special application for these fellowships. All U.S. citizens qualified for admission to the program are considered for Roy H. Park Fellowships. Fellowship finalists will be invited to participate in on-campus interviews in February or March.

Other financial assistance available for graduate students includes the Richard Cole Eminent Professor Graduate Fellowship, which provides the same level of funding with the same work requirement as the Roy H. Park Ph.D. Fellowships; the Peter DeWitt Pruden Jr. and Phyllis Harrill Stancill Pruden Fellowship, which provides the same level of funding with the same work requirement as the Roy H. Park Fellowships; and the Graduate Dean's Research Assistantship (work requirement of 15 hours per week), awarded each year to an incoming master's student with an interest in print journalism or public relations. The school also offers the William F. Clingman Award ($4,000–$8,000) for the study of ethics to continuing students and the $1,000 Tom Wicker Scholarship to continuing master's students interested in reporting careers. In addition, limited funds for dissertation or thesis research are available through the Minnie S. and Eli A. Rubinstein Awards. The Margaret Blanchard Dissertation Support Fund is available to help current doctoral students finance their dissertation research. The Jim D'Aleo award is given to a current graduate student who has gone above and beyond our already high expectations to contribute something special to the school, the university, the community, or the discipline.

Any graduate student who receives any funding for his or her education from a school-based source is required to maintain at least a P average each year. This applies to both master's and doctoral students. Grades are reviewed each spring in order to make this determination. L grades must be balanced by H grades in order to maintain this average. If a student gets an L in one of the core courses, he or she must pass a comprehensive examination given during the following semester. If the student fails the exam, he or she will be allowed to retake the course once. The student cannot have the first L removed from his or her transcript by passing the examination or by getting a P upon retaking the course. If the student again earns an L after retaking the course, he or she will not be allowed to continue in the program.

The Master's Program

The master's program has three major tracks. The professional track is designed to educate students for professional careers in public relations, advertising, journalism, and other mass communication fields. The mass communication track gives students the background needed for teaching or research. The Interdisciplinary Health Communication (IHC) master's track offers a broadened program to include the study of how to effectively communicate with diverse audiences about health issues. Students will learn about the possibilities of traditional as well as electronic forms of media and the psychology of persuasion. In all tracks, students are taught to critically examine the role of mass communication in society and are provided with a firm grounding in theory and analysis. By setting high standards for both scholarly and professional achievement, the school seeks to prepare graduates to be leaders and critical thinkers, no matter what career paths they might take.

The M.A. is designed to meet the needs of 1) holders of the bachelor's degree in fields other than journalism-mass communication who wish to enter the field, 2) journalists who want more education in a specialized field, 3) experienced journalists or communicators who wish to prepare themselves for teaching, 4) individuals primarily interested in education for media research, and 5) journalism-mass communication graduates who wish to continue their education and career development.

In other words, this is not strictly a professional master's program that aims to teach technical skills in writing, editing, photography, and graphic design. Nor is the focus solely academic and theoretical. Rather, the school seeks to achieve a balance.

Areas of Specialization

Early in the program, each master's student, with his or her advisor, chooses an area of specialization and selects courses that lead to a coherent goal. The area of specialization is usually determined by a career interest and includes courses numbered 400 and above both inside and outside the school. Students in the professional track take at least one 800-level seminar, and those in the mass communication track take two seminars. All of the courses are evaluated for consistency with the thesis, series of articles, or project that the student does as the capstone for the M.A. work. All students must take a research methods course appropriate to the capstone thesis or nontraditional thesis option.

Some examples of specializations in the professional track (please visit jomc.unc.edu/graduate-studies-content-items/ma-in-mass-communication-program-info for a complete listing and descriptions of specializations):

- ***Strategic Communication:*** Students preparing for careers leading to management and research positions in advertising may choose courses in advertising management and planning, research, new technologies, sales, or some other area. Courses from business, psychology, sociology, and information and library science are suggested as outside courses.
- ***Public Relations:*** Students prepare for careers leading to management positions in corporations, nonprofit organizations, government or public relations agencies. Their paths include skills and theory courses in public relations as well as outside areas of interest, including business, organizational and speech communication, and health communication.
- ***Reporting:*** For careers in writing and editing for the print media, students choose courses that teach the relevant skills. Students also learn the theory and analytical skills needed to eventually hold leadership positions in their chosen fields.
- Other fields for which professional specializations can be designed include business and media, visual communication/editing/multimedia, electronic communication, and medical and science journalism.
- Paths in the mass communication track can be just as diverse. Students learn the theory and research methods that they need to teach at a small college or to pursue a doctorate in mass communication. They can study mass communication law or history, media effects, new communication technologies, or international communication, among other subjects. Depending on the course of study they select, they may also be prepared for a variety of research positions in the public and private sectors. Students in this track do not take professional skills courses such as news writing and editing.

Students interested in mass communication law may want to consider the M.A./J.D. dual degree program. The program is intended for students with a variety of goals including those who plan to practice mass communication law, pursue academic careers in law and mass communication fields, pursue a Ph.D. degree in a related field or perhaps plan to practice professionally in a communication-related field such as journalism or strategic communication with a law-related emphasis. Information about the M.A./J.D. dual degree program can be obtained by visiting weblogs.jomc.unc.edu/medialaw/degrees-and-courses/m-a-j-d-dual-degree-program.

Requirements

Master's students must earn at least 36 graduate-level credits for the professional track and the IHC track and 39 graduate-level credits for the mass communication track, including three credits for a thesis or nontraditional thesis option. Course requirements for the professional track are divided into five categories: required School of Journalism and Mass Communication courses (12 credits); School of Journalism and Mass Communication specialization (nine credits); advanced School of Journalism and Mass Communication courses (six credits): courses outside the School of Journalism and Mass Communication (six credits); and thesis (three credits). Course requirements for the mass communication track are divided into four categories: foundation courses (nine credits); required School of Journalism and Mass Communication courses (nine credits); Path (eighteen credits which are School of Journalism and Mass Communication courses and outside courses); and thesis (three credits). This includes a research methods course, generally JOMC 703 or 704, appropriate to the thesis or nontraditional thesis option. Two to four of the graduate-level courses should be taken from other University departments. Students may select from courses offered by other departments or schools at UNC–Chapel Hill, Duke University, and North Carolina State University.

All residential master's students must pass the school's spelling and grammar test. This exam is a basic requirement for graduation for our undergraduate students and normally poses no major problems for graduate students. Information on the spelling and grammar test, including instructions on how to study for it, is included in the orientation packet sent to new students each summer.

Required Courses: All master's students must take Mass Communication Research Methods (JOMC 701) and Mass Communication Law (JOMC 740). Master's students in the mass communication sequence must also take Theories of Mass Communication (JOMC 705). In addition, all professional track master's students must take JOMC 753 Reporting and Writing News (except for strategic communication students who take JOMC 732, Public Relations Writing) and JOMC 782, Multimedia Storytelling.

If a student receives an L in any required course, he or she must pass a comprehensive examination given during the second semester. If the student fails the exam, he or she must retake the course the following fall. If the student again makes an L, he or she will not be allowed to continue in the program.

Areas of Specialization courses: The master's program is designed to allow students, under the direction of their advisors, to design a course of study, or an area of specialization, that addresses their research and skills interests. Regardless of the area of specialization or path, each student must define a coherent theme connecting courses in the School of Journalism and Mass Communication and those outside the school. Those courses must be appropriate to the thesis or nontraditional thesis option. Students planning to write a series of articles as their thesis option must take Specialized Reporting (JOMC 754).

All students must pass the appropriate examinations, which include a comprehensive written examination covering the material in the student's path courses (given at the completion of course work), and an oral examination on the thesis or professional project, given by the student's thesis committee.

M.A. students must complete the degree within five years of admission to the program. Students who do not finish within five years may petition for an extension.

Thesis, Articles, or Project

In the mass communication track, students must do a traditional research thesis. In the professional track, students have the option of writing a thesis or presenting a professional-quality series of articles (JOMC 993) or project (JOMC 992). The series of articles or project requires the same effort and professionalism as the traditional thesis. In addition to the professional product itself, the nontraditional thesis option requires an extensive review of the literature and statement of methods.

Students enroll in Master's Thesis, JOMC 993, or Non-Traditional Thesis Option, JOMC 992, for three credits as they do the thesis, articles or project. A maximum of three thesis credits can be counted toward the 30 credits required for the M.A.

Length of Program

Most students complete the master's program in two years, typically attending classes full-time during three consecutive semesters and completing the thesis, articles, or project in the fourth semester. Some students find it necessary to stay the summer after their second year to complete their theses, articles, or special projects. Although it is possible to complete the degree by taking classes part time, the school does not recommend it and generally admits no more than one part-time M.A. student per year.

Graduate Committee

To gain the most from the program, students should select a three-member advisory committee early. Led by a member of the school's graduate faculty who serves as the student's advisor, the committee acts as a resource as well as referee of the thesis, articles, or special project. One member of the committee should be a faculty member from outside the school with whom the student has taken a course.

Master of Arts in Technology and Communication

matc.jomc.unc.edu

Admission

The M.A.T.C. application process is administered online by the UNC Graduate School at gradschool.unc.edu. This site allows you to complete and submit an application and supporting materials electronically. The link to the M.A. in technology and communication application is under degrees listed for "Journalism and Mass Communication." From the drop-down listing, select "Journalism and Mass Comm." Then select "Master of Arts Technology and Communication" to start an application.

The minimum criteria for admission to the M.A. in technology and communication are:

- A recognized undergraduate degree (or equivalent credential from a foreign university)
- An undergraduate cumulative GPA of at least 3.0 (A = 4.0)
- Graduate Record Examination (GRE) scores of at least 1,000. Preference is given to applicants with GRE verbal and quantitative scores in the 55th percentile or higher.
- At least three years of journalism or other communication-related professional experience.
- Three letters of recommendation from academic and professional sources best qualified to evaluate the applicant's potential as a graduate student.
- A statement of reasons for pursuing the degree that describes your career goals and research interests.
- A current résumé

In addition, international applicants must submit Test of English as a Foreign Language (TOEFL) scores and the financial certificate as required by The Graduate School.

Applicants should be aware that the number of applications far exceeds the number of spaces available, and that many qualified applicants must be rejected because of limited space in the program. New students are admitted only for the fall semester. The application deadline is January 1 for the following fall.

Overview of Program

Dramatic changes in the way news and information are created and delivered in today's wired world have left many journalists and communication professionals searching for ways to update their skills and knowledge. The M.A. in technology and communication is an online master's degree that focuses on interactive media, the Internet and digital economics, addressing issues that are reshaping journalism and mass communication in the 21st century. The M.A.T.C. draws on the expertise of the school's acclaimed faculty to position students for leadership roles in digital media and Web-based communication.

Classes are taught online, allowing working professionals to advance their educations while maintaining their work and family responsibilities. Students travel to Chapel Hill twice, for a two-day orientation before starting the program and for a weeklong summer residency after completing the first year.

Curriculum

The master of arts in technology and communication offers a rigorous and unique curriculum, enabling journalists and other communication professionals to address challenges and opportunities posed by technology. The M.A.T.C. provides students with the knowledge and skills to solve communication problems using the new media tools that are transforming business practices. The program prepares students to take on leadership positions in new media, journalism, advertising, public relations and internal communication.

M.A.T.C. courses are designed to take full advantage of the inherent benefits of online instruction by seamlessly integrating access to the Web-based content covered in the curriculum. The instruction methods used in the M.A.T.C. perfectly complement the new media focus of the curriculum.

All courses use an asynchronous course management system, which means students do not have to be online at the same time. M.A.T.C. students are able to continue their careers and maintain their family commitments with the flexibility to complete course work around other activities.

The M.A.T.C. admits annually one group of no more than 20 students. Each student group progresses through the program together over the course of two and a half years. Classes are small to simulate a seminar-like experience with an emphasis on interaction between faculty and students. Students take a set curriculum of nine courses and complete a final project and examination at the end of the second year. There are no electives.

Requirements

The M.A.T.C. offers a challenging graduate-level curriculum of emerging theories and applications in technology and communication. Courses are designed to provide students with concepts and skills as well as a thorough grounding in research and critical thinking.

M.A.T.C. students must earn 30 graduate-level credits, including three credits for a non-traditional thesis. There is a set curriculum, meaning there is a prescribed list of courses that are taken in order. The M.A.T.C. has no electives.

Required Courses:

JOMC 711: Writing for Digital Media
JOMC 714: Database and Web Research
JOMC 715: New Media and Society
JOMC 716: Research Methods and Applications
JOMC 717: Information Visualization
JOMC 718: Media Law for the Digital Age
JOMC 719: Leadership in Digital Media Economics
JOMC 720: Strategic Communication
JOMC 721: Usability and Multimedia Design
JOMC 992: Non-Traditional Thesis

Other requirements

- All students must pass the appropriate examinations, including a comprehensive written examination in which each member of the student's committee provides a question relevant to the student's area of study and final project AND an oral examination on the final project, given by the student's thesis committee.
- All students must attend two on-campus sessions—a two-day orientation and a weeklong summer residency at UNC-Chapel Hill.
- All students must complete the degree within five years of admission to the program. Students who do not finish within five years may petition for an extension.
- If a student earns two Ls or an F in M.A.T.C. courses, he or she will not be allowed to continue in the program.

Non-Traditional Thesis (Final Project)

Student work in the M.A.T.C. culminates with enrollment in JOMC 992: Non-Traditional Thesis, a four-part final project that includes:

- a written proposal for the final project.
- a written comprehensive examination in which each member of the student's committee provides a question relevant to the student's area of study and final project.
- a written document that summarizes the final project.
- a formal presentation and oral examination in which the student presents the completed work to his or her committee.

The final project involves a study around an issue or challenge facing an organization or business with a digital media focus. It emphasizes both scholarly and practical application in line with the professional orientation of the M.A.T.C. The subject of the project may be the student's employer or may be selected based on the scope of the study.

Students complete the final project under the direction of a full-time School of Journalism and Mass Communication faculty member, who serves as chairperson of the student's final project committee. Two additional faculty members and/or an industry professional join the chairperson on the committee.

Students enroll in Nontraditional Thesis Option, JOMC 992, following completion of their course work. A maximum of three thesis credits can be counted toward the 30 credits required for the M.A.T.C.

Length of Program

The M.A.T.C. is designed to be completed in two and a half years on a part-time schedule. There is a set curriculum, meaning there is a prescribed list of courses that are taken in order. During the first year, students enroll in two courses in the fall, two courses in the spring, and one course in the summer. In the second year, students enroll in two courses in the fall and two courses in the spring. In the third year, students enroll in Non-Traditional Thesis in the fall.

On-Campus Sessions

M.A.T.C. students must attend two on-campus sessions—a two-day orientation and a weeklong summer residency. These sessions provide essential supplementary training and opportunities to build relationships among students and faculty.

The sessions are held in Carroll Hall, the home of the UNC School of Journalism and Mass Communication, on the UNC–Chapel Hill campus. Completion of the residencies is a pre-requisite for subsequent M.A.T.C. course registration and is a required portion of the program. Transportation, lodging and meal expenses to attend the on-campus sessions are the responsibility of the student and are in addition to tuition and fees.

Graduate Committee

To gain the most from the program, students should select a three-member advisory committee early. Led by a member of the school's graduate faculty who serves as the student's advisor, the committee acts as a resource as well as referee of the final project.

Financial Assistance

Federal financial aid is available for M.A.T.C. students who are enrolled a minimum of 4.5 hours per semester and who show financial need.

The aid is typically limited to federal loans. No scholarships, grants, assistantships or fellowships are currently available through the UNC School of Journalism and Mass Communication.

Ph.D. Program

The Ph.D. in mass communication is designed to prepare students for college teaching and research positions or research careers in mass communication industries, advertising agencies, market or opinion research firms, business, or government. The school works closely with each student to develop a program of study that is both interdisciplinary, allowing the student to take full advantage of the University's rich academic offerings, and tailored to meet the specific needs and interests of the student. The goal of the program is to produce outstanding scholars who are highly knowledgeable about mass communication and highly skilled as researchers.

The program is small and very selective; 10 to 12 students are admitted each year. Admissions decisions are based not only on the standard criteria described elsewhere in this catalog—GRE scores, grade averages, and letters of recommendation—but also on a determination of whether the applicant's interests and goals fit with those of the program and faculty. For that reason, the statement of purpose and statement of research interests that must accompany an application are extremely important, and applicants are encouraged to be as specific as possible in outlining their research interests and career goals.

Requirements

Ph.D. students are required to develop 1) a broad understanding and knowledge of mass communication in modern society, 2) expertise in two areas of specialization in mass communication and 3) competence in an appropriate research methodology. Students have considerable flexibility in designing their programs around a core of four courses, which should be taken during the first year of study. The four core courses are Mass Communication Research Methods (JOMC 701), Readings in Mass Communication History (JOMC 742), Theories of Mass Communication (JOMC 705), and Mass Communication Law (JOMC 740). If a student receives an L in any core course, he or she must pass a comprehensive examination given during the second semester. If the student fails the exam, he or she must retake the course the following fall. If the student again makes an L, he or she will not be allowed to continue in the program.

Forty-eight graduate credits (400-level and above courses), in addition to at least six dissertation credits, are required for the Ph.D. Those 48 hours must be arrayed into three groups of courses: two substantive areas of specialization, a primary area consisting of at least 15 credits and a secondary area consisting of at least nine credits; and research methods consisting of at least four courses. Major and minor substantive areas should be selected from the list of approved substantive areas of study set by the program. The research methods that a student chooses to study must be appropriate to the student's areas of specialization and dissertation topic.

Other requirements include:

- At least eight courses, totaling at least 24 credits, of 700-, 800-, and 900-level courses within the School of Journalism and Mass Communication
- At least four semesters in residence, with a minimum of two semesters in continuous study at UNC–Chapel Hill
- Satisfactory performance on written and oral comprehensive exams. Students must take both written and oral exams at the end of their Ph.D. course work
- Successful completion and oral defense of a dissertation

Length of Program

Students normally spend two years taking courses, then take comprehensive exams very early in their third fall semester. They then write their dissertation proposals. After the proposal is approved by the student's doctoral committee, the dissertation must be completed and defended. The nature of the dissertation research will govern the length of time a student spends on the project, but many students find it takes about one year to complete a dissertation. In general, it takes three years, and often more, to complete the Ph.D. The Graduate School requires students to complete the degree within eight years of entry into the program. Students who do not finish within eight years may petition for an extension.

Doctoral Committee

Each Ph.D. student selects a five-member dissertation committee, which is approved by the associate dean for graduate studies. This committee consists of three School of Journalism and Mass Communication faculty members and two graduate faculty members from outside the school. The student's advisor serves as chair of the committee. The committee should consist of professors with whom the student has taken courses. The committee guides the student's academic development, administers and evaluates the comprehensive exams, and approves the dissertation proposal and dissertation.

Courses for Graduate and Advanced Undergraduate Students

JOMC

421 Electronic Journalism (3). Prerequisites, JOMC 121 and 221. Examination and application of in-depth broadcast news reporting techniques, especially hard news reporting and special events coverage.

422 Producing Television News (3). Prerequisite, JOMC 421. Permission of the instructor. Students work under faculty guidance to produce "Carolina Week," a television news program, and are responsible for all production tasks such as producing, reporting, anchoring, directing, and others.

423 Television News and Production Management (3). Prerequisite, JOMC 422. Permission of the instructor. Students participate in a collaborative learning environment to hone skills learned in earlier courses and help less-experienced students acclimate to the broadcast news experience within the school. By invitation only.

424 Electronic Media Management and Policy (3). Introduces management, station operation, and economic and legal issues one might encounter while working in electronic media. Provides a background of electronic media organizations in addition to providing information needed to understand the policies under which media managers work.

425 Voice and Diction (3). Designed to help students develop presentation skills and use voices effectively as professional broadcast journalists.

426 Producing Radio (3). Prerequisite, JOMC 121. Students work under faculty guidance to produce "Carolina Connection," a weekly 30-minute radio news program, and are responsible for all production tasks: producing, reporting, anchoring, and editing.

427 Studio Production for Television News (3). Prerequisite, JOMC 221. This course is a project-based, hands-on studio production course with special focus on technical skill development and directing in a news environment.

428 Broadcast History (3). A theoretical course designed to help students develop an understanding of and an appreciation for the role broadcast journalism has played in recent American history.

431 Case Studies in Public Relations (3). Prerequisite, JOMC 137. Analysis of

public relations practices, including planning, communication, and evaluation exercises, and management responsibilities.

433 Crisis Communication (3). Prerequisites, JOMC 137 and 431. Principles of effective crisis communication management are introduced, applied, and practiced in this service-learning class. Students apply the concepts, theories, and frameworks learned in the classroom by working with community partners to research, design, and deliver crisis communication plans and media training.

434 Public Relations Campaigns (3). Prerequisites, JOMC 232, 279, and 431. Capstone course that builds on concepts and skills from earlier courses. Students use formal and informal research methods to develop a strategic plan, including evaluation strategies, for a client.

435 Public Information Strategies (3). Prerequisite, JOMC 137. This course provides a comprehensive assessment and understanding of the role of public relations professionals throughout government and the nonprofit sector as well. The course examines the unique requirements placed on communicators who are simultaneously responsible for representing their respective organizations while keeping the public informed.

441 Diversity and Communication (3). An examination of racial stereotypes and minority portrayals in United States culture and communication. Emphasis is on the portrayal of Native Americans, African Americans, Hispanics, and Asian Americans in the mass media.

442 Gender and Mass Communication (WMST 415) (3). An examination of gender as it relates to media producers, subjects, and audiences with a focus on current practices and possibilities for change.

443 Latino Media Studies (3). An introductory course to the study of United States Latina/os and the media. It analyzes the media portrayal of Latina/os in United States mainstream media. The course also examines media that cater to Latina/os and explores the way in which Latina/o audiences use the multiple media offerings available to them.

445 Process and Effects of Mass Communication (3). Mass communication as a social process, incorporating literature from journalism, social psychology, sociology, political science, and history. To acquaint students with factors in message construction, dissemination, and reception by audiences.

446 International Communication and Comparative Journalism (3). Development of international communication; the flow of news and international propaganda; the role of communication in international relations; communication in developing nations; comparison of press systems.

447 International Media Studies (3). The study of media system operations in a particular country, such as Mexico, including how news and information are disseminated and used by audiences. Taught in the spring semester and includes a trip to that country during spring break.

448 Freedom of Expression in the United States (3). An examination of the development of freedom of expression in the United States within the context of the nation's history.

449 Blogging, Smart Mobs, and We the Media (3). For advanced undergraduates through Ph.D. students. Practical and theoretical approaches to understanding, designing, building, and using virtual communities, including studies of network capital, social capital, and social production.

450 Business and the Media (3). Role of media in United States society and effects on public perceptions of business. Relationship of business press and corporate America. Current issues in business journalism.

451 Economics Reporting (3). Prerequisite, JOMC 153. Coverage of Wall Street and the economy, including stocks, bonds, and economic indicators. Reporting on the Federal Reserve, labor, consumer sector, manufacturing and inflation, and certain industries.

452 Business Reporting (3). Prerequisite, JOMC 153. Methods and tactics of covering businesses for mass communication. Why and how companies operate and how to write stories about corporate news from public records and other sources.

453 Advanced Reporting (3). Prerequisites, JOMC 153 and 253. Rigorous, in-depth instruction and critiques of students' news and feature assignments done with different reporting methodologies: interviewing, official records, direct and participant observation, and survey research (the Carolina Poll).

454 Advanced Feature Writing (3). Prerequisites, JOMC 153 and 256. Writing and reporting important topics in in-depth feature articles. Discussion and utilization of writing and reporting techniques in order to complete articles for publication or other dissemination. In-depth instruction and critiques of student work.

455 Sports Writing (3). Researching and writing sports stories, including game coverage, magazine features, and opinion columns. Students complete reporting and writing exercises inside and outside of the classroom.

456 Magazine Writing and Editing (3). Prerequisites, JOMC 153 and 256. Instruction and practice in planning, writing, and editing copy for magazines.

457 Advanced Editing (3). Prerequisite, JOMC 157. Concentration on the editing and display of complex news and features stories and other print media content with a significant emphasis on newspaper design and graphics.

458 Southern Politics: Critical Thinking and Writing (3). News analysis with special attention to states of the American South and especially to elections. Social and economic trends, as well as politics and government serve as raw material for interpretive journalism.

459 Community Journalism (3). Prerequisite, JOMC 153. Comprehensive study of the community press, including policies, procedures, and issues surrounding the production of smaller newspapers within the context of the community in its social and civic setting.

463 Newsdesk (3). Permission of the instructor. Students work under faculty guidance to create and update a news Web site. Students will blog their reporting, conceptualize and execute multimedia news reports, and learn how to lead online conversations that engage both readers and sources. Requires travel in and around Chapel Hill.

471 Advanced Advertising Copywriting (3). Prerequisite, JOMC 271. Permission of the instructor. Rigorous, in-depth instruction and critiques of student advertising writing.

473 Advertising Campaigns (3). Prerequisite, JOMC 271 or 272. Planning and executing advertising campaigns; types and methods of advertising research; the economic function of advertising in society.

475 Concepts of Marketing (3). Designed for students anticipating careers in advertising, public relations, or related areas, this course teaches the vocabulary and basic concepts of marketing as it will be practiced, emphasizing the role of mass communication.

476 Ethical Issues and Sports Communication (3). Permission of the instructor. Ethical dilemmas and decisions in the commercialization and coverage of sports, including the influence of television, pressure to change traditions and standards for monetary reasons, and negative influences on athletes.

478 Media Marketing (3). Prerequisite, JOMC 137. Principles and practices of retail advertising in all media, with emphasis on selling, writing, and layout of retail advertising for the print media.

480 Advanced Photojournalism (3). Prerequisite, JOMC 180; pre- or corequisite, JOMC 153. Permission of the school. Advanced course in photojournalism content gathering, history, ethics, and storytelling. Students shoot advanced newspaper and magazine assignments and create short multimedia stories combining photography, audio, and video.

481 Documentary Photojournalism (3). Prerequisite, JOMC 480. Permission of the school. Students study the documentary tradition and produce stories within the social documentary genre of photojournalism. Students choose a relevant social issue and create a multimedia Web site featuring long-form documentary storytelling.

482 Newspaper Design (3). Prerequisite, JOMC 182; pre- or corequisite, JOMC 153. Permission of the school. Detailed study of page layout and graphics techniques in newspapers.

483 Magazine Design (3). Prerequisite, JOMC 482. Permission of the school. Detailed study of page layout and graphics techniques in magazines.

484 Information Graphics (3). Prerequisite, JOMC 182. Permission of the instructor for students lacking the prerequisite. Study and application of graphic design and information-gathering techniques to creating charts, maps, and diagrams.

485 Publication Design (3). Prerequisite, JOMC 182; pre- or corequisite, JOMC 153; permission of the instructor. Detailed study and application of graphic design techniques in magazines, newspapers, advertising, and corporate communication.

490 Special Topics in Mass Communication (1–3). Small classes on various aspects of journalism-mass communication with subjects and instructors varying each semester. Descriptions for each section available on the school's Web site under Course Details.

491 Special Skills in Mass Communication (1–3). Courses on various skills in journalism-mass communication with subjects and instructors varying each semester. This course satisfies a skills- or craft-course requirement. Descriptions for each section available on the school's Web site under Course Details.

551 Digital Media Economics and Behavior (3). Prerequisite, JOMC 153, and 137 or 253. The course will focus on the changing economics affecting 21st century news organizations and the economic drivers of other content providers such as music companies, the film industry, online aggregators, and commerce sites for lessons that can be applied across industry segments.

552 Leadership in a Time of Change (3). Prerequisites, JOMC 137 or 153 or 253, and JOMC 450 or 451 or 452. During a time of fast-paced technological innovation, this course examines the critical strategic choices facing media executives. Students will observe and research a media company that is making the transition, as well as produce a case study on that effort.

560 Medical Journalism (HBHE 660, HPM 550) (3). Prepares students to work as medical and health journalists for a variety of media, including print, broadcast, and the Internet. The course emphasizes writing skills and interpreting medical and health information for consumers.

561 Medical Reporting for the Electronic Media (HBHE 561, HPM 551) (3). Students work in teams to produce, script, and report medical and health stories for broadcast on "Carolina Week," the award-winning, student-produced television newscast.

562 Science Documentary Television (HBHE 562, HPM 552) (3). Students conceive, produce, and write a science documentary feature-length story for broadcast on public television.

564 Medical and Science Reporting (3). Prerequisite, JOMC 153. Required preparation, a second reporting or writing course. Focuses on developing strategies to research and write about medical issues, specifically selecting topics, finding and evaluating sources, and information gathering. Students produce a range of stories, from short consumer pieces to in-depth articles.

581 Multimedia Design (3). Prerequisite, JOMC 187. Permission of the instructor for students lacking the prerequisite. Theory and practice of multimedia design with an emphasis on usability, design theory, and evaluative methodologies, including focus groups, survey research, eye-track testing, and search engine optimization.

582 Interactive Multimedia Narratives (3). Prerequisite, JOMC 180. Permission of the school. Students will learn audio and video content gathering, editing and story telling techniques, and how to publish these media onto a variety of multimedia platforms.

583 Multimedia Programming and Production (3). Prerequisite, JOMC 187. Permission of the school. Advanced course in multimedia programming languages that includes designing and building dynamic projects.

584 Documentary Multimedia Storytelling (3). Permission of the instructor. Students work on a semester-long documentary multimedia project that includes photo and video journalists, audio recordists, designers, infographics artists, and programmers. Open by application to students who have completed an advanced course in visual or electronic communication.

585 3D Design Studio (3). Prerequisites, JOMC 187 and 182. Permission of the instructor. The use of 3D design and animation to create visual explanations.

586 Intermediate Multimedia (3). Prerequisite JOMC 187. This course covers basic programming, graphic design, and storytelling for the Web. Students work in a Flash authoring environment and learn how to design, storyboard, and script an interactive storytelling project. Students collect and incorporate photos, videos, sound, text, graphics, and database information into interactive multimedia presentations.

602 Mass Communication Education in the Secondary School (3). Graduate standing. Readings, discussion, and projects fostering excellence in teaching journalism-mass communication in the high school, from philosophy and practice to professional skills.

603 Mass Communication Law in the Secondary School (3). Graduate standing. Application of First Amendment speech and press freedoms to secondary school media, including libel, privacy, access to information, journalistic privilege, prior restraint, advertising and broadcast regulations, and ethical practices.

604 Mass Communication Writing and Editing in the Secondary School (3). Graduate standing. High school journalism teachers and advisors learn to teach the skills journalists need to communicate. Emphasis on writing and thinking skills necessary to convert information into clear messages.

605 Design and Production of Secondary School Publications (3). Graduate standing. High school journalism teachers and advisors learn to teach the skills journalists need to produce publications. Designed for persons with no background in design. Degree-seeking students may not use both JOMC 182 and 605 to complete degree requirements.

670 Special Topics in Advertising (1–3). Courses on special topics in advertising with subjects and instructors varying each semester.

691H Introductory Honors Course (3). Permission of the instructor. Required of all students reading for honors in journalism.

692H Honors Essay (3). Permission of the instructor. Required of all students reading for honors in journalism.

Courses for Graduate Students

JOMC

701 Mass Communication Research Methods (3). Covers a broad range of research methods used in industry and academic research. Course content includes: the process and organization of writing research; applying a variety of quantitative and qualitative research methods; evaluating research design; and ethical issues inherent in research. Required course for all graduate students.

702 Mass Communication Pedagogy (3). Investigation of college teaching and academic life, including course planning, syllabus preparation, interpersonal skills, presentational modes, evaluation and ways of balancing teaching with other expectations.

703 Qualitative Methods for Mass Communication Research (3). Prerequisite, JOMC 701. Survey of naturalistic methods applied to mass communication research, including ethnography, in-depth interviews, life histories, and text-based analysis.

704 Statistics for Mass Communication Research (3). Prerequisite, JOMC 701. Statistics with emphasis on application to studies in mass communication. Prior knowledge of statistics and familiarity with computer software are NOT assumed.

705 Theories of Mass Communication (3). Students prepare analytical papers on theories of mass communication based upon extensive review of behavioral science literature. Required of Ph.D. students and master's students in the mass communication sequence.

711 Writing for Digital Media (3). Communication in digital/online environments—learning/understanding the audience(s); how different media work (their unique limits/possibilities); developing appropriate content for different formats/environments. Students analyze technical/rhetorical elements of online content (i.e., interactivity, hyperlinking, spatial orientation, nonlinear storytelling). Limited to students admitted to Certificate in Technology/Communication program and JOMC graduate students.

712 Visual Communication and Multimedia (3). Provides critical understanding of current visual communication/multimedia storytelling theories/practices. Presents history of visual/multimedia communication in journalism/mass communication industries by examining scholarly/professional publications. Examine media projects. Final project includes creation of original written article or multimedia presentation. Limited to students admitted to Certificate in Technology/Communication program and JOMC graduate students.

714 Database and Web Research (3). Online research often means going to Google and entering search terms. What strategies might improve the effectiveness of your research? What about authority and timeliness of information? This course answers those questions and others. Enrollment limited to students admitted to Certificate in Technology/Communication program and JOMC graduate students.

715 New Media and Society (3). This course examines digital environments from diverse conceptual perspectives (e.g., journalism, mass communication, psychology, information science and technology, sociology, business) and outlines theoretical implications and practical applications of new media.

716 Research Methods and Applications (3). This course is designed to help communication professionals make better and more informed research decisions given compelling research challenges and resource constraints.

717 Visual Communication and Information Architecture (3). This course explores the overlap between several related disciplines: information visualization and architecture, cognitive science, graphic design and journalism. Content covered includes cognitive psychology, information design, visualization, and ethics.

718 Media Law for the Digital Age (3). This course identifies and explains complex legal issues raised by Internet technology and guides students in thinking critically about how those issues can best be resolved.

719 Leadership in Digital Media Economics (3). This course examines the broad economic issues facing the media industry, including the changing dynamics of consumer behavior, pricing, loyalty, market segmentation, creative destruction, economic cycles, and global competition.

720 Strategic Communication (3). Underpinned by appropriate theory, this course examines strategic communication in today's cluttered information environment. While developing strategic communication programs, students will analyze case studies and research comprehensive digital-influence strategies.

730 Public Relations Foundations (3). Introduction to the growing field of public relations practice: its history, legal and ethical issues, types and areas of practice and construction of public relations campaigns. Must be used as a basic competency class by master's students. This course cannot be counted toward a program of study for doctoral students.

732 Public Relations Writing for Graduate Students (4). Prerequisite, JOMC 732. Graduate-level public relations writing. Service learning provides education and practice in communication skills for PR practitioners. Additional emphasis for M.A. students on news concepts and writing across media platforms.

740 Mass Communication Law (3). Intensive study of press freedom and the First Amendment, including libel, privacy, access to information, free press-fair trial, advertising and broadcast regulation, journalistic privilege, prior restraints. Required of all graduate students.

742 Readings in Mass Communication History (3). Directed readings in mass communication history. Required course for Ph.D. students.

743 Media Management (3). A study of planning policy functions related to media management concerns.

752 Leadership in a Time of Change (3). Required preparation, students should have taken a core business course or have equivalent professional experience before enrolling. Examines critical strategic choices facing media executives and offers students the opportunity to observe and research a media company making the transition and produce a case study on that effort.

753 Reporting and Writing News (4). Provides study and practice of the primary activities of a print journalist: gathering the news and writing about it for publication. Must be used as a basic competency class by master's students. This course cannot be counted toward a program of study for doctoral students.

754 Specialized Reporting (3). Prerequisite, JOMC 753. Permission of the instructor for students lacking the prerequisite. Reporting of complicated topics, using in-depth backgrounding, investigative reporting techniques, story conferences, and documents and other research data. Required of news-editorial master's students who plan to complete the articles option.

782 Multimedia Storytelling (3). Theories and practices of multimedia content creation. Students gain critical understanding of various multimedia presentation methods. Hands-on experience with audio/video collection/editing.

801 Seminar in Mass Communication Research Methods (3). Prerequisite, JOMC 701. Permission of the instructor for students lacking the prerequisite. Advanced work in quantitative data analysis and research preparation.

810 Seminar in the Psychology of Human-Computer Interaction (3). Examines effects of computers, the Internet, and World Wide Web from a psychological perspective. Adopts an empirical approach to understand ways in which people respond to computers and new technologies.

825 Seminar in Interdisciplinary Health Communication (HBHE 825) (3). See HBHE 825 for description.

826 Interdisciplinary Health Communication Colloquium (1). Communication certificate student. This course is structured for interactive student/faculty discussion on health communication research and practice. Seminar and online discussion format.

830 Seminar in Public Relations (3). Readings, discussions and research in public relations.

840 Seminar in Mass Communication Law (3). Prerequisite, JOMC 740. Permission of the instructor for students lacking the prerequisite. Readings, discussion, and projects in major issues of mass communication law, including libel, privacy, access, court-press relations, the First Amendment, and regulation of telecommunications.

841 Seminar in Mass Communication and Society Perspectives (3). Readings, discussion, and papers on the roles and responsibilities of mass communication in society.

842 Seminar in Mass Communication History (3). Readings, discussion, and projects in mass communication history.

846 Seminar in International Communication (POLI 846) (3). Prerequisite, JOMC 446. Permission of the instructor for students lacking the prerequisite. Reading and research in selected topics. Focus in recent years has included global news flow, communication and social change, communication in the collapse of communism, Western dominance in international communication, global culture and the influence of technology.

847 Seminar in Communication for Social Change (3). Examines how grassroots and participatory strategies are being combined with communication technologies to promote social change in Third World settings of developed and developing nations.

870 Seminar in Social and Economic Problems in Advertising (3). Readings, discussion, and papers on advertising as a social and economic force in contemporary society.

879 Seminar in Advertising Research (3). Readings and discussion examining theories underlying advertising and the testing of those theories through research projects.

890 Seminar in Special Topics in Mass Communication (3). Seminar on various aspects of mass communication, with content and instructors varying each semester.

900 Reading and Research (3). Permission of the instructor. Advanced reading or research in a selected field.

992 Nontraditional Thesis Option (3).

993 Master's Thesis (3).

994 Doctoral Dissertation (3–9).

Department of Linguistics

www.unc.edu/depts/ling

PAUL ROBERGE, *Interim Chair*

Advisory Committee

Professors C. Eble (English and Comparative Literature), W. Lycan (Philosophy), P. Roberge, S. Reznick (Psychology), J. Thompson (English and Comparative Literature), C. Wooten (Classics); Associate Professors M. Becker, E. Moreton, J. Smith.

Professors

Randall Hendrick (11) Syntax, Morphology, Psychology of Language
Paul Roberge (17) Pidgins and Creoles, Historical Linguistics, Germanic Linguistics

Associate Professors

Misha Becker (12) Language Acquisition, Psycholinguistics, Cognitive Science
David Mora-Marín (15) Historical Linguistics, Mayan Linguistics, Linguistic Anthropology
Elliott Moreton (8) Phonetics, Phonology
Jennifer L. Smith (7) Phonology, Phonetics, Japanese
J. Michael Terry (9) Semantics

Assistant Professor

Katya Pertsova (10) Computational Linguistics, Morphology

Professor Emeritus

H. Craig Melchert

Associated Faculty

Jennifer Arnold (Psychology), Psychology and Psycholinguistics
Dorit Bar-On (Philosophy), Philosophy of Language and Mind
Connie Eble (English and Comparative Literature), English Linguistics
Peter C. Gordon (Psychology), Psychology of Language
Larry D. King (Romance Languages and Literatures), Spanish and Portuguese Linguistics
William G. Lycan (Philosophy), Philosophy of Language, Philosophy of Mind
Patrick O'Neill (English and Comparative Literature), Celtic Languages
Dean Pettit (Philosophy), Philosophy of Language and Mind
Mamarame Seck (African and Afro-American Studies), Wolof Language and Linguistics, African Language Pedagogy

The Department of Linguistics offers graduate work leading to the degree of master of arts in linguistics.

Degree candidates must demonstrate both a basic knowledge of the field of linguistics as a whole and the ability to do independent study in a chosen specialty. Basic knowledge of linguistics is acquired by taking certain required courses; knowledge of a specialty is gained through elective courses as well as by writing a thesis.

The elective courses are expected to form a coherent program in a subfield of linguistics (e.g., phonology, syntax, historical linguistics, sociolinguistics, language acquisition) or in the application of linguistics to a closely related discipline (e.g., anthropology, the study of a particular language or language family). To this end, each student, after consultation with the director of graduate studies, will by the end of the second semester of residence choose a permanent advisor, who will supervise the student's program of study.

Degree programs must satisfy the general requirements of The Graduate School. In addition, the student must fulfill the following curriculum requirements.

Master of Arts

Course Requirements. LING 400 (Introduction to General Linguistics) or approved equivalent, 520 (Linguistic Phonetics), 523 (Phonological Theory I), 530 (Syntactic Theory I), one course from among 525 (Historical Linguistics), 528 (Language Acquisition) and 537 (Semantic Theory I), plus four elective courses in linguistics or related areas, as approved by the student's academic advisor, plus three hours of thesis credit, for a total of 30 hours.

Note: Students are expected to complete their nonelective courses during their first year. This schedule qualifies students to be considered for a linguistics teaching assistantship by their third semester. Deviations from it are therefore strongly discouraged.

Foreign Language Requirement. Reading knowledge of one foreign language. This requirement may be met in one of three ways:

1. By passing the Graduate Student Foreign Language Test, given each November and April by The Graduate School. For information and registration, go directly to gradschool.unc.edu/student/gflpa.html.
2. Where available, by passing the reading courses for graduate students numbered 601 and 602 (these courses do not earn graduate credit). Note: Students with some prior experience may find it feasible to meet the requirement by enrolling directly in and passing 602, bypassing 601.
3. Where neither option 1 nor option 2 is available, students may arrange to have their competence certified by a qualified faculty member, usually through an informal examination.

Comprehensive Examination. During the semester following completion of the nonelective courses (which should be the fall term of the second year), students will form an examining committee of three faculty members in the department. It is expected that this committee will also serve as the M.A. thesis committee. The student will submit a prospectus of the M.A. thesis, as described below. The oral examination will assess the student's mastery of topics from the first-year sequence of course work and gauge the merits of the prospectus.

Thesis. The master's thesis (normally 50 to 100 pages in length) must be approved by a committee of the thesis director plus two other faculty members at the oral comprehensive exam. Students form their thesis committee with the advice of their academic advisor, who may (but need not) be the thesis director. At the comprehensive oral exam for the M.A., the department requires that students submit a prospectus

of the thesis. The prospectus should state clearly what problem is to be investigated, how the investigation is to be carried out (written research, fieldwork, experiment, etc.) and a preliminary bibliography. The prospectus should first be discussed with the thesis director. Students should then submit a 'clean' version to all three committee members and set up a meeting where the prospectus may be informally discussed and approved (perhaps with modifications). Students are also expected to consult their thesis director regularly during the actual writing of the thesis. Formal requirements regarding the format and submission of the M.A. thesis are found in the Thesis and Dissertation Guide (gradschool.unc.edu/etdguide).

Final Oral Examination. This exam, administered by the thesis committee, focuses on a defense of the thesis, but the faculty reserves the right to question students on other relevant topics. Students should avoid scheduling a thesis defense during the summer, since faculty members often are not available. If it is absolutely unavoidable, students should consult committee members well in advance.

Important Degree Deadlines. Each year The Graduate School sets deadlines for graduation in a given term (fall, spring, summer). There are two sets of dates to watch out for:

1. Students wishing to graduate must submit an application to graduate (handbook.unc.edu/graduation.html). These documents must be submitted in advance: typically July for August graduation, February for May graduation, and October for December graduation, but official dates will be posted on the Registrar's calendar (regweb.oit.unc.edu/calendars/index.php). There is no penalty for failure to complete requirements for a requested graduation date, but one cannot graduate without having submitted the application to graduate. Therefore students should submit it in time for any semester in which they feel they may graduate.
2. The final electronic version of the thesis must be submitted to The Graduate School before the student can graduate (gradschool.unc.edu/etdguide/submission.html). The deadline for submission is shortly before graduation; please see the Registrar's calendar for current dates (regweb.oit.unc.edu/calendars/index.php).

Note: The previous Ph.D. program in linguistics (1967–2011) no longer admits new students. Legacy students should consult the Linguistics Department Web site (www.unc.edu/linguistics/gradprogram.html) for degree requirements.

Courses for Graduate and Advanced Undergraduate Students

LING

400 Introduction to General Linguistics (ANTH 400) (3). An introduction to the scientific study of language. The nature of language structure. How languages are alike and how they differ.

415 Advanced Topics in Linguistics (3). Directed readings on linguistic topics not covered in specific courses.

422 Research Methods in Phonetics and Laboratory Phonology (3). Prerequisite, LING 200, 520, 523, or SPHS 540. Focuses on the practical skills required to carry out basic experiments in speech production or perception. Includes training in a general-purpose programming language (such as Perl) for automating repetitive tasks, experiment-control software, audio stimulus manufacture and editing, palatography, aerodynamic measurements, and other laboratory techniques relevant to student interests.

444 Origin and Evolution of Human Language (3). Prerequisite, LING 101. Recommended preparation, at least one higher-level core course in linguistics. Surveys current answers to such questions as, When and how did language first appear? What do other animal communication systems share with language? Do restricted linguistic systems (e. g., pidgins) preserve "fossils" of early human language?

445 Philosophy of Language (PHIL 445) (3). See PHIL 445 for description.

455 Symbolic Logic (PHIL 455) (3). See PHIL 455 for description.

484 Discourse and Dialogue in Ethnographic Research (ANTH 484, FOLK 484) (3). See ANTH 484 for description.

506 Greek Dialects (GREK 506) (3). See GREK 506 for description.

520 Linguistic Phonetics (ANTH 520) (3). Introduction to the general principles of linguistic phonetics; anatomy of vocal tract, physiology of speech production, universal phonetic theory. Practice in the recognition and transcription of speech sounds.

522 Experimental Phonetics and Laboratory Phonology (3). Prerequisites, LING 520, and 200 or 523. This course relates linguistic theory to experimental findings. Students design and carry out experiments to test theoretical issues of current theoretical importance.

523 Phonological Theory I (ANTH 523) (3). Prerequisite, LING 520, or SPHS 530 or 540. Permission of the instructor for undergraduates. Introduction to the principles of modern generative phonology. Methods and theory of phonological analysis.

524 Phonological Theory II (3). Prerequisite, LING 200 or 523. Intermediate phonological theory and analysis.

525 Introduction to Historical and Comparative Linguistics (3). Permission of the instructor for undergraduates. Theories and methods of historical and comparative linguistics, with emphasis upon the Indo-European family.

527 Morphology (3). Prerequisite, LING 101 or 400. Cross-linguistic investigation of internal word structure: inflection and derivation, word formation rules versus affixation, autosegmental morphology, morpholexical and morphophonemic rules, and the interaction of morphology with phonology and syntax.

528 Language Acquisition I (3). Permission of the instructor for undergraduates. One course in phonology or syntax recommended. Child language from a theoretical perspective. Topics include segmentation problems, acquisition of phonology, morphology and syntax, lexical acquisition, and language development in blind and deaf children and in bilinguals.

529 Linguistic Acquisition II (3). Prerequisite, LING 203 or 528. This course focuses on the development of syntax in first language acquisition in children. Topics will include parameter setting, null subjects, root infinitives, aspect, A-movement, binding theory, and control.

530 Syntactic Theory I (3). Permission of the instructor for undergraduates. Methods and theory of grammatical analysis within the transformational generative framework. Special emphasis on analyzing syntactic and semantic structures of English.

533 Syntactic Theory II (3). Prerequisite, LING 530. Methods and theory of grammatical analysis, with special reference to transformational grammar.

537 Semantic Theory I (3). Prerequisite, LING 101 or 400. Semantics as a part of linguistic theory: co- and disjoint reference among nominals, "crossover" phenomena, quantifier scope, lexical semantics, Montague grammar and compositional semantics, and explanatory universals in semantic theory.

538 Semantic Theory II (3). Prerequisite, LING 537. A continuation of LING 537 (Semantic Theory I), this course prepares the student to read the formal semantic literature and to do original research in the field.

539 Language of Time (3). Prerequisite, LING 101 or 400. The representation of time and temporal relations in natural languages. Cross-linguistic study of tense and aspect distinctions, modality, temporal adverbials, temporal anaphora, and sequences of tenses.

540 Mathematical Linguistics (3). Introduction to topics in logic, set theory, and modern algebra with emphasis on linguistic application. Automata theory and the formal theory of grammar with special reference to transformational grammars. No previous mathematics assumed.

541 Sociolinguistics (ANTH 541) (3). Prerequisite, LING 101 or 400. Introduction to the study of language in relation to society; variation as it correlates with socioeconomic status, region, gender; the social motivation of change; language and equality; language maintenance, planning, shift.

542 Pidgins and Creoles (ANTH 542) (3). Prerequisite, LING 101 or 400. Examination of the social contexts of language contact and their linguistic outcomes, with particular emphasis on the formation of pidgins and creoles. The course investigates the structural properties of these new contact languages and evaluates the conflicting theories that explain their genesis.

543 Language in Politics (3). Examines language as a political issue in the 19th and 20th centuries. Emphasis placed on American and British politics but attention to one other national context as well.

545 Language and Mind: Linguistics and the Brain (3). Prerequisite, ENGL 313, or LING 101 or 400, or PHIL 145. Permission of the instructor for students lacking the prerequisite. The course treats the relationship among linguistics, artificial intelligence, neurobiology, cognitive psychology, and the philosophies of mind, language, and science.

547 Language Deficits and Cognition (3). Prerequisite, LING 101 or 400. Survey of the linguistic properties associated with aphasia, autism, Williams syndrome, dyslexia, and schizophrenia. Emphasis on the implications of these conditions for theories of mind.

550 Introduction to Indo-European: Phonology (3). A survey of the phonological systems of the major Indo-European languages and their development from Proto-Indo-European.

551 Introduction to Indo-European: Morphology (3). Prerequisite, LING 550. Introduction to the major morphological categories in the Indo-European languages and their development from the proto-language.

558 Mesoamerican Writing Systems (3). This course is an introduction to the ancient scripts of pre-Columbian Mexico and Central America. It focuses on the following scripts: Mayan, Epi-Olmec, Zapotec, and Mixtec.

560 Mesoamerican Languages and Linguistics (3). Surveys the basic characteristics that unify Mesoamerica as a cultural and linguistic area (e.g. sound systems, word order, color systems, diffused vocabulary, etc.), the basic sources of cultural and linguistic information available (e.g. ancient hieroglyphs, colonial manuscripts, contemporary documents, linguistic fieldwork), and the consequences of ancient and modern cross-cultural interaction.

561 Native Languages of the Americas (3). Prerequisite, LING 101 or 400. This course explores the phonological and morphological structure of selected Amerindian languages indigenous to the Americas. Emphasis is on the linguistic analysis of original as well as published primary data.

562 Structure of Russian (3). Prerequisite, LING 101 or RUSS 102. Permission of the instructor for students lacking the prerequisite. Examines Russian from the perspective of linguistic analysis. How do sounds, words, and sentences pattern in Russian? How do these compare with patterns in other languages? Also considers the influence of evidence from Russian on the development of linguistic theory.

563 Structure of Japanese (JAPN 563) (3). Prerequisite, JAPN 102 or LING 101. Introductory linguistic description of modern Japanese. For students of linguistics with no knowledge of Japanese and students of Japanese with no knowledge of linguistics.

564 History of the French Language (FREN 564) (3). See FREN 564 for description.

565 French Phonetics and Phonology (FREN 565) (3). See FREN 565 for description.

566 Structure of Modern French (FREN 566) (3). See FREN 566 for description.

583 History and Philosophy of Linguistics (3). Prerequisite, LING 101. Linguistic theories from classical times to the present with special emphasis on the origins of contemporary theories.

613 Modern English Grammar (ENGL 613) (3). See ENGL 613 for description.

691H Senior Honors Thesis (3). See the program for honors in the College of Arts and Sciences and the department honors advisor.

692H Senior Honors Thesis (3). See the program for honors in the College of Arts and Sciences and the department honors advisor.

For Irish and Welsh, see English; for Hebrew, see Religious Studies; for Arabic, Chinese and Japanese, see Asian Studies in the Undergraduate Bulletin.

Courses for Graduate Students

LING

712 Advanced Studies in Philosophy of Language (PHIL 745) (3).

715 Advanced Methods in Phonology (3). Prerequisite, LING 524. Methods of theoretical argumentation in generative phonology with emphasis on recent proposals in the published literature.

716 Advanced Methods in Syntax (3). Prerequisite, LING 533. Permission of the instructor for students lacking the prerequisite. Examination of recent developments in the theory and methods of syntactic analysis.

723 Seminar in Anthropological Linguistics (ANTH 723) (3). See ANTH 723 for description.

730 Comparative Grammar of Ancient Languages (3). Introductory and advanced work in the earlier stages of extant languages and in extinct languages.

790 Dialectology (ANTH 790) (3). Principles and methods of areal linguistics and social dialectology

793 Linguistic Field Work I (ANTH 793) (3). Analysis and description of a language unknown to the class from data solicited from a native-speaker consultant.

794 Linguistic Field Work II (ANTH 794) (3). Continuation of LING 793.

814 History of the English Language (ENGL 814) (3). Prerequisite, ENGL 719 or permission of the instructor. See ENGL 814 for description.

860 Seminar (3). Topics vary to include specialized areas of linguistics study.

861 Seminar (3). Seminar in phonological theory.

862 Seminar (3). Seminar in grammatical theory.

893 Current Problems in Linguistics (3). This course explores relations of linguistics with neighboring fields and theoretical problems of current relevance within linguistics itself; some attention given to pedagogical methodology.

897 Special Readings (3). Readings in linguistic topics that are not covered in the existing courses.

992 Master's Thesis (3–21).

994 Doctoral Dissertation (3–21).

Department of Marine Sciences

www.marine.unc.edu
BRENT A. McKEE, *Chair*
Carol Arnosti, *Associate Chair*
John M. Bane, *Director of Graduate Studies*
Marc J. Alperin, *Director of Graduate Admissions and Undergraduate Studies*

Professors

Carol Arnosti (46) Marine Organic Geochemistry, Microbial Biogeochemistry
John M. Bane (27) Physical Oceanography and Meteorology, Gulf Stream and Upwelling Dynamics
Larry K. Benninger (41) Sedimentary Geochemistry
Jaye Cable Groundwater Dynamics at the Land-Sea Interface, Biogeochemical Cycling, Wetland and Coastal Hydrology
Joel Fodrie, Fisheries Oceanography and Ecology, Restoration Ecology
Niels Lindquist (53) Chemical Ecology, Natural Products
Rick Luettich (48) Coastal Physical Oceanography, Modeling, Coastal Hazards
Christopher S. Martens (10) Marine Geochemistry
Brent A. McKee, Geochemistry/Geology of River-Ocean Environments, Sedimentary Geochemisty/Radiochemistry
Hans W. Paerl (39) Microbial Ecology
Charles H. Peterson (31) Ecology, Population Interactions
Frederic K. Pfaender (13) Microbiology
Harvey E. Seim (06) Observational Physical Oceanography, Coastal and Estuarine Dynamics
Andreas Teske (09) Microbial Systematics and Evolution, Microbial Ecology, Microbiology of Hydrothermal Vents and the Marine Subsurface

Associate Professors

Marc J. Alperin (51) Chemical Oceanography, Biogeochemistry
John Bruno (03) Coastal Ecology, Population Ecology
Rachel Noble (18) Dynamics of Marine Microbial Food Webs
Antonio B. Rodriguez (05) Sedimentology, Marine and Coastal Geology
Alberto Scotti (07) Computational and Theoretical Fluid Dynamics, Environmental and Stratified Flows, Turbulence

Assistant Professors

Adrian Marchetti, Ecophysiology and Molecular Biology of Marine Phytoplankton
Mike Piehler (55) Coastal Ecosystems and Estuarine Ecology
Justin Ries (11) Carbonate Geology/Biogeochemisty, Experimental Paleobiology
Brian L. White, Fluid Dynamics of Coastal Marine Systems, Hydrodynamics of Aquatic Vegetation, Gravity Currents, Shear Flows and Internal Waves

Research Assistant Professors

Dan Albert, Carbon Cycling in Sedimentary Environments, Organic Matter Decomposition in Anaerobic Systems
Barbara MacGregor, Microbial Ecology

Joint Research Assistant Professor

Thomas J. Shay (50) Gulf Stream Dynamics, Air-Sea Interaction, Turbulence

Faculty Emeriti

A. Conrad Neumann
Jan J. Kohlmeyer

Adjunct Faculty

Frederick M. Bingham (UNC–Wilmington, Physics), Circulation and Water Mass Transportation
Mark E. Hay (Georgia Tech), Marine Ecology
William M. Kier (Biology), Functional Morphology of Invertebrates, Biomechanics
Kenneth J. Lohmann (Biology), Sea Turtle Navigation, Neuroethology of Sea Slug Orientation, Lobster Homing and Navigation
Joseph Pawlik (UNC–Wilmington, Biology), Marine Ecology
Martin H. Posey (UNC–Wilmington, Biology), Population Dynamics of Marine Organisms
Stanley Riggs (East Carolina University, Geology), Marine and Coastal Geology, Sedimentology, Stratigraphy, Economic Geology
John J. W. Rogers (Geology), Geochemistry, Crustal Evolution
Stephen A. Skrabal (UNC–Wilmington, Chemistry), Trace Metal Geochemistry in Natural Waters
Mark D. Sobsey (Environmental Sciences), Environmental Health Microbiology
Robert H. Stavn (UNC–Greensboro, Biology,) Ocean Optical Properties
Joan D. Willey (UNC–Wilmington, Chemistry), Chemical Composition of Rainwater, Silica Geochemistry

The Department of Marine Sciences provides teaching and research in estuarine, coastal, and oceanographic sciences, leading to M.S. and Ph.D. degrees in marine sciences. The two elements of the program are the Department of Marine Sciences (MASC) located in Murray Venable Hall on the Chapel Hill campus and the Institute of Marine Sciences (IMS) located on the waterfront in Morehead City, North Carolina. The Department of Marine Sciences is the degree granting unit; all marine sciences graduate students are enrolled in the department. Most IMS faculty have joint faculty appointments in the department, and this enables their participation in graduate student academic activities. Research programs in physical oceanography, marine biology and ecology, marine geochemistry, geological oceanography, and coastal meteorology are conducted in North Carolina and throughout the world by faculty from the department and the IMS.

Courses and facilities at other coastal laboratories are also available to UNC–Chapel Hill marine sciences students through cooperative agreements. Courses at North Carolina State University and at Duke University may be taken for credit through an inter-institutional program. Oceanographic experience is available through the Duke/UNC Oceanographic Consortium on the 135-foot research vessel Cape Hatteras, as well as on other ships operated by other oceanographic institutions through the University National Oceanographic Laboratory System.

Each graduate student in the Department of Marine Sciences must gain a broad background in the marine sciences as well as an in-depth understanding of his or her own subdiscipline (e.g., chemical oceanography, etc.). This is accomplished by taking the four core courses, Marine Geology, Biological Oceanography, Chemical Oceanography, and Physical Oceanography (MASC 503, 504, 505, and 506, respectively), and advanced courses determined by each student's advisory committee, as well as by participating in research that ultimately results in an M.S. thesis or a Ph.D. dissertation. By the end of the 24-month period that begins when the student first enrolls in the department, the student is expected to have completed the four core courses, How to Give a Seminar (MASC 705), Interdisciplinary Seminar (MASC 706), and to have taken a written comprehensive exam (M.S. students) in his or her subdiscipline. Further information on degree requirements may be found at www.marine.unc.edu.

Requirements for Admission

For admission to the Department of Marine Sciences, an undergraduate degree is required in a basic science such as physics, mathematics, chemistry, biology, bacteriology, botany, zoology, geology, or in computer science or engineering. Students are advised to develop a broad undergraduate science major with as many as possible of the following courses: mathematics through calculus, computer science, physics, general and organic chemistry, physical chemistry, invertebrate

zoology or paleontology, botany, zoology, ecology, physiology, geology, and statistics.

Degree Requirements

Doctor of Philosophy. The academic program for a Ph.D. student will be supervised by a faculty advisory committee of at least five drawn from the graduate faculty. Course requirements normally include the four core courses, additional advanced courses determined by the student's advisory committee, one hour of MASC 705 How to Give a Seminar and one hour of MASC 706 Interdisciplinary Seminar. A waiver for one or more of the core courses can be arranged with approval of the student's advisory committee and the Department of Marine Sciences Performance Committee. Additional requirements include passing a comprehensive examination containing both written (research proposal) and oral (proposal seminar) parts, a period of study or research at a marine station or participation on an oceanographic cruise, teaching experience sufficient to develop and demonstrate competence, and scientific research resulting in a written dissertation, which is defended by the student. More details on the PhD comprehensive examination, admission to candidacy, residence credit, the dissertation, and final oral examination (the dissertation defense) are provided in the Marine Sciences Graduate Student Handbook and in The Graduate School Handbook (both available at marine.unc.edu).

Master of Science. The M.S. degree program is similar to the Ph.D. program except for the following: the advisory committee will be composed of three faculty members, the comprehensive examination is a written exam only, and scientific research will result in a written thesis, to be defended by the student. Additional details on the comprehensive examination, admission to candidacy, residence credit, the thesis, and final oral examination (the thesis defense) are provided in the Marine Sciences Graduate Student Handbook and in The Graduate School Handbook (both available at marine.unc.edu).

Marine Sciences Core Courses

503 Marine Geology (GEOL 503) (4). For graduate students; undergraduates need permission of the instructor. Investigates formation of ocean basins, coastal and fluvial processes, sediment transport, plate tectonics, petrography of marine rocks, evolution of ocean chemistry, oceanic biogeochemical cycles, application of geochemical proxies in paleoceanographic reconstructions, macroevolutionary patterns of marine biota, and global oceanic change. Mandatory weekend fieldtrip.

504 Biological Oceanography (BIOL 657, ENVR 520) (4). For graduate students; undergraduates need permission of the instructor. Marine ecosystem processes as they pertain to the structure, function, environmental controls, and ecological interactions of biological communities; restoration/management of biological resources; taxonomy and natural history of marine organisms. Three lecture and two recitation hours per week; mandatory spring break fieldtrip.

505 Chemical Oceanography (ENVR 505, GEOL 505) (4). Graduate students only; undergraduates must have permission of the instructor. Overview of chemical processes in the ocean. Topics include physical chemistry of seawater, major element cycles, hydrothermal vents, geochemical tracers, air-sea gas exchange, particle transport, sedimentary processes, and marine organic geochemistry. Three lecture and two recitation hours per week.

506 Physical Oceanography (GEOL 506) (4). For graduate students; undergraduates need permission of the instructor. Descriptive oceanography, large-scale wind-driven and thermohaline circulations, ocean dynamics, regional and nearshore/estuarine physical processes, waves, tides. Three lecture and one recitation hour per week.

Courses for Graduate and Advanced Undergraduate Students

MASC

401 Oceanography (BIOL 350, ENVR 417, GEOL 403) (3). Required preparation, major in a natural science or two courses in natural sciences. Studies origin of ocean basins, seawater chemistry and dynamics, biological communities, sedimentary record, and oceanographic history. Term paper. Students lacking science background should see MASC 101. No credit for MASC 401 after receiving credit for MASC 101.

410 Earth Processes in Environmental Systems (ENST 410, GEOL 410) (4). See ENST 410 for description.

411 Oceanic Processes in Environmental Systems (ENST 411, GEOL 411) (4). See ENST 411 for description.

415 Environmental Systems Modeling (ENST 415, ENVR 461, GEOL 415) (3). See ENST 415 for description.

430 Coastal Sedimentary Environments (GEOL 430) (3). See GEOL 430 for description.

431 Micropaleontology (GEOL 431) (4). See GEOL 431 for description.

432 Major Rivers and Global Change: Mountains to the Sea (3). What are the linkages between rivers and global change? This course examines the hydrological, geological, and biogeochemical processes that control material flux from land to the oceans via rivers.

436 Coastal Processes (4). An interdisciplinary description and analysis of environmental processes that form and maintain coastal habitats. Coastal aspects of geology, fluid dynamics, chemistry, and biology are considered. Two lectures per week and two coastal field trips.

440 Marine Ecology (BIOL 462) (3). See BIOL 462 for description.

442 Marine Biology (BIOL 457) (3). Recommended preparation, BIOL 201 or 475. A survey of plants and animals that live in the sea: characteristics of marine habitats, organisms, and the ecosystems will be emphasized. Marine environment, the organisms involved, and the ecological systems that sustain them.

443 Marine Microbiology (3). Restricted to junior or senior science majors or graduate students, with permission of the instructor. Seminar class focuses on the primary research literature. Physiology of marine microorganisms, microbial diversity, and ecology of the marine environment, biogeochemical processes catalyzed by marine microorganisms.

445 Marine Invertebrate Biology (BIOL 475) (4). See BIOL 475 for description.

448 Coastal and Estuarine Ecology (ENST 472) (4). Prerequisites, CHEM 102 and MATH 231. A field-intensive study of the ecology of marine organisms and their interactions with their environment, including commercially important organisms. Laboratory/recitation/fieldwork is included and contributes two credit hours to the course.

449 Ecology of Wetlands (ENVR 449) (4). See ENVR 449 for description.

450 Biogeochemical Processes (ENST 450, ENVR 415, GEOL 450) (4). See ENST 450 for description.

460 Fluid Dynamics of the Environment (3). Prerequisite, MATH 232. Permission of the instructor for students lacking the prerequisite. Principles and applications of fluid dynamics to flows of air and water in the natural environment. Conservation of momentum, mass, and energy applied to lakes, rivers, estuaries, and the coastal ocean. Dimensional analysis and scaling emphasized to promote problem-solving skills.

470 Estuarine and Coastal Marine Science (4). Graduate students only; undergraduate students should take ENST 222. Introduction to estuarine environments: geomorphology, physical circulation, nutrient loading, primary

and secondary production, carbon and nitrogen cycling, benthic processes and sedimentation. Considers human impacts on coastal systems, emphasizing North Carolina estuaries. Three lecture hours and one recitation hour per week.

471 Human Impacts on Estuarine Ecosystems (ENST 471) (4). See ENST 471 for description.

472 Barrier Island Ecology and Geology (6). Recommended preparation, one introductory geology course. An integration of barrier island plant and animal ecology within the context of physical processes and geomorphological change. Emphasis on management and impact of human interference with natural processes.

480 Modeling of Marine and Earth Systems (ENVR 480, GEOL 480) (3). Prerequisite, MATH 232. Permission of the instructor for students lacking the prerequisite. Mathematical modeling of dynamic systems, linear and nonlinear. The fundamental budget equation. Case studies in modeling transport, biogeochemical processes, population dynamics. Analytical and numerical techniques; chaos theory; fractal geometry.

483 Geologic and Oceanographic Applications of Geographical Information Systems (GEOL 483) (4). See GEOL 483 for description.

490 Special Topics in Marine Sciences for Undergraduates and Graduates (2–4). Directed readings, laboratory, and/or field study of marine science topics not covered in scheduled courses.

499 Experimental Course for Graduates (2–4).

503 Marine Geology (GEOL 503) (4). For graduate students; undergraduates need permission of the instructor. Investigates formation of ocean basins, coastal and fluvial processes, sediment transport, plate tectonics, petrography of marine rocks, evolution of ocean chemistry, oceanic biogeochemical cycles, application of geochemical proxies in paleoceanographic reconstructions, macroevolutionary patterns of marine biota, and global oceanic change. Mandatory weekend fieldtrip.

504 Biological Oceanography (BIOL 657, ENVR 520) (4). For graduate students; undergraduates need permission of the instructor. Marine ecosystem processes as they pertain to the structure, function, environmental controls, and ecological interactions of biological communities; restoration/management of biological resources; taxonomy and natural history of marine organisms. Three lecture and two recitation hours per week; mandatory spring break fieldtrip.

505 Chemical Oceanography (ENVR 505, GEOL 505) (4). Graduate students only; undergraduates must have permission of the instructor. Overview of chemical processes in the ocean. Topics include physical chemistry of seawater, major element cycles, hydrothermal vents, geochemical tracers, air-sea gas exchange, particle transport, sedimentary processes, and marine organic geochemistry. Three lecture and two recitation hours per week.

506 Physical Oceanography (GEOL 506) (4). For graduate students; undergraduates need permission of the instructor. Descriptive oceanography, large-scale wind-driven and thermohaline circulations, ocean dynamics, regional and nearshore/estuarine physical processes, waves, tides. Three lecture and one recitation hour per week.

550 Biogeochemical Cycling (GEOL 550) (3). Recommended preparation, four ENVR, GEOL, or MASC courses above 400. This course explores interfaces of marine, aquatic, atmospheric, and geological sciences emphasizing processes controlling chemical distributions in sediments, fresh and salt water, the atmosphere, and fluxes among these reservoirs.

552 Organic Geochemistry (ENVR 552, GEOL 552) (3). Prerequisite, CHEM 261 or MASC 505. Permission of the instructor for students lacking the prerequisite. Recommended preparation, one additional ENVR, GEOL, or MASC course above 400. Sources, transformations, and fate of natural organic matter in marine environments. Emphasis on interplay of chemical, biological, and physical processes that affect organic matter composition, distribution, and turnover.

553 Geochemistry (GEOL 512) (3). See GEOL 512 for description.

560 Fluid Dynamics (ENVR 452, GEOL 560, PHYS 660) (3). Prerequisite, PHYS 301. Permission of the instructor for students lacking the prerequisite. The physical properties of fluids, kinematics, governing equations, viscous incompressible flow, vorticity dynamics, boundary layers, irrotational incompressible flow.

561 Time Series and Spatial Data Analysis (3). Prerequisite, MATH 233. Permission of the instructor for students lacking the prerequisite. Three components: statistics and probability, time series analysis, and spatial data analysis. Harmonic analysis, nonparametric spectral estimation, filtering, objective analysis, empirical orthogonal functions.

562 Turbulent Boundary Layers (3). Prerequisite, MASC 506 or 560. Permission of the instructor for students lacking the prerequisite. Turbulence and transport in near-bottom boundary regions. Turbulence and mixing theory in boundary layers. Field deployment and recovery of turbulence measuring instruments. Data analysis from turbulence measurements.

563 Descriptive Physical Oceanography (GEOL 563) (3). Prerequisite, MASC 506. Permission of the instructor for students lacking the prerequisite. Observed structure of the large-scale and mesoscale ocean circulation and its variability, based on modern observations. In-situ and remote sensing techniques, hydrographic structure, circulation patterns, ocean-atmosphere interactions.

Courses for Graduate Students

MASC

705 How to Give a Seminar (1). Discussion of methods and strategies for giving effective technical presentations. Topics will include seminar structure, use of visual aids, personal and professional presentation, and responding to questions.

706 Seminar in Oceanography (1). Discussion of theories and contemporary research in ocean systems. Topics stress interactions between physical, chemical, geological, and biological processes in the sea. For graduate students in marine sciences. Students who enroll must present an interdisciplinary seminar.

741 Seminar in Marine Biology (2). Discussion of selected literature in the field of marine biology, ecology, and evolution.

742 Molecular Population Biology (BIOL 758) (4). Prerequisite, BIOL 471. Permission of the instructor. Hands-on training, experience, and discussion of the application of molecular genetic tools to questions of ecology, evolution, systematics, and conservation.

750 Modeling Diagenetic Processes (3). Prerequisite, MASC 480. Permission of the instructor. An introduction to the theory and application of modeling biogeochemical processes in sediments. Diagenetic theory, numerical techniques, and examples of recently developed sediment models. Three lecture hours a week.

761 Geophysical Fluid Dynamics (3). Prerequisite, MASC 560 or MATH 528. Permission of the instructor for students lacking the prerequisite. Momentum equations in a rotating reference frame, vorticity, potential vorticity, circulation, the shallow water model, Rossby and Kelvin waves, the Ekman layer. Three lecture hours a week.

762 Ocean Circulation Theory (3). Prerequisite, MASC 506 or 560, or MATH 529, Permission of the instructor for students lacking the prerequisite. Theories, models of large-scale dynamics of ocean circulation. Potential vorticity, quasi-geostrophy, instabilities.

763 Coastal Circulation (3). Prerequisite, MASC 506 or 560, or MATH 529. Permission of the instructor for students lacking the prerequisite. Dynamics of the coastal ocean. Shallow water equations, boundary layer and long wave theory, wind driven circulation, fronts, estuaries.

764 Ocean Circulation Modeling (3). Prerequisite, MASC 506 or MATH 529. Permission of the instructor for students lacking the prerequisite. Computational methods used in modeling oceanic circulation. Numerical solution of equations governing mass, momentum, and energy equations.

765 Small-Scale Physics of the Ocean (3). Prerequisites, MASC 506 and 560. Physics of sub-mesoscale processes in the ocean. Nonequilibrium thermodynamics. Air-sea interaction. Mixing in the ocean boundary layer, convection, double diffusion. Near-inertial and high frequency internal waves. Three lecture hours a week.

781 Numerical ODE/PDE, I (MATH 761, ENVR 761) (3). See MATH 761 for description.

782 Numerical ODE/PDE, II (MATH 762, ENVR 762) (3). See MATH 762 for description.

783 Mathematical Modeling I (MATH 768, ENVR 763) (3). See MATH 768 for description.

784 Mathematical Modeling II (MATH 769, ENVR 764) (3). See MATH 769 for description.

940 Research in Marine Sciences (2–21).

992 Master's Thesis (3–21).

994 Doctoral Dissertation (3–21).

Courses in other departments that are considered appropriate for a graduate major in marine sciences:

BIOL

451 Comparative Physiology (3).

451L Comparative Physiology Laboratory (1).

453 Animal Societies and Communication (3).

455 Behavioral Neuroscience (3).

475 Biology of Marine Animals (4).

478 Invertebrate Paleontology (GEOL 478) (4).

551 Comparative Biomechanics (3).

565 Conservation Biology (3).

663 Population Ecology (3).

663L Laboratory in Population Ecology (1).

ENVR

421 Environmental Health Microbiology (3).

422 Air and Industrial Hygiene (3).

442 Biochemical Toxicology (BIOC 442, TOXC 442) (3).

522 Environmental Change and Human Health (ENST 522) (3).

725 Environmental Physical-Organic Chemistry (3).

770 Biology Monitoring (3).

GEOL

509 Groundwater (3).

510 Geochemistry of Natural Waters (3).

518 Geodynamics (3).

655 Physical Geochemistry (3).

707 Stratigraphic Micropaleontology: Mesozoic Calcareous Nannofossils (4).

708 Stratigraphic Paleontology: Cenozoic Calcareous Nannofossils (4).

MATH

523 Functions of a Complex Variable with Applications (3).

524 Elementary Differential Equations (3).

528 Mathematical Methods for the Physical Sciences I (3).

529 Mathematical Methods for the Physical Sciences II (3).

Department of Mathematics

www.math.unc.edu

PETER J. MUCHA, *Chair*

Professors

Idris Assani (45) Dynamical Systems, Ergodic Theory of Operators
Prakash Belkale (57) Algebraic Geometry
Roberto A. Camassa (16) Mathematical Modeling, Nonlinear Waves, Propagation, Dynamical Systems
Ivan V. Cherednik (48) Representation Theory, Mathematical Physics, Algebraic Combinatorics
Joseph A. Cima (4) Complex Analysis, Functional Analysis
James N. Damon (14) Singularity Theory, Differential Topology
Patrick B. Eberlein (6) Differential Geometry
M. Gregory Forest (7) Nonlinear Waves, Solitons, Fiber Flows of Complex Liquids
Sue E. Goodman (3) Topology, Dynamical Systems
Jane M. Hawkins (38) Ergodic Theory, Dynamical Systems
Jingfang Huang (51) Integral Equation Methods and Fast Algorithms
Christopher K. R. T. Jones (55) Applications of Dynamical Systems, Nonlinear Partial Differential Equations, Ocean Dynamics, Nonlinear Optics
Shrawan Kumar (46) Representation Theory, Geometry of Flag Varieties
Richard McLaughlin (50) Fluid Dynamics and Turbulent Transport
Michael L. Minion (11) Scientific Computation, Computational Fluid Dynamics, Adaptive Mesh Refinement
Peter J. Mucha (60) Network Analysis, Fluid Dynamics, Computer-Generated Animation
Karl E. Petersen (20) Ergodic Theory
Joseph F. Plante (23) Foliations, Dynamical Systems
Robert A. Proctor (43) Combinatorics, Representation Theory
Lev Rozansky (52) Three-Dimensional Topology
Michael E. Taylor (40) Partial Differential Equations, Harmonic Analysis, Operator Theory
Alexandre N. Varchenko (47) Geometry, Mathematical Physics
Jonathan M. Wahl (28) Algebraic Geometry
Mark Williams (36) Partial Differential Equations

Associate Professors

David Adalsteinsson (1) Applied Mathematics and Scientific Computation
Sorin Mitran (58) Computational Methods for Partial Differential Equations, Continuum-Kinetic Methods, Fluid Dynamics, Biological Fluid Dynamics and Mechanics
Richard Rimanyi (59), Topology, Geometry, Singularities

Assistant Professors

Dima Arinkin (62) Algebraic Geometry
Hans Christianson (8) Semiclassical Analysis and Partial Differential Equations
Jeremy Marzuola (9) Partial Differential Equations
Jason Metcalfe (61) Partial Differential Equations
Laura Miller (22) Mathematical Biology and Fluid Dynamics
Justin Sawon (64) Differential Geometry

Professors Emeriti

Ladnor Gessinger
William H. Graves
Robert G. Heyneman
Norberto Kerzman
Ancel C. Mewborn
John Pfaltzgraff

Michael Schlessinger
William W. Smith
Johann Sonner
James Stasheff
Warren R. Wogen

The Department of Mathematics offers graduate training leading to the degrees of master of arts, master of science, and doctor of philosophy. A master's degree may be included or bypassed in the doctoral program. All of a student's graduate work may be done within the department or, when appropriate, may be done under the direction of an approved adviser in an allied discipline. The master of arts in teaching (M.A.T.) degree is also available with an emphasis in mathematics in the School of Education.

The Department of Mathematics is housed in Phillips Hall, as is the special library for the departments of Mathematics, Physics and Astronomy, Computer Science, and Statistics. This departmental library contains an unusually large and complete collection of mathematical books and journals.

The Department of Mathematics offers a number of teaching assistantships and teaching fellowships each year. Applicants for financial aid are also considered for several University fellowships awarded by The Graduate School in the University-wide competition. Applications for admission and financial assistance may be obtained from The Graduate School. Applications for financial aid should be filed by December 31.

Degree Requirements

The general regulations of The Graduate School govern the work for graduate degrees in mathematics. Specific requirements are explained below. In general, a graduate student in mathematics may receive credit only for mathematics courses numbered 600 and above.

These descriptions summarize the requirements for the master's and Ph.D. degrees. More detailed statements may be obtained from the department. The director of graduate studies must approve all aspects of a student's program. The purpose of the graduate programs is to develop mathematical skills appropriate for competition in academia or industry.

The course schedule for all first-year students will depend upon each student's undergraduate training. The normal course load for a graduate student is three courses (nine credit hours) per semester. Graduate students must keep full time status in order to qualify for tuition and health insurance benefits. First-year students typically choose courses from five year-long sequences in algebra (676, 677), analysis (653, 656), geometry-topology (680, 681), scientific computation (661, 662), and methods of applied mathematics (668, 669). The Ph.D. comprehensive exams are based on the content of the first-year sequences. These exams are offered in January and August of each year, just before the semester begins. A Ph.D. student can pass either the Pure Math option or the Applied Math option for the qualifying examination. To pass the Pure Math option a student must pass any three of the five qualifying exams. To pass the Applied Math option, a student is required to pass Methods of Applied Math and Scientific Computation.

During the second year a typical Ph.D. student will take the Ph.D. comprehensive exams and select courses from a list of 16 more advanced "second tier" courses. A typical master's student will complete that degree during the second year. The department considers two years to be the normal time needed to complete a master's degree.

A candidate for a master's degree must satisfy each of the following requirements:

1. Earn at least two semesters of residency credit and complete all requirements within five years.
2. Demonstrate computer programming ability by passing an approved undergraduate or graduate course in programming, or by passing an exam administered by the Mathematics Department.
3. Perform satisfactorily in 30 hours of graduate work in a program approved by the director of graduate studies. At least 15 of these hours must be in Mathematics Department courses numbered 600 or above.
4. Complete a master's project for a master of science degree or a master's thesis for a master of arts degree.
5. Pass an oral examination upon completion of the master's project or master's thesis. The exam will cover coursework as well as the project or thesis.
6. For graduate students entering UNC–Chapel Hill in the fall 2001 semester or later, a master's candidate must pass one of the written comprehensive exams given to doctoral students.

A candidate for a Ph.D. degree must satisfy each of the following requirements:

1. Earn at least four semesters of residency credit and complete all requirements within eight years.
2. Satisfy the same computer programming requirement as a master's student.
3. Demonstrate reading competence in one approved foreign language by passing an approved course or by passing a translation exam administered by the Mathematics Department.
4. Complete either the pure math option or the applied math option for qualifying examinations by the beginning of the sixth semester.
5. Pass at least six courses from the following two lists: a) the second tier courses or b) first-year comprehensive courses that are not basic courses for any of the comprehensive exams passed by the student. Of these six courses at least three must be numbered over 700 and drawn from the second tier list.
6. Pass a preliminary oral exam on the chosen Ph.D. specialty area.
7. Write a Ph.D. thesis and defend it successfully during a final oral exam chaired by the thesis advisor.

The student/faculty ratio of about 3/2 makes it possible for graduate students to take reading courses from individual faculty members that are tailored to meet the student's needs.

Minor in Mathematics

Graduate students in other departments who plan to offer mathematics as a (complete or partial) minor field for the Ph.D. should consult the director of graduate studies in mathematics for approval of their programs and for assignment of an advisor in the Department of Mathematics. This should be done at the earliest possible time, in order to prevent disappointment for the student.

Courses for Graduate and Advanced Undergraduate Students

MATH

401 Mathematical Concepts in Art (3). Mathematical theories of proportion, perspective (projective invariants and the mathematics of visual perception), symmetry, and aesthetics will be expounded and illustrated by examples from painting, architecture, and sculpture.

406 Mathematical Methods in Biostatistics (1). Prerequisite, MATH 232. Special mathematical techniques in the theory and methods of biostatistics as

related to the life sciences and public health. Includes brief review of calculus, selected topics from intermediate calculus, and introductory matrix theory for applications in biostatistics.

410 Teaching and Learning Mathematics (4). Study of how people learn and understand mathematics, based on research in mathematics, mathematics education, psychology, and cognitive science. This course is designed to prepare undergraduate mathematics majors to become excellent high school mathematics teachers. It involves fieldwork in both the high school and college environments.

411 Developing Mathematical Concepts (1–21). Permission of the instructor. An investigation of various ways elementary concepts in mathematics can be developed. Applications of the mathematics developed will be considered.

418 Basic Concepts of Analysis for High School Teachers (3). Prerequisites, MATH 233 and 381. An examination of high school mathematics from an advanced perspective, including number systems and the behavior of functions and equations. Designed primarily for prospective or practicing high school teachers.

452 Mathematical and Computational Models in Biology (BIOL 452) (4). See BIOL 452 for description.

515 History of Mathematics (3). Prerequisite, MATH 381. A general survey of the history of mathematics with emphasis on elementary mathematics. Some special problems will be treated in depth.

521 Advanced Calculus I (3). Prerequisites, MATH 233 and 381. The real numbers, continuity, and differentiability of functions of one variable, infinite series, integration.

522 Advanced Calculus II (3). Prerequisites, MATH 383 and 521. Functions of several variables, the derivative as a linear transformation, inverse and implicit function theorems, multiple integration.

523 Functions of a Complex Variable with Applications (3). Prerequisite, MATH 383. The algebra of complex numbers, elementary functions and their mapping properties, complex limits, power series, analytic functions, contour integrals, Cauchy's theorem and formulae, Laurent series and residue calculus, elementary conformal mapping and boundary value problems, Poisson integral formula for the disk and the half plane.

524 Elementary Differential Equations (3). Prerequisite, MATH 383. Linear differential equations, power series solutions, Laplace transforms, numerical methods.

528 Mathematical Methods for the Physical Sciences I (3). Prerequisites, MATH 383; and PHYS 104 and 105, or PHYS 116 and 117. Theory and applications of Laplace transform, Fourier series and transform, Sturm-Liouville problems. Students will be expected to do some numerical calculations on either a programmable calculator or a computer.

529 Mathematical Methods for the Physical Sciences II (3). Prerequisites, PHYS 104 and 105, and one of MATH 521, 524, or 528. Introduction to boundary value problems for the diffusion, Laplace and wave partial differential equations. Bessel functions and Legendre functions. Introduction to complex variables including the calculus of residues.

533 Elementary Theory of Numbers (3). Prerequisite, MATH 381. Divisibility, Euclidean algorithm, congruences, residue classes, Euler's function, primitive roots, Chinese remainder theorem, quadratic residues, number-theoretic functions, Farey and continued fractions, Gaussian integers.

534 Elements of Modern Algebra (3). Prerequisite, MATH 381. Binary operations, groups, subgroups, cosets, quotient groups, rings, polynomials.

535 Introduction to Probability (STOR 435) (3). See STOR 435 for description.

547 Linear Algebra for Applications (3). Prerequisite, MATH 233 or 283. Algebra of matrices with applications: determinants, solution of linear systems by Gaussian elimination, Gram-Schmidt procedure, eigenvalues. MATH 416 may not be taken for credit after credit has been granted for MATH 547.

548 Combinatorial Mathematics (3). Prerequisite, MATH 381. Topics chosen from generating functions, Polya's theory of counting, partial orderings and incidence algebras, principle of inclusion-exclusion, Moebius inversion, combinatorial problems in physics and other branches of science.

550 Topology (3). Prerequisite, MATH 233; corequisite, MATH 383. Introduction to topics in topology, particularly surface topology, including classification of compact surfaces, Euler characteristic, orientability, vector fields on surfaces, tessellations, and fundamental group.

551 Euclidean and Non-Euclidean Geometries (3). Prerequisite, MATH 381. Critical study of basic notions and models of Euclidean and non-Euclidean geometries: order, congruence, and distance.

555 Introduction to Dynamics (3). Prerequisite, MATH 383. Topics will vary and may include iteration of maps, orbits, periodic points, attractors, symbolic dynamics, bifurcations, fractal sets, chaotic systems, systems arising from differential equations, iterated function systems, and applications.

564 Mathematical Modeling (3). Prerequisite, MATH 283 or 383. Requires some knowledge of computer programming. Model validation and numerical simulations using differential equations, probability, and iterated maps. Applications may include conservation laws, dynamics, mixing, geophysical flows and climate change, fluid motion, epidemics, ecological models, population biology, cell biology, and neuron dynamics.

565 Computer-Assisted Mathematical Problem Solving (3). Prerequisite, MATH 383. Personal computer as tool in solving a variety of mathematical problems, e.g., finding roots of equations and approximate solutions to differential equations. Introduction to appropriate programming language; emphasis on graphics.

566 Introduction to Numerical Analysis (3). Prerequisite, MATH 383. Requires some knowledge of computer programming. Iterative methods, interpolation, polynomial and spline approximations, numerical differentiation and integration, numerical solution of ordinary and partial differential equations.

577 Linear Algebra (3). Prerequisites, MATH 381 and 383. Vector spaces, linear transformations, duality, diagonalization, primary and cyclic decomposition, Jordan canonical form, inner product spaces, orthogonal reduction of symmetric matrices, spectral theorem, bilinear forms, multilinear functions. A much more abstract course than MATH 416 or 547.

578 Algebraic Structures (3). Prerequisite, MATH 547 or 577. Permutation groups, matrix groups, groups of linear transformations, symmetry groups; finite abelian groups. Residue class rings, algebra of matrices, linear maps, and polynomials. Real and complex numbers, rational functions, quadratic fields, finite fields.

579 Topics in Matrix Theory (3). Prerequisite, MATH 547 or 577. Requires some knowledge of computer programming. Quadratic and Hermitian forms, Sylvester's theorem; applications to systems of differential equations; approximation of eigenvalues and eigenvectors; non-negative matrices. Perron-Frobenius theorem; integer matrices with applications in combinatorics.

590 Topics in Analysis (3). Prerequisite, MATH 522. Topics may include linear spaces, convexity, mathematical programming, duality, algorithms, or other subjects related to mathematical analysis.

591 Topics in Algebra (3). Permission of the instructor. Topics may include number theory, algebraic number theory, field theory, or algebraic geometry.

592 Topics in Geometry (3). Permission of the instructor. Topics may include non-Euclidean geometries, linear geometry, finite geometries, convexity, polytopes, topology, and algebraic geometry.

595 Nonlinear Dynamics (PHYS 595) (3). See PHYS 595 for description.

597 Topics in Applied and Computational Mathematics (3). Topics may include methods and models for application to biology, fluid dynamics, materials

science, medicine, or the social sciences.

635 Probability (STOR 635) (3). See STOR 635 for description.

641 Enumerative Combinatorics (3). Prerequisite, MATH 578. Basic counting; partitions; recursions and generating functions; signed enumeration; counting with respect to symmetry, plane partitions, and tableaux.

643 Combinatorial Structures (3). Prerequisite, MATH 578. Graph theory, matchings, Ramsey theory, extremal set theory, network flows, lattices, Moebius inversion, q-analogs, combinatorial and projective geometries, codes, and designs.

653 Introductory Analysis (3). Requires knowledge of advanced calculus. Elementary metric space topology, continuous functions, differentiation of vector-valued functions, implicit and inverse function theorems. Topics from Weierstrass theorem, existence and uniqueness theorems for differential equations, series of functions.

656 Complex Analysis (3). Prerequisite, MATH 653. A rigorous treatment of complex integration, including the Cauchy theory. Elementary special functions, power series, local behavior of analytic functions.

657 Qualitative Theory of Differential Equations (3). Prerequisite, MATH 653. Requires knowledge of linear algebra. Existence and uniqueness theorems, linear and nonlinear systems, differential equations in the plane and on surfaces, Poincare-Bendixson theory, Lyapunov stability and structural stability, critical point analysis.

661 Scientific Computation I (ENVR 661) (3). Requires some programming experience and basic numerical analysis. Error in computation, solutions of nonlinear equations, interpolation, approximation of functions, Fourier methods, numerical integration and differentiation, introduction to numerical solution of ODEs, Gaussian elimination.

662 Scientific Computation II (COMP 662, ENVR 662) (3). Prerequisite, MATH 661. Theory and practical issues arising in linear algebra problems derived from physical applications, e.g., discretization of ODEs and PDEs. Linear systems, linear least squares, eigenvalue problems, singular value decomposition.

668 Methods of Applied Mathematics I (ENVR 668) (3). Requires an undergraduate course in differential equations. Contour integration, asymptotic expansions, steepest descent/stationary phase methods, special functions arising in physical applications, elliptic and theta functions, elementary bifurcation theory.

669 Methods of Applied Mathematics II (ENVR 669) (3). Prerequisite, MATH 668. Perturbation methods for ODEs and PDEs, WKBJ method, averaging and modulation theory for linear and nonlinear wave equations, long-time asymptotics of Fourier integral representations of PDEs, Green's functions, dynamical systems tools.

676 Modules, Linear Algebra, and Groups (3). Modules over rings, canonical forms for linear operators and bilinear forms, multilinear algebra, groups and group actions.

677 Groups, Representations, and Fields (3). Internal structure of groups, Sylow theorems, generators and relations, group representations, fields, Galois theory, category theory.

680 Geometry of Curves and Surfaces (3). Requires advanced calculus. Topics include (curves) Frenet formulas, isoperimetric inequality, theorems of Crofton, Fenchel, Fary-Milnor; (surfaces) fundamental forms, Gaussian and mean curvature, special surfaces, geodesics, Gauss-Bonnet theorem.

681 Introductory Topology (3). Prerequisites, MATH 653 and 680. Topological spaces, connectedness, separation axioms, product spaces, extension theorems. Classification of surfaces, fundamental group, covering spaces.

Courses for Graduate Students

MATH

751 Introduction to Partial Differential Equations (3). Prerequisite, MATH 653. Basic methods in partial differential equations. Topics may include: Cauchy-Kowalewski Theorem, Holmgren's Uniqueness Theorem, Laplace's equation, Maximum Principle, Dirichlet problem, harmonic functions, wave equation, heat equation.

753 Measure and Integration (3). Prerequisite, MATH 653. Permission of the instructor for students lacking the prerequisite. Lebesgue and abstract measure and integration, convergence theorems, differentiation, Radon-Nikodym theorem, product measures, Fubini theorem, Lebesgue spaces, invariance under transformations, Haar measure and convolution.

754 Introductory Functional Analysis (3). Prerequisite, MATH 753. Hahn-Banach and separation theorems. Normed and locally convex spaces, duals of spaces and maps, weak topologies; closed graph and open mapping theorems, uniform boundedness theorem, linear operators.

755 Advanced Complex Analysis (3). Prerequisite, MATH 656. Laurent series; Mittag-Leffler and Weierstrass Theorems; Riemann mapping theorem; Runge's theorem; additional topics chosen from: harmonic, elliptic, univalent, entire, meromorphic functions; Dirichlet problem; Riemann surfaces.

756 Several Complex Variables (3). Prerequisite, MATH 656. Elementary theory, the Cousin problems, domains of holomorphy, Runge domains and polynomial approximation, local theory, complex analytic structures, coherent analytic sheaves and Stein manifolds, Cartan's theorems.

761 Numerical ODE/PDE, I (ENVR 761, MASC 781) (3). Prerequisites, MATH 661 and 662. Single, multistep methods for ODEs: stability regions, the root condition; stiff systems, backward difference formulas; two-point BVPs; stability theory; finite difference methods for linear advection diffusion equations.

762 Numerical ODE/PDE, II (ENVR 762, MASC 782) (3). Prerequisite, MATH 761. Elliptic equation methods (finite differences, elements, integral equations); hyperbolic conservation law methods (Lax-Fiedrich, characteristics, entropy condition, shock tracking/capturing); spectral, pseudo-spectral methods; particle methods, fast summation, fast multipole/vortex methods.

768 Mathematical Modeling I (ENVR 763, MASC 783) (3). Prerequisites, MATH 668, 669, 661, and 662. Nondimensionalization and identification of leading order physical effects with respect to relevant scales and phenomena; derivation of classical models of fluid mechanics (lubrication, slender filament, thin films, Stokes flow); derivation of weakly nonlinear envelope equations.

769 Mathematical Modeling II (ENVR 764, MASC 784) (3). Prerequisites, MATH 668, 669, 661, and 662. Current models in science and technology: topics ranging from material science applications (e.g., flow of polymers and LCPs); geophysical applications (e.g., ocean circulation, quasi-geostrophic models, atmospheric vortices).

771 Commutative Algebra (3). Prerequisite, MATH 677. Field extensions, integral ring extensions, Nullstellensatz and normalization theorem, derivations and separability, local rings, valuations, completions, filtrations and graded rings, dimension theory.

773 Lie Groups (3). Prerequisites, MATH 676 and 781. Lie groups, closed subgroups, Lie algebra of a Lie group, exponential map, compact groups, Haar measure, orthogonality relations, Peter-Weyl theorem, maximal torus, representations, Weyl character formula, homogeneous spaces.

774 Lie Algebras (3). Prerequisite, MATH 676. Nilpotent, solvable, and semisimple Lie algebras, structure theorems, root systems, Weyl groups, weights, classification of semisimple Lie algebras and their finite dimensional representations, character formulas.

775 Algebraic Geometry (3). Prerequisite, MATH 771. Topics may include: algebraic varieties, algebraic functions, abelian varieties, projective and complete

varieties, algebraic groups, schemes and the Grothendieck theory, Riemann-Roch theorem.

776 Algebraic Topology (3). Prerequisites, MATH 681 and 676. Homotopy and homology; simplicial complexes and singular homology; other topics may include cohomology, universal coefficient theorems, higher homotopy groups, fibre spaces.

781 Differentiable Manifolds (3). Prerequisites, MATH 681, 676, and 653. Calculus on manifolds, vector bundles, vector fields and differential equations, Lie groups, connections, de Rham cohomology.

782 Differential Geometry (3). Prerequisite, MATH 781. Riemannian geometry, first and second variation of area and applications, effect of curvature on homology and homotopy, Chern-Weil theory of characteristic classes, Chern-Gauss-Bonnet theorem.

853 Harmonic Analysis (3). Permission of the instructor. Subjects may include topological groups, abstract harmonic analysis, Fourier analysis, noncommutative harmonic analysis and group representation, automorphic forms and analytic number theory.

854 Advanced Functional Analysis (3). Permission of the instructor. Subjects may include operator theory on Hilbert space, operators on Banach spaces, locally convex spaces, vector measures, Banach algebras.

857 Theory of Dynamical Systems (3). Permission of the instructor. Topics may include: ergodic theory, topological dynamics, stability theory of differential equations, classical dynamical systems, differentiable dynamics.

891 Special Topics (1–3). Advance topics in current research in statistics and operations research.

892 Topics in Computational Mathematics (3). Prerequisites, MATH 661 and 662. Topics may include: finite element method; numerical methods for hyperbolic conservation laws, infinite dimensional optimization problems, variational inequalities, inverse problems.

893 Topics in Algebra (3). Prerequisite, MATH 677. Topics from the theory of rings, theory of bialgebras, homological algebra, algebraic number theory, categories and functions.

894 Topics in Combinatorial Mathematics (3). Prerequisite, MATH 642. Permission of the instructor for students lacking the prerequisite. Topics may include: combinatorial geometries, coloring and the critical problem, the bracket algebra, reduced incidence algebras and generating functions, binomial enumeration, designs, valuation module of a lattice, lattice theory.

895 Special Topics in Geometry (3). Prerequisite, MATH 781. Topics may include elliptic operators, complex manifolds, exterior differential systems, homogeneous spaces, integral geometry, submanifolds of Euclidean space, geometrical aspects of mathematical physics.

896 Topics in Algebraic Topology (3). Prerequisite, MATH 776. Permission of the instructor for students lacking the prerequisite. Topics primarily from algebraic or differential topology, such as cohomology operations, homotopy groups, fibre bundles, spectral sequences, K-theory, cobordism, Morse Theory, surgery, topology of singularities.

920 Seminar and Directed Readings (1–3).

921 Seminar (3).

925 Practical Training Course in Mathematics (3–5). Required preparation, passed Ph.D. written comprehensive exam. An opportunity for the practical training of a graduate student interested in mathematics is identified. Typically this opportunity is expected to take the form of a summer internship.

992 Master's Project (3–21).

993 Master's Thesis (3–6). This should not be taken by students electing non-thesis master's projects.

994 Doctoral Dissertation (3–9).

Department of Microbiology and Immunology

med.unc.edu/microimm

WILLIAM E. GOLDMAN, *Chair*

Professors

Steven L. Bachenheimer (30) Molecular Biology of Herpesviruses
*Ralph Baric (76) Molecular Mechanisms of Virus Cross-Species Transmissibility and Systems Genetics and Pathogenesis
Robert Bourret (64) Signal Transduction in Bacteria
Stephen H. Clarke (53) Mechanisms of B Cell Tolerance and Autoimmunity, Human Autoimmune Translational Research
*Myron S. Cohen (55) Biology and Epidemiology of Transmission of STD Pathogens (Including HIV)
Blossom Damania (79) Kaposi's Sarcoma-Associated Herpesvirus (KSHV/HHV-8), Rhesus Monkey Rhadinovirus (RRV)
*Jeff Dangl (87) Plant Genetics, Plant Disease Resistance and Cell Death Control, Bacterial Type III Secretion Systems
Marshall H. Edgell (7) Molecular Biology, Protein Biophysics, High Throughput Analyses, Physical Bases for Allostery
Susan A. Fiscus (65) HIV Pathogenesis and Diagnostics
*J. Victor Garcia-Martinez (101) Viral Pathogenesis/Immunology, Humanized Mice, HIV/AIDS
Peter H. Gilligan (51) Bacterial Toxins, Clinical Microbiology
Jack Griffith (35) Chromosome Structure: Viruses and Their Host Cells
William E. Goldman (95) Pathogenesis of Respiratory Tract Infections: Histoplasmosis, Pertussis, and Plague
Robert E. Johnston (62) Molecular Genetics of Viral Pathogenesis, Recombinant Viral Vaccines
Thomas Kawula (63) Bacterial Genetics, Microbial Pathogenesis
David G. Klapper (33) Immunochemistry, Development of Protein Technology, Structure of Proteins of Immunologic Interest
*Stanley M. Lemon (59) Molecular Virology, Innate Immunity, Viral Carcinogenesis
*Zhi Liu (91) Biochemistry, Cell Biology, and Immunology of Hemidesmosome and Basement Membrane
*David M. Margolis (90) Regulation of Gene Expression, Molecular Biology of Retroviruses, HIV Pathogenesis
*Steven R. Meshnick (81) Malaria and Pneumocystis, Molecular Epidemiology, Pathogenesis, Drug Resistance
*Virginia L. Miller (96) Molecular and Genetic Analysis of Microbial Pathogenesis, Virulence Gene Regulation, Host-Pathogen Interactions
John E. Newbold (13) Molecular Virology
*Robert A. Nicholas (94) Antibiotic Resistance Mechanisms, Bacterial Genetics, Neisseria gonorrhoeae
*Joseph S. Pagano (14) Epstein-Barr Virus and Ubiquitin-Proteasomal Systems, Interferon Regulatory Factors, Invasion and Metastasis and Antiviral Drugs
*David Peden
*Matthew Redinbo, Structural and Chemical Biology of Host-Pathogen Contacts
Nancy Raab-Traub (52) Molecular Virology and Oncogenesis
*Howard M. Reisner (32) Immunogenetics of Human Plasma Proteins (Particularly IgG and Coagulant Factors VII and IX)
*R. Balfour Sartor (77) Etiology and Pathogenesis of Inflammatory Bowel Disease (Especially Crohn's Disease and Associated Extraintestinal Manifestations)
*Jonathan Serody (82) Transplantation and Tumor Immunology
*P. Frederick Sparling (18) Bacterial Pathogenesis, Molecular Biology of Bacterial Membranes
Lishan Su (71) Immune Development, Viral Pathogenesis

*Ronald Swanstrom (74) Molecular Biology and Pathogenesis of HIV
Jenny P. Ting (50) Molecular Immunology, Transcription, Signal Transduction, Apoptosis, Neuroimmunology, Transplantation
Roland Tisch (70) Immune Tolerance, T-Cell Antigen Recognition, T-Cell Mediated Autoimmunity, Tumor Antigen-Specific Genetic Vaccines, Type 1 Diabetes
*William J. Yount (25) Genetic Control of Antibody Response and Gamma Globulin Synthesis in Humans

Associate Professors

*Cornelus Beckers, Motility and Signal Transduction in Toxoplasma and Plasmodium
Miriam Braunstein (80) Bacterial Pathogenesis, Molecular Genetics, Tuberculosis
*Christina Burch, Experimental Studies of Evolution using Viruses
*Bruce Cairns (93) Immune Response to Injury, Cellular Immunology, Transplantation
Edward J. Collins (69) Immune Recognition, T-Cell Activation, Host-Pathogen Interactions
Peggy Cotter (97) Microbial Pathogenesis, Molecular Genetics, Protein Secretion
Aravinda de Silva (73) Arthropod Vector-Borne Infectious Diseases and Microbial Pathogenesis
Dirk Dittmer (88) West Nile Virus (WNV) and Kaposi's Sarcoma-Associated Herpesvirus (KSHV/HHV-8)
*Patrick M. Flood (60) T-Cell Biology, Tumor Immunity, Neuroimmunology
Jean Handy (37) Virus Infection and Host Nutrition
*Mark Heise (83) Molecular Genetics of Viral Pathogenesis
*Ilona Jaspers, Respiratory Viruses, Host Innate Defense in the Respiratory Mucosa, Virus-Host Cell Interaction, Epithelial-Immune Cell Interaction, Environmental Effects
*Christian Jobin, Bacteria/Host Interactions, Intestinal Inflammation and Injury Responses, Campylobacter Jejuni, Colon Cancer
Tal Kafri, Development of HIV-Based Vector for Gene Therapy, the Epigenetics of HIV and HIV-1 Vectors, the Basic Biology of Nonintegrating HIV-1 and HIV-1 Vectors
*Silva Markovic-Plese, Autoimmune Response in Multiple Sclerosis, New Immunomodulatory Therapies
Glenn Matsushima (68) Molecular Neuroimmunology, Innate Immunity
Raymond Pickles (86) Respiratory Viruses, Host Innate Defense in the Airway, Virus-Host Cell Interactions, Gene Therapy for Cystic Fibrosis and Other Lung Diseases
*Scott Plevy (92) Inflammatory Bowel Disease Research and Treatment
Barbara J. Vilen (78) Molecular Immunology, Signal Transduction, and B Cell Tolerance
*Jennifer Webster-Cyriaque (84) Oral Manifestations of Systemic Disease, Host-Virus Interactions, Viral Oncogenesis, Viral Pathogenesis during Immunosuppression, Signal Transduction, Cellular Biology, Gene Expression
Matthew C. Wolfgang (89) Microbial Pathogenesis, Bacterial Gene Regulation, Host-Pathogen Interactions

Assistant Professors

Kristina Abel (98) Neonatal/Pediatric Immunology; Pathogenesis of Infectious Diseases; HIV and Co-Infections
Cary Moody (103) Pathogenesis of Human Papillomaviruses
Nathaniel Moorman (104) Molecular virology, Host Pathogen Interactions, HCMV Pathogenesis
*John Rawls (102) Commensal Host-Microbe Interactions in the Zebrafish Digestive Tract
Anthony Richardson (99) Bacterial Physiology and Pathogenesis
*Stefanie Sarantopoulos, Immunology
Rita Tamayo (100) Microbial Pathogenesis, Bacterial Genetics, Bacterial Gene Regulation
Teresa Tarrant, Leukocyte Trafficking, Kinase Regulation of Chemokine Receptors, Inflammatory Models of Autoimmunity and Cancer
Yisong Wan (103) Regulatory T Cell and TGF-Beta Signaling Controlled T Cell Function under Normal and Pathological Conditions
*Jason Whitmire, Viral Immunology, Memory T Cell Differentiation, Vaccines, Inflammation, Microbial Immunology

Research Professors

Nancy C. Fisher, Flow Cytometry
*Marcia M. Hobbs, Pathogenesis of Nonviral Sexually Transmitted Infections (Trichomonas vaginalis, Neisseria gonorrhoeae) and Molecular Diagnostics

Research Associate Professors

Ruth Silversmith, Bacterial Chemotaxis, Mechanisms of Phosphotransfer Reactions

Research Assistant Professors

W. June Brickey, Host Immune Responses, Radiation Injury, Expression Profiling
*Robert Maile, Cellular Immunology, Burn Immunology, Transplantation, T Cell Regulation, Bacterial and Viral Infectivity
Karen McKinnon, Dendritic Cell Induction of Tumor Specific CD4 and CD8 T Lymphocytes
Julie A.E. Nelson, Molecular Virology, HIV Evolution and Pathogenesis, HCV Co-Infection, HIV Assay Development
Debra J. Taxman, Molecular Immunology, Signal Transduction, Transcription, RNA Interference
Bo Wang

Professors Emeriti

Kenneth F. Bott
Janne G. Cannon
William J. Cromartie
Jeffrey A. Frelinger
Harry Gooder
Eng Shang Huang
Clyde A. Hutchison III
John H. Schwab
Robert Twarog
** joint faculty members*

The Department of Microbiology and Immunology, an administrative division of the School of Medicine, is a unit of The Graduate School. It offers instruction leading to the doctor of philosophy degree. A terminal master of science degree is granted only under special conditions. The department is highly regarded in many scientific disciplines, including bacteriology, immunology, virology, infectious diseases and pathogenesis, molecular genetics, prokaryotic and eukaryotic molecular and cellular biology, cancer biology, computational biology, and structural biology. Research in the department is supported by funds from the University, the National Institutes of Health, the National Science Foundation, the American Cancer Society, and other private foundations and granting agencies.

For detailed information, visit the department's Web site at med.unc.edu/microimm.

Program of Study

As is the case for all graduate students in the basic science departments of the UNC School of Medicine, education during the first year is under the guidance of the interdisciplinary Biological and Biomedical Sciences Program (BBSP). Students rotate through three different research laboratories of their choosing in year one. For students interested in microbiology and immunology, recommended classroom courses include Immunobiology (MCRO 614), Virology (MCRO 630),

Microbial Pathogenesis I (MCRO 635), and Microbial Pathogenesis II (MCRO 640).

Upon choosing a dissertation lab and joining the Department of Microbiology and Immunology, students are provided with an outstanding learning environment, an opportunity to conduct cutting-edge research, and most importantly, thorough preparation for a successful career in science. The Microbiology and Immunology Ph.D. program is designed to provide a foundation of fundamental knowledge in modern microbiology and immunology, foster critical scientific thinking, develop written and oral communication skills, allow students to gain teaching experience, and offer opportunities to travel and present posters or talks at national meetings. Specific components of the Microbiology and Immunology Ph.D. training program include:

Completion of six relevant courses, including two seminar/tutorial courses (e.g. MCRO 710, MCRO 711, MCRO 712), is required. Students typically finish four of the six classes while in BBSP and the remainder during year two. There is no language requirement.

The doctoral written preliminary examination (typically towards the end of year two) is a non-thesis research proposal in the format of an NIH grant application. Many students prepare by taking the MCRO 795 writing class in the fall semester of year two. The exam is intended to be an assessment of each student's ability to formulate an original and independent experimental approach and adequately express his or her ideas in writing.

The doctoral oral preliminary examination (typically at the start of year three) is an oral defense of the written research proposal. The oral exam provides an opportunity for students to demonstrate their ability to discuss the fields of science related to their proposal, as well as their ability to analyze problems and design experiments.

Students must regularly attend weekly student and departmental seminars beginning in year two and present their research annually in the student seminar series beginning in year three.

Students act as teaching assistants for two semesters in department-approved courses, typically in years two and three.

Students form a dissertation committee in the middle of year three, obtain approval of their dissertation project, and meet annually with their committee to discuss research progress. A goal is to complete sufficient original research for at least two first author papers in high-quality refereed journals. After writing a dissertation, students undergo a final oral examination and present their research in a public seminar. The Ph.D. degree is typically completed in five to six years.

Research Environment

The Department of Microbiology and Immunology consists of approximately75 faculty members, 70 graduate students, 50 postdoctoral scientists, 50 research staff, and 7 administrative staff, who together form a highly interactive, friendly, and collaborative community.

The department occupies approximately 33,000 square feet of the Mary Ellen Jones Building. A significant number of faculty who hold primary appointments in the department have laboratories in the adjacent Lineberger Comprehensive Cancer Center, as well as other departments within the schools of Medicine and Public Health.

A wide variety of modern equipment is available in individual laboratories or shared by multiple users throughout the department. Well-equipped research laboratories are supplemented by specialized rooms dedicated to tissue culture, controlled temperature environments, BSL3 physical containment for research on microbial select agents, supervised animal care, etc. In addition, the University operates an extensive network of core facilities with major equipment and expert support staff, including flow cytometry, genomics, proteomics, oligonucleotide synthesis, DNA sequencing, X-ray crystallography, NMR, animal models (transgenic mouse and embryonic stem cell services), animal histopathology, bioinformatics, gene chips, confocal microscopy, electron microscopy, and mass spectrometry.

The department is fully supplied with high-speed Internet connections (both wired and wireless). University libraries provide electronic access to thousands of professional journals.

Admission

Students seeking admission to the Department of Microbiology and Immunology apply to BBSP, a common portal by which students interested in any of the 14 participating graduate programs begin their studies at UNC. To apply, visit www.med.unc.edu/bbsp, fill out the online application, and select microbiology and immunology as your first choice of interest.

Financial Assistance

All Ph.D. students making satisfactory degree progress receive a stipend plus in-state tuition, fees, and health insurance. Funds are available from individual research grants, training grants, the department, and the University. Students are encouraged to apply for a predoctoral fellowship from the Howard Hughes Medical Institute, the National Science Foundation, or other agencies.

Courses for Graduate and Advanced Undergraduate Students

MCRO

515 Introduction to Microbiology (4). Open only to dental students. A course covering basic aspects of microbiology and immunology including sterilization, action of antimicrobial chemotherapeutic agents, concepts of infection and immunity, and the study of certain selected infectious agents.

614 Immunobiology (3). A strong background in molecular biology, eukaryotic genetics, and biochemistry is required. Advanced survey course with topics that include molecular recognition, genetic mechanisms of host resistance, development of cells and cell interactions; hypersensitivity, autoimmunity, and resistance to infection. Course material from textbook and primary literature.

615 Special Topics in Microbiology or Immunology (1–21). Permission of the department except for department majors. Designed to introduce the student to research methods. Minor investigative problems are conducted with advice and guidance of the staff. May be repeated for credit.

630 Virology (3). Required preparation, coursework in molecular biology and cell biology. Current concepts of the chemistry, structure, replication, genetics, and the natural history of animal viruses and their host cells.

631 Advanced Molecular Biology I (BIOC 631, BIOL 631, GNET 631) (3). See GNET 631 for description.

632 Advanced Molecular Biology II (BIOC 632, BIOL 632, GNET 632) (3). See GNET 632 for description.

635 Microbial Pathogenesis I (3). Permission of the instructor. Required preparation, coursework in molecular biology and genetics. Topics will include aspects of basic bacteriology as well as bacterial and fungal pathogens and mechanisms of disease.

640 Microbial Pathogenesis II (3). Permission of the instructor or a fundamental understanding of molecular virology and immunology. Molecular pathogenesis, with a primary focus on viral pathogens. Additional topics include vaccines and genetics of host-pathogen interactions.

643 Cell Structure, Function, and Growth Control I (BIOC 643, CBIO 643, PHCO 643, PHYI 643) (3). See CBIO 643 for description.

644 Cell Structure, Function, and Growth Control II (BIOC 644, CBIO 644, PHCO 644, PHYI 644) (3). See CBIO 644 for description.

Courses for Graduates

MCRO

701 Seminar in Microbiology (1). Seminar on selected topics in microbiology.

702 Seminar in Microbiology (1). Seminar on selected topics in microbiology.

710 Seminar/Tutorial in Prokaryotic Molecular Biology (1–21). One or two faculty and a small number of students will consider current research of importance in depth. Emphasis is on current literature, invited speakers, etc., rather than textbooks.

711 Seminar/Tutorial in Animal Virology (1–21). One or two faculty and a small number of students consider current research of importance in depth. Emphasis is on current literature, invited speakers, etc., rather than textbooks.

712 Seminar/Tutorial in Immunology (1–21). One or two faculty and a small number of students consider current research of importance in depth. Emphasis is on current literature, invited speakers, etc., rather than textbooks.

790 Directed Readings in Prokaryotic Molecular Biology (1). Permission of the instructor or one prior prokaryotic molecular biology course. Directed readings in prokaryotic molecular biology under the direction of a member of the graduate faculty. May be repeated for credit.

791 Directed Readings in Virology (1). Permission of the instructor or one prior virology course. Directed readings in virology under the direction of a member of the graduate faculty. May be repeated for credit.

792 Directed Readings in Immunology (1). Permission of the instructor or one prior immunology course. Directed readings in immunology under the direction of a member of the graduate faculty. May be repeated for credit.

795 Research Concepts (2). Permission of the instructor. This course will provide multiple opportunities for the student to write parts of hypothesis-based proposals, receive substantial feedback and to rewrite the text. There will be approximately 10 single-page writing assignments.

901 Research in Bacteriology or Immunology (1–21). Permission of the department. Designed to introduce the student to research methods and special techniques. Short-term problems are conducted with the advice and guidance of the staff. May be repeated for credit.

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Department of Music

music.unc.edu

TERRY RHODES, *Chair*

John L. Nádas, *Associate Chair for Academic Studies*

Jon W. Finson, *Director of Graduate Studies*

Professors

Allen Anderson (004) Music Theory
Mark Evan Bonds (006) Late 18th- and 19th-Century Music, Aesthetics
Tim Carter (003) Late 16th- and 17th-Century Music, Music and Theater, Analysis, American Musical Theater
Annegret Fauser (007) 19th- and 20th-Century Music, France, America, Women's and Gender Studies, Cultural Studies
Jon W. Finson (036) 19th-Century Music, American Music, Film Music
Stefan Litwin (008) 20th-Century Music, Performance Practices
John L. Nádas (057) Late Medieval Music, Italian Opera
Severine Neff (012) 20th-Century Music and Theory

Associate Professors

David Garcia (010) Latin American Music, Popular Music
Mark Katz (011) World Musical Technology, Popular Music, American Music
Anne MacNeil (008) 16th- and 17th-Century Music, Music and Theater, Gender Studies, Historiography
Jocelyn Neal (005) 20th-Century Theory, Popular Music

Adjunct Associate Professor

Philip Vandermeer (015) Traditional and American Popular Music

Assistant Professors

Brigid Cohen (018) Music after World War II, Migrations and Diasporas
Felix Wörner (014) History of Theory, 20th-Century Music

Degrees

The department offers the degrees of master of arts (M.A.) in musicology and the doctor of philosophy (Ph.D.) in musicology, construing "musicology" in its broad sense to encompass the interrelated disciplines of music history, music theory, ethnomusicology, and studies of popular culture. The department also supports the School of Education's programs leading to a doctor of education (Ed.D.) with a minor or special project in music. Applications to these programs are made to the School of Education, from which information is available. More detailed information on the Music Department's faculty and programs may be found on the department's Web site at music.unc.edu.

Special Facilities

Central to the departmental resources is the Music Library, which ranks high among the nation's music libraries for its scholarly editions, periodicals, early source materials, iconographic aids, microfilms, folk-music collections, and recordings. The department also sponsors a research internship program in the Music Division at the Library of Congress.

Prerequisites for Degree Programs

The usual prerequisite for admission to graduate work leading to the M.A. and Ph.D. degrees is a bachelor of arts degree with a major in music, or a bachelor of music degree, comparable to those given at this university. All applicants for graduate study in music are required to take the departmental diagnostic exam and the verbal and quantitative aptitude tests of the Graduate Record Examination (GRE). The GRE should be taken early enough for the scores to be submitted with the application for admission, preferably in the summer or fall preceding application for admission. Applicants for the M.A. or the Ph.D. program must also submit with their application samples of their recent writing on musical subjects.

Language and Course Requirements, Examinations

M.A. candidates must either pass the language proficiency test for or complete the fourth semester of the undergraduate language sequence in one modern foreign language at UNC–Chapel Hill with a grade of B or better. Ph.D. candidates must demonstrate proficiency in two modern foreign languages (one of which must be German) in one of the two ways described above. M.A. candidates must fulfill departmental theory and keyboard proficiency requirements by examination, or by completing a series of specified undergraduate courses in the department with a grade of B or better. Students entering the Ph.D. program

with a completed M.A. from another institution must also meet these theory and keyboard requirements as early in their course of study in the department as possible, and in any event, before they can advance to candidacy for the Ph.D.

MUSC 750 and 751 (Resources and Methods in Musicology I and II) are required of all M.A. students in their first and second semesters respectively, as is MUSC 992 (Master's Thesis) in the fourth semester. Other courses are drawn from a range of offerings comprising proseminars (repertory-, method-, or issue-based studies) and seminars (on more precise topics normally requiring significant research on primary sources). Graduate students have the option to include courses from other departments that may be organized as a formal minor (nine hours for the M.A., 15 for the Ph.D.) or as a supporting program. Courses taken outside the department must be approved in advance by the director of graduate studies in music and by the departments concerned as directly relevant to a proposed course of study.

M.A. candidates take courses totaling 30 credit hours and write a thesis that is a revision of a paper prepared for a graduate course taken in the music department. All candidates for a master's degree take a final oral examination covering course work; a final written examination is not given.

Students entering with an equivalent M.A. from another institution are required to take MUSC 750 and 751 (Resources and Methods in Musicology I and II) in their first two semesters respectively, in addition to four proseminars or seminars in the department at the graduate level during their first, probationary year.

At the beginning of each spring semester a qualifying examination is given to those who wish to proceed to the Ph.D. program after gaining the M.A. Students already in the department's M.A. program take the examination in the second year. Those who received the M.A. at another institution must take the examination in the spring of their first year of study.

Following the completion of an additional 12 hours of seminars above the 30 hours required for the M.A. and of language requirements, Ph.D. students take a written examination in three areas of specialization to be determined through consultation with the faculty and director of graduate studies in music, and an oral examination on a proposed dissertation topic. They then register for at least two semesters of MUSC 994 (Doctoral Dissertation), complete the dissertation, and undergo a second oral examination in its defense.

More detailed explanation of these requirements appears in the Music Department's Graduate Handbook (music.unc.edu/grad/grad/grad_degree_info/grad_handbook/index_html).

Fellowships, Assistantships and Other Student Aid

In addition to campus-wide grants (discussed elsewhere in this Record), assistantships and special grants are available to selected graduate students in music. The deadline for all graduate applications is December 1; separate application for aid is not necessary but may be indicated on the general application form for admission to The Graduate School. Selected applicants are nominated for University-wide awards that range from $16,000 to $22,000. Teaching assistantships may be awarded by the department; these awards average $18,000 and usually include tuition remission for out-of-state students, payment of in-state tuition and other benefits.

Courses for Graduate and Advanced Undergraduate Students

MUSC

471 Instrumental Performance Repertory (3). Available to MAT students only. Advanced study of selected performance issues.

691H Senior Honors Thesis in Music I (3). Admission by permission of the honors advisor to students with a cumulative grade point average of 3.5 or higher. Independent study by a student who has been designated a candidate for undergraduate honors in music.

692H Senior Honors Thesis in Music II (3). Prerequisite MUSC 691H. Continuance and completion of an honors thesis in music.

Courses for Graduate Students

MUSC

750 Resources and Methods of Musicology I (3). Introduction to the field of musicology, including its scope, methodology, and bibliography. Taught in three-week modules, each directed by a different member of the academic faculty. Individual modules will include music history, music theory, ethnomusicology, music aesthetics, and cultural studies.

751 Resources and Methods of Musicology II (3). Continuation of MUSC 750.

830 Proseminar in Music Theory (3).

850 Proseminar in Musicology (3).

870 Proseminar in Ethnomusicology (3).

890 Special Studies (3). The faculty assists and advises graduate students in work on particular research projects. Available to musicology graduate students only. (M.A.T. students taking special studies must register under MUSC 471.)

930 Seminar in Music Theory (3).

950 Seminar in Musicology (3).

970 Seminar in Ethnomusicology (3).

992 Master's Thesis (3).

994 Doctoral Dissertation (3).

Curriculum in Neurobiology

www.med.unc.edu/neurobiology

WILLIAM SNIDER, *Director*

ALDO RUSTIONI, *Co-Director*

Professors

Eva Anton, Molecular Analysis of Neuronal Migration and Layer Formation in Cerebral Cortex

James Bear, Actin-Based Cell Motility

Aysenil Belger, Cortical Circuits Underlying Attention and Executive Function in the Human Brain

Manzoor Bhat, Genetic Dissection of Axon-Glial Interactions in Drosophila and Mice

George R. Breese (2) Cellular and Molecular Neurobiology, Neuropharmacology, Alcoholism, Neuroplasticity, Transcription Factors, RT/PCR Developmental Disorders, Neuropsychiatric Disorders

Regina M. Carelli (142) Behavioral Neurophysiology, Neurobiology of Drug Abuse, Brain Reward Systems

Richard E. Cheney (136) Molecular Motors in the Nervous System, Cellular and Molecular Neurobiology of the Cytoskeleton

Fulton T. Crews (133) Molecular Aspects of Neuronal Vitality and Alcohol
Stephen T. Crews (129) Molecular Genetics of Drosophila Nervous System Development, Control of Neural Gene Regulation
Serena Dudek, Connections in the Brain (Synapses) Change in Response to Activity, How Synaptic Plasticity During Early Postnatal Development is Different from Plasticity in the Adult
Linda Dykstra (51) Behavioral Pharmacology, Opioid Analgesics, Opioid/Immune Interactions
Gregory K. Essick (106) Somatosensory Psychophysics and Neurophysiology
Rita Fuchs-Lokensgard, Exposure to Drug-Associated Environments (e.g., Drug-Taking Neighborhood) and Explicit Drug-Associated Stimuli (e.g., Paraphernalia) Elicits Craving and Relapse to Drug Seeking
John H. Gilmore (137) Human Brain Development, Immune Regulation of Neurodevelopment, Schizophrenia
Kelly Giovanello, Exploring the Cognitive and Neural Processes Mediating Memory in Young Adults and Specifying How These Processes Change with Healthy Aging and Neurodegenerative Disease
Susan Girdler, Women's Health, Neuroendocrine Dysregulation in Premenstrual Dysphoric Disorder (PMDD)
Michael F. Goy (111) Biochemistry and Physiology of Excitable Cells, Synapse Formation, Second Messenger Mechanisms in Signal Transduction, Epithelial Biology
Klaus Hahn, To Understand Cell Behaviors Mediated by Structural Dynamics
T. Kendall Harden (59) G-proteins, Phospholipase C, and Receptor-Mediated Regulation of Second Messenger Signaling; P2-purinergic Receptors
Clyde W. Hodge (150) Neurobehavioral Pharmacology and Pharmacogenomics of Addiction
Mark Hollins (125) Somatosensory Information Processing, Tactile Perception, Pain
Darin Knapp, Alcohol Intoxication and Withdrawal with a Focus on Select Neurotransmitter Systems
P. Kay Lund (88) Growth Factors: Molecular Biology, Signal Transduction, and Role in Nervous System during Development and Aging
Donald T. Lysle (122) Neuroimmunology, Learning Processes
William Maixner (112) Pain Mechanisms and Analgesia
Patricia F. Maness (90) Cell Adhesion and Signal Transduction in Developing Neurons
Paul B. Manis (151) Cellular Basis of Auditory Information Processing in Brainstem and Cortex
Greg Matera, Genetics and Cell Biology of RNP Assembly and Transport
Glenn Matsushima, The Responses of Macrophages during Injury to the Central Nervous System and during Inflammation after Insult by Bacterial Pathogens
Ken D. McCarthy (77) Neuronal-Glial Interactions Studied in Hippocampal Brain Slices Using Electrophysiology, Confocal Imaging, and Conditional Gene Knockout Mice
Rick B. Meeker (107) Neuroendocrine Regulation, Glutamate Receptors, Mechanisms of AIDS Dementia
A. Leslie Morrow (121) Molecular Neurobiology of GABAA Receptors and Alcoholism
Robert A. Nicholas (147) Signaling and Targeting Pathways of P2Y Nucleotide Receptors
Cort A. Pedersen (91) Neuroendocrinology and Neuropharmacology of Parenting and Sexual Behavior, Behavioral and Psychological Role of Oxytocin and Vasopressin, Psychobiology of Postpartum Depression
Mark Peifer, Cell Adhesion, Signal Transduction, and Cytoskeletal Regulation in Development and Disease
Edward R. Perl (35) Functional Organization and Synaptic Mechanisms for Pain and Other Somatic Sensations
Mitchell J. Picker (128) Behavioral Pharmacology of Opioids, Drug Tolerance and Cross-Tolerance, Sex and Genetic Determinants of Opioid Sensitivity
Joseph Piven, Pathogenesis of Autism including Neural Mechanisms, Genetic Basis and Neuropsychological and Behavioral Phenotype
William Powers, Cerebral Blood Flow and Metabolism, Stroke Treatment and Prevention
Bryan Roth, GPCR Structure and Function, Drug Discovery
Aldo Rustioni (50) Excitatory and Inhibitory Neurotransmitters in Somesthesis
Richard J. Samulski (135) Development of Viral Vectors for Brain Specific Gene Delivery
Robert Sealock (58) Cell Biology and Biochemistry of the Neuromuscular Junction, Dystrophin and Dystrophin-Associated Proteins
Richard Segal, Spatial Organization and Plasticity of Lower Limb Muscle Activity
David Siderovski, Signaling Scaffold Activities of Rgs12 and Rgs14 in Coordinating Heterotrimeric G-Protein
William D. Snider (148) Developmental Regulation of Neuronal Growth Factors
Ann E. Stuart (76) Mechanisms and Control of Histamine Release and Re-Uptake at Photoreceptor Synapses and Their Effect on Signal Transfer
Kathleen K. Sulik (131) Teratology, Embryology
Jenny P. Ting (105) Use of Murine Models to Study the Role and Regulation of Inflammatory Genes in Demyelination and Remyelination
Todd Thiele, Neurobiology of Alcoholism
Alex Tropsha, Methodologies and Software Tools for Computer-Assisted Drug Design
Richard Weinberg, Supramolecular Organization of the Postsynaptic Density, Calcium Sources and Actin-Binding Proteins in Spines
R. Mark Wightman (118) Neurotransmitters, Dopamine Reward Exocytosis, Neurochemistry

Associate Professors

Jay Brenman, Neuronal Dendrite and Axon Morphologies
Mohanish Deshmukh, Neuronal Apoptosis, the Mechanisms by Which Different Cells Regulate Apoptosis
Luda Diatchenko, Human Genetic Variability of Pain Sensitivity and Pathophysiological Pain States
Tom Kash, Synaptic Transmission and Plasticity
Joseph Hopfinger, Investigation of Attention Mechanisms in the Brain Using the Methods of Event-Related Potential (ERP) Recording, Eye-Tracking, and Functional Magnetic Resonance Imaging (FMRI)
David Huang, Pathophysiology of Stroke and Cellular Mechanisms of Neuroprotection
Josephine Johns, Behavioral Pharmacology, Toxicology, Teratology, Neuroendocrinology
Silva Markovic-Plese, Autoimmune Response in MS, New Immunomodulatory Therapies
Larysa Pevny, Neural Induction, Neurogenesis, SOX Proteins
Franck Polleux, Identification of the Cues and Signaling Pathways Underlying the Development of Connections in the Mammalian Cerebral Cortex
Juli Valtschanoff, Vanilloid Receptors in Nociception
Ellen R. Weiss (144) Regulation of G Protein Signaling Pathways, Visual Signal Transduction
Kirk Wilhelmsen, The Genetic Mapping of Susceptibility Loci for Complex Neurological Diseases, Development of Large-Scale Automated Gene Mapping Technologies to Facilitate These Mapping Efforts

Assistant Professors

Charlotte Boettiger, Determining the Cognitive Effects of Addiction Treatments and the Brain Mechanisms of Such Effects
Sabrina Burmeister, Mechanisms and Evolution of Social Behavior by Studying Communication in Frogs
Andrea Nackley Neely, Pain Neurobiology and Genetics
Joyce Besheer, Neurobiological Mechanisms Underlying Alcoholism and Addiction
Gabriel Dichter, Understanding and Improving Treatments for Neurodevelopmental and Neuropsychiatric Disorders
Rita Fuchs-Lokensgard, Associative Learning and Memory in Cue-Induced Relapse to Drug Seeking
David Huang, Pathophysiology of Stroke and Cellular Mechanisms of Neuroprotection

Tom Kash, Synaptic Transmission and Plasticity
Carl J. Malanga, Child Neurology, Movement Disorders
Ryan Miller, Characterization of the Molecular Genetic Mechanisms Responsible for This Heterogeneity Using Tumor Tissues
Benjamin Philpot, Modification of the Cerebral Cortex by Sensory Experience
Donita Robinson, Chemistry and Physiology of the Nucleus Accumbens
Keith Sockman, Using Birds, Study of the Ultimate and Proximate Mechanisms for Reproductive Flexibility
Garret Stuber, Elucidating the Synaptic Mechanisms That Underlie Storage and Expression of Learned Association in Models of Psychiatric Disorders
Ann Marion Taylor, Micro-Scale Devices, Microfluidics, Synapse Formation, Synaptic Plasticity, Protein Synthesis
Mark Zylka, Molecules and Mechanisms for Pain
Doug Fitzpatrick, Sound Localization Pathways
Richard Weinberg, Postsynaptic Mechanisms of Glutamatergic Transmission

Since research concepts and methods derived from many of the traditional scientific disciplines contribute to advances in neuroscience, the Neurobiology Curriculum stresses a multidisciplinary approach to the study of the brain. More than 75 faculty members in 12 departments and five specialized research centers participate in this interdisciplinary program.

The curriculum facilitates communication between these neuroscientists across departmental barriers in order to:

- Provide a training curriculum for neurobiologists which develops broad interdisciplinary backgrounds and a scholarly approach to neurobiology
- Promote better understanding among students and researchers of the conceptual and technical approaches employed by colleagues in different disciplines
- Facilitate collaborative interdisciplinary research
- Encourage increased communication among neuroscientists at UNC and neighboring institutions (Duke University, North Carolina State University, Wake Forest University, NIEHS, North Carolina Central University) throughout the region by sponsoring seminars, symposia, journal clubs, and conferences

Courses required for the Ph.D. degree in neurobiology include: Cellular and Molecular Neurobiology (all six blocks, including Introduction, Receptors, Electrical Signaling, Synaptic Transmission and Synaptic Plasticity, Postsynaptic Mechanisms, and Neuroanatomy and Systems, Imaging and Disease) and Communicating Scientifics Results Seminar in Neurobiology. Two elective specialty courses and three research apprenticeships (via BBSP) in different laboratories fulfill the course requirement. The courses menu lists descriptions of these core courses of the Neurobiology Curriculum; other selected offerings are shown under the "Electives." Additional elective courses in biochemistry, statistics, molecular biology, physiology, etc., are available to compensate for specific deficiencies or enhance training. It is the current philosophy of the curriculum faculty that students should receive a broad exposure to as many aspects of neuroscience as reasonable, from molecules and genetics, through systems, behavior and human diseases of the nervous system.

Applicants are urged to complete their applications through BBSP by December 7.

The following courses are a partial list of courses that neurobiology students may consider for their elective requirements.

PSYC 701
PSYC 702
NBIO 705
PSYC 708
GRAD 721
BIOC 505
BIOL 624
BIOS 600
CBIO 423
CBIO 643/644
GNET 621/622
GNET 625
GNET 631/632
OBIO 732
PATH 713/714L
PATH 715/716L
PATH 792
PHCO 725
PHCO 728
PHCO 750
PSYC 707
PSYC 791
PSYC 793
PSYC 830

Courses for Graduate and Advanced Undergraduate Students

NBIO

400 Conditioning and Learning (PSYC 400) (3). See PSYC 400 for description.

401 Animal Behavior (PSYC 401) (3). See PSYC 401 for description.

402 Advanced Biopsychology (PSYC 402) (3). See PSYC 402 for description.

411 Neurobiology Laboratory Apprenticeship (1–21). Permission of the department. A laboratory-tutorial course to acquaint the student with methods used in several areas of neurobiology.

412 Neurobiology Laboratory Apprenticeship (1–21). Permission of the department. A laboratory-tutorial course to acquaint the student with methods used in several areas of neurobiology.

450 Tutorial in Neurobiology (3). Permission of the instructor. A tutorial in selected topics in neurobiology tailored to meet interests of the students and competencies of instructors.

Courses for Graduate Students

NBIO

701A Behavior and its Biological Bases I (PSYC 701) (3). See PSYC 701 for description.

702A Behavior and Its Biological Bases II (PSYC 702) (3). See PSYC 702 for description.

703 Advanced Biological Psychology: Central Nervous System (PSYC 703) (3). See PSYC 703 for description.

704 Applications of Experimental Psychology to Health Research (PSYC 704) (3). See PSYC 704 for description.

705 Behavioral Pharmacology (PSYC 705, PHCO 705) (3). See PSYC 705 for description.

708 Seminar in the Biological Foundations of Psychology (PSYC 708) (3). See PSYC 708 for description.

710 Medical Neurobiology (PHYI 710) (3). See PHYI 710 for description.

722A Cellular and Molecular Neurobiology: Introduction (BIOC 722A, PHCO 722A, PHYI 722A) (2). Permission of the department. Introductory section covers basic neurobiology, including neuronal cell biology, action potentials, synaptic potentials, molecular biology and neuroanatomy. Course meets four weeks with six lecture hours per week.

722B Cellular and Molecular Neurobiology: Postsynaptic Mechanisms-Receptors (BIOC 722B, PHCO 722B, PHYI 722B) (2). Permission of the department. Consideration of membrane receptor molecules activated by neurotransmitters in the nervous system with emphasis on ligand binding behavior and molecular and functional properties of different classes of receptors. Course meets for four weeks with six lecture hours per week.

722C Cellular and Molecular Neurobiology: Electrical Signaling (BIOC 722C, PHCO 722C, PHYI 722C) (2). Permission of the department. The genesis of electrical impulses in the nervous system is considered with an emphasis on membrane potentials, voltage-gated ion channels, and structural features of neurons that influence coding. Course meets for five weeks with six lecture hours per week.

723A Synaptic Mechanisms and Intracellular Signaling (BIOC 723A, PHCO 723A, PHYI 723A) (3). Permission of the department. Explores biochemical signal transduction events following activation of neurotransmitter receptors including G-protein coupling, desensitization, signaling specificity, downstream effectors, calcium signaling, and tyrosine kinases. Course meets for five weeks with six lecture hours per week.

723B Anatomy and Function of Sensory and Motor Systems (BIOC 723B, PHCO 723B, PHYI 723B) (3). Permission of the department. Explores the mechanisms regulating the release of neurotransmitters from nerve terminals, including quantal release, vesicle and terminal membrane proteins, neurotransmitter transporters, and plasticity of synaptic transmission. Course meets for five weeks with six lecture hours per week.

723C CNS: Anatomy and Function (2). Permission of the department. Neuroanatomy will examine the organization of human and animal brains for processing different sensory modalities, with emphases on anatomical techniques and relating structure to function.

724 Developmental Neurobiology (PHYI 724) (3). See PHYI 724 for description.

725 Experimental Neurophysiology (3). Permission of the instructor. Six or more laboratory hours a week.

727 Translational Seminar in Cognitive and Clinical Neuroscience (2). Introduces new neuroimaging techniques and their application to the study of neural correlates of cognitive and behavioral impairments in brain disorders. Reviews the theories and research methodologies that investigate how brain functions support and give rise to mental operations such as attention, memory, emotions, social cognition in the healthy brain.

728 Diseases of the Nervous System (2). Prerequisites, NBIO 201, or 222 and 223. Explores the basic neurobiology and the clinical aspects of a range of diseases of the nervous system, including ALS, Alzheimer's, autism, schizophrenia, multiple sclerosis, deafness, epilepsy, pain, brain tumors, stroke, Parkinson's and other neurodegenerative diseases.

729 Sensory Neural Information Processing and Representation (3). Prerequisites, NBIO 722 and 733. Additional required preparation, one year of calculus, familiarity with MATLAB or Python, or permission of the instructor. A discussion/reading seminar covering the fundamentals of nervous system information processing and integration, with examples from sensory systems.

735 Seminar in Chemical Neurobiology (2). Required preparation, two semesters of biochemistry.

800 Gene-Brain-Behavior Interactions in Neurodevelopmental Disorders: Perspectives on Disease Mechanisms (1-5). This seminar examines the topics of genetics, neuroanatomy, physiology, and behavioral development to provide a broad-based and integrated background to understand the etiology and potential mechanism underlying neurodevelopmental disorders.

801 Clinical Syndromes and Neurodevelopmental Disorders (1-5). This seminar will review the epidemiology, pathogenesis, diagnosis and treatment of neurodevelopmental syndromes and disorders. Topics will range from single gene (e.g. fragile X syndrome and tuberous sclerosis) to complex genetic (e.g., autism, schizophrenia), to environmental disorders with varied phenotypes, pathogenetic mechanisms, and treatments.

824 Pain and Somatic Sensation (PHYI 824) (1–21). See PHYI 824 for description.

850 Seminar in Neurobiology (BIOL 850, PHYI 850, PHCO 850) (3). Permission of the department. An intensive consideration of selected topics and problems in neurobiology. The course focuses on the development of presentation and evaluation skills of the trainees. Six credit hours required for neurobiology graduates.

857 Seminar in Comparative Animal Behavior (BIOL 857) (2). See BIOL 857 for description.

858 Seminar in Comparative Physiology (BIOL 858) (2). See BIOL 858 for description.

890 Special Topics in Neurobiology (1-5). Special topics in neurobiology. Content will vary from semester to semester.

891 Special Topics in Physiology (PHYI 712A) (1–5). See PHYI 712A for description.

892 Special Topics in Physiology (PHYI 712B) (1–5). Permission of the instructor. Individually arranged in-depth programs of selected topics such as membrane function, transport physiology, renal physiology, etc.

951 Research in Neurobiology (BIOL 951, PHCO 951, PHYI 951) (3–12). Permission of the department. Research in various aspects of neurobiology. Six to 24 hours a week.

993 Master's Thesis (3–9). Course is designed to certify that the students have achieved a high level of knowledge competence in clinical and basic neurosciences, without the rigorous research experience required of a Ph.D.

994 Doctoral Dissertation (3–9).

School of Nursing

nursing.unc.edu

KRISTEN SWANSON, *Dean*
Gwen Sherwood, *Associate Dean for Academic Affairs*
Jennifer D'Auria, *Director of Master's Programs*
Suzanne Thoyre, *Director of Doctoral and Postdoctoral Programs*

Distinguished Professors

Linda Beeber (109) Health Care Environments
Linda R. Cronenwett (105) Dean Emeritus. Health Care Environments
Kathleen Knafl (48) Research Division
Barbara Mark (124) Health Care Environments
Merle Mishel (82) Adult and Geriatric Health
Mary H. Palmer (6) Adult and Geriatric Health
Margarete Sandelowski (64) Family Health
Sheila Santacroce (51) Family Health

Professors

Catherine I. Fogel (4) Family Health
Sandra G. Funk (32) Research Division
Barbara Germino (49) Adult and Geriatric Health
Donna Havens (123) Health Care Environments
Diane Kjervik (103) Health Care Environments
George Knafl (47) Research Division
Kathleen Knafl (48) Research Division
Mary Lynn (84) Health Care Environments

Marilynn Oermann (36) Adult and Geriatric Health
Gwen Sherwood (33) Adult and Geriatric Health
Anne Skelly (99) Family Health

Associate Professors
Debra Barksdale (122) Family Health
Barbara Carlson (113) Adult and Geriatric Health
Jennifer D'Auria (85) Family Health
Cheryl Jones (112) Health Care Environments
Shawn Kneipp (134) Health Care Environments
Deborah Mayer (28) Adult and Geriatric Health
Virginia J. Neelon (13) Adult and Geriatric Health
Pamela Rowsey (44) Adult and Geriatric Health
Sheila Santacroce (51) Family Health
Suzanne Thoyre (45) Family Health
Marcia Van Riper (120) Family Health
SeonAe Yeo (108) Family Health
Mi-kyung Song (22) Adult and Geriatric Health

Assistant Professors
Anna Beeber (14) Adult and Geriatric Health
Diane Berry (130) Adult and Geriatric Health
Beth Black (42) Family Health
Susan Brunssen (125) Family Health
Cheryl Giscombe (31) Adult and Geriatric Health
Jill Hamilton (15) Adult and Geriatric Health
Eric Hodges (16) Family Health
Coretta Jenerette (39) Adult and Geriatric Health
Theresa Swift-Scanlan (30) Adult and Geriatric Health
Debbie Travers (38) Health Care Environments
Jia-Rong Wu (Research) Adult and Geriatric Health
Jennifer Leeman (133) Health Care Environments

Emeriti Faculty
Eleanor M. Browning (14)
Barbara Bunker (15)
Margaret E. Campbell (16)
Jo Ann Dalton (23)
Molly C. Dougherty (104)
Margery Duffey (42)
Cynthia M. Freund (17)
Joanne Harrell
Carol C. Hogue (65)
Margaret F. Hudson (10)
Betty H. Landsberger
Patricia Lawrence (11)
Margaret Miles (52)
Nancy Milio (28)
Helen M. Murphy (25)
Susan Pierce (26)
Barbara C. Rynerson (19)
Ingrid Swenson
Eleanor Taggart

Master of Science in Nursing

The master of science in nursing (M.S.N.) program prepares nurses for advanced practice nursing focused on direct patient care (e.g. nurse practitioner, clinical nurse specialist) or as advanced specialists in health care systems (e.g. administration, outcomes).

Length of Program

The program of study varies from 32 to 46 credits of academic course work including clinical practice, an oral comprehensive examination, and a master's paper (or in some cases, a thesis). Students may pursue the M.S.N. degree on a full-time or part-time basis.

The Curriculum

The curriculum consists of four components: the professional core, the research core, the clinical core, and the advanced nursing practice core courses. The professional core courses (NURS 646, NURS 647) and research core courses (NURS 776, NURS 777, NURS 992 or 993) are required of most M.S.N. students. The clinical core courses and advanced practice area courses focus on the student's selected area of specialization and role preparation.

The specialty areas offered by the program reflect a combination of current practice trends as well as available faculty resources. Content in specialty areas and the types of areas of specialization offered are adjusted based on these factors. In some advanced practice specialty areas, electives in nursing or other disciplines or courses to support a focus area are required. Each student is admitted to a specific advanced practice area and a faculty advisor helps design a program of study that is appropriate to the student's educational and career goals. Upon completion of the program, students are eligible to sit for national certification examinations appropriate to their advanced area of preparation.

The current advanced practice nursing foci include adult/gerontology nurse practitioner, family nurse practitioner, pediatric nurse practitioner/primary care, psychiatric-mental health nursing clinical nurse specialist-nurse practitioner, and women's health nurse practitioner. The advanced specialties in health care systems include administration, clinical nurse leader, education, informatics, and outcomes management. The M.S.N. program also includes specialty courses in adult oncology advanced practice. M.S.N. students may elect to take these offerings as electives or declare an oncology focus in addition to their primary population of interest. For students in the health care systems informatics option, dual M.S.N./M.S.I.S. and M.S.N./M.S.L.S. degree options are available through the School of Nursing and the School of Information and Library Science. An up-to-date listing of the advanced nursing practice areas being offered and detailed descriptions of the curriculum for each option may be accessed through the School of Nursing home page (nursing.unc.edu); click on "Academic Programs."

Doctor of Philosophy in Nursing

The discipline of nursing is concerned with the study of and research on human experiences related to health, illness, and life transitions, as well as the professional practices that enhance well being, promote a healthful life, prevent injury and disease, facilitate recovery from and stimulate adaptive responses to illness and disability, ameliorate the negative effects of the treatment of disease, and promote a dignified and peaceful death. The Ph.D. in nursing program at the University of North Carolina at Chapel Hill School of Nursing is designed to prepare scholars and scientists who will contribute to the science of nursing by expanding—generating, evaluating, and disseminating—knowledge in these areas for use by nurses and others concerned with health care.

With changes in demography, advances in technology, and changes in the social and economic mandate for health care, the faculty of the School of Nursing has chosen to emphasize scholarship and research in five areas: preventing and managing chronic illness and major health threats, reducing health disparities, improving health care quality and patient outcomes, understanding the biobehavioral and genetic bases of health and illness, and developing innovative approaches for

translating scientific findings to practice. In the area of preventing or managing chronic illness, emphasis is on a range of chronic conditions including people at all stages of life. There are research studies addressing diabetes, cancer, cancer survivorship, Alzheimer's disease, arthritis, cardiovascular disease, obesity, depressive symptoms, HIV/AIDS, and urinary incontinence among other conditions across the life span. The focus on reducing health disparities seeks to understand and eliminate these disparities in populations that bear the greatest burden of illness and those living in rural areas. There are research studies on factors that contribute to illness burden among African Americans and Latinos and tests of interventions to improve the health of these groups. With our expanded biobehavioral laboratory, students can focus their research on the interactions among biological, behavioral, and social factors in preventing or managing illness. The areas of emphasis include the mechanisms that underlie a variety of inflammatory disorders, the epigenetics of breast cancer, and the relationship between stress and physiological responses in various conditions. Another priority area of research is the improvement of health care quality and patient outcomes, which includes areas such as the relationship between nursing care, patient and system level outcomes, factors influencing the nursing shortage, and improving the nursing work environment. With the increasing research in nursing areas as noted here, there is a need to translate the findings to improve practice. As the fifth area of emphasis in the program, there is ongoing work between clinical and community partners to ensure that the results of research studies meet the needs of practitioners as well as methods for synthesizing findings from both qualitative and quantitative studies to inform both research and practice.

The Ph.D. program in nursing emphasizes study of 1) the understanding of health conditions in varying biographical, cultural, historical, clinical, ethical/legal, and organizational contexts, 2) practices to appraise health, improve health, and prevent health problems and 3) ways to evaluate the application of these practices in real-world settings across the continuum of care. Faculty help students link their clinical and research interests with the program emphasis. For example, students may focus their program of study on various kinds of chronic conditions, health-related social problems or advanced biobehavioral measurement techniques. They may focus their research on studying and testing theories and concepts from nursing and other disciplines that address chronic conditions or the system of care. They may focus their research on population groups varying by gender, developmental level, race/ethnicity, or genetic predisposition. They may focus their study on specific theory-driven individual, family, or community-oriented interventions in the biobehavioral, psychosocial, psychoeducational, and/or technological domains. Or, they may focus on research that seeks to understand how to improve access to care, to investigate the effectiveness, costs, quality, and outcomes of organizational systems that provide services across the continuum of care.

The program emphasizes the value and capable use of a variety of methodological and analytic approaches from the biological, behavioral, and social sciences and the humanities, and interdisciplinary and participative collaboration with other scholars and affected populations. The overall goal of the program is to prepare competent, culturally sensitive, and compassionate scholars and investigators of nursing who will, through their active engagement with and passion for scholarship, contribute to the goal of a healthy nation.

Doctoral Curriculum

Doctoral students can expect to take two and a half to three years of course work, in addition to completing a dissertation. The curriculum includes four components: a required core curriculum, an area of emphasis, comprehensive exams and a dissertation, a selected area of study, and elective (optional) courses. Recommended curriculum components are listed below.

The doctoral curriculum is designed to increase the understanding of chronic illness prevention and management and the health care system. Methodological course work includes quantitative and qualitative research methods, statistics, measurement, health policy, and theory development. Students also take additional nursing courses and three courses outside of nursing that support the development of a specific focus on a particular age or gender group, population level (e.g., families, individuals or communities), a particular response or intervention strategy, a particular disease entity, or nursing systems. Because of the rich resources available on the UNC–Chapel Hill campus, courses are available in fields such as psychology, sociology, anthropology, epidemiology, health policy and administration, and physiology.

Required Core

Six additional credits in the substance of nursing are required from those listed below.

Area of Concentration

Nine credits in an area of emphasis that supports the student's designation area of research. A topic of concentration can be a cluster of courses from one or more departments.

Elective (Optional) Courses

Six credits required in courses selected as elective by gender, developmental level, race/ethnicity, or genetic predisposition. They may focus their study on specific theory-driven individual, family, or community-oriented interventions in the biobehavioral, psychosocial, psychoeducational, and/or technological domains. Or, they may focus on studies that seek to understand how to improve access to care, to investigate the effectiveness, costs, quality, and outcomes of organizational systems that provide services across the continuum of care.

The program emphasizes the value and capable use of a variety of methodological and analytic approaches from the biological, behavioral and social sciences and the humanities, and interdisciplinary and participative collaboration with other scholars and affected populations. The overall goal of the program is to prepare competent, culturally sensitive, and compassionate scholars of nursing who will, through their active engagement with and passion for scholarship, contribute to the goal of a healthy nation.

Courses for Advanced Undergraduate Students

NURS

454 Discipline of Nursing III (1). Corequisites, NURS 254 and 354. Majors only. This course emphasizes professional development through exploration of a variety of roles and practice environments. Students analyze personal and professional goals and values to develop a framework for nursing practice.

470 Public Health Nursing (5). Prerequisites, NURS 364 and 371. Corequisites, NURS 472, 477, and 479. Majors only. Students apply public health concepts to community practice to improve health and reduce disparities across the lifespan, emphasizing interventions using partnership strategies at individual/family, organizational, and policy levels.

472 Nursing Care of Infants, Children, and Their Family (5). Prerequisites, NURS 253, 261, 360, 361, 362, 364, and 366. Majors only. Nursing care of infants, children, and their families is explored. Knowledge from a variety of disciplines is applied through the nursing process to the direct care of infants and children.

477 Psychiatric Mental Health Concepts for Broad Clinical Application in Nursing (5). Prerequisites, NURS 253, 361, and 362. Corequisites, NURS 364 and 382. Majors only. Using theories of psychosocial development, psychopathology, therapeutic communication, and psychotherapy, this course requires students to examine the range and complexities of human emotional suffering and methods of effective intervention.

479 Maternal/Newborn Nursing (5). Prerequisites, NURS 253, 254, 261, 360, 361, 362, 364, and 366. Majors only. The course focuses on application of caring and critical thinking skills in providing evidence-based nursing care to childbearing families.

487 Practicum in Nursing: Nursing Assistant Work Experience (3). Prerequisites, NURS 254 and 364. Majors only. Certification as a Nurse Aide I and Nurse Aide II also required as pre- or corequisite. Practice in health care settings is the course focus. Students participate in a reflective experience that provides the context to integrate classroom and experiential learning into an evolving professional identity.

488 Practicum in Nursing: Health Services Improvement Work Experience (3). Prerequisites, NURS 254 and 364. Majors only. Certification as a Nurse Aide I and Nurse Aide II also required as pre- or corequisite. Practice in health care settings is the course focus. Students participate in a reflective experience that provides the context to integrate classroom and experiential learning into an evolving professional identity.

489 Practicum in Nursing: Global Health Experience (3). Prerequisites, NURS 254 and 364. Majors only. Certification as a Nurse Aide I and Nurse Aide II also required. Practice in global health care settings is the course focus. Students participate in a reflective experience that provides the context to integrate classroom and experiential learning into an evolving professional identity.

490 Conceptual Bases of Professional Nursing Practice (3). Majors only. Selected concepts and theories are explored as a basis for making judgments and decisions in nursing practice. Critical thinking skills are developed as an essential component of professional practice.

491 Improving Nursing Practice: Application of Concepts, Theories, and Research (3). Majors only. This course emphasizes analysis of clinical problems that affect the nursing care of selected populations. Students apply the nursing process, therapeutic communication skills, and teaching-learning principles in clinical situations.

494 Community Health Nursing for the Public's Health (3–6). Majors only. Prepares R.N. students for population-focused practice in community health nursing. Analyses and applications of selected theories; health promotion/protection and disease prevention strategies are emphasized.

496 Advanced Practicum in Nursing (1–3). Majors only. The focus of this course is the development of knowledge and experience related to research or service learning and its application to the practice of nursing and health care.

588 Leadership in Health Care Organizations (4). Prerequisites, NURS 364, 371, and 487 or 488 or 489, and 472 or 477 or 479. Majors only. This course explores organizational leadership and management practices and theories. Current social, economic, legal, ethical, and policy issues affecting practice, education, and the profession of nursing are examined.

590 Nursing Care of Adults with Major Health Problems, Part II (8). Prerequisites, NURS 354, 364, 371, 472, 477, and 487 or 488 or 489. Corequisite, NURS 470. Majors only. This senior-level course focuses on applying critical thinking, clinical decision making, and evidence-based nursing practice to complex health problems of adults. Unique health needs of older adults are addressed.

595 Alternative Paradigms for Nursing Practice (3). Majors only. Concepts and principles underlying biomedical and biopsychosocial approaches to health care delivery are analyzed to determine their impact on health and to provide a framework for integrating both approaches to care.

596 Contemporary Issues in Nursing Practice (3). Majors only. The context of professional nursing practice will be analyzed from a social, economic, and policy perspective. Analysis will include projections for the future of the profession.

599 Experimental Courses (1-3).

600 SHAC: Student Health Action Coalition (0). This course provides service learning opportunities to apply nursing practice within the context of interprofessional care for vulnerable populations by participating with Student Health Action Coalition (SHAC) activities.

609 Health Care in the Global Context (1). Majors only or permission of the instructor. A faculty led experiential learning opportunity focusing on development and knowledge related to research, health care systems, or service learning and its application to nursing and health care.

613I Intermediate Spanish for Health Care I (AHSC 613I, PHCY 613I, PUBH 613I, SOWO 613I) (3).

614I Intermediate Spanish for Health Care II (AHSC 614I, PHCY 614I, PUBH 614I, SOWO 614I) (3).

615I Advanced Spanish for Health Care (AHSC 615I, DENT 615I, MEDI 615I, PHCY 615I, PUBH 615I, SOWO 615I) (3).

642 Health Promotion and Illness Prevention in Advanced Nursing Practice (2). Focuses on the promotion of health, prevention of illness, and identification of factors that impact health across the life span.

646 Health Care Policy in the U.S.: Development, Impacts, and Implications for Nurses (3). Examines health care systems development, impacts and prospects for change. Content enables nurses to draw implications for nursing practice and advocacy for improving systems.

647 Contemporary Issues in the Role of Advanced Practice Nursing (3). This course examines the evolution, current issues, and roles in advanced practice nursing within the context of contemporary healthcare delivery. For graduate students only.

685 Care of the Dying and Bereaved throughout the Life Span (3). Students from a variety of health sciences-related disciplines gain an understanding of issues in working with dying and bereaved individuals of all ages and their families.

686 Advanced Concepts in the Clinical Care of Older Adults (2). Focuses on advanced concepts for nursing management of older adults and their families with an emphasis on interdisciplinary care. For graduate students only.

687 Ethical Issues in Nursing (2). Examination and discussion of major ethical issues arising in the professional practice of nursing in the context of systematic consideration of the nature of ethical choice.

688 Advanced Pharmacology in Oncology (1). Prerequisites, NURS 715 and720. Permission of instructor for students lacking the prerequisites. Focuses on the pharmacologic management of drugs used for therapeutic management and supportive care in adult oncology.

689 Advanced Concepts in Oncology Nursing (2). Admission to Adult-Gerontology Nurse Practitioner program or permission of instructor. Focuses on advanced concepts for the advanced practice oncology nurse incorporating pathophysiology, prevention and detection, treatment modalities, nursing diagnoses, and socioeconomic, ethical, and legal issues related to cancer care of adults.

691H Honors in Nursing, Part I (3). Permission of the program director. Majors only. Preparation of a two-semester honors project under the direction of department advisors.

692H Honors in Nursing, Part II (3). Permission of the program director. Majors only. Preparation of a two-semester honors project under the direction of department advisors.

699 Experimental Courses (1–3). Pilot test for new courses in nursing program.

Courses for Graduate Students

NURS

703I Alternative Medicine (3).

704 Scientific Writing (1). Focuses on the principles and practice of scientific writing, with emphasis on research proposals, theses, research reports, dissertations and articles for publication.

710 Developmental Physiology and Pathophysiology (3). Explores developmental changes in morphological processes and normal and pathologic physiology in humans from conception through adolescence. Physiological differences between infants and children and adults are emphasized.

715 Pathophysiology for Advanced Nursing Practice (3). Examines the physiological and pathophysiological responses to injury-effects on cell function, host defense responses, maintenance of vital functions, and neuro-endocrine-immune responses.

720 Pharmacotherapeutics in Advanced Nursing Practice (3). Prerequisite, NURS 710 or 715. Examines principles of pharmacotherapeutic decision making in advanced nursing practice with application to clinical management of common health problems specific to all age groups, encompassing a life-span approach.

721 Pediatric Pharmacology (1). Prerequisites, NURS 715 and 720. Permission of the instructor for students lacking the prerequisites. The course will examine the principles of pharmacotherapeutic decision making in advanced nursing practice, with application to the clinical management of common health problems specific to pediatrics.

722 Psychopharmacology in Psychiatric/Mental Health Advanced Practice Nursing (1). Prerequisites, NURS 715, 720, and 727. Permission of the instructor. Examines the principles of psychopharmacology and neurobiology for safe and effective psychotherapeutic management of individuals with psychiatric and mental health problems across the lifespan.

725 Advanced Assessment and Diagnostic Reasoning in Neonatal and Pediatric Nursing (4). Prepares the advanced practice neonatal/pediatric nurse to comprehensively assess neonates and children using a diagnostic reasoning process.

726 Advanced Health Assessment and Diagnostic Reasoning in Primary Care (4). Pre- or corequisite, NURS 715. Examines the process of diagnostic reasoning as a framework to synthesize comprehensive assessment of adult patients. Course focuses on the clinical evaluation of common problems that are present in primary care settings.

727 Advanced Diagnostic Process in Psychiatric/mental Health Nursing (4). Pre- or corequisite, NURS 715. Introduces students to the role of the advanced practice psychiatric/mental health nurse. Models for assessment, intervention, and evaluation are explored and tested clinically.

776 Research for Advanced Clinical Practice (3). Graduate standing and successful completion of an undergraduate statistics course required. This course explores approaches to research problems in advanced practice nursing. Theories, methods, designs, measurement, ethical conduct, and skills in critical appraisal are emphasized.

777 Intermediate Statistical Applications in Health Care (3). Graduate standing required. This course provides an introduction to probability, statistical concepts, and analytical techniques useful in health care research and for interpreting the literature.

780I Multidisciplinary Perspectives on Managing Diabetes Mellitus (PHCY 608I) (2). This course examines the current issues involved in managing diabetes mellitus in persons over their life span. Contributions of the multidisciplinary team are an important theme throughout this course.

781I Genomics and Society (3). This multidisciplinary course offers students the opportunity to gain a basic understanding of human genetics and explore the ethical, legal, and social implications of recent advances in genetics.

782I Aging and Health (DENT 604I, EPID 620I, HMSC 904I, MEDI 604I, PHCY 604I, PHYT 904I, PSYC 904I, SOCI 824, SOWO 604I) (3). See SOWO 604I for description.

783I Aging and Public Policy (DENT 607I, FMME 607I, HMSC 951I, HPM 961, MEDI 607I, PSYC 907I, SOWO 607I) (3). See SOWO 607I for description.

799 Special Problems (1–3).

810 Primary Care Management of Adults (4). Prerequisites, NURS 715 and726. Pre- or corequisite, NURS 720. Focuses on the management of illnesses common to young, middle, and older adults in ambulatory care.

811 Selected Issues in Adult Health (4). Prerequisites, NURS 715, 720, 726, and 810. Permission of the instructor for students lacking the prerequisites. Provides the opportunity for an in-depth examination of management strategies with selected health problems in adults. Also examines issues inherent in the management of women and elderly populations.

812 Management of Complex Health Problems in Adults (4). Prerequisites, NURS 642, 715, 720, 726, 810, and 811, Permission of the instructor for students lacking the prerequisites. This capstone course focuses on the management of complex health problems in adult populations for the adult nurse practitioner.

819 Practicum in Primary Care Management of Adults (1–2). Prerequisites, NURS 715, 720, 726, and 810. A precepted practicum in community-based ambulatory care settings that provides experiences in continuity of care in the delivery of personal health services to adult individuals and their families.

820 Clinical Practicum in Advanced Oncology Nursing (1–2). Prerequisites, NURS 688 and 699. Corequisite, NURS 821. Permission of the instructor for students lacking the corequisite. Focuses on the evidence-based management of common acute, episodic, and chronic health problems in adult cancer patients for the oncology nurse practitioner.

821 Seminar in Advanced Oncology Nursing (0.5). Prerequisites, NURS 688 and 689. Co-requisite, NURS 820. Permission of instructor for students lacking the corequisite. Focuses on evidence-based nursing and medical management issues relevant to the care of patients and their families across the cancer continuum and practice settings.

825 Sexual and Reproductive Health (3). Prerequisites, NURS 715, 720, 726, and 810. Permission of the instructor for students lacking the prerequisites. Uses a life span approach to examine principles of primary care management of childbearing couples, and sexual reproductive health in women and men. Application is in community-based settings.

826 Introduction to Population Health and Community-Based Practice (2). Introduces fundamental concepts and models of community-oriented nursing practice and the central issues affecting that practice. Focuses on underserved and rural communities.

827 Child Health Issues in Primary Care (3). Prerequisites, NURS 715, 720, 726, and 810. Pre- or corequisite, NURS 642. Permission of the instructor for students lacking NURS 642. Examines the principles of assessment, management, evaluation, and continuing care of children in primary care settings. Developmentally appropriate, family-centered approaches and management of common medical problems are addressed.

828 Advanced Clinical Practicum in Primary Care of Families (2). Prerequisites, NURS 715, 720, 726, 810, 825, and 827. Introduction to supervised clinical practice in primary health care with emphasis on use of history, physical examination, and laboratory data to plan interventions for promoting and restoring health.

833 Specialty Care in the Health of Women (4). Prerequisites, NURS 715, 720, 726, 810, and 825. Permission of the instructor for students lacking the prerequisites. Focuses on the primary care of women with complex gynecological problems, reproductive complications, and socially derived health care problems. Emphasis is placed on assessment, diagnosis, management, and clinical decision making.

838 Health Care in Women Practicum (1–5). Prerequisites, NURS 715, 726, 810, 825, and 833. This course gives the student a concentrated, experiential opportunity to provide advanced practice nursing in selected areas of women's health.

840 Advanced Concepts in Ambulatory Pediatric Nursing (4). Prerequisites, NURS 710 and NURS 725. Pre- or corequisite, NURS 720. Focuses on ambulatory nursing management of children. Content includes health promotion, health maintenance, and common clinical symptomatology/problems in infants, children, and adolescents.

841 Family Responses to Infant, Child, and Adolescent Health Problems (2–3). Prerequisites, NURS 710, 720, 725, and 840. Permission of the instructor for students lacking the prerequisites. Focuses on family responses to neonatal and pediatric health problems. Students function in an advanced practice nursing role, working with families of neonatal and pediatric clients with acute and chronic health problems.

842 Nursing Interventions with Psychophysiological Problems of Infants and Children (2–3). Prerequisites, NURS 710, 720, 725, and 840. Permission of the instructor for students lacking the prerequisites. Prepares the advanced practice neonatal or pediatric nurse to design and implement a coordinated system of interventions that promote optimal health and development status for infants and children with psychophysiological health problems.

849 Clinical Practicum in Advanced Pediatric Nursing (1–5). Prerequisites, NURS 710 and 725. Supervised practicum in an advanced practice role in a selected health care setting that provides primary care and/or specialized health care to infants, children, or adolescents.

860 Psychiatric Nursing Interventions with Individuals (3). Prerequisite, NURS 727. Focuses on theories, techniques, and research related to providing individual psychotherapy. Contextual factors affecting the delivery of psychiatric-mental health nursing services are analyzed.

863 Psychiatric-Mental Health Nursing for Underserved Populations (3). Prerequisites, NURS 727, 860, and 861. Utilizing epidemiology, psychoeducation, case management, and health policy, students examine the scope of mental health problems and services for underserved populations.

864 Psychiatric-Mental Nursing Interventions: Families and Groups (3). Prerequisites, NURS 727 and 860. Students will analyze theories, techniques, and research relevant to therapy with groups and families experiencing mental health problems.

865 Application of Play Therapy in Advanced Practice Nursing (3). Prerequisite, NURS 727. Corequisite, NURS 860. Permission of the instructor for students lacking the pre- or corequisites. Focuses on the applications of play therapy for the advanced practice nurse working with children from diverse and underserved populations.

869 Practicum in Psychiatric Mental Health Care for Advanced Practice Nurses (1–3). Prerequisites, NURS 727 and 860. Students apply knowledge and skill in selected domains of the advanced practice of psychiatric-mental health nursing. Supervision, peer evaluation, and independent readings will enhance the experience.

870 Health Care Informatics (3). Focuses on developing an understanding of the concepts relevant to health care informatics and the use of computerized information systems, as well as the use of computer applications to support clinical and administrative decision making.

871 Leadership and Advanced Practice Roles in Health Care Organizations (3). This course examines health care and nursing practice organizations, and the influence of the external and internal environment on these organizations. Roles and functions of nurses at different levels and in different types of health care settings are explored.

872 Human Resources Management (3). Explores the knowledge and skills required for effective human resource management. Managerial behaviors that promote and maintain a professional nursing practice environment are emphasized.

873 Financial Management (3). Examines theoretical underpinnings and financial management concepts pertaining to costs, cost analysis, budgeting, variance analysis, staffing, and productivity, and forecasting to prepare nurse leaders for decision making in complex healthcare organizations.

874 Outcomes Management (3). Explores theories and methods related to outcomes management for quality improvement in health care, including improvement science, patient safety approaches, health services, research, evidence-based practice and translation research.

875 Principles of Teaching Applied to Nursing (3). Provides students who have had no previous teaching experience with educational principles necessary to teach nursing. Opportunities for observation and analysis of undergraduate instruction are provided.

876 Innovations in Nursing and Health Care Curricula (3). This course is designed to examine the curricular foundations and expectations of contemporary nursing and health care education in academic or clinical settings.

878 Health Care Residency and Integrative Seminar (3). Required preparation, all required courses for the HCS specialty or concurrent enrollment in final HCS coursework. Students develop, implement and evaluate managerial strategies related to the management of human and material resources, fiscal services, information systems, policy, quality outcomes, and/or physical facilities in an integrative fashion.

880 Evidence-Based Care for Clinical Nurse Leaders I (3). Prerequisite, NURS 715. Permission of the instructor. First of two courses preparing clinical nurse leaders. Emphasis is on the use of evidence-based approaches from outcomes/quality, transitional care, and finance to improve nursing care delivery in clinical systems.

881 Evidence-Based Care for Clinical Nurse Leaders II (3). Pre- or corequisites, NURS 715 and 880. Advanced clinical nurse leadership course emphasizing collaboration with key stakeholders to implement evidence-based interventions and improve care delivery in clinical systems.

882 Clinical Teaching (3). Graduate standing required. Prepares nurses for teaching in clinical settings. Focuses on how to develop a clinical course, select clinical settings, work with staff, plan teaching methods and learner activities, and evaluate outcomes.

889 Special Topics in Nursing (1–5). Topics directed by an authority in the field.

910 Knowledge Development in Nursing (3). Examine history and recurring issues in knowledge development in nursing. Included are considerations of relationship between nursing and other disciplines, developments in history and philosophy of knowledge shaping the discipline of nursing.

915 Nursing, Health Organizations and Policy Making (3). Interrelated responses of nursing, the organization of health care and policy over nurse leaders to public policies in policy making, with consequences for organizations' administration, services, staffing, interorganizational linkages, and health of the public.

923 Theories of Prevention/Management of Chronic Illness (3). Enrollment in doctoral/postdoctoral program required. Overview of theory/research on prevention/management of chronic illness across life span. Includes social/political issues and current theories.

928 Organizational Theories Applied to Nursing (3). Required course for students in health care systems. Permission of the instructor for other students. Purpose is to survey knowledge about design and functioning of health services organizations and theories underlying that knowledge.

930 Infants and Children at Risk (3). Applies the developmental science perspective to children at risk for health problems. Students examine conceptual models, design, measurement, and ethical issues involved in preventing or ameliorating these health problems.

932 Families and Health Research (3). The course explores theoretical, methodological, and ethical issues re: research in families and health across the life span. Content includes health promotion, risk reduction, vulnerability, health risk, and illness research.

933 Health Care Quality and Patient Outcomes: Conceptual and Empirical Approaches (3). Prerequisites, NURS 976, and 970 or 971. Examines literature on quality of care: effectiveness, safety, efficiency, equity, timeliness, and patient-centeredness. Critically evaluates conceptual frameworks, research designs, sources of data, analytic approaches, and implications for health care policy.

950 Analysis of the Academic Role in Nursing Education (3). Knowledge, theories, and skills necessary for transition into an academic teaching role in university schools of nursing. Particular emphasis on the teaching-learning process as used in higher education.

953 Ethics and Law in Health Care and Research (3). Prerequisite, NURS 915. Permission of the instructor for students lacking the prerequisite. Contemporary ethical/legal dilemmas in health care and the pivotal role of health professionals in helping to resolve those dilemmas.

957 From Theory to Intervention (3). This course uses theory to identify a researchable problem and to develop an intervention.

958 Designing Intervention Studies (3). Prerequisite, NURS 957. Examination of methodological, ethical, and practical issues in the design and implementation of theory-based intervention studies.

959 Developing Successful Proposals: Learning All Steps Needed for Success (3). Course is designed to assist doctoral students and post-docs with preparation of Individual National Research Service Award (NRSA) or other research grant application. All steps in grant writing process will be addressed. Student should have solidified research idea prior to course. Mentor must agree to work with student throughout course.

960 Proseminar in Nursing (1–3). Proseminars are offered for one, two, or three credits. Topics differ each semester.

961 Integrative Literature Review (3). This course is designed to develop students' skills in writing integrative literature reviews. Students complete a review of literature, and read method literature describing the integrative review and published examples.

970 Advanced Statistics I: Principles of Regression and Correlation (3). Required preparation, master's level statistics course or placement exam. Principles of bivariate and multivariate regression and correlations are studied. Emphasis is on the application of these techniques in the analysis of nursing and health-related data.

971 Advanced Statistics II: Principles of Analysis of Variance (3). Required preparation, master's level statistics course or placement exam. Principles of variance and covariance —univariance ANOVA, multiple ANOVA, ANCOVA, repeated measures ANOVA — are studied. Emphasis is on application of these techniques in the analysis of nursing and health-related data.

976 Issues in Sampling and Design for Nursing Research (3). Discussion of critical analyses of methodologies and design. Quantitative measures, qualitative methods, design, and sampling are examined for the study of nursing phenomena.

977 Qualitative Methods (3). Examines the philosophical orientation and methods of qualitative techniques including grounded theory and phenomenology, consideration of research designs, ethical issues, issues of rigor, data collection, and analysis.

978 Principles of Measurement (3). This course focuses on measurement techniques and their application. Content includes classic and modern measurement theory as well as information on development and testing of a variety of measurement tools.

979 Qualitative Analysis (3). Emphasizes the work of analysis and interpretation. Students apply relevant qualitative techniques to their own data.

980 Observational Methods (3). Explores quantitative observational research techniques. Strategies for developing coding systems, determining reliability and validity, and analyzing data are included.

981 Longitudinal Methods and Analysis (3). Prerequisites, NURS 970 and 971. Permission from the instructor for students lacking the prerequisites. This course examines longitudinal research methods including conceptualization, design, and analysis. Emphasized are statistical approaches to longitudinal data relations and strategies to maintain the scientific integrity of longitudinal studies.

985 Research Seminar and Practicum: Guided Individual Research Experience (3–5). Directs students to develop research skills related to the dissertation and to their future research.

992 Master's Paper (3).

993 Thesis (3–6).

994 Dissertation Registration (3–9).

Division of Occupational Science and Occupational Therapy

www.med.unc.edu/ahs/ocsci

VIRGINIA A. DICKIE, *Director*

Professor

Grace Baranek (10) Autism and Related Developmental Disorders, Sensory Processing and Sensorimotor Performance Related to Childhood Occupations

Malcolm Cutchin (5) Aging, Place, Pragmatism

Ruth Humphry (4) Parents and Infants during Co-Occupation/Feeding, Family-Centered Services and Young Children with Developmental Disabilities

Associate Professors

Virginia A. Dickie (2) Quilting as an Occupation: NC Quilters, Creative Occupations, Community-Based Practice

Clinical Associate Professors

Susan Coppola (9) Geriatric Functional Assessment, Physical Rehabilitation, Fieldwork Effectiveness in Clinic

Linn Wakeford, Occupation-Centered Services for Infants and Preschoolers with Developmental Delay

Jenny Womack, Aging, Physical Rehabilitation, Community-Based Practice, Assistive Technology, Universal Design and Environmental Accommodations

Assistant Professors

Brian Boyd, Behavioral Interventions for Preschool-Aged Children with Autism Spectrum Disorders

Chinyu Wu, Activity Participation and Participation Restrictions for Persons with Chronic Mental Illness; Community Living Issues for People with Schizophrenia

Clinical Assistant Professors

Lauren Holahan, School-Based Occupational Therapy

Professor Emerita

Cathy Nielson

Associate Professor Emerita

Jane Rourk

The Division of Occupational Science in the Department of Allied Health Sciences offers two graduate programs: a master of science

(M.S.) degree with a major in occupational therapy (OT) and a doctor of philosophy (Ph.D.) degree in occupational science. The M.S. in occupational therapy program is a two-year program designed for individuals with a baccalaureate degree in a field other than occupational therapy. It is an entry-level program for individuals who wish to become occupational therapists. The Ph.D. program in occupational science accepts applicants with an earned master's degree in occupational therapy or a related field (see admission requirements below). The doctoral program prepares individuals who wish to pursue academic careers that could include teaching, research, and other scholarly activities related to occupational science.

Requirements for Admission into the M.S. Program in Occupational Therapy

1. Bachelor's degree from an accredited institution
2. Submission of Graduate Record Examination (GRE) scores from the Educational Testing Service
3. Academic record that demonstrates potential to do work at the graduate level
4. Completion of the OT supplemental application

The M.S. program has the following prerequisites:

There are eight total prerequisite courses, four of which are fixed (core body of knowledge) and four of which come from a flexible and diverse menu of categories. All prerequisites must be taken for credit in an academic institution.

Fixed Prerequisites

1. Human anatomy with a lab or applied computer experiences*
2. Human physiology*
3. Abnormal psychology
4. Introductory statistics

* a two-semester sequence of combined anatomy and physiology; parts I and II may be substituted for separate courses.

Flexible Prerequisites

1. Human/individual behavior (For example: developmental psychology, child development, adulthood and aging, cognitive psychology, neuropsychology)
2. Modes of reasoning (For example: philosophy and ethics, statistics or data analysis [beyond the introductory course], religion, literature taught in a foreign language, research design or method of inquiry in a social science)
3. Study of social relationships, institutions and systems (For example: linguistics, cultural/social anthropology, sociology, public health, public policy, leisure studies, social work, political science, minority studies)
4. Occupation: Complete a course in either an academic or community-based setting that requires the skills of your body as well as your mind. Learn an activity that is new to you and personally challenging. The course should be taught in class format so learning an activity includes other people. The class must be of substantial length (minimum of six weeks, meeting once a week) and depth. (Examples: creative writing, poetry writing, studio art class, woodworking, jewelry making, theatre, dance, music, sports.)

The master of science program requires a minimum of 63 semester credit hours. The program is 24 months in length and includes substantial fieldwork experience.

Occupational therapy courses are available only to graduate students enrolled in the M.S. program at the University.

Requirements for Admission into the Ph.D. Program in Occupational Science

The Ph.D. program in occupational science accepts academically qualified applicants who have completed master degrees in occupational therapy, relevant social and behavioral sciences or related health fields. Applicants receive a thorough review for evidence of potential success in a doctoral program in The Graduate School at UNC–Chapel Hill. In order to achieve closely mentored research experiences, only applicants with expressed interests consistent with existing programs of research and scholarly work of the faculty are admitted. Final selection among qualified applicants will be based on his or her interview with core faculty members in the Ph.D. program in occupational science. Review the UNC–Chapel Hill Web site for information about applying to The Graduate School. In addition to the formal application to The Graduate School, the following information is required:

1. Official copies (two copies) of all undergraduate and graduate transcripts
2. Graduate Record Examination (GRE) scores (taken within the last five years)
3. Results of the TOEFL (Test of English as a Foreign Language, if applicable)
4. A reflective essay detailing personal and professional goals relevant to the pursuit of a Ph.D. in occupational science at UNC–Chapel Hill (submit directly to the Division of Occupational Science) and
5. Three letters of recommendation from individuals that support the applicant's potential as an educator and scholar (sent to the division)

The Ph.D. program requires a minimum of 45 semester credit hours beyond the master's degree. This course of study covers four domains: a) occupational science, b) an interdisciplinary cognate area that complements occupational science, c) research design and methodology and d) competencies for an academic career. All graduates must complete a doctoral dissertation in occupational science. Students are also expected to reach satisfactory competence in teaching and research as determined by their career goals.

With approval from the instructor, occupational science courses are open to graduate students interested in 1) the study of people engaged in everyday activities in different situations and 2) how various experiences in an activity or patterns of engagement influence development, health, and quality of life across the lifespan.

Courses for Graduate Students

OCCT (Occupational Therapy)

704 Research in Occupational Science and Therapy (3). Examination of research approaches and issues within occupational science and occupational therapy. Development of skills in writing research proposals and applying research results to insure evidence-based practice.

718 Musculoskeletal Dimensions of Occupational Performance (4). An in-depth review of musculoskeletal anatomy and kinesiology. Application is stressed as related to anatomical, physiological, and biomechanical dimensions of movement and occupational performance.

720 Neuroscience: Processes Supporting Occupation (3). Neurophysiological processes contributing to functional abilities. Study of CNS related to observed behaviors, affect, and higher cognitive components of function.

720A Fieldwork II (6). Direct experience with clients/patients in varied service treatment settings. Experience will include adult disabilities.

720B Fieldwork II (6). Direct experience with clients/patients in varied service treatment settings. Experience in an area of special focus.

722 Biomedical and Phenomenological Perspectives on Illness and Disability (4). The biomedical and phenomenological aspects are presented and contrasted, using medical literature and personal narratives. Emphasis on humanistic values, biomedical information, and investigative reasoning for effective occupation-centered practice.

736 Occupational Therapy Practice Environments (2). Overview of OT practice settings, professional organizations, and regulatory bodies. Factors influencing practice, including legislation, reimbursement, documentation and culture of communities. Ethics, confidentiality, self-awareness, teamwork and professionalism in practical settings.

738 Political, Administrative, and Financial Contexts of Service Delivery (3). Exploration of public policies and regulations, administrative systems and skills, reimbursement, and financial aspects of traditional service delivery system.

740 Evolution of Community-Based Practice: Development, Implementation and Evaluation (2). History and development of occupation-based services in community settings; evolution, structure, and operation of community programs; use of consulting and planning skills in a comprehensive and systematic planning model.

748 Fundamentals of Occupation-Centered Practice (4). In-depth examination of core principles and methods involved in comprehensive occupational analysis, assessment of occupational performance and therapeutic occupation across practice areas.

750 Occupations, Adaptation, and Technology I (5). Prerequisites, OCCT 726 and748. Problem-orientation approach to assessment, treatment planning, and use of clinical reasoning to develop intervention strategies. Remediative, compensatory, and adaptive approaches to physical and psychosocial dysfunction are explored through case studies.

751 Older Adults: Occupations, Adaptation, and Technology II (2–3). Prerequisites, OCCT 826 and748. A problem-based learning approach to the occupational therapy clinical reasoning process; assessments, interventions, and adaptations for older adults.

752 Children: Occupations, Adaptation, and Technology III (3). Prerequisites, OCCT 828, 750, and 751. A problem-based learning approach to the occupational therapy clinical reasoning process, assessments, interventions, and adaptations for children with disabilities.

826 Occupational and Environmental Transformations I (3). Investigation of continuity/discontinuity in pattern, function, and meaning of occupations from early adulthood through old age. Analysis of individual differences in occupational performance within family, SES and cultural contexts.

828 Occupational and Environmental Transformations II (3). Prerequisite, OCCT 826. Age-related changes in occupational performance from infancy through adolescence. Developmental contextualism used to frame intrinsic changes and environmental influences.

842 Historical Evolution of Occupational Therapy and Science (3). This historical analysis of occupational therapy and occupational science centers upon questions of philosophical foundations, knowledge development, division of labor and professionalism within health care.

890 Independent Study: Occupational Therapy and Science (1–21). Elective. Independent study to pursue specific interests and topics. Faculty supervision. May be repeated for credit.

992 Applied Research Experience (3). Collaborative research projects in occupational science or occupational therapy. Emphasis on data collection, analysis and professional communications of research findings.

993 Master's Thesis (3–6). Permission of the department.

OCSC (Occupational Science)

826 Occupational and Environmental Transformations I: Adulthood (3). Investigation of continuity/discontinuity in pattern, function, and meaning of occupations from early adulthood through old age. Analysis of individual differences in occupational performance within family, SES, and cultural contexts.

828 Occupational and Environmental Transformations II: Childhood (3). Study of age-related change process shaping everyday activities from infancy through adolescence within family, SES, and cultural contexts.

842 Historical Evolution of Occupational Therapy and Science (3). The historical analysis of occupational therapy and occupational science centers upon questions of philosophical foundations, knowledge development, division of labor, and professionalism within health care.

844 Research Theory and Methodology in Occupational Science and Therapy (3). Investigation of different underlying philosophical dispositions found in occupational science and therapy and the associated methodologies guiding the study of people engaged in occupations. Applied examples of research design.

845 Conceptual Introduction to Occupational Science (3). Deconstruction of the original precepts of occupational science while examining several works from other disciplines. Study of early and recent trends and critiques of occupational science to develop an assessment of the state of the discipline and future directions.

850 Independent Study in Occupational Science (1–3). Independent study to pursue specific interests and topics under faculty supervision.

890 Seminar on Special Topics in Occupational Science (3). Discussion and critical evaluation of philosophy, theory, and scientific issues associated with the study of people's activities in the context of their everyday lives. Topics differ each semester.

994 Doctoral Dissertation in Occupational Science (3). Doctoral dissertation in occupational science.

Department of Pathology and Laboratory Medicine

www.pathology.unc.edu

J. CHARLES JENNETTE, *Chair*
Thomas W. Bouldin, *Vice Chair for Faculty and Trainee Development*
William K. Funkhouser, *Director of Anatomic Pathology and Associate Director of McLendon Clinical Laboratories*
David G. Kaufman, *Vice Chair for Research Development*
Herbert C. Whinna, *Director of McLendon Clinical Laboratories and Vice Chair for Clinical Services*

Professors

Dwight A. Bellinger (89) Laboratory Animal Medicine, Comparative Pathology
Thomas W. Bouldin (72) Neuropathology, Ocular Pathology, Neurotoxicology
John F. Chapman Jr. (79) Laboratory Practice, Clinical Chemistry
Frank C. Church (107) Thrombosis and Hemostasis, Macromolecular Protein Structure-Function, Molecular Pathology
William B. Coleman (139) Breast Cancer Epigenetics, Biology of Liver Stem Cells, Hepatocarcinogenesis, Cancer Molecular Diagnostics
Marila Cordeiro-Stone (96) DNA Replication, DNA Repair, Cell Cycle Checkpoints in Human Cells, Mechanisms of Mutagenesis and Carcinogenesis
Cherie H. Dunphy (189) Hematopathology
Ronald J. Falk (172) Glomerular Disease, Lupus, Vasculitis, Dialysis
Rosann A. Farber (118) Genetic Instability in Cancer, Human Molecular Genetics, Microsatellite Instability

Susan A. Fiscus (173) Retrovirology
William K. Funkhouser Jr. (152) Surgical Pathology, Molecular Pathology, Immunology
Peter H. Gilligan (174) Diagnostic Bacteriology, Pulmonary Disease in Cystic Fibrosis, Toxin Mediated Diarrheal Disease
Margaret L. Gulley (196) Molecular Diagnostics, Oncology, Epstein-Barr Virus
Thomas R. Griggs (50) Blood Coagulation, Atherosclerosis
Catherine A. Hammett-Stabler (171) Clinical Chemistry, Toxicology, Clinical Pharmacology
J. Charles Jennette (61) Renal Pathology, Immunopathology
David G. Kaufman (34) Human Origins of DNA Replication; Interactions between Human Endometrial Epithelial and Stromal Cells
William K. Kaufmann (95) Human DNA Metabolism and Cancer
Joe N. Kornegay (232) Duchenne Muscular Dystrophy; Canine Model, Translational Studies, Muscle Hypertrophy
Susan T. Lord (94) Macromolecular Structure/Function of Fibrinogen, Molecular Genetics, Cardiovascular Disease
Nigel Mackman (239) Thrombosis and Hemostasis
Nobuyo Maeda (116) Molecular Genetics of Atherosclerosis, Transgenic Laboratory Animals as Model Systems, Molecular Evolution
Susan J. Maygarden (131) General Surgical Pathology, Cytopathology, Prostate Carcinogenesis
Timothy C. Nichols (156) General Cardiology, Cardiac Catheterization, Per-Cutaneous Transluminal Coronary Angioplasty
Volker Nickeleit (190) Renal Pathology, Fibronectins
Howard M. Reisner (38) Immunogenetics of Blood Coagulation, Immunochemistry
John L. Schmitz (168) Flow Cytometry, HIV, Diagnostic Immunology, Sexually Transmitted Diseases
Oliver Smithies (115) Molecular Pathology, Genetically Engineered Animal Models of Human Disease, Targeted Mutagenesis
Darrel W. Stafford (127) Molecular Biology
James A. Swenberg (66) Chemical Carcinogenesis, Toxicology, Mass Spectroscopy, DNA Damage and Repair, Endogenous DNA Damage
Richard R. Tidwell (42) Medicinal Chemistry, Antiviral and Antimicrobial Agents, Protease Inhibitors
Michael D. Topal (41) Genomic Instability and Disease
Bernard E. Weissman (119) Tumor Suppressor Genes
Elizabeth M. Wilson (235) Steroid Hormone Regulation of Gene Expression
John T. Woosley (133) Dermatopathology, Hepatobiliary and Gastrointestinal Pathology, Histopathologic Assessment of Prognosis

Associate Professors

Georgette A. Dent (117) Hematopathology, Medical Education
Christopher P. Mack (188) Transcriptional Regulation in the Cardiovascular System, Smooth Muscle Cell Biology
Melissa B. Miller (211) Molecular Diagnostics, Antimicrobial Resistance, Molecular Epidemiology of MRSA
Charles M. Perou (209) Breast Cancer, Genomics, Microarrays, Tumor Classification; Drug Resistance
W. Eugene Sanders (176) Defibrillation, Pacing Platelets
Harsharan K. Singh (186) Cytopathology, Fine Needle Aspiration Biopsy, Renal Pathology
Joan M. Taylor (187) Adhesion Signaling, Cardiovascular Disease
Cyrus Vaziri (249) Regulation of DNA Replication, S-Phase Checkpoints, and Post-Replication DNA Repair on Mammalian Cells
Young E. Whang, (236) Androgen Receptor, Prostate Cancer

Assistant Professors

George Fedoriw (242) Hematopathology; Applications of Flow Cytometry
Jonathon W. Homeister (226) Molecular Mechanisms of Leukocyte Trafficking and Homing; Inflammatory Vascular Disease; Thrombosis and Hemostasis; Cardiovascular Pathology; Autopsy Pathology
Heike Hunt (245) Liver and Gastrointestinal Pathology
C. Ryan Miller (231) Neuropathology, Genetics of Gliomagenesis and Experimental Therapeutics
Yara A. Park (246) Transfusion Medicine
Arlin B. Rogers (244) Liver Carcinogenesis; Comparative Pathology
Dimitri G. Trembath (250) Surgical Pathology and Neuropathology
Monte S. Willis (223) Molecular Mechanisms of Cardiac Disease and Ubiquitin-Proteasome Biology
Alisa S. Wolberg (198) Cellular and Molecular Mechanisms in Hemostasis and Thrombosis

Clinical Professors

Debra A. Budwit (132) Surgical Pathology, Cytopathology, Diagnostic and Prognostic Markers in Gynecologic Neoplasms
M. David Goodman (216) Autopsy Pathology
Pamela M. Groben (157) Dermatopathology
H. Michael Jones (241) Medical Education at Medical Student and Resident Level; Medical History, Autopsy Pathology, Research Support
Harold R. Roberts (15) Thrombosis and Hemorrhage Research and Therapy, Hematology
Scott V. Smith (164) Surgical Pathology, Cardiovascular Pathology, Pediatric Pathology
Karen E. Weck (210) Molecular Genetic Pathology

Clinical Associate Professors

Jessica K. Booker (199) Genetics, Breast Cancer
Susan C. Hadler (194) Oral Diagnosis
Kathleen A. Kaiser-Rogers (212) Clinical Cytogenetics
Ruth A. Lininger (166) Surgical Pathology, Breast Pathology
Deborah L. Radisch (213) Forensic Pathology
Herbert C. Whinna (167) Mechanisms of Hemostasis and Thrombosis, Biochemistry and Vascular Biology of Blood Coagulation, Protein Structure-Function

Clinical Assistant Professors

Araba N. Afenyi-Annan (220) Transfusion Medicine
Megan J. DiFurio (260) Cytopathology, GYN/Breast Pathology
Kevin Greene (255) Surgical Pathology of the Liver and Gastrointestinal Tract
John P. Hunt (243) Surgical Pathology and Hematopathology
Stephanie P. Mathews (262) Hematopathology
Siobhan M. O'Connor (257) Breast Pathology, GYN Pathology, Cytopathology
Lori R. Scanga (256) Surgical Pathology, Cytopathology
Samuel Simmons (263) Forensic Pathology
Leigh B. Thorne (207) Molecular Pathology, Autopsy Pathology
Ruth E. Winecker (165) Forensic Pathology

Clinical Instructors

Claudia M. Brady (230) Surgical Pathology
Steve Holmes (254) Examination of Simple and Complex Specimens, Surgical Pathology
April E. Kemper (259) Autopsy Pathology, Surgical Pathology
Vincent J. Moylan Jr. (218) Cardiac Pathology and Autopsy Pathology
Tracie Wagner (247) Tissue Procurement; Surgical Pathology

Research Professors

C. Robert Bagnell Jr. (109) Application of Advanced Light and Electron Microscopy to Research in Basic Medical Sciences
Virginia L. Godfrey (148) Veterinary Pathology, Animal Models of Genetic Disease, Autoimmunity
Hyung-Suk Kim (137) Gene Targeting and Animal Models for Human Diseases, Hypertension and Hereditary Cerebral Hemorrhage with Amyloidosis and Molecular Evolution
Judith N. Nielsen (222) Animal Health Maintenance, Diagnosis and Eradication
Gloria A. Preston (237) Pathogenesis of Renal Diseases

Research Associate Professors

Arlene S. Bridges (248) Molecular Pharmaceutics and Mass Spectrometry
Craig A. Fletcher (251) Vascular Biology
Tracey M. Heenan (163) Laboratory-, Exotic- and Companion-Animal Medicine
Maimoona A. Zariwala (205) Genetic Analysis of Patients with Primary Ciliary Dyskinesia (PCD)

Research Assistant Professors

Oleg V. Gorkun (195) Coagulation, Fibrinolysis, Fibrinogen Structure
Peiqi Hu (261) Immune-Mediated Kidney Disease
Masao Kakoki (224) Prevention of Cardiovascular Diseases
Kumar Pandya (264) Molecular Mechanisms Governing Genetic Reprogramming during Cardiac Hypertrophy
Dennis A. Simpson (204) Cell Biology, Molecular Biology, Virology
Julia W. Whitaker (227) Laboratory Animal Medicine
Hong Xiao (215) Immune-Mediated Glomerular Disease and Vasculitis
Xianwen Yi (228) Alpha Lipoic Acid and Diabetes Mellitus

Adjunct Professors

Mark E. Brecher (128) Blood Component Processing and Storage, Transfusion Strategies, Transfusion Transmitted Diseases
Chad A. Livasy (193) Surgical Pathology
Richard S. Paules (144) Oncogenes Tumor Suppressor Genes and Cell Cycle Control in Neoplastic Transformation of Mammalian Cells
Gary J. Smith (85) Prostate Cancer, Cancer Cell-Tissue Microenvironmental Interaction, Angiogenesis

Adjunct Associate Professors

Gary A. Boorman (102) Toxicological Pathology, Myelotoxicology
David A. Eberhard (253) Pathology, Scientific and Business Support for Clinical Trials
Jeffrey I. Everitt (180) Experimental Pulmonary and Toxicology Pathology
Thomas H. Fischer (169) Gene Therapy, Blood Coagulation, Atherosclerosis
Suzanne L. Kirby (181) General Hematology/Oncology and Bone Marrow Transplantation
Tara C. Rubinas 229) Gastrointestinal Pathology and Hepatopathology
Nobuyuki Takahashi (184) Animal Models of Hypertension, Preeclampsia, Diabetic Nephropathy and Obesity
Douglas C. Wolf (185) Mechanisms of Toxicity and Carcinogenesis

Adjunct Assistant Professor

Christopher W. Gregory (201) Prostate Cancer, Androgen Receptor

Professors Emeriti

Nadia Malouf Anderson
Stuart Bentley
Myra L. Collins
Robert E. Cross
Frederic G. Dalldorf
Cora-Jean S. Edgell
James D. Folds
Donald T. Forman
Joe W. Grisham
John E. Hammond
William D. Huffines
William W. McLendon
James R. Pick
Katherine B. Pryzwansky
Marjorie S. Read
Kinuko I. Suzuki

Graduate work in the Department of Pathology is offered to those interested in acquiring more extensive knowledge of disease pathogenesis. Major emphasis is given to investigation of molecular and cellular mechanisms responsible for disease initiation, progression, and treatment. Students are given the opportunity to undertake candidacy for the doctor of philosophy degree. Participation in research activities leading to an original dissertation is required of all advanced degree candidates.

Prospective candidates must hold a bachelor's degree from an accredited college or university.

The department is located in the Brinkhous-Bullitt Building, and offers well-equipped laboratories for research and advanced work in pathology.

Please visit www.med.unc.edu/pathology/mcp for more graduate program information.

Courses for Graduate and Advanced Undergraduate Students

PATH

426 Biology of Blood Diseases (BIOL 426) (3). Prerequisite, BIOL 205. Permission of the instructor for students lacking the prerequisite. An introduction to the biology and pathophysiology of blood and the molecular mechanisms of some human diseases: anemias; leukemias; hemorrhagic, thrombotic, and vascular disorders; and HIV disease/AIDS.

462 Experimental Pathology (1–21). Hours, credits, and instructor to be arranged on an individual basis. Hands-on research experience in a predetermined instructor's laboratory. Students learn and apply specific techniques and participate in investigations of molecular mechanisms responsible for disease processes (pathobiology). Contact the director of graduate studies in pathology for information. May be repeated.

464 Light Microscopy (3). Permission of the instructor. Course focuses on practical fundamentals of light microscopy including optics, contrast mechanisms, fluorescence, laser scanning confocal microscopy, photography, and digital imaging.

667 Molecular and Cellular Biology of Cardiovascular Diseases (3). This advanced course will explore the pathogenesis of cardiac and vascular disease with the objective of teaching students to understand, investigate, and communicate current concepts of cardiovascular disease.

Courses for Graduate Students

PATH

713 Mechanisms of Disease (3). Corequisite, PATH 714L. A graduate course on cell injury and pathogenesis of disease with emphasis on basic mechanisms at the molecular, cellular, and organismal levels. Three lecture hours (three credits) with a complementary two-and-a-half-hour laboratory (two credits) each week.

714L Molecular and Cellular Pathophysiological Basis of Disease: Laboratory I (2). Pre- or corequisite, PATH 713. A graduate-level laboratory course on basic mechanisms of disease pathogenesis, emphasizing cell and tissue-based examples of major disease mechanisms.

715 Molecular and Cellular Pathophysiological Basis of Disease: Systemic Pathology (3). Corequisite, PATH 716L. A graduate-level course on systemic pathology, emphasizing the molecular and cellular pathogenesis of diseases of major organ systems. A follow-up to PATH 713/714L. Three lecture hours (three credits) with a complementary two-and-a-half-hour laboratory (two credits) each week.

716L Molecular and Cellular Pathophysiological Basis of Disease: Laboratory II (2). Pre- or corequisite, PATH 715. A graduate-level laboratory course on mechanisms of systemic disease pathogenesis, emphasizing cell and tissue-based examples of diseases of the major organ systems.

723 Translational Pathology and Laboratory Medicine (2). Permission of the instructor. A multi-disciplinary course providing students principles involved in translating basic science into clinically applicable diagnostics and therapies

to improve human disease outcomes. The course is focused on bioinformatics, bioethics, trial design, FDA approval, and commercialization of laboratory diagnostics.

725 Cancer Pathobiology (3). Permission of the instructor. This course examines pathobiological features of cancer. An interdisciplinary approach draws from epidemiology, genetics, molecular biology, and clinical medicine to investigate cancer etiology, pathogenesis, prevention, and treatment.

792 Seminar in Carcinogenesis (TOXC 792) (2). Permission of the instructor. Survey of classical and current literature on selected critical issues in carcinogenesis. Students discuss experimental methods and observations as well as theories and generalizations. Two seminar hours a week.

801 Scientific Critical Thinking (3). A graduate-level course designed to teach the 'scientific method' and based on student presentations of primary literature and group discussions. Teaches students the process by which scientists identify problems, formulate testable hypotheses, collect data through experiments, and eventually establish new models describing biological processes.

890 Special Topics in Pathology: Human Environmental Disease (1-3). This course will study human disease processes that are induced or exacerbated by our environment. Environmental disease stressors include solar radiation, air and water pollution, bioreactive substances in foods, pesticides, metals, dusts, particles, and allergens. Lectures will emphasize epidemiology, mechanisms of toxicity, and human disease pathogenesis.

900 Research in Pathology (2–12). Permission of the department. This is a research course in which advanced students in pathology carry on investigations on mechanisms of disease. Six or more laboratory hours a week, to be arranged. May be repeated.

993 Master's Thesis (3–6). May be repeated.

994 Doctoral Dissertation (3–9). May be repeated.

Department of Pharmacology

www.med.unc.edu/pharm

GARY L. JOHNSON, *Chair*

Professors

*Nancy Allbritton (136) Signaling in Single Cells and Microfabricated Systems for Cellular Analysis

*George R. Breese (15) Drugs and Neural Plasticity, Molecular Neurobiology

*Frank C. Church (107) Proteases and Their Inhibitors Involved in Regulating Thrombosis and Tumor Cell Invasion

Fulton T. Crews (88) Excitotoxicity, Gene Delivery, Neuroprogenetor Stem Cells and Addiction

Channing Der (74) Ras Protein Superfamily, Signal Transduction and Oncogenesis

*Joseph Desimone (137) Polymer Synthesis, Liquid and Supercritical CO2 Processing, Gene Therapy and Drug Delivery

*H.G. Dohlman (127) Receptor and Signal Transduction: Mechanisms of Drug Desensitization

*Linda Dykstra (55) Opioid Analgesics, Drugs of Abuse

*H. Shelton Earp (63) Growth Regulation, Growth Factor and Protein Kinases

Timothy Elston (129)Mathematical Modeling of G Protein and MAP Kinase Signaling Pathways

Barry Goz (29) Virus and Cancer Chemotherapy

K. Hahn (126) Development of Fluorophores for Site-Specific Protein Labeling, Live Cell Biosensors and Their Biological Applications, Motility, Apoptosis and Crosstalk in Signaling

T. Kendall Harden (37) Receptor Biochemistry, Regulation of Second-Messenger Signaling

*Clyde Hodge (123) Molecular Mechanisms Mediating the Reinforcing/Pleasurable Subjective Effects of Alcohol and Other Drugs

Gary L. Johnson (124) Receptors/G-Proteins, Defining the Signal Relay Systems Initiated by Various Cellular Stimuli (Including Cytokines), Growth Factors, Antigens, and Drugs Used to Treat Human Disease

*Alan Jones (138) Heterotrimeric G Protein Signaling in Model Systems

*Rudolph L. Juliano (62) Membrane Biochemistry of Cell Interactions, Drug Delivery Systems

*J. Stephen Kizer (34) Molecular and Cellular Biology of Post-Translational Processing

Ryszard Kole (57) RNA Splicing, RNA-Protein Interactions, Antisense Oligonucleotides

*David Lawrence (139) Chemical Biology of Signal Transduction

*William Maixner (64) Pain Research and Autonomic Nervous System Research

Ken D. McCarthy (42) Neuronalglial Interactions Studied in Situ Using Electrophysiology, Confocal Imaging and Conditional Knockouts

*Howard McLeod (140) Pharmacogenomics, Applied Therapeutics, Clinical Pharmacology, and Integration of Genetics Principles into Clinical Practice

*Leslie Morrow (105) Molecular Neuropharmacology of GABA Receptors and Alcohol

*Robert A. Mueller (32) Neuronal Stimulation and Oncogene Expression

Robert A. Nicholas (68) G-Protein-Coupled P2Y Receptors, Mechanisms of Antibiotic Resistance

*David A. Ontjes (30) Endocrine Pharmacology, Clinical Endocrinology

*Leslie V. Parise (70) Adhesion Receptors and Signal Transduction in Platelets, Sickle Cell Disease and Cancer

*Cam Patterson (115) Angiogenesis, Vascular Biology Endothelium, Atherosclerosis

Bryan Roth (130) Regulation of Signaling and Trafficking, Drug Discovery

*David Rubenstein (141) Cell Adhesion and Signal Transduction and the Role of Human Proteins B-Catenin and Plakoglobin

*Janet Rubin (142) Mechanical and Hormonal Control of Bone Remodeling, Mesenchymal Stem Cell Differentiation, and Osteoporosis

R. Jude Samulski (77) Development of Efficient Viral Vectors for Gene Delivery into Eukaryotic Genes

Gene A. Scarborough (36) Molecular Basis of Plasma Membrane Structure and Function

David Siderovski (111) Regulator of G Protein Signaling (RGS) Family of Proteins

John Sondek (100) X-Ray Crystallography and Transmembrane Signaling

Associate Professors

*Adrienne D. Cox (90) Ras Family Oncogenes, Lipid Modification and Protein Function

Lee M. Graves (89) Growth Factor-Mediated Signal Transduction

*Christian Jobin (135) Molecular Mechanism of Intestinal Inflammation and Regulation of Intestinal Homeostasis by Signaling Cascades

*Yanping Zhang (143) Molecular Basis of Cancer

Assistant Professors

Pilar Blancafort (128) Tumorigenesis and Tumor Progression

*Jean Cook (144) Regulation of DNA Replication in Mammalian Cells

*J. Alex Duncan (145) Inflammation and Immune Response, and Host Pathogen Interactions

Thomas Kash (134) Neurophysiological Alterations Underlying Dysregulated Emotional Behavior

*Andrea Nackley Neely (146) Functional Pain Genetics, Pain Neurobiology and Signaling, and Pain Biomarker Discovery

Zefeng Wang (131) Splicing Regulation and Modulation

Angelique Whitehurst (132) Cancer Pharmacology, Genome-Wide Sirna Screens

Adjunct Professors

James W. Putney (84) Second Messenger Signaling

Robert L. Rosenberg (69) Regulation of Ion Channels

Adjunct Associate Professors

Kenneth S. Korach (85) Biochemistry and Biology of Steroid Hormone Receptors

Howard A. Rockman (108) Molecular Modeling and Cardiovascular Disease

Adjunct Assistant Professor

John P. O'Bryan (114) Signal Transduction by Tyrosine Kinases, Role of Adaptor Proteins, Oncogenesis

Professors Emeriti

Hugh J. Burford
Philip L. Carl (Research Associate Professor)
Kenneth H. Dudley
Curtis Harper
John T. Gatzy
Philip F. Hirsch
Tom S. Miya
Paul L. Munson
William Henry Pearlman
Doris T. Poole
Roy V. Talmage
Svein U. Toverud
** joint faculty members*

The Department of Pharmacology offers a program of study that leads to the degree of doctor of philosophy in pharmacology. The curriculum is individualized in recognition of the diverse backgrounds and interests of students and the broad scope of the discipline of pharmacology. The basic course requirements for the Ph.D. degree include introductory and advanced courses in pharmacology and related programs in accord with the principal interest of the students in molecular pharmacology, neuropharmacology, or in toxicology. In addition, in order to satisfy the requirements of the department and The Graduate School, the student must pass written and oral doctoral examinations, write a dissertation based on original research, and submit to a final oral examination. Under special circumstances, the department will offer a program leading to the M.S. degree. The requirements are appropriate course work, a written comprehensive examination, a thesis based on original research, and a final oral examination.

The department offers a variety of research areas including 1) receptors and signal transduction, 2) ion channels, 3) neuropharmacology, 4) cancer pharmacology, 5) gene therapy, and 6) pharmacology of alcohol and drugs of abuse. The student is expected to begin independent research early in his or her training and to participate in an intensive program of research seminars. Close personal contact between preceptor and trainee is encouraged.

Research Facilities

Laboratory facilities and a wide variety of research equipment are available in the department, which is located primarily in the Genetic Medicine Building, where it occupies approximately 30,000 square feet (exclusive of classrooms and animal facilities). In addition, several faculty members are located in the Lineberger Comprehensive Cancer Center, the Thurston Bowles Alcohol Center, and the Neurosciences Building.

Assistantships and Other Student Aid

Financial assistance is provided to all students. The stipend for the 2011–2012 fiscal year will be $27,500 per year. In addition, tuition, fees and health insurance coverage are provided.

Requirements for Admission

All students in the basic science departments in the Medical School and the biological sciences divisions in biology and chemistry enter graduate school through the Biological and Biomedical Sciences Program (www.med.unc.edu/bbsp). During the first year students take courses and complete three rotations in labs from any of the participating departments or curricula.

After identifying a research mentor, if that faculty member is affiliated with the Pharmacology Department (www.med.unc.edu/pharm/people/primaryfaculty), students can choose to join the pharmacology graduate program. Once in the program, students complete required course work and qualifying examinations, propose a research topic, choose a dissertation committee, and engage in dissertation research. The anticipated duration of training is five years.

The pharmacology graduate program is dedicated to the training of outstanding scientists in the pharmacological sciences. An outstanding graduate program is a high priority of the department, and the training faculty participate fully at all levels. The department has the highest level of NIH funding of all pharmacology departments and a great diversity of research areas is available to trainees. These areas include: cell surface receptors, G proteins, protein kinases and signal transduction mechanisms; neuropharmacology; nucleic acids, cancer, and antimicrobial pharmacology; and experimental therapeutics. Cell and molecular approaches are particularly strong, but systems-level research such as behavioral pharmacology and analysis of knock-in and knock-out mice is also well-represented. Excellent physical facilities are available for all research areas.

Students completing the training program will have acquired basic knowledge of pharmacology and related fields, in-depth knowledge in their dissertation research area, the ability to evaluate scientific literature, mastery of a variety of laboratory procedures, skill in planning and executing an important research project in pharmacology, and the ability to communicate results, analysis, and interpretation. These skills provide a sound basis for successful scientific careers in academia, government, or industry.

To apply to BBSP, students must use The Graduate School's online application form which can be accessed at gradschool.unc.edu/admissions/instructions.html#app. Please read the information for domestic or international applicants at the above Web site before beginning the application. For Question 2 of the application, scroll down to School of Medicine and select "Biological and Biomedical Sciences" from the dropdown list.

The following are required for an application to be considered complete:

1. Nonrefundable $78 application fee (the department cannot review your application until this is paid)
2. Official copies of each of the student's transcripts
3. Letters of recommendation (submit online)
4. Personal statement (submit online)
5. GRE scores (must be less than five years old; UNC institution code is 5816)
6. TOEFL score (must be less than two years old, and is necessary only if the student is an international applicant who does not have an undergraduate degree from a U.S. university)

For Graduate School information and submission of application materials:

UNC Graduate School
Admissions Office
CB# 4010, Bynum Hall
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-4010

For program information and submission of application materials:

BBSP Admissions
130 Mason Farm Road
1125 Bioinformatics Bldg.
CB#7108
University of North Carolina
Chapel Hill, NC 27599-7108
Telephone: (919) 843-6960
E-mail: bbsp@unc.edu

Courses for Graduate and Advanced Undergraduate Students

PHCO

643 Cell Structure, Function, and Growth Control I (BIOC 643, CBIO 643, MCRO 643, PHYI 643) (3). See CBIO 643 for description.

644 Cell Structure, Function, and Growth Control II (BIOC 644, CBIO 644, MCRO 644, PHYI 644) (3). See CBIO 644 for description.

Courses for Graduate Students

PHCO

701 Introduction to Molecular Pharmacology (2). Permission of the instructor. A first-year pharmacology course outlining the basic of molecular pharmacology, including molecular biology, drug/receptor interactions, receptors and ion channels, regulation of second messengers and drug metabolism. Two lecture hours a week.

702 Principles of Pharmacology and Physiology (TOXC 702) (3). Prerequisite, CHEM 430. Permission of the instructor for students lacking the prerequisite. Introduces students to the major areas of pharmacology and physiology and serves as a basis for more advanced courses. Three lecture hours a week

705 Behavioral Pharmacology (NBIO 705, PSYC 705) (3). See PSYC 705 for description.

707 Advanced Toxicology (ENVR 707, TOXC 707) (3). See TOXC 707 for description.

715 the Molecular Pharmacology of Cancer (2). Required preparation, advanced graduate or advanced undergraduate courses in biochemistry and molecular biology. This course deals with the molecular and cellular basis of anticancer and antiviral chemotherapy, with emphasis on novel approaches including immunotherapy, antisense oligonucleotides, and gene therapy. The course includes faculty lectures and student presentations.

721 Seminar Courses in Pharmacology (1–3). This is a series of seminar courses dealing with advanced topics in modern molecular pharmacology based mainly on discussion of current literature.

722 Cellular and Molecular Neurobiology I (PHYI 722) (2–6). Lecture/discussion course on the physiology, pharmacology, biochemistry, and molecular biology of the nervous system. Topics include function and structure of ion channels, neurotransmitter biosynthesis and release mechanisms, neurotransmitter receptors, and intracellular signaling pathways.

722A Introduction to Cell Molecular Neurobiology (BIOC722A, NBIO 722A, PHYI 722A) (2). See NBIO 722A for description.

722B Cell and Molecular Neurobiology (BIOC 722B, NBIO 722B, PHYI 722B) (2). See NBIO 722B for description.

722C Electrical Signaling (BIOC 722C, NBIO 722C, PHYI 722C) (2). See NBIO 722C for description.

723 Cellular and Molecular Neurobiology II (PHYI 723) (2–6). See PHYI 723 for description.

723A Synaptic Mechanisms and Intracellular Signaling (BIOC 723A, NBIO 723A, PHYI 723A) (3). See NBIO 723A for description.

723B Anatomy and Function of Sensory and Motor Systems (BIOC 723B, NBIO 723B, PHYI 723B) (3). See NBIO 723B for description.

724 Ras Superfamily Proteins and Signal Transduction (2). Seminar/discussion course covering recent advances in the role of these proteins in signaling and growth.

725 Signal Transduction (BIOC 725) (2). Seminar/discussion course on molecular aspects of the receptors, G-proteins, effector proteins, kinases, and phosphatases that mediate hormone, neurotransmitter, growth factor, and sensory signaling.

726 Adhesion Receptors and Signaling in Cancer and CV Disease (2). Examines the growing number of families of cell adhesion receptors and their role in biological processes including signal transduction, control of gene expression, hemostasis, cancer, neuronal development, immunobiology, and embryologic development.

727 Structure and Function of Ion Channels (2). Seminar/discussion course on the physiology, pharmacology, biochemistry, and molecular biology of ion channel proteins.

728 Neuropharmacology of Alcohol and Substance Abuse (3). A lecture/discussion course on the biological bases of alcohol and substance abuse.

729 Gene Therapy: Medicine for the Twenty-First Century (2). A seminar/discussion course on recent advances in targeted gene delivery and gene therapy.

730 Seminar in Recent Advances in Pharmacology (1). Students meet as a group with faculty members to develop skills in critical reading and to summarize and discuss selected aspects of current pharmacological literature. Two hours a week.

732 Grant Writing (2). Prerequisite, PHCO 701. Permission of the instructor. A discussion course covering the elements of successful grant proposals and scientific ethics.

733 Drug Discovery and Development (2). A seminar/discussion course on the research, development and regulatory processes involved in bringing new drugs to clinical use.

734 Pain and Analgesia (2). A lecture/discussion course on pain transmission and pain measurement. The neuropharmacological basis of pain modulation will be discussed.

735 Discovery Biology and Pharmacogenomics (2). Lecture/discussion course covering a variety of aspects of new biological and computational technologies. The course is predominantly in a lecture format with computer-based and literature assignments.

736 Protein Kinases as Targets for Novel Pharmacological Inhibitors (2). A seminar/discussion course to evaluate the use of small molecule inhibitors of protein kinases from a structural and signal transduction perspective.

737 Target-Based Drug Discovery and Cancer Treatment (2). A lecture/discussion course that emphasizes preclinical and clinical studies for the development of anti-cancer drugs that target signal transduction. Topics include target identification and validation, drug discovery, the process of government approval for clinical trials, design of clinical trials, and new genetic-based technologies to foster drug development.

738 Nanomedicine (2). Required preparation, completion of undergraduate major in physical or biological science or permission of the instructor. This course offers an introduction to the nascent interdisciplinary field of nanomedicine for students with physical/biological science backgrounds; course will be based on student-led discussions of current literature.

739 Reprogramming of Somatic and Stem Cells and Its Applications in Pharmacology (2). The objective of this new elective is to provide graduate students with an overview of stem cell biology with a unique emphasis on the applications of stem cells in pharmacology, particularly in areas of cancer and tissue regeneration.

850 Seminar in Neurobiology (BIOL 850, NBIO 850, PHYI 850) (3). See NBIO 850 for description.

900 Special Pharmacology Research (3–6).

901 Research in Pharmacology (1–21). Permission of the department.

951 Research in Neurobiology (BIOL 951, NBIO 951, PHYI 951) (3–12). See NBIO 951 for description.

989 Special Pharmacology Research (3–6).

993 Thesis for Master's Degree (3–6). Permission of the department.

994 Doctoral Dissertation (3–9). Permission of the department.

Eshelman School of Pharmacy

www.pharmacy.unc.edu

ROBERT A. BLOUIN, *Dean*

Professors

Robert A. Blouin, Effects of Infectious Disease and Trauma on Altered Physiologic States (i.e., Aging and Obesity), and the Expression and Regulation of Drug Metabolizing Enzymes

Kim L. R. Brouwer (62) Hepatobiliary Drug Disposition, Mechanisms of Drug Absorption and Transport, Clinical Pharmacokinetics

Moo J. Cho (79) Targeted Drug Delivery

Frederick M. Eckel (9) Exploration and Role Development of Pharmacist as Health Team Member

Leaf Huang (121) Gene Therapy, Targeted Drug Delivery

Timothy J. Ives, Pharmacodynamics of Insulin Sensitizers and Insulin Analogs; Pharmacotherapy of Rickettsial Diseases

Bill Janzen, Drug Discovery, High Throughput Screening, Automation and Process Improvement

Michael Jay (137) Nanotechnology, Nuclear Sciences

Rudolph Juliano, Cell Adhesion Molecules and Signal Transduction, Macromolecular Therapeutics

Harold Kohn (106) Organic, Medicinal, and Bio-Organic Chemistry; Mechanisms of Biochemical and Medicinal Processes; Synthesis and Investigation of Heterocyclic Compounds of Medicinal Interest

David Lawrence (133) Application of Chemical Tools to Biological Questions–Enzyme Sensors; Light-Activated Inhibitors, Sensors and Signaling Proteins; Light-Induced Gene Expression; Chemical Genomics

Kuo-Hsiung Lee (13) Medicinal Chemistry of Bioactive Natural Products and Synthetic Analogs Including Antitumor, Anti-AIDS, Antimalarial, Antihepatic, Anti-inflammatory, Anti-Arthritis, and Antiviral Agents; Antifungal Antibiotics; Insect Antifeedants; Chinese Herbal Medicine

Howard L. McLeod (127) Colorectal Cancer, Cancer Pharmacogenomics, Translational Pharmacology

Russell J. Mumper (132) Nanoparticle Engineering for Tumor and Dendritic Cell Targeting Vaccines, Biocompatibility, Hemocompatibility and Toxicology of Nanoparticles and Nanomaterials, Mano-Adhesive Gels and Thin Films for Mucosal Delivery of Drugs, Vaccines and Microbicides, Anticancer and Anti-inflammatory Properties of Berries and Berry Extracts

J. Herbert Patterson (47) Pharmacokinetic Evaluation of Cardiovascular Drugs

Betsy L. Sleath (91) Provider-Patient Communication, Drug Utilization Review, Patient Compliance, Pharmacoepidemiology

Dhiren R. Thakker (87) Mechanisms of Drug Transport, Pro-Drug Strategies for Enhanced and Targeted Drug Delivery, Disposition of Macromolecules (e.g., Genes)

Alexander Tropsha (81) Molecular Modeling, Computer-Assisted Drug Design, Molecular Dynamics of Proteins, Protein Folding

Paul Watkins, Preclinical Models to Patients in Clinical Trials; Current Genomics Technologies, Including Genetics, Transcriptomics, and Metabolomics

Xiao Xiao (126) Viral-Based Gene Delivery, Gene Therapy for Muscular Dystrophy and Other Diseases

Associate Professors

Kenneth F. Bastow (84) Design and Testing of Antiviral/Anticancer Drugs

Susan J. Blalock (115) Psychosocial Aspects of Chronic Illness, with Emphasis on Musculoskeletal Disorders

Stephen Caiola, Adult Education Outcomes and Pharmaceutical Care Outcomes in Ambulatory Patients

Patricia Deverka

Federico Innocenti, Oncology Research in the Institute of Pharmacogenomics and Individualized Therapy

Michael B. Jarstfer (112) Use of Synthetic Chemistry and Combinatorial Chemistry to Study Ribonucleoprotein Telomerase–Role in Tumorigenesis

Melanie Joy, Chronic Kidney Disease; Pharmacokinetic/Pharmacodynamic

Angela D.M. Kashuba (114) Pharmacogenetics, Pharmacokinetics and Pharmacodynamics of Antiretroviral Agents, Influence of Cytokines on Drug-Metabolizing Enzymes

Richard J. Kowalsky (26) Radiopharmaceuticals

Andrew Lee (111) Structural Biology, NMR Spectroscopy, Protein Dynamics, Biophysical Dissection of Proteins and Protein-Ligand Interactions

Jian Liu (108) Carbohydrate Biochemistry, Structural and Functional Relationships of Heparan Sulfate

Rihe Liu (113) Proteomics and Functional Genomics

Thomas M. O'Connell, Application of NMR to Metabolomics

A. Wayne Pittman (30) Hypertension, Clinical Pharmacokinetics, Cardiology and Drug Administration

Ralph H. Raasch (32) Infectious Diseases, Parenteral Nutrition

Jaya Rao (138) Complementary and Alternative Medicine, Patient-Provider Communication, Rode of Diagnostic testing in Medical Management, Chronic Disease Management

Robert Shrewsbury, Basic and Applied Biopharmaceutics and Pharmacokinetics

Scott Singleton (116) Bio-Organic and Biophysical Chemical Investigations of the Mechanisms DNA Repair, Directed Evolution of Novel Enzymes, Development of Alternate Strategies for Targeting Drug-Resistant Pathogenic Microorganisms

Philip C. Smith (85) Pharmacokinetics, Drug Metabolism

Dennis M. Williams (92) Pharmacokinetics and Pharmacodynamics, Inhalation Therapy for Pulmonary Disease, Hypertension

Timothy J. Wiltshire, Mouse Genetics

William C. Zamboni, Translational Studies of Anticancer Agents–Pharmacokinetics, Pharmacodynamics, and Pharmacogenetics in Optimizing Chemotherapeutic Treatment of Cancer, Liposome-, and Nanoparticle-Based Delivery of Anticancer Agents

Assistant Professors

Lynn G. Dressler, Translational Research in Breast Cancer, Health Policy and Bioethics.

Joel Farley (124) Evaluation of Public Policies for Prescription Medication, Effect of Medicaid Prescription Cost-Containment Policies on Vulnerable Populations

Roy Hawke (118) Pharmacogenetics of Drug Metabolism and Liver Disease, Lipotoxicity, Drug Toxicity

Craig R. Lee (128) Role of Genomics in the Development, Progression, and

Treatment of Cardiovascular Diseases, Eicosanoid Metabolism, Endothelial Dysfunction
Sam Lai, Infectious Diseases and Lymphatic Drug Delivery
Mary T. Roth-McClurg (125) Quality of Medication Use and Clinical Outcomes in Older Adults
Qisheng Zhang (130) Endogenous Small Molecule-Regulated Cell Signaling and Relevance to Diseases, Phosphoinositide Signaling, Chemistry and Biology of S-adenosylmethionine, Imaging and Regulating Phosphatase PRL-3

Research Professors

Stephen Frye, Drug Design, Enzyme Inhibitor Design, Protein Kinases
Clark D. Jeffries, Medicinal Chemistry and Natural Products
Dmitri Kireev, Computational Drug Discovery
Michael Wagner, Genetic
Research Associate Professors
Jian Jin, Integrative Chemical Biology and Drug Discovery
Juan Li, Gene Therapy
Feng Liu, Gene and Drug Delivery
Alexander Golbraikh, Informatics
Susan Morris-Natschke (102) Design, Synthesis and Structural Optimization of Antiviral Phospholipids

Research Assistant Professors

James Auman, Pharmacogenomics and Individualized Therapy
David Borts, Pharmacotherapy and Experimental Therapeutics
Arlene P. Bridges, Mass Spectrometry
Julie Dumond, Pharmacokinetics
Alexander Golbraikh, Medicinal Chemistry and Natural Products
John R. Kagel, Pharmacotherapy and Experimental Therapeutics
Xiuling Lu, Nanoparticles
Kyoko Nakagawa-Goto
Keduo Qian, Medicinal Chemistry and Natural Products
Chunping Qiao, Gene Therapy
Vyas Sharma, Medicinal Chemistry and Natural Products
Ruhang Tang, Molecular Pharmaceutics
Qunzhao Wang, Biochemistry
Xiang Wang, Molecular Modeling
Xiaodong Wang, Therapeutic Targets in Oncology
Zhuo Wang, Drug Metabolism and Pharmacokinetics
Wei Yue, Pharmacotherapy
Hao Zhu, Molecular Modeling

Clinical Professors

Doyle M. Cummings, Pharmacy Practice and Experiential Education
Peter Gal, Pediatric Pharmacotherapy
J. Heyward Hull, Cardiovascular Pharmacology, Clinical Pharmacokinetics, Study Design and Analysis

Clinical Associate Professors

Betsy Bryant-Shilliday, Pharmacy Practice and Experiential Education
Rowell Daniels, Clinical Affairs
Stephen Dedrick, Continuing Education
Betty Dennis, Pharmacy Practice and Experiential Education
Robert E. Dupuis, Clinical Pharmacokinetics, Transplantation
Stefanie P. Ferreri, Evaluating Pharmaceutical Care in the Community Pharmacy Setting
Peter G. Koval, Pharmacy Practice and Experiential Education
Macary Marciniak, Pharmacy Practice
Robb Malone, Pharmacy Practice and Experiential Education
Elizabeth Michalets, Pharmacy Practice and Experiential Education
Susan Miller, Pharmacy Practice and Experiential Education
Karen Oles, Pharmacy Practice and Experiential Education
Adam M. Persky, Pharmacy Education, Pharmacokinetics and Pharmacodynamics of Dietary Supplements
Jo Ellen Rodgers, Cardiovascular and Critical Care Drug Therapy
Phillip T. Rodgers, Pharmacy Practice and Experiential Education
Mollie A. Scott, Pharmacy Practice and Experiential Education
Kimberly Thrasher, Pharmacy Practice and Experiential Education
Toyin Tofade, Pharmacy Practice and Experiential Education

Clinical Assistant Professors

Heidi Noel Anksorus, Pharmacy Practice and Experiential Education
Jena Ivey Burkhart, Pharmacy Practice and Experiential Education
Kristen Bova Campbell, Pharmacy Practice and Experiential Education
Amanda H. Corbett, Pharmacology of Antiretrovirals, Opportunistic Infection Therapies in Resource-Poor Countries
Wendy Cox, Professional Education
Lisa Dinkins, Pharmaceutical Care Labs
Stephen Eckel, Pharmacy Practice and Experiential Education
Anthony Emekalam, Pharmacy Practice and Experiential Education
Leigh Foushee, Pharmacy Practice and Experiential Education
Debra P. Futrell, Pharmacy Practice and Experiential Education
Michael Gabriel, Pharmacy Practice and Experiential Education
Luke Heuts, Pharmacy Practice and Experiential Education
Bill Hitch, Pharmacy Practice and Experiential Education
Debra Kemp, Pharmacy Practice
Dionne Lowder Knapp
Barbara Kostic, Pharmacy Practice and Experiential Education
Kim Leadon, Professional Experience
Dalia Mack, Pharmacy Practice and Experiential Education
S. Dee Melnyk, Pharmacy Practice and Experiential Education
Dawn Pettus, Pharmacy Practice and Experiential Education
Mary W. Roederer, Pharmacy Practice and Experiential Education
Tracie Rothrock-Christian, Pharmacy Practice and Experiential Education
Dawn Rush, Pharmacy Practice and Experiential Education
Kacy Schulman, Pharmacy Practice and Experiential Education
Kelly Scolaro, Care Labs
John M. Valgus, Pharmacy Practice and Experiential Education
Christine M. Walko, Clinical Pharmacology of Anticancer Drugs, Clinical Pharmacokinetics of Anticancer Drugs, Cancer Pharmacogenomics
Carla White Harris, Diversity Initiatives

Adjunct Professors

Michael Crimmins, New Methodology and Synthesis of Natural Products
Paul A. Dayton
Joseph DeSimone, Polymer Synthesis, Liquid and Supercritical CO2 Processing, Gene Therapy and Drug Delivery
Klaus Hahn, Tools for Studying Signaling Dynamics
Weili Lin, Magnetic Resonance Imaging
Wenbin Lin, Crystal Engineering
Bryan Roth, GPCR Structure

Adjunct Associate Professors

Andrea K. Biddle
David M. Cocchetto, Clinical Pharmacology, Antiviral/Antibacterial Regulatory Affairs
William T. Sawyer, Cardiovascular Therapeutics, Clinical Pharmacy Practice, Biostatistics and Data Management Service
K.T. L. Vaughn, Pharmacy Practice and Experiential Education
Zhiyang Zhao, Pharmacokinetics and Drug Metabolism

Adjunct Assistant Professors

Jack W. Campbell
Katharine Cornell, Pharmacy Practice and Experiential Education
Giulia Ghibellini, Clinical Pharmacology and Discovery Medicine Psychiatry
Alicia Gilsenan
Steven R. Moore
Alison A. Motsinger, Pharmacogenetics, Bioinformatics
Cosette Serabjit-Singh, Computational Approaches to Predicting ADME Parameters/Pharmacogenetics

Joshua Thorpe
Constance O. Vance

Professors Emeriti
William Campbell
George H. Cocolas
Dale Christensen
Boka Hadzija
Anthony Hickey
Khalid S. Ishaq
Tom S. Miya
G. Joseph Norwood
Claude Piantadosi
LeRoy D. Werley Jr.
Jack K. Wier

The Eshelman School of Pharmacy offers graduate curricula leading to the master of science and doctor of philosophy degrees in pharmaceutical sciences. Graduate study may be concentrated in disciplinary areas represented by the divisions of medicinal chemistry and natural products, molecular pharmaceutics, pharmaceutical outcomes and policy, pharmacotherapy and experimental therapeutics, and pharmacy practice and experiential education.

Instruction emphasizes contemporary research methods and results and is given by means of lectures, recitations, and seminars combined with intensive laboratory-based research. The excellent rapport that exists between schools, departments, institutes, and centers within the University facilitates interdisciplinary collaborative research by graduate students and faculty. The graduate degree programs also benefit from faculty affiliations with GlaxoSmithKline, Inc., the Research Triangle Institute, Duke University, the Wake Forest University School of Medicine, and many other organizations in the Research Triangle Park area. The Eshelman School of Pharmacy occupies Beard and Kerr Halls, which are located on the Health Sciences campus together with the schools of Dentistry, Medicine, Nursing, and Public Health. The Health Sciences Library has an outstanding collection of books and journals as well as computer/support services. Appropriate use also is made of the library and laboratory facilities in other University departments.

Medicinal Chemistry and Natural Products

Medicinal chemistry is an interdisciplinary science. It applies and extends the basic concepts of chemistry, biochemistry, and pharmacology to the investigation of biomedical problems. Areas of study include structure-activity relationships, drug-receptor interactions, and synthetic drug design. Studies also may include biochemical mechanisms of drug interaction and drug toxicity, isolation of compounds from natural sources, and development of analytical methods that apply to all of the above areas of research. Specific research programs within the division focus on isolation of bioactive natural products and synthesis of related analogs, computational chemistry and molecular modeling, neurobiological proteins as targets for drug design, NMR-based techniques to study proteins, proteonomics, and nuclear protein enzymology.

Medicinal chemistry is a multidisciplinary field that requires understanding of organic chemistry and related biomedical disciplines such as biochemistry, molecular biology, structural biology, pharmacology, and physiology. It interfaces with each of these disciplines and with the use of current methodologies, focusing on learning disease pathways and how drugs function. Research techniques including synthesis, spectroscopy, biochemistry, molecular biology, and computational chemistry are linked to identify new therapeutic agents, targets, and the pathways by which drugs express their functions. Along with other important facilities, the division has specialized laboratories that conduct cutting-edge research. Focus groups include cancer chemotherapy, computer-aided drug design, enzymology, glycobiology, molecular modeling, natural products, neurochemistry, parasitology, and structural biology.

A Ph.D. degree is offered with a concentration in medicinal chemistry and natural products.

Molecular Pharmaceutics

Molecular pharmaceutics represents interdisciplinary specialties encompassing a range of scientific endeavors, including 1) the design, fabrication, evaluation, use of, and delivery strategies for dosage forms, 2) elucidation of the behavior of pharmacologic agents in biologic systems, 3) determination of the ability of pharmacologic agents to reach the relevant site of biologic effect and 4) determination of the time course of biologic activity. These areas of specialization represent critical steps in the development of new therapeutic agents, the evaluation of new and existing drugs, and the optimal clinical use of pharmacologic agents. Students in the Division of Molecular Pharmaceutics are required to participate in a common core of entry-level graduate courses. This core provides a broad perspective of the pharmaceutical sciences, as well as an appreciation for how different subdisciplines interact. Many dissertation projects are collaborative in nature and rely upon interactions with faculty in other divisions of the School of Pharmacy, as well as with colleagues in the School of Medicine, the Department of Chemistry, or at pharmaceutical companies or institutions located in the Research Triangle Park area.

Pharmaceutical Outcomes and Policy

Research and education in the Division of Pharmaceutical Outcomes and Policy (DPOP) emphasizes an interdisciplinary approach to solving problems of developing, evaluating, and distributing pharmaceutical products and services. Faculty research interests and course offerings reflect this interdisciplinary orientation.

Education and research in the division draws heavily upon expertise in numerous fields such as health policy, epidemiology, economics and health behavior. DPOP emphasizes research in evaluation of pharmaceutical care and/or pharmaceutical technologies. This includes assessment of processes and outcomes of care from economic, humanistic, and clinical perspectives. Assessing and valuing outcomes in the pharmaceutical area is a vital part of the broader mission to improve the performance of the health care system. This is often exemplified in the formation and evaluation of drug policies.

Pharmacotherapy and Experimental Therapeutics

The Division of Pharmacotherapy and Experimental Therapeutics offers a Ph.D. program in the pharmaceutical sciences with a focus on translational research in experimental therapeutics. The goal of this program is to develop an individual who is capable of integrating biomedical and pharmaceutical sciences while maintaining expertise as a clinician. The focus of the program is the development of basic research skills that facilitate evaluation of mechanisms of disease processes and drug therapy. In addition, ongoing clinical experience and advanced course work in pharmacotherapy are integral parts of this program. Students work closely with faculty members who play an active role in the In Vitro In Vivo Correlates of Drug Disposition Scholarly Program, which utilizes preclinical models of absorption, distribution, metabolism, and elimination to predict the in vivo disposition of therapeutic agents. Strong therapeutic areas include oncology, infectious diseases/HIV, cardiology, and neuropsychopharmacology. Core course work includes

molecular biology, biostatistics, analytical methodology, and advanced pharmacokinetics/pharmacodynamics. Research projects must include an in vitro and an in vivo component.

Requirements for Admission

Applicants who have completed a standard collegiate curriculum in pharmacy, chemistry, biochemistry, biology, or in an allied field in the University, or in other universities or colleges having curricula acceptable to the UNC–Chapel Hill Graduate School, are eligible for admission to the graduate program in pharmaceutical sciences. Applications for admission must be supported by scores on the Graduate Record Examination, letters of recommendation, and a statement of personal goals as they relate to graduate study at the UNC–Chapel Hill Eshelman School of Pharmacy.

The Graduate School online application (gradschool.unc.edu) is the standard means of applying for admission. Inquiries concerning admission to programs in the pharmaceutical sciences may be directed to the Office of Research and Graduate Education, CB# 7567, 29 Beard Hall, Chapel Hill, NC 27599-7567.

Pharmacy Practice and Experiential Education

The goal of the master of science with a concentration in health system pharmacy is to prepare pharmacists for leadership positions in health care. In order to accomplish this goal, the program will provide students with the knowledge, skills and experience necessary to assume a variety of roles and responsibilities. Our graduates will serve as vibrant, committed professionals with a focus on improving patients' health, health care delivery, and the profession of pharmacy. This will occur through both didactic education and experiential opportunities in class and in the workplace.

Graduate Assistantships and Fellowships in the School of Pharmacy

Graduate teaching and research assistantships in the School of Pharmacy provide a stipend of $23,000 for 12 months' service. All awards are made on a competitive basis with consideration given to the applicant's academic record and Graduate Record Examination scores. Information concerning these assistantships, fellowships, and traineeships may be obtained by writing directly to the Office of Research and Graduate Education, Eshelman School of Pharmacy.

Medicinal Chemistry

Courses for Graduate Students

MEDC

804 Drug Discovery Targets I (3). Prerequisites, CHEM 261 and 262. Introduction to the principles of design and discovery of effective therapeutic agents. Concepts of physical chemistry, pharmacokinetics and disposition, and analytical techniques in the context of drug design.

805 Molecular Modeling (BIOC 805) (3). See BIOC 805 for description.

806 Macromolecular Modeling (BIOC 806) (3). Prerequisites, MATH 231, 232, and CHEM 430. Introduction to modeling and simulation techniques for biological macromolecules. Two lecture and three to four laboratory hours per week.

807 Foundations of Chemical Biology I: Organic and Medicinal Chemistry (3). Prerequisite, CHEM 262. The elements of organic chemistry required for the design and synthesis of chemical probes and biologically active compounds.

821 Chemistry of Natural Products (3). Prerequisite, CHEM 466. Permission of the instructor. An introduction to the isolation, structure determination, biosynthesis, and synthesis of bioactive natural products; emphasis on aspects relating to medicinal chemistry. Three hours a week.

822 Selected Topics in Natural Products (2). Prerequisites, CHEM 466 and 468. Discussions of important recent developments in the chemistry of natural products of biomedical significance.

833 Molecular Target-Based Drug Discovery (3). Prerequisite, MEDC 804. An integrated introduction to molecular target-based drug discovery including bioactive natural products, neuropharmacology, chemical biology, and recent advances and techniques in drug discovery.

836 Selected Topics in Synthetic Medicinal Chemistry (2). Prerequisite, CHEM 460. Discussions from current literature on the strategy and techniques involved in the synthesis of drug molecules. Two lecture hours a week.

842 Therapeutic Proteins (3). This course covers applications of modern information theory and information technologies to biomolecular systems. The core of this course is an overview and practical applications of methods and techniques for the analysis of nucleic acid and protein sequences, sequence-structure, and sequence-function correlations.

899 Seminar (1). Seminar consists of presentations on current research topics by the division's graduate students, faculty and invited speakers from industry, government, and other academic departments and institutions. Only four credits of MEDC 899 may count toward requirement for the PhD degree (two credits for MS).

900 Introduction to Research in Medicinal Chemistry (1–3). Prerequisites, CHEM 261 and 262. Permission of the instructor. One conference and three or more laboratory hours a week.

991 Research in Medicinal Chemistry (1–9). One conference and nine laboratory hours a week per course.

993 Master's Thesis (3). After didactic course work is complete, master's students register for three credits of MEDC 993 during the fall and spring semesters.

994 Doctoral Dissertation (3). Students register for dissertation credits after successfully completing all didactic course work. A minimum of six credit hours are required for graduation.

Molecular Pharmaceutics

Courses for Graduate Students

MOPH

738 Nanomedicine (3). Offers an introduction to the interdisciplinary field of nanomedicine for students with physical, chemical, or biological sciences background. It will emphasize emerging nanotechnologies and biomedical application.

801 Nuclear Pharmacy 1 (3). Prerequisite, PHCY 411. Permission of the instructor. Basic principles of radiation physics, instrumentation, radiation safety, and radiation biology.

802 Nuclear Pharmacy 2 (3). Prerequisite, MOPH 801. Permission of the instructor. Chemical principles underlying the preparation, regulatory control, and use of radioactive drugs in nuclear medicine.

810 Drug Metabolism (3). Permission of the instructor. Introduction to the use of concepts, chemistry, enzymology, and techniques in drug metabolism for the design and development of safe and effective therapeutic agents.

840 Introduction to Research (1–3). Permission of the instructor. Students participate in research projects designed to introduce them to research opportunities in the pharmaceutical sciences.

850 Pharmaceutical Analysis (1). Permission of the instructor. Introduction to quantitative instrumental analysis in pharmaceutics. One lecture hour a week.

862 Advanced Pharmaceutics (3). Discuss industrial approaches to pharmaceutical formulation development.

864 Advances in Drug Delivery (4). Prerequisites, PHCY 410 and 411. Permission of the instructor for students lacking the prerequisites.

865 Trends in Molecular Pharmaceutics Research (3). Prerequisite, MOPH 864. An interactive course in which students actively participate by critical evaluation and discussion of current literature in the field of drug delivery.

890 Special Topics in Advanced Pharmaceutics (1–12). Permission of the instructor. A lecture and/or laboratory course designed to present new concepts and innovations in the area of drug delivery and disposition.

899 Seminar (1). Seminar consists of presentations on current research topics by the division's graduate students, faculty and invited speakers from industry, government, and other academic departments and institutions. Only four credits of MOPH 899 may count toward requirement for the PhD degree (two credits for MS).

900 Introduction to Research in MOPH (2–3). This course provides students the opportunity to work with a faculty mentor on a research project.

991 Research (1–12). Graduate course consisting of laboratory-based research, conferences with the major professor, and library investigations relating to research. One conference and nine laboratory hours a week per course.

993 Master's Thesis (3). After didactic course work is complete, master's students register for three credits of MOPH 993 during the fall and spring semesters.

994 Doctoral Dissertation (3). Students register for dissertation credits after successfully completing all didactic course work. A minimum of six credit hours are required for graduation.

Pharmaceutical Outcomes and Policy

Courses for Graduate Students

DPOP

801 Economics and Behavior of the International Pharmaceutical Industry (HPM 653) (3). This course focuses on the empirical investigation of the economic and health impact of major pharmaceutical policies, regulations, market conditions, prescription drug use, and pharmaceutical care.

803 Social and Behavioral Aspects of Pharmaceutical Use (3). This course will draw upon medical sociology and health psychology to familiarize students with core theories, research, measures and design issues relevant to conducting social/behavioral research in pharmaceutical use.

804 Informatics: Use of Large Health Care Databases (3). Interdisciplinary course providing practical training in the analysis of large, secondary databases containing physician, hospital, and pharmaceutical data. Course topics include data preparation, algorithm development, quality control, and dataset limitations.

805 Patient-Reported Outcomes: Theory, Methods, and Applications (3). Course examines theoretical and methodological issues related to the assessment of patient reported outcomes, including health-related quality-of-life, in pharmaceutical research. Current and potential applications are highlighted.

806 Pharmaceutical Policy (3). Course examines policies that influence pharmacy. Structured methods of policy analysis are examined and used to assess theoretic and analytic applications for evaluating pharmaceutical policy.

872 Proposal Writing in DPOP (3). How to write research proposals, including dissertation grants.

899 Seminar (1). Forum for scholarly discussion of policy issues, research ideas and methods, campus and industry research resources, and the presentation of ongoing research. In addition to presentations by DPOP faculty and students, seminar will include presentations from invited researchers from industry, managed care, foundations, health care organizations, clinicians, and other departments.

900 Introduction to Research in DPOP (2–3). This course offers students the opportunity to work with a faculty mentor on a research project.

901 Selected Topics in Pharmaceutical Outcomes and Policy (1–3). A reading and/or special projects course for both undergraduate and graduate students interested in pursuing additional work in the administrative and social sciences as they pertain to pharmacy practice. One to three hours a week.

902 Methods in Pharmaceutical Outcomes Research (3). Includes formulating a research question, stating aims and hypothesis. Students are introduced to formulating a research strategy to write the background of the protocol, developing a research methodology, addressing measurement issues, selecting an appropriate design, and performing statistical analysis and power calculations. Three lecture hours a week.

991 Research in Pharmaceutical Outcomes and Policy (1–6). Consists of laboratory work, conferences with the major professor and library investigations relating to research.

993 Master's Thesis (3). A minimum of six hours of thesis credit must be taken in order to complete the requirements for the master's degree.

994 Doctoral Dissertation (3). There is no limit to the number of dissertation hours that can be taken; however, no more than six hours may be applied to the minimum of 45 hours needed to satisfy graduation requirements.

Pharmacotherapy and Experimental Therapeutics

Courses for Graduate Students

DPET

809 Hubbard Program (3). This interdisciplinary course for health professions students trains students to practice collaboratively in the care of their older patients.

813 Cardiovascular Pharmacy (3). Provides an in-depth discussion of the pharmacotherapy of major cardiovascular diseases such as hypolipidemia, hypertension, ischemic heart disease, heart failure, and arrhythmias.

815 Interdisciplinary Teamwork in Geriatrics (3). Course emphasizes the acquisition of skills and competencies necessary to provide effective interdisciplinary geriatrics care and leadership in a variety of settings, including rural and/or underserved communities.

816 Integrative Medicine (2). This is a survey course intended to introduce students to various complementary and alternative medicine practices, and their integration into traditional medicine. It will utilize active learning strategies to enhance student involvement.

818 Foundations in Exercise Prescription (2). This course is designed to introduce basic concepts and selected therapeutic applications of exercise testing and prescription.

821 Principles of Pharmacy Practice (3). Prerequisite, PHPR 249. Students discuss the modern role of the hospital pharmacist and how the role integrates progressive management with innovative services. The problems with implementing these programs are evaluated. Three lecture hours a week.

822 Advanced Clinical Pharmacy (3). Discussions, workshops, and lectures to develop the student's skills and abilities to make therapeutic recommendations, utilize drug literature, educate patients and health professionals, and record observations, plans, and actions in a problem-oriented record.

830 Clinical Investigation of Drugs (2). Includes preclinical drug safety evaluation, preclinical pharmacology, design of protocols for Phases I–IV, FDA guidelines for clinical study, preparation of study plan, statistics in clinical trials, data analyzing, and FDA interactions with industry.

831 Quantitative Methods in Clinical Research (3). Required preparation, introductory biostatistics or general statistics. Graduate standing or permission

of the instructor. This course reviews statistical concepts and discusses the most commonly used statistical methods for analysis of data from clinical studies or research experiments. Students will analyze problem datasets using SAS.

833 Experimental Design Considerations in Clinical Research (2). Course provides an overview of clinical trials methodology, focusing primarily on designs of (and common flaws in) clinical drug trials and nonclinical research experiments intended to answer clinical questions.

834 Methods in Quantitative Systems Pharmacology (3). Prerequisites, DPET 855 and 856. Open to graduate and PY3 students. This course utilizes hands on experiences to introduce the student to the principles and practices of contemporary quantitative systems pharmacology.

836 Elements of Scientific Writing and Communication (2). This course is designed to help students develop strategies for presenting research ideas and results in written and oral form and for participating effectively in the peer review process.

838 Methods in Pharmacogenomics (2). Prerequisite, DPET 832. Permission of the instructor for students lacking the prerequisite. The goals of this course are to provide graduate students with an understanding of major genomic discovery methodologies and their application for solving translational research problems.

840 Advanced Pharmacotherapy (3). A modular approach to advanced level pharmacotherapy. Coursework using the Pharmacotherapy Self Assessment Program (PSAP) aimed at improving clinical skills and reviewing standards of practice.

855 Principles of Pharmacokinetics (3). Prerequisite, PHCY 413. Permission of the instructor. Introduction to pharmacokinetic theory, mathematical model development, and data analysis techniques.

856 Advanced Pharmacokinetics and Pharmacodynamics (4). Prerequisite, MOPH 855. Permission of the instructor. Advanced treatment of contemporary pharmacokinetic theory and application, with emphasis on model development, analytical approaches to parameter estimation, and experimental design/data analysis.

899 Seminar (1). This seminar series consists of presentations on current research topics by the Division's graduate students and faculty, and for the presentation of 'Journal Club' articles by graduate students and post-doctoral fellows. Seminar also includes invited speakers from industry, government, and other academic departments and institutions.

900 Research in Pharmacy Practice (1–5). Consists of conferences with major professor; library, laboratory, and/or field investigations relating to research. Professor in charge is responsible for the assignments and approval of the subject and character of the degree paper.

991 Research in Experimental Therapeutics (3). No later than second semester in residence, graduate students must register for mentored research experience which is graded H, P, L, or F in accordance with customary Graduate School procedures. To receive full credit, research reports must be filed with the DDGS at the end of each semester.

993 Master's Thesis (3). After didactic course work is complete, master's students register for three credits of DPET 993 during the fall and spring semesters.

994 Doctoral Dissertation (3). Students register for dissertation credits after successfully passing the preliminary doctoral written and oral examinations. A minimum of six credit hours for dissertation research and writing is required for graduation. Students must register for at least three credit hours in the semester in which the final defense is conducted.

Pharmaceutical Sciences (Interdisciplinary)

Courses for Graduate Students

PHCY

800 Applied Pharmaceutical Statistics (3). Application of statistical analysis concepts and tools including probability, statistical inference, and regression analysis. Experimental design and statistical modeling approaches appropriate to common pharmaceutical research scenarios.

801 Ethics in Research (1). Overview of the research process, including hypothesis testing, scientific writing, construction of research proposals, and research ethics.

805 Independent Study and Research in Pharmacy (1–6). Required preparation, arranged with the faculty member in each individual case. Contract with a faculty member required. Permission of the instructor. Provides opportunities for professional (doctor of pharmacy) students to conduct independent study or participate in research projects designed to introduce them to a specialized area of practice or research.

806 Contemporary Topics in Pharmacy (1–3). Experimental course, for professional (doctor of pharmacy) students, to determine the need and demand of courses in new content areas. Topics will be chosen by faculty based on current issues.

Department of Philosophy

www.unc.edu/depts/phildept/phil.htm

MARC LANGE, *Chair*

Professors

Marilyn McCord Adams, Philosophy of Religion, Medieval and Early Modern Philosophy, Metaphysics
Robert Merrihew Adams (24) Ethical Theory, Metaphysics, Philosophy of Religion, History of Modern Philosophy
Dorit Bar-On (29) Philosophy of Language, Philosophy of Mind, Epistemology
Simon Blackburn, Philosophy of Mind, Philosophy of Language, Philosophy of Psychology, Metaethics
Bernard Boxill (26) Social and Political Philosophy, African American Philosophy
Geoffrey Brennan, Political Philosophy, Economics, Rationality
Thomas E. Hill Jr. (42) Ethics, Political Philosophy
Marc Lange (44) Philosophy of Science, Metaphysics, Epistemology
James Lesher, Ancient Greek Philosophy
William G. Lycan (22) Philosophy of Mind, Philosophy of Language, Epistemology
Alan Nelson (36), History of Philosophy, Philosophy of Science
Douglas MacLean (38) Moral Theory, Social and Political Philosophy
Gerald J. Postema (20) Legal Philosophy, Political Philosophy, Ethics
C. D. C. Reeve (39) Ancient Philosophy, Metaphysics, Moral Psychology, Ethics
John T. Roberts (37) Philosophy of Science, Philosophy of Physics, Metaphysics
Geoffrey Sayre-McCord (25) Moral Theory, Metaethics, Epistemology, History of Modern Philosophy
Keith Simmons (27) Logic, Philosophy of Language, Philosophy of Mind
Susan Wolf (40) Moral Theory and Moral Psychology
Associate Professors
Thomas Hofweber 45) Metaphysics, Philosophy of Language, Epistemology, Philosophy of Mathematics
Ram Neta (43) Epistemology, Philosophy of Mind
L.A. Paul (26) Metaphysics, Philosophy of Mind

Assistant Professors

Matthew Kotzen, Epistemology, Philosophy of Science
Mariska Leunissen, Ancient Philosophy, Philosophy of Science
Ryan Preston-Roedder, Political Philosophy, Moral Philosophy, Philosophy of Religion

Senior Lecturer

Jeanette M. Boxill (33) Social and Political Philosophy, Feminism

Adjunct Professors

Michael Corrado, Philosophy of Law
Rebecca Walker, Bioethics, Ethical Theory

Professors Emeriti
Edward Galligan
Douglas Long
Stanley Munsat
Michael Resnik
George Schlesinger
Robert D. Vance

The graduate courses in philosophy are designed to present and discuss classics, current literature, and basic problems, to stimulate critical and original philosophical thought, and to prepare students for college and university positions in philosophy.

The Department of Philosophy offers a program of study leading to the degrees of master of arts and doctor of philosophy. Prerequisite for admission to graduate work in the department is a B.A. degree or equivalent, typically with a major in philosophy, with a broad range of courses.

Candidates for the master's degree must satisfactorily complete 30 semester hours of graduate work. They are normally required to participate in a first-year program including PHIL 700 and PHIL 455; there may be adjustments with the consent of the department. Successfully completing an M.A. thesis is a condition for receiving the degree of master of arts.

Candidates for the doctoral degree must satisfactorily complete 60 semester hours of graduate work, including six hours of Ph.D. dissertation credit.

The candidate for the degree of doctor of philosophy must pass two examinations. First, there is the Admission to Candidacy examination, which itself has two parts—a written general portion and a special oral portion. The written portion, normally taken in the spring term of the third year, is in the student's field of specialization. The oral portion tests the feasibility of the dissertation proposal and is normally taken in the fall term of the fourth year. Second, there is an oral defense of the completed dissertation. For further details on degree requirements, see the Graduate Degree Requirements section of this catalog.

The department offers several nonservice fellowships. These include the Graham Kenan Fellowship and the Horace Williams, Mary Taylor Williams, and Bertha Colton Williams Fellowships. The department has available teaching assistantships with stipends of $14,000. In addition, The Graduate School offers a variety of fellowships and assistantships with stipends up to $18,000 that are open to students in philosophy.

The department maintains close relations with the Department of Philosophy at Duke University. Graduate students in either institution may register for credit in graduate courses or seminars at the other institution for a nominal fee and without special matriculation. Library facilities are available to students at each institution.

Courses for Graduate and Advanced Undergraduate Students

(Required preparation, one course below 400 or permission of the instructor.)

PHIL

411 Aristotle (3). An examination of some representative works of Aristotle, with reference to common emphases and basic problems, together with an analysis of their philosophic content.

412 Plato (3). An examination of some representative works in the context of contemporary scholarship.

415 Topics in Medieval Philosophy (3). An intensive study of some medieval philosophical author (e.g., Aquinas, Scotus, or Ockham) or topic (e.g., arguments for the existence of God, universals, knowledge of individuals).

421 Rationalism (3). An in-depth study of the continental rationalist philosophers Descartes, Spinoza, and Leibniz.

422 Empiricism (3). An in-depth study of the British empiricist philosophers Locke, Berkeley, and Hume.

423 Kant (3). An intensive introduction to Kant's accounts of space, time, concepts, perception, substance, causation, and the thinking self through a careful study of his masterwork, The Critique of Pure Reason.

427 Hegel (3). In-depth study of Hegel's systematic philosophy emphasizing its roots in Kant's critical philosophy. Primary focus on Phenomenology of Spirit, supplemented by selections from the Encyclopedia and Philosophy of Right.

428 History of American Philosophy (3). An in-depth study of American contributions to philosophy, including for example the transcendentalists, the pragmatists, Quine, Rorty, and others.

432 The Beginnings of Analytic Philosophy (3). Two courses in philosophy other than PHIL 155 strongly recommended. Frege, Russell, Moore, and Wittgenstein among others are considered.

433 Current Issues in Analytic Philosophy (3). Two courses in philosophy other than PHIL 155 strongly recommended. Recent work in epistemology and metaphysics.

440 Philosophy of Mind (3). At least two courses in philosophy other than PHIL 155, including PHIL 340, strongly recommended. An examination of dualism, behaviorism, the identity theory, and forms of functionalism with special focus on the problems of mental aboutness and the problems of consciousness.

445 Philosophy of Language (LING 445) (3). At least two courses in philosophy other than PHIL 155, including PHIL 345, strongly recommended. A study of important contemporary contributions in philosophy of language. Topics include meaning, reference, and truth.

450 Philosophy of Natural Sciences (3). An in-depth survey of general issues in contemporary philosophy of natural science intended for advanced philosophy students. Topics include confirmation, explanation, theory-choice, realism, reduction.

451 Philosophy of Physics (3). Topics may include the nature of space and time, the ontological status of fields and energy, or causation and locality in quantum physics.

452 Philosophy of Biology (3). The logical structure of evolutionary theory, fitness, taxonomy, the notion of a living thing, reductionism, evolutionary explanations, teleology.

453 Philosophy of Psychology (3). Topics may include reasoning, the relationship between language and thought, concepts, moral cognition, and emotions.

454 Philosophy, History, and the Social Sciences (3). The nature of historical explanation, structural and functional explanation, the weighing of historical testimony, the concept of meaning, normative judgments and predictions in the social sciences.

455 Symbolic Logic (LING 455) (3). Introduction for graduates and advanced undergraduates not taking the PHIL 155–356 sequence.

456 Advanced Symbolic Logic (3). Prerequisite, PHIL 455. Presupposes propositional and quantificational logic as a basis of further deductive development with special attention to selected topics: alternative systems, modal and deontic logic, inductive logic, the grammar of formalized languages, paradoxes, and foundations of mathematics.

457 Set Theory and Logic (3). Prerequisite, PHIL 455. Permission of the instructor for students lacking the prerequisite. Natural and real numbers.

Infinite cardinal and ordinal numbers. Alternative axiom systems and their consistency problems.

459 Philosophy of Mathematics (3). Prerequisite, PHIL 455. Philosophical problems concerning logic and the foundation of mathematics.

460 Selected Topics in the History of Moral Philosophy (3). Two courses in philosophy other than PHIL 155, including PHIL 360, strongly recommended. Examination of classic texts of Plato, Aristotle, Aquinas, Hobbes, Butler, Hume, Kant, and Mill. Selections may vary from year to year.

462 Contemporary Moral Philosophy (3). Required preparation, two courses in philosophy other than PHIL 155, including PHIL 362. Advanced discussion of moral issues such as fact and value, reason and morality, the nature of morality.

463 Contemporary Moral and Social Problems (3). Two courses in philosophy other than PHIL 155 strongly recommended. A detailed examination of one or more of the following contemporary issues: environmental ethics, animal rights, abortion, euthanasia, pornography, racism, sexism, public versus private morality.

465 Justice in Health Care (3). One course in philosophy strongly recommended. Medical students welcome. The course will focus on the question of how scarce health care resources ought to be distributed in order to meet the demands of justice.

468 Risk and Society (3). Prerequisite, PHIL 155. One additional course in philosophy strongly recommended. The course examines attitudes toward risk and how they affect our preferences for different public policies in the areas of environmental protection, technology regulation, and workplace and product safety.

470 Political Philosophy from Hobbes to Rousseau (3). Two courses in philosophy other than PHIL 155, including PHIL 170 or 370, strongly recommended. Explores the foundations of justice and authority in the idea of contract or covenant, the nature of law, rights, liberty, and democracy in the work of Hobbes, Locke, Hume, Rousseau.

471 Hegel, Marx, and the Philosophical Critique of Society (3). An examination of central issues in social and political philosophy as they figure in the work of Hegel, Marx, Nietzsche, and others.

473 American Political Philosophy (3). One course in philosophy other than PHIL 155 strongly recommended. Juniors and seniors only. The issue of unity and diversity in America is analyzed through the writings of Jefferson, the Federalists and Anti-Federalists, Calhoun, MacKinnon, DuBois, and Rawls.

474 Foundations of Modern Political Philosophy (3). Prerequisite, PHIL 170. This course traces the emergence and development of central themes of modern political philosophy from the thirteenth through the seventeenth century.

475 Philosophical Issues in Gender, Race, and Class (WMST 475) (3). Prerequisite, PHIL 275 or WMST 101. Examines in greater depth and complexity one or more of the issues addressed in PHIL 275, investigating issues of gender, race, and class within the dominant theories of philosophy.

476 Recent Developments in Political Philosophy (3). Two courses in philosophy other than PHIL 155, including PHIL 370, strongly recommended. Investigation of major contemporary contributors (Rawls, Nozick, Dworkin, Cohen, Waldron, Arrow) to philosophical debate concerning justice, equality, liberty, democracy, public reason, or rights versus community.

480 Philosophy of Law (3). An exploration of whether and under what conditions the state has the right to control crime by punishment of past crimes and preventive detention to prevent future crimes.

482 Philosophy and Literature (CMPL 482) (3). Philosophical readings of literary texts, including novels, plays, and poems.

485 Philosophy of Art (3). Competing theories of art and art criticism. The relationship between art and emotional expression, the formal character of art, and standards of taste.

494 Existentialism and Phenomenology (3). A study of one or two major systematic works by Sartre, Heidegger, or Merleau-Ponty.

495 Health Care, Science, and Philosophy (3). Interdisciplinary course to develop critical thinking capacities through philosophical study of the nature of scientific presuppositions and concepts, including events, causality, and determinism, with specific application to health care issues.

496 Advanced Directed Studies (1-3). Permission of the director of undergraduate studies. Advanced independent work in philosophy.

560 Ethics Bowl (3). Prerequisites, PHIL 160, and 360 or 362 or 364 or 368. Ethics Bowl provides a unique experiential opportunity for students to apply theory to practical global issues. Students will prepare cases to present locally and at Ethics Bowl competition.

691H Courses for Honors (3). Permission of the director of undergraduate studies. See the director of undergraduate studies of the department.

692H Courses for Honors (3). Permission of the director of undergraduate studies. See the director of undergraduate studies of the department.

698 Philosophy, Politics, and Economics II: Capstone Course (ECON 698, POLI 698) (3). Prerequisite, PHIL 384. This capstone course advances PHIL 384, focusing on such theoretical and philosophical issues as the analysis of rights or distributive justice and the institutional implications of moral forms.

Courses for Graduate Students

PHIL

700 Proto-Seminar in Philosophy (3).

705 Advanced Studies in Systematic Philosophy (3).

710 Advanced Studies in Ancient Philosophy (3).

715 Advanced Studies in Medieval Philosophy (3).

720 Advanced Studies in Modern Philosophy (3).

725 Advanced Studies in 19th-Century Philosophy (3).

730 Advanced Studies in Metaphysics (3).

735 Advanced Studies in Epistemology (3).

740 Advanced Studies in Philosophy of Mind (3).

745 Advanced Studies in Philosophy of Language (LING 712) (3).

750 Advanced Studies in Philosophy of Science (3).

755 Advanced Studies in Philosophy of Logic (3).

760 Advanced Studies in Moral Theory (3).

765 Advanced Studies in Value Theory (3).

770 Advanced Studies in Political Philosophy (3).

775 Advanced Studies in Feminism (WMST 775) (3).

780 Advanced Studies in Philosophy of Law (3).

790 Colloquium Series Seminar (3).

800 Pre-Dissertation Seminar in Philosophy (3).

805 Research Seminar in Systematic Philosophy (3).

810 Research Seminar in Ancient Philosophy (3).

815 Research Seminar in Medieval Philosophy (3).

820 Research Seminar in Modern Philosophy (3).

825 Research Seminar in 19th-Century Philosophy (3).

830 Research Seminar in Metaphysics (3).

835 Research Seminar in Epistemology (3).

840 Research Seminar in Philosophy of Mind (3).

845 Research Seminar in Philosophy of Language (3).

850 Research Seminar in Philosophy of Science (3).

855 Research Seminar in Philosophy of Logic (3).

860 Research Seminar in Moral Theory (3).

865 Research Seminar in Value Theory (3).

870 Research Seminar in Political Philosophy (3).

880 Research Seminar in Philosophy of Law (3).

901 Readings in Philosophy (3).

990 Current Research Group Seminar (3).

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Department of Physics and Astronomy

www.physics.unc.edu

ARTHUR E. CHAMPAGNE, *Chair*

Professors

Bruce W. Carney (32) Optical Observational Astrophysics
Gerald N. Cecil (47) Optical Observational Astrophysics
Arthur E. Champagne (51) Experimental Nuclear Physics and Astrophysics
Thomas B. Clegg (5) Nuclear Physics, Polarization Phenomena
J. Christopher Clemens (64) Observational Astronomy, Astrophysics, Astronomical Instrumentation
Louise A. Dolan (49) Theoretical Particle Physics, Quantum Gravity
Jonathan Engel (57) Theoretical Nuclear Physics
Charles R. Evans (48) Gravity, Relativity, Theoretical Astrophysics
Paul H. Frampton (33) Theoretical Particle Physics (Including Gravity)
Christian G. Iliadis (61) Experimental Nuclear Astrophysics
Hugon J. Karwowski (37) Experimental Nuclear Physics and Astrophysics
Dmitri V. Khveshchenko (1) Theoretical Physics
Jianping Lu (56) Condensed Matter Theory, Nanotechnology, Medical Physics
Laurie E. McNeil (36) Experimental Condensed Matter and Materials Physics
Y. Jack Ng (30) Theoretical Particle Physics, Gravitation
Lu-Chang Qin (27) Materials Science, Nanotechnology
Richard Superfine (55) Experimental Studies of Interfaces, Biophysics
Frank Tsui (59) Experimental Condensed Matter and Materials Physics
Sean Washburn (50) Experimental Condensed Matter and Materials Physics
John Wilkerson, Neutrino properties, weak interactions, real-time data acquisition
Yue Wu (54) Nuclear Magnetic Resonance, Electron Spin Resonance in Solids
Otto E. Zhou (62) Materials Science, Nanotechnology

Associate Professors

Laura Mersini (19) Theoretical Cosmology
Daniel E. Reichart (13) Gamma Ray Bursts, Early Universe, Interstellar Extinction, Galaxy Clusters

Assistant Professors

Fabian Heitsch (26), Computational Astrophysics
Reyco Henning (11) Neutrino Physics, Particle Astrophysics
Sheila Kannappan (14) Observational Extragalactic Astronomy
Rene Lopez (25) Experimental Condensed Matter Physics
Amy Oldenburg, Biophotonics and Biomechanics

Research Professor

Russell M. Taylor II, Nanotechnology, Computer Imaging

Research Associate Professors

Michael R. Falvo, Condensed Matter Physics
Alfred Kleinhammes, Condensed Matter Physics, Materials Science
Nalin R. Parikh (58) Solid State Physics, Materials Science

Research Assistant Professor

E. Timothy O'Brien, Physics Related to Biology, Light Microscopy, Biological Sample Preparation

Adjunct Professors

William W. Clark III, Electronics, Optics
Richard T. Hammond, General Relativity, Gravity, Optics
Ryan M. Rohm, Quantum Field Theory, Theoretical Particle Physics
Jie Tang, Materials Physics, Nanomaterials

Adjunct Associate Professor

John D. Hunn, Applied Condensed Matter Physics

Adjunct Assistant Professors

Bower, Nanotechnology
Yueh Lee, Nanotechnology

Professors Emeriti

C. Victor Briscoe
Sang-Il Choi
Wayne Christiansen
Morris S. Davis
Kian S. Dy
John Hernandez
William M. Hooke
Paul S. Hubbard
Horst Kessemeier
Edward J. Ludwig
J. Ross Macdonald
Eugen Merzbacher
Earl N. Mitchell
James Rose
Larry Rowan
Dietrich Schroeer
Stephen M. Shafroth
Lawrence M. Slifkin
William J. Thompson
Hendrik Van Dam
James W. York Jr.

The Department of Physics and Astronomy offers graduate work leading to the degrees of master of science and doctor of philosophy.

The active fields of research are biophysics, medical physics, condensed-matter physics, materials physics, nanotechnology, nuclear physics, neutrino physics and nuclear astrophysics, quantum field theory, theoretical particle physics, general relativity and gravitation, extragalactic and stellar astronomy, and astrophysics. Students can also work in the UNC–Chapel Hill biophysics program, or they can study under any advisor so long as the research project is supervised by a committee that contains a majority of UNC–Chapel Hill Physics and Astronomy faculty. The graduate courses are designed to give students a broad foundation and to introduce them to the special fields in which the research interests of the department lie.

The general regulations of The Graduate School govern the work for the degrees of master of science and doctor of philosophy. To begin a graduate program in physics or astrophysics, the student should have

completed most of the requirements for the degree of bachelor of science with a major in physics at the University, or their equivalent elsewhere. The minimum prerequisite for graduate study consists of the basic undergraduate courses PHYS 116, 117, 128, 128L, 301, 302, 341, 415, 311, and 312, together with MATH 232, 233, and 528. At the end of the spring semester a student must take the Ph.D. written examination. The examination is based upon the graduate student's first-year course work and will cover dynamics, quantum mechanics, statistical mechanics, and electromagnetic theory.

The M.S. degree in physics may be taken with or without thesis. However, even if a thesis is not submitted, a student must work with a research group for at least one semester, in order to learn the research techniques in a field of physics or astronomy. If the research is theoretical, the student must also gain experimental experience. A minor is not required for the M.S. degree, but one may be chosen in accord with the regular graduate requirements for this option. The equivalent of one semester teaching experience is required of all M.S. degree candidates. The M.S. astrophysics track must include ASTR 701 and a minimum of six hours from ASTR 519, 702, 703 or 704.

The requirements for a Ph.D. in physics are a) successful completion of the following core courses in the department, or completion of their equivalents elsewhere as an undergraduate or graduate student: 701, 711, 712, 741, 721, and 722; b) passing the Ph.D. written examination based on core graduate courses in physics as listed in a), c) gaining experimental experience either through master's or doctoral research, or (if student's research is theoretical) by performing an experimental project deemed adequate by the director of graduate studies, d) taking a course outside his or her field of specialization from a list approved by the director of graduate studies and e) passing at least three other advanced graduate-level courses appropriate to his or her field of specialization. A Ph.D. candidate must also take a preliminary doctoral oral examination within the first three years of graduate study in physics at UNC–Chapel Hill. The oral examination is concerned mainly with the student's dissertation research project. A minor is not required, but may be elected, in which case requirement c) above is replaced by the requirement that the student pass at least five graduate-level courses selected from no more than two departments, with no fewer than two courses in either department. The minor program must be approved in advance by the minor department. Teaching experience, as part of professional training, is required of all doctoral candidates. This experience can be gained through laboratory or lecture instruction as a teaching assistant, either for two semesters or until teaching competence is acquired.

The astrophysics Ph.D. track requirements are similar except that the course requirements are PHYS 701, 711, 721, 741 and ASTR 701, 702, 703, 704, 705 and an additional 700-level course. To gain familiarity with experimental astrophysics or observational astronomy, a student must pass ASTR 519/719, earn an M.S. degree which involves experimental or observational research in astrophysics, or perform other experimental/observational research deemed suitable by the director of graduate studies.

Research Interests

Astronomy and Astrophysics. Research includes the formation, structure, and evolution of stars, our Milky Way galaxy, other galaxies, gamma ray bursters and cosmology. Theory involves numerical relativity and sources of gravitational radiation, stellar seismology and quasars, and interstellar medium physics. UNC–Chapel Hill has guaranteed observing time on the 4.1-meter SOAR Telescope in Chile, which began regular operations in 2004, and on the 11-meter SALT Telescope in South Africa, which began operations in 2005. UNC–Chapel Hill operates a number of smaller robotic telescopes as well.

Biological and Medical Physics. Experimental studies include manipulation and force measurement techniques with applications to DNA, molecular motors, cells, and cilia; hydration effects in adsorption of biochemicals. There is also a strong focus on the theoretical and experimental translational research in medical imaging technologies, including radiotherapy instruments based on carbon nanotube X-ray emitters such as single-cell irradiation and in vivo micro-CT; optical coherence tomography using nanoparticle molecular imaging agents; systems level implementation of tomographic imaging instruments.

Condensed-Matter Physics. Experimental and Theoretical Studies of Nanomaterials. Atomic scale studies of devices and nanoelectromechanical systems, including quantum computation and transport, actuating nanomotors and sensors, amorphous materials, semiconductors, superconductors, the optical properties of solids, charge transport in solids and fluids, epitaxial growth, magnetic materials and heterostructures.

Field Theory, Particle Physics, Cosmology, Gravitation and Relativity. Research includes gauge field theories, quantum chromodynamics, electroweak theory, grand unified theories, string theory, supersymmetry, supergravity, quantum gravity, theoretical cosmology, numerical relativity, gravitational radiation, and relativistic astrophysics.

Materials Science and Materials Physics. Experimental and theoretical research in the design, synthesis, integration, and characterization of novel solid state materials, including nanostructured materials such as quantum dots, carbon nanotubes and nanorods, quasi-crystals, and metallic glass. Applications of novel materials for solar energy, electron field emission, probes and sensors, and data storage. Applications include flat-panel displays, an X-ray system for biomedical imaging, and rechargeable batteries.

Nuclear Physics. Experimental and theoretical work includes neutrino oscillations and neutrino mass measurements, fundamental symmetries and weak interactions in supernovae. The structure and evolution of stars are investigated using nuclear probes. The origin of the elements in the universe is studied using local accelerator facilities. The nature of the nuclear force and properties of few-body systems. Polarized beams of light ions and gamma-rays and polarized 3He target. Applied nuclear physics.

Facilities and Equipment

Research in physics and astronomy is carried out in laboratories on and off the Chapel Hill campus. Within Phillips Hall and Chapman Hall there are several major research laboratories including the "nanomanipulator" (a combination of a scanning electron microscope, an atomic force microscope, and sophisticated visualization graphics), the new Keck Laboratory for Atomic Imaging and Manipulation, which includes two transmission electron microscopes, and the Goodman Laboratory for Astronomical Instrumentation. Other facilities include apparatus for nuclear magnetic resonance studies, scanning probe microscopes, and Raman and optical spectrometers. For synthesis and fabrication, major facilities include molecular beam epitaxy, microwave plasma-enhanced chemical vapor deposition, laser ablation, photolithography and reactive ion etching, and ion implantation. Resources for highly parallel computing are provided by UNC's Information and Technology Services, as well as by national centers.

A 200-keV ion implantation machine is located within the build-

ing, as are nanomaterials production and experimental facilities. The department is a partner in the Triangle Universities Nuclear Laboratory and plays a major role in experiments using the Laboratory for Experimental Nuclear Astrophysics (LENA), Tandem Accelerator, and the High-Intensity Gamma-Ray Source at the Free Electron Laser facility. UNC–Chapel Hill has an active program in low-background physics at the KURF underground facility near Blacksburg, VA. UNC–Chapel Hill has a 0.6-meter on-campus telescope, and is a major partner in the 4.1-meter SOAR Telescope in Chile and the 11-meter Southern African Large Telescope (SALT) in South Africa. The department operates the PROMPT array of robotic telescopes in Chile and manages the SkyNet array of robotic telescopes. Numerous national laboratories, including Oak Ridge, Brookhaven, Los Alamos and Argonne, as well as KamLAND, NRAO, NOAO, the Hubble Space Telescope, and the Chandra X-ray Observatory, are also vital parts of our research efforts.

Fellowships and Assistantships

Many teaching assistantships (with stipends of $16,560 for nine months) are available to qualified graduate students. Summer employment is usually available. The duties of assistants include supervising laboratory classes in elementary physics or astronomy, assisting in the supervision of advanced laboratories, teaching recitation sections, and grading papers. Graduate School fellowships are available for well-qualified applicants to the department's graduate program. Teaching assistants can usually be supported in the summer by teaching or research.

Research assistantships are also offered, especially to those who have completed a year or two of graduate work. The stipend is $22,080 for the calendar year.

Application forms for admission, including graduate appointments, should be completed online at gradschool.unc.edu/students_prospective.html.

Courses for Graduate and Advanced Undergraduate Students

Astronomy (ASTR)

501 Astrophysics I (Stellar Astrophysics) (3). Prerequisites, MATH 383 and PHYS 128. Permission of the instructor for students lacking the prerequisites. An introduction to the study of stellar structure and evolution. Topics covered include observational techniques, stellar structure and energy transport, nuclear energy sources, evolution off the main-sequence, and supernovae.

502 Astrophysics II (Interstellar Matter and Galaxies) (3). Prerequisites, MATH 383 and PHYS 128. Permission of the instructor for students lacking the prerequisites. An introduction to the study of the structure and contents of galaxies. Topics covered include the interstellar medium, interstellar hydrodynamics, supersonic flow and shock formation, star formation, galactic evolution, the expanding universe, and cosmology.

503 Structure and Evolution of Galaxies (3). Prerequisites, ASTR 301, MATH 383, and PHYS 128. Internal dynamics and structure of galaxies; physics of star formation, active galactic nuclei, and galaxy interactions; large-scale clustering and environment-dependent physical processes; evolution of the galaxy population over cosmic time.

505 Physics of Interstellar Gas (3). Prerequisites, ASTR 301, MATH 383, and PHYS 128. Surveys the physical processes governing the interstellar medium (ISM), which takes up the "refuse" of old stars while providing fuel for young stars forming. Covers the processes regulating the galactic gas budget and the corresponding observational diagnostics. Topics: radiative transfer, line formation mechanisms, continuum radiation, gas dynamics, star formation.

519 Observational Astronomy (4). Prerequisite, ASTR 101. Permission of the instructor for students lacking the prerequisite. A course designed to familiarize the student with observational techniques in optical and radio astronomy, including application of photography, spectroscopy, photometry, and radio methods. Three lecture and three laboratory hours a week.

Physics (PHYS)

405 Biological Physics (3). Prerequisites, PHYS 116 and 117. How diffusion, entropy, electrostatics, and hydrophobicity generate order and force in biology. Topics include DNA manipulation, intracellular transport, cell division, molecular motors, single molecule biophysics techniques, nerve impulses, neuroscience.

410 Teaching and Learning Physics (4). Prerequisites, PHYS 116 and 117. Permission of the instructor for students lacking the prerequisites. Learning how to teach physics using current research-based methods. Includes extensive fieldwork in high school and college environments. Meets part of the licensure requirements for North Carolina public school teaching.

415 Optics (3). Prerequisites, PHYS 311 and 312. Permission of the instructor for students lacking the prerequisites. Elements of geometrical optics; Huygens' principles, interference, diffraction, and polarization. Elements of the electromagnetic theory of light; Fresnel's equations, dispersion, absorption, and scattering. Photons. Lasers and quantum optics.

422 Physics of the Earth's Interior (GEOL 422) (3). Prerequisites, MATH 383 and either PHYS 201 and 211, or 301 and 311. Origin of the solar system: the nebular hypothesis. Evolution of the earth and its accretionary history. Earthquakes: plate tectonics and the interior of the earth. The earth's magnetic field. Mantle convection.

424 General Physics I (4). PHYS 104 equivalent, specifically for certification of high school teachers.

425 General Physics II (4). PHYS 105 equivalent, specifically for certification of high school teachers.

471 Physics of Solid State Electronic Devices (3). Prerequisite, PHYS 117; pre- or corequisite, PHYS 211 or 311. Properties of crystal lattices, electrons in energy bands, behavior of majority and minority charge carriers, PN junctions related to the structure and function of semiconductor diodes, transistors, display devices.

472 Chemistry and Physics of Electronic Materials Processing (APPL 472, CHEM 472, MTSC 472) (3). Prerequisite, CHEM 482 or PHYS 117. Permission of the instructor. A survey of materials processing and characterization used in fabricating microelectronic devices. Crystal growth, thin film deposition and etching, and microlithography.

481L Advanced Laboratory I (2). Prerequisite, PHYS 351 or 352. Permission of the instructor for students lacking the prerequisites. Selected experiments illustrating modern techniques such as the use of laser technology to study the interaction of electromagnetic fields and matter. Six laboratory hours a week.

482L Advanced Laboratory II (2). Prerequisite, PHYS 481. Permission of the instructor for students lacking the prerequisite. Independent laboratory research projects. Scientific writing and oral presentations, abstracts, and reports. Six laboratory hours per week.

491L Materials Laboratory I (APPL 491L) (2). Prerequisites, APPL 470 and PHYS 351. Structure determination and measurement of the optical, electrical, and magnetic properties of solids.

492L Materials Laboratory II (APPL 492L) (2). Prerequisite, APPL 491L or PHYS 491L. Continuation of PHYS 491L with emphasis on low- and high-temperature behavior, the physical and chemical behavior of lattice imperfections and amorphous materials, and the nature of radiation damage.

510 Seminar for Physics and Astronomy Teaching Assistants (1). How students learn and understand physics and astronomy. How to teach using current research-based methods.

521 Applications of Quantum Mechanics (3). Prerequisite, PHYS 321.

Emphasizes atomic physics but includes topics from nuclear, solid state, and particle physics, such as energy levels, the periodic system, selection rules, and fundamentals of spectroscopy.

543 Nuclear Physics (3). Prerequisite, PHYS 321. Permission of the instructor for students lacking the prerequisite. Structure of nucleons and nuclei, nuclear models, forces and interactions, nuclear reactions.

545 Introductory Elementary Particle Physics (3). Prerequisites, PHYS 312 and 321. Relativistic kinematics, symmetries and conservation laws, elementary particles and bound states, gauge theories, quantum electrodynamics, chromodynamics, electroweak unification, standard model and beyond.

573 Introductory Solid State Physics (MTSC 573) (3). Prerequisite, PHYS 321. Permission of the instructor for students lacking the prerequisite. Crystal symmetry, types of crystalline solids; electron and mechanical waves in crystals, electrical and magnetic properties of solids, semiconductors; low temperature phenomena; imperfections in nearly perfect crystals.

595 Nonlinear Dynamics (3). Prerequisite, MATH 383. Permission of the instructor for students lacking the prerequisite. Interdisciplinary introduction to nonlinear dynamics and chaos. Fixed points, bifurcations, strange attractors, with applications to physics, biology, chemistry, finance.

631 Mathematical Methods of Theoretical Physics I (3). Prerequisites, MATH 383 and PHYS 128. Vector fields, curvilinear coordinates, functions of complex variables, linear differential equations of second order, Fourier series, integral transforms, delta sequence.

632 Mathematical Methods of Theoretical Physics II (3). Prerequisite, PHYS 631. Permission of the instructor for students lacking the prerequisite. Partial differential equations, special functions, Green functions, variational methods, traveling waves, and scattering.

633 Scientific Programming (3). Prerequisite, MATH 528 or 529, or PHYS 631 or 632. Required preparation, elementary Fortran, C, or Pascal programming. Structured programming in Fortran or Pascal; use of secondary storage and program packages; numerical methods for advanced problems, error propagation and computational efficiency; symbolic mathematics by computer.

660 Fluid Dynamics (ENVR 452, GEOL 560, MASC 560) (3). See MASC 560 for description.

671L Independent Laboratory I (3). Prerequisites, PHYS 301 and 312. Permission of the instructor for students lacking the prerequisites. Six laboratory hours a week.

672L Independent Laboratory II (3). Prerequisites, PHYS 301 and 312. Permission of the instructor for students lacking the prerequisites. Six laboratory hours a week.

Courses for Graduate Students

ASTR

701 Stellar Interiors, Evolution, and Populations (3). Stellar structure and evolution including: equations of stellar structure, stellar models, star and planet formation, fusion and nucleosynthesis, stellar evolution, stellar remnants, and the comparison of theory to observations.

702 High Energy Astrophysics (3). Prerequisites, PHYS 711 and 721. White dwarfs and neutron stars: physical properties and observational manifestations. Extragalactic radio sources, relativistic jets and supermassive black holes. Particle acceleration and radiative processes in hot plasmas. Accretion phenomena. X-ray and gamma-ray astrophysics.

703 Structure and Evolution of Galaxies (3). Internal dynamics and structure of galaxies; physics of star formation, active galactic nuclei, and galaxy interactions; large-scale clustering and environment-dependent physical processes; evolution of the galaxy population over cosmic time.

704 Cosmology (3). Corequisite, PHYS 701. General relativity and cosmological world models; thermal history of the early universe, nucleosynthesis, and the cosmic microwave background; growth of structure through cosmic time.

705 Astrophysical Atmospheres (3). Prerequisites PHYS 711 and 721. Radiative transfer, opacities, spectral line formation, energy transport, models, chemical abundance determination, interstellar chemistry, magnetic fields. Applications to observations of planetary, stellar and solar, galactic (ISM) and intergalactic gaseous atmospheres.

719 Astronomical Data (4). Required preparation, physics-based cosmology course or permission of the instructor. A course designed to familiarize the student with observational techniques in optical and radio astronomy, including application of photography, spectroscopy, photometry, and radio methods. Three lecture and three laboratory hours a week.

891 Seminar in Astrophysics (1–21). Recent observational and theoretical developments in stellar, galactic, and extragalactic astrophysics.

PHYS

*The PHYS 821 and PHYS 896 sequence alternates with PHYS 822 and 823.

701 Classical Dynamics (3). Required preparation, advanced undergraduate mechanics. Variational principles, Lagrangian and Hamiltonian mechanics. Symmetries and conservation laws. Two-body problems, perturbations, and small oscillations, rigid-body motion. Relation of classical to quantum mechanics.

711 Electromagnetic Theory I (3). Prerequisites, PHYS 631 and 632. Electrostatics, magnetostatics, time-varying fields, Maxwell's equations.

712 Electromagnetic Theory II (3). Prerequisite, PHYS 711. Plane electromagnetic waves and wave propagation, wave guides and resonant cavities, simple radiating systems, scattering and diffraction, special theory of relativity, radiation by moving charges.

715 Visualization in Science (COMP 715, MTSC 715) (3). See COMP 715 for description.

721 Quantum Mechanics (3). Prerequisite, PHYS 321. Review of nonrelativistic quantum mechanics. Spin, angular momentum, perturbation theory, scattering, identical particles, Hartree-Fock method, Dirac equation, radiation theory.

722 Quantum Mechanics (3). Prerequisite, PHYS 321. Review of nonrelativistic quantum mechanics. Spin, angular momentum, perturbation theory, scattering, identical particles, Hartree-Fock method, Dirac equation, radiation theory.

741 Statistical Mechanics (3). Prerequisites, PHYS 701 and 721. Classical and quantal statistical mechanics, ensembles, partition functions, ideal Fermi and Bose gases.

771L Advanced Spectroscopic Techniques (3). Prerequisite, PHYS 301 or 312. Permission of the instructor for students lacking the prerequisite. Advanced spectroscopic techniques, including Rutherford backscattering-channeling, perturbed angular correlation, Raman scattering, electron paramagnetic resonance, nuclear magnetic resonance, optical absorption, and Hall effect. Two hours of lecture and three hours of laboratory a week.

772L Advanced Spectroscopic Techniques (3). Prerequisite, PHYS 301 or 312. Permission of the instructor for students lacking the prerequisite. Advanced spectroscopic techniques, including Rutherford backscattering-channeling, perturbed angular correlation, Raman scattering, electron paramagnetic resonance, nuclear magnetic resonance, optical absorption and Hall effect. One hour of lecture and five hours of laboratory a week.

***821 Advanced Quantum Mechanics (3).** Prerequisite, PHYS 722. Advanced angular momentum, atomic and molecular theory, many-body theory, quantum field theory.

***822 Field Theory (3).** Prerequisite, PHYS 722. Quantum field theory, path integrals, gauge invariance, renormalization group, Higgs mechanism, electroweak theory, quantum chromodynamics, Standard Model, unified field theories.

***823 Field Theory (3).** Prerequisite, PHYS 722. Quantum field theory, path integrals, gauge invariance, renormalization group, Higgs mechanism, electroweak theory, quantum chromodynamics, Standard Model, unified field theories.

824 Group Theory and its Applications (3). Required preparation, knowledge of matrices, mechanics and quantum mechanics. Discrete and continuous groups. Representation theory. Application to atomic, molecular, solid state, nuclear and particle physics.

827 Principles of Chemical Physics (CHEM 788) (3). Prerequisite, CHEM 781 or PHYS 321. Permission of the instructor for students lacking the prerequisite. The quantum mechanics of molecules and their aggregates. Atomic orbitals, Hartree-Fock methods for atoms and molecules. Special topics of interest to the instructor and research students.

829 Principles of Magnetic Resonance (3). Prerequisite, CHEM 781 or PHYS 721. Permission of the instructor for students lacking the prerequisite.

831 Differential Geometry in Modern Physics (3). Prerequisites, PHYS 701, 711, and 712. Applications to electrodynamics, general relativity and nonabelian gauge theories of methods of differential geometry, including tensors, spinors, differential forms, connections and curvature, covariant exterior derivatives, and Lie derivatives.

832 General Theory of Relativity (3). Prerequisite, PHYS 831. Permission of the instructor for students lacking the prerequisite. Differential geometry of space-time. Tensor fields and forms. Curvature, geodesics. Einstein's gravitational field equations. Tests of Einstein's theory. Applications to astrophysics and cosmology.

861 Nuclear Physics (3). Prerequisites, PHYS 543 and 721. Nuclear reactions, scattering, Nuclear structure, Nuclear astrophysics.

862 Nuclear Physics (3). Prerequisites, PHYS 543 and 721. Overview of Standard Model of particle physics. Fundamental symmetries and weak interactions. Neutrino physics. Particle-astrophysics and cosmology.

871 Solid State Physics (MTSC 871) (3). Prerequisite, PHYS 321. Topics considered include those of PHYS 573, but at a more advanced level, and in addition a detailed discussion of the interaction of waves (electromagnetic, elastic and electron waves) with periodic structures, e.g., X-ray diffraction, phonons, band theory of metals and semiconductors.

872 Solid State Physics (MTSC 872) (3). Prerequisite, PHYS 321. Topics considered include those of PHYS 573, but at a more advanced level, and in addition a detailed discussion of the interaction of waves (electromagnetic, elastic, and electron waves) with periodic structures, e.g., X-ray diffraction, phonons, band theory of metals and semiconductors.

873 Theory of the Solid State (3). Prerequisite, PHYS 722. Calculation of one-electron energy band structure. Electron-hole correlation effect and excitons. Theory of spin waves. Many-body techniques in solid state problems including theory of superconductivity.

883 Current Advances in Physics (3). Permission of the instructor. In recent years, elementary particle physics, amorphous solids, neutrinos, and electron microscopy have been among the topics discussed.

893 Seminar in Solid State Physics (1–21). Research topics in condensed-matter physics, with emphasis on current experimental and theoretical studies.

895 Seminar in Nuclear Physics (1–21). Current research topics in low-energy nuclear physics, especially as related to the interests of the Triangle Universities Nuclear Laboratory.

***896 Seminar in Particle Physics (1–21).** Symmetries, gauge theories, asymptotic freedom, unified theories of weak and electromagnetic interactions, and recent developments in field theory.

897 Seminar in Theoretical Physics (1–21). Topics from current theoretical research including, but not restricted to, field theory, particle physics, gravitation, and relativity.

899 Seminar in Professional Practice (1–21). Required preparation, Ph.D. written exam passed. The role and responsibilities of a physicist in the industrial or corporate environment and as a consultant.

901 Research (1–21). 10 or more laboratory or computation hours a week.

992 Master's Research Project (3–6).

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Department of Political Science

www.unc.edu/depts/polisci

EVELYNE HUBER, *Chair*

Professors

Frank Baumgartner (72) Public Policy, Agenda Setting, Interest Groups, Lobbying
Thomas Carsey (67) American Politics, Methods
Pamela Conover (10) Political Psychology, Mass Political Behavior, Gender Politics
Virginia Gray (40) State Politics, Public Policy, Interest Groups
Jonathan Hartlyn (46) Comparative Politics, Latin American Politics
Liesbet Hooghe (04) Comparative Politics, European Union, West European Politics
Evelyne Huber (54) Comparative Politics, Political Economy, Latin American Politics
Michael Lienesch (38) History of Political Thought, American Political Theory
Stuart Elaine Macdonald (39) Political Behavior, Public Opinion, Research Methods
Michael MacKuen (66) American Politics, Political Methodology
Gary Marks (18) Comparative Politics, Western Europe
Timothy McKeown (22) International Relations, International Political Economy
Layna Mosley (9) International Relations, International Political Economy, Comparative Political Economy
Lars Schoultz (20) U.S.-Latin American Relations
Donald Searing (30) Comparative Politics, Political Psychology
Jeffrey Spinner-Halev (11) History of Political Thought, Contemporary Political Theory, Democratic Theory
Jurg Steiner (31) Comparative Politics, Ethics in Politics
John Stephens (55) Political Economy, Western Europe, Caribbean
James Stimson (65) American Politics, Political Methodology
Georg Vanberg (17) American Politics, Comparative Politics, Formal Modeling

Associate Professors

Susan Bickford (58) History of Political Thought, Feminist Theory, Democratic Theory
Mark Crescenzi (05) International Politics, Conflict Processes, Political Economy
Stephen Gent (8) International Conflict, Civil Conflict, Game Theory
Michele Hoyman (06) American Politics, Public Administration, Labor Relations and Labor Law, Rural Economic Development
Stephen Leonard (15) History of Political Thought, Philosophy of Social and Political Inquiry, Republicanism, History of the Academic Disciplines
Kevin McGuire (60) Judicial Politics, American Politics
Thomas Oatley (57) International Relations, International Political Economy, European Countries
Andrew Reynolds (13) Comparative Politics, Political Institutions, African Politics
Jason Roberts (73) American Political Institutions with emphasis on Congress
Graeme Robertson (7) Comparative Politics, Russian Politics, Labor and Social

Movements, Democratization
Terry Sullivan (47) Congressional and Executive Politics
Isaac Unah (62) Judicial Politics, Regulatory Policy, Bureaucratic Implementation
Milada Vachudova (12) Comparative Politics, International Institutions, Western and Eastern European Politics

Assistant Professors

Navin Bapat (68) International Relations, Insurgency and Terrorism
Anna Bassi (41) Formal Theory, Experimental Methodology
Andrea Benjamin (14) Race and Politics
Xi Chen (43) Social Movements, Democratization and State-Society Relations
Skyler Cranmer (42) Political Methodology and International Relations
Cecilia Martinez-Gallardo (69) Comparative Politics, Latin American Political Institutions, Government Formation and Chang
Justin Gross (48) Statistical Methods, Network Analysis, Political Communication
Graeme Robertson (7) Comparative Politics, Russian Politics, Labor and Social Movements, Democratization
Sarah Treul, American Political Institutions, the U.S. Congress, Courts, and the Separation of Powers

Lecturers

Donna LeFebvre, Law-Related Courses
Holger Moroff, Comparative Politics, Security Theories and European Integration

Professors Emeriti

Thad Beyle
Raymond Dawson
Lewis Lipsitz
Richard Richardson
Robert Rupen
Glenn Snyder
Alan Stern
James White

The political science graduate program is small and very selective: Each year about 15 students enroll. Most graduate students pursue the doctor of philosophy in political science. However, the department also offers courses of study leading to the master of arts in political science and the master of arts in political science with a certificate in Latin American studies.

Admission

The general prerequisite for admission to graduate study is a bachelor of arts degree or equivalent. A student is not required to have an undergraduate major in political science but will normally be expected to have had at least nine semester hours of course work in political science.

All applicants for admission to graduate study must take the Graduate Record Examination (GRE). Prospective applicants should take the test early enough to enable them to submit official reports of scores with their application for admission. In considering applications for fellowship awards, these test scores receive heavy emphasis. Applicants are encouraged to have their applications complete by December 1. Applicants are also required to submit a writing sample and a personal statement.

Graduate Study in Political Science

Departmental programs of graduate study are intended to train professional political scientists. Thus, graduate work is expected to be qualitatively different from undergraduate work. Its emphasis is upon the acquisition of tools, skills, and knowledge at a level to qualify the student to: carry on research, to teach, to fill active political and administrative duties, and to carry on other roles that advance the profession of practicing political scientists.

All candidates for graduate degrees will be expected to achieve broad mastery at the professional level of the literature, problems, and skills of the academic fields and subfields offered for the degree, and will have gained experience in teaching and research. Much more is required of the candidate than mere compilation of credits in relevant courses.

At the M.A. level, the student is required, in addition to passing the course programs successfully, to write a thesis and to be examined orally on the major field of interest and in defense of the thesis.

At the doctoral level, preliminary examinations are both written and oral, in that order. Written examinations are given twice each year, in September and in March. The final part of the examination is an oral defense of the dissertation proposal. Successful completion of these examinations permits a student to become a doctoral candidate. Following completion of the dissertation, a final oral examination will be held, which is primarily a defense of the dissertation but may include such excursions into underlying theory and related fields as are germane to the dissertation.

Field and Course Requirements

The political science curriculum is designed to ensure that graduate students develop a professional competence in the discipline as a whole, as well as expertise in one major and one minor field. The courses in the department are grouped under the following broad categories: international relations, comparative politics, political theory, American politics, methodology, and public policy/public administration (minor field only).

Ph.D. students are required to demonstrate competence in two fields of study and, by participating in the instructional program, to undergo training as teachers. A minimum of four courses and a comprehensive examination is required in the major field. A comprehensive examination and three courses are required in the minor field.

The Institute of Latin American Studies and the Graduate Certificate

The Institute of Latin American Studies and the Consortium in Latin American Studies at UNC–Chapel Hill and Duke University serve as a medium for interdisciplinary communication on Latin America, encouraging and stimulating instruction and research on the region. They provide funding for interdisciplinary working groups, visiting scholars, research workshops, and guest lectures, as well as support for graduate students through academic year and summer fellowships and research and conference travel grants. The program has been funded as a National Resource (Title VI) Center since 1991 by the U.S. Department of Education.

Although the University of North Carolina at Chapel Hill does not grant an interdisciplinary postgraduate degree in Latin American studies, graduate students seeking to document their area expertise are encouraged to earn a certificate in Latin American studies in conjunction with any advanced degree in any University graduate program. The requirements for the certificate are 1) a minimum of two semesters of residence, 2) language competence in Spanish or Portuguese, 3) four graduate courses on Latin American topics, 4) a thesis on a topic related to Latin America, and 5) an oral defense of the thesis. For students in professional schools or departments that do not require defense of a thesis, a letter from the student's advisor indicating that a major research

project on a Latin American topic was successfully completed will be sufficient to waive the requirement. Graduate students interested in obtaining a certificate in Latin American studies should contact the director of the Institute of Latin American Studies.

The Center for European Studies

The Center for European Studies (CES) and the European Union Center of Excellence (EUCE) provide a focus for interdisciplinary and political research on Europe by funding faculty course development, research projects, research working groups, and travel as well as funding graduate student research, travel, and foreign language learning. In recent years the center has hosted international conferences on the European Union, regional regimes, comparative social policy, and the political economy of capitalist democracies as well as hosting three doctoral dissertation workshops in conjunction with European universities. Graduate students are always closely involved in our conferences and activities. The center has established a master's degree program with tracks in Transatlantic Relations and European Governance in consortium with European and American universities. CES is funded as a National Resource Center by the U.S. Department of Education and as a European Union Center of Excellence by the European Commission. We are also network coordinators for all commission-funded EU centers in the United States.

Center for Slavic, Eurasian, and East European Studies

The Center for Slavic, Eurasian, and East European Studies (CSEEES) is an interdisciplinary center run jointly with a sister center at Duke University. In addition to offering an undergraduate major in Russian and East European studies, the center actively promotes graduate education and research in this area of the world.

As a U.S. Department of Education Title VI Center, CSEEES awards Foreign Language and Area Studies (FLAS) fellowships to a few graduate students each academic year and summer to help them acquire the language skills and area expertise necessary for advanced study and field research in this part of the world.

The Louis Harris Data Center

The national polling company Harris Interactive (formerly Louis Harris & Associates) has been surveying Americans' opinions on issues of national importance since the late 1950s. Harris surveys cover many topics, including national morale, the arts, energy policy, women's roles, political candidates, violence, health, and housing. The breadth and scope of the Harris surveys make them a rich source for secondary analysis by social scientists.

In 1965, Louis Harris agreed to make his data available for secondary analysis by researchers. Harris and the University of North Carolina jointly agreed to establish at Chapel Hill the Louis Harris Data Center as the national archive for all Harris data. Since 1965, more than 200 national, state, and community studies conducted by Harris Interactive have been deposited at the Harris Data Center for use by researchers at the University and elsewhere.

Publications

The James Sprunt Studies in History and Political Science, established by the late Dr. James Sprunt, of Wilmington, North Carolina, is published under the direction of the departments involved.

Courses for Graduate and Advanced Undergraduate Students

POLI

400 Executive Politics (3). This course explores how presidents select policy options, how they decide timing, what shapes their congressional support, and how they build successful coalitions.

401 Political Economy I: The Domestic System (3). Problems of the national government in managing capitalist development and economic growth; political constraints; patterns of conflict among domestic actors.

405 North Carolina Politics and Public Policy (3). An intensive study of politics, government, and public policy in the state of North Carolina. Emphasis is placed on student research projects, with a major paper the main requirement.

406 State Governments: Laboratories of Democracy (3). Advanced topics in state government and politics, including political behavior and processes, governmental institutions, public policies. Emphasis on how states serve as the laboratories of democracy in a federal system.

409 Mock Constitutional Convention (3). Students employ their understanding of political philosophy and practical politics to write a new constitution for the United States. Emphasis is on creative blending of theory and practice.

410 The Constitution of the United States (3). A study of the fundamental principles of constitutional interpretation and practice in the United States by means of lectures, textbooks, and cases. Emphasis will be on the political context surrounding and the impact following Supreme Court decisions.

411 Civil Liberties under the Constitution (3). An analysis of the complex political problems created by the expansion of protection for individual liberties in the United States. Emphasis will be on contemporary problems with some supplemental historical background.

412 United States National Elections (3). Course studies United States presidential and congressional elections. Emphasis on individual vote, changing party strengths, and the relation of outcomes to policy.

414 The Adversary System (3). An overview of the theories, problems, and practices of police, courts, and corrections, and the values underlying our adversary system, especially with relation to constitutional principles, judicial integrity, and racial discrimination.

415 Criminal Law (3). This course is concerned with traditional substantive criminal law: crime, defenses, and excuses to criminal liability, issues of morality attached to criminal law, constitutional limitations on punishments.

416 Constitutional Policies and the Judicial Process (PWAD 416) (3). Analysis of the structure and functions of judicial systems emphasizing the organization, administration, and politics of judicial bureaucracies and roles of judges, juries, counsel, litigants, and interested groups in adjudication processes.

417 Advanced Political Psychology (3). Examines in greater depth issues in the field of political psychology, including conflict and conflict resolution, socialization, attitude formation, mass movements, leader-follower relationships, and psychobiography.

418 Mass Media and American Politics (3). Junior-senior standing required. Examination of the role, behavior, and influence of the mass media in American politics.

419H Race, Poverty, and Politics (3). Definitions of poverty and their policy implications; the composition and causation of poverty; an examination of public policies directed at the alleviation, reduction, and elimination of poverty.

420 Legislative Politics (3). Examines the politics of the United States Congress. Emphasis on representation, the legislative process, and policy making.

423 Peace Settlements in Ethnically Divided Societies (PWAD 423) (3). Examines political peace settlements as components of conflict resolution in

ethnically or regionally divided societies. The course identifies the aspects of negotiated settlements which seek to manage civil conflict.

430 European Politics (3). Active participation of students in a research project on career motives and ethical principles in European countries.

431 African Politics and Societies (3). The problems of race, class, and ideology are explored in the countries south of the Zambezi River, along with the political and economic ties that bind these countries.

432 Tolerance in Liberal States (3). This course will compare the theory and practice of tolerance in the United States and Europe, with particular attention to Great Britain and France.

433 Politics of the European Union (INTS 433) (3). Examines the politics and political economy of institutional change and policy making in the European Union in comparative perspective.

434 Politics of Mexico, Central America, and the Caribbean (3). The analysis of politics in Mexico, Central America, and the Caribbean.

435 Democracy and Development in Latin America (3). The analysis of central issues of democracy and development in Latin America.

436 Democracy and Development in Latin America (Spanish) (3). The analysis of central issues of democracy and development in Latin America.

437 Political Change in Asia (3). This course will address how various nations in Asia are handling the pressures of democratization, the globalization of "democratic norms," and internal challenges to authoritarian regimes.

438 Democracy and International Institutions in an Undivided Europe (INTS 438) (3). Explores the collapse of communist rule in 1989 and the reaction of international institutions to the challenges of democratization, economic transition, ethnic conflict, and European integration in an undivided Europe.

439 Comparative European Societies (SOCI 439) (3). Examination of commonalities and differences of European societies and of the tensions and difficulties attending the European integration process.

440 Government and Politics in Japan (ASIA 440) (3). Examines the Japanese political process in the period since World War II with emphasis on popular culture and behavior, and on governmental policy making in both domestic and foreign affairs. Previous course work on east Asia recommended but not required.

442 International Political Economy (EURO 442) (3). Prerequisites, ECON 101 and POLI 150. Theories of international political economy, major trends in international economic relations, selected contemporary policy issues.

443 American Foreign Policy: Formulation and Conduct (PWAD 443) (3). Prerequisite, POLI 150. Permission of the instructor for students lacking the prerequisite. The role of Congress, the press, public opinion, the president, the secretary and the Department of State, the military, and the intelligence community in making American foreign policy. Emphasizes the impact of the bureaucratic process on the content of foreign policy.

444 Seminar on Terrorism (3). This course explores the causes of terrorist behavior. The course also examines the government's response to terrorism, the internal implications of terrorist's campaigns, and prospects for conflict resolution.

446 Defense Policy and National Security (AERO 446, PWAD 446) (3). Prerequisite, POLI 150. Permission of the instructor for students lacking the prerequisite. A study of national defense policy as affected by the constitutional and political setting, as well as its relation to foreign policy. Some attention to strategic doctrine.

447 Theory of War (PWAD 447) (3). Examines the nature, purposes, and conduct of war. Emphasizes interaction between political and military phenomena; introduces the study of strategy and its relationship to domestic and international politics.

449 Human Rights and International Criminal Law (3). This course examines international efforts to punish genocide, crimes against humanity, and war crimes. The evolution of international criminal law, jurisdiction, remedies, problems, alternatives, and recent case studies is included.

450 Contemporary Inter-American Relations (3). A comprehensive analysis of hemispheric international relations and foreign policies of individual Latin American nations.

456 Contemporary International Relations of the United States (3). A study of selected United States foreign policy problems since World War II; analysis of the process of policy formulation and the impact of the external environment and domestic policies on the White House and Department of State.

457 International Conflict Processes (PWAD 457) (3). Analysis of international conflict and the causal mechanisms that drive or prevent conflict. Emphasis is on the conditions and processes of conflict and cooperation between nations.

459 The United States and Russia (3). A comparative inquiry into contrasting cultures, values, attitudes, and behavior patterns: why can't and why don't the Russians want to be like Americans?

469 Conflict and Intervention in the Former Yugoslavia (PWAD 469) (3). Focuses on ethnic and political conflicts in the former Yugoslavia and efforts by the international community to end conflict and promote peace and reconstruction.

470 Social and Political Philosophy (3). An examination of the logic of social and political thought with an analysis of such concepts as society, state, power, authority, freedom, social and political obligation, law, rights.

471 Recent Contemporary Political Thought (3). Survey of the historical foundations, central tenets, and political consequences of prominent twentieth-century political theories. Topics include contemporary liberalism and Marxism, fascism, theories of development, populism, feminism.

472 Problems of Modern Democratic Theory (3). Major problem areas in democratic theory including definitions, presuppositions, and justifications of democracy, liberty, equality, minority rights, public interest, participation, dissent, and civil disobedience.

473 Politics and Literature (3). Identifies and interprets political ideas using historical and contemporary literary sources. Examines literature as political practice.

474 Religion and Politics (3). Examines the relationship between religion and politics, with emphasis on the United States. Topics include church-state issues, religious-political movements, religion and public policy, religion, and voting.

475 Marxism and Socialism (3). A consideration of the political thought of major Marxist and socialist schools—including Marxism, Leninism, contemporary democratic and revolutionary socialism—with reference to utopian socialism and recent controversies on the left.

477 Advanced Feminist Political Theory (WMST 477) (3). Examines in greater depth and complexity current issues in feminist political theory. Topics: theories of subjectivity and solidarity, feminist poststructuralist and post-Marxist thinking, gender in the public sphere.

495 Advanced Undergraduate Seminar (3). A detailed examination of advanced special topics in political science.

691H Honors Seminar in Research Design (3). Required of all students in the honors program in political science.

692H Honors Thesis Research (3). Required of all students in the honors program in political science.

697 Theory and Practice of Representative Government (3). Theories of representative government with special emphasis upon those derived from modern social choice theory.

698 Philosophy, Politics, and Economics II: Capstone Course (ECON 698, PHIL 698) (3). See PHIL 698 for description.

Courses for Graduate Students

POLI

700 Core Seminar on American Politics (3). An overview of research on American politics that introduces students to a wide range of sustentative understandings and theoretical perspectives.

701 American Political Institutions (PLCY 710) (3). Theory and practice of political institutions in the American context.

702 Legislative Systems (3). Institutions and processes in the United States Congress with some cross-national comparisons.

703 Congress and Theory Building (3). This course examines diverse theoretical perspectives on national institutional change and stability, using as our institutional focus the United States Congress between 1789 and 1989.

704 American Presidency (3). Survey of the substantial literature and research on the American Presidency.

705 Judicial Politics (3). Survey of recent literature on the politics of judicial institutions and the behavior of judges, lawyers, litigants, and other actors in the judicial process, emphasizing relationships between judicial and other policymaking processes.

706 Problems in Constitutional Law (3). A survey of issues in American constitutional law, with a special emphasis on the politics of constitutional interpretation.

707 Government and Politics in Metropolitan Areas (3). Changing patterns of political cooperation and conflict in metropolitan areas; political behavior in central and suburban areas; the large metropolis as a political system; and national policies toward metropolitan problems.

708 Seminar in Subnational Politics and Policy (3). This course surveys the major topics and research programs in subnational American politics and policy, with special attention to the vertical and horizontal intergovernmental interactions inherent within federal political systems.

709 Research Topics in Contemporary Southern Politics (3). Topics vary, but include minority politics in the region, the counter-mobilization of whites during the 1960s, party realignment and the decline of one-party politics, and the impact of the region on national politics.

710 Political Parties (3). Selected problems and issues in the study of American and comparative parties and party systems.

711 American Political Behavior (3). Theoretical study of mass behavior (i.e., participation, voting, protest) in the American context.

712 Public Opinion (3). A study of public opinion, its formation, expression, and impact on political systems and public policy.

713 Dynamics of Electoral Politics (3). Change within mass electorates. Topics include issue and attitude change, political realignments, and models of electoral competition.

714 Political Socialization (3). The learning process by which individuals acquire values, attitudes, and norms affecting their behavior in the political community, with emphasis on major agencies of socialization: family, schools, peer groups, and media.

715 Seminar on Political Psychology (3). Prerequisite, POLI 711. This course surveys and evaluates current and past research in political psychology. Topics may include: personality, attitudes and values, socialization, political reasoning, information processing, decision making, political identity, and political affect.

716 New Institutionalism: Politics, Institutions, and Public Policy (PLCY 716) (3). See PLCY 716 for description.

717 Potential for Democratic Stability in Deeply Divided Societies (3). The theory of power sharing tries to explain how stable democracy is possible in deeply divided societies.

718 Public Policy Analysis (3). The roles of expertise in policy discourse; the place of values in policy analysis; summarizing preferences; benefits and costs; policy models; policy expertise and democratic political systems.

719 Planning and Government (3). A survey of the nature and scope of government planning, its relation to other governmental activities, and its administrative and organizational problems.

720 Managing Public Policy (3). Prerequisite, POLI 700, 745, or PUBA 723. The role(s), function(s) and strategy of public administrators in the formulation, adoption, and implementation of public policies. Policy from the perspective of the policymaker; cases exploring the relationship of theories to actual policy processes.

721 Public Policy and Administration (3). Alternative explanation of public policies and policymaking processes; introduction to policy analysis as a way to inform choices among policy options; policy implementation through administrative practices and procedures.

722 Politics of the Administrative Process (PUBA 722) (3). See PUBA 722 for description.

723 Conflict Management for International Peacemakers (3). Focus on skill-building useful in managing international conflicts. Students engage in mock negotiations—systematically preparing, conducting, and reviewing their own actions. Number of conflict situations around world are analyzed.

724 Organization Design (3). Prerequisite, POLI 700. Permission of the instructor for students lacking the prerequisite. Field theory, motivation, communication, and systems perspectives as theoretical bases for organization design.

725 Methods for Policy Analysis and Evaluation (PUBA 720) (3). Introduction to selected techniques such as the following: multiple regression, decision theory, research design, social experiments and quasi-experiments, program evaluation, and policy-related models.

726 Intergovernmental Relations (PUBA 778) (3). Conflict and cooperation among governmental officials representing national, state, and local governments in the United States; changing roles of governments and new mechanisms for intergovernmental collaboration.

728 Policy Workshop (3). Application of theories and techniques of policy analysis and planning to current public problems for actual clients. Focus on design and execution of policy research, and interpretation and presentation of results.

729 The Psychology of Collective Politics (3). Explores the psychological underpinnings of collective politics from the perspective of both individuals and groups. Political behaviors examined include deliberation, protest, nationalism, and intergroup conflict.

730 Comparative Political Research and Analysis (3). The seminar introduces the beginning graduate student to the central issues and major developments in the field of comparative government and politics.

731 The Politics of Development and Change (3). The theories, concepts and mechanisms of political change, with particular attention to processes of development and modernization in the new nations of Africa, Asia, and Latin America.

733 Comparative Political Economy (3). Examines topics in the comparative political economy of Western Europe such as neocorporatism, postindustrialism, the politics of industrial relations, and the European community.

734 Comparative Political Behavior (3). Political behavior of the public in cross-national or non-American settings. Political culture, belief systems, participation, protest, revolution, voting behavior, civic behavior, socialization, and media.

735 Comparative Bureaucracy (3). A cross-national examination of functions, career patterns, role behavior, and relationships of bureaucratic elites within the context of national political systems. Research on particular countries is emphasized.

736 Political Transitions and Democratization in Comparative Perspective (3). Examination of contrasting theoretical approaches to understanding democracy. Comparative study of Africa, Eastern Europe, and Latin America elucidates challenges and opportunities that affect possibilities for democratization and consolidation.

737 Psychology of Elite Decision Making (3). Political thinking of politicians and civil servants in domestic and foreign policy. Perception, cognition, learning, attitude change and persuasion, aging, motivation, emotions, and personality.

738 Power and Morality in Politics (3). Motives of power and morality in rational choice theories and theories of power sharing. Empirical findings and normative evaluations.

739 Communist Political Systems (3). An examination of the political evolution and process in societies governed by communist parties.

740 Issues in Latin American Politics (3). Explores the central issues of Latin American politics and analyzes major theoretical debates.

741 Latin American Politics: Research and Analysis (3). Reviews major works and theoretical perspectives in the literature, assesses contemporary political science research on Latin America, and examines problems of field research.

742 Political Economy of Latin American Development (3). Examines effects of state, regime-type, and political processes on agricultural and industrial policy in Latin America. Also considers the informal economy, international debt, and relationship between policy and politicization.

743 Seminar on United States–Latin American Relations (3). Analysis of the central conceptual concerns and major theoretical approaches to the study of inter-American relations, with a focus on United States foreign policy toward the region.

744 African Politics: Challenges of Democratization and Development (3). Study of the politics of development in contemporary Africa, with emphasis on changing state society relations, the roles of peasants and women in politics, and prospects for democratization.

745 Varieties of Democratic Capitalism in Europe and North America (3). This course will examine the development of different types of welfare states in Europe and North America.

746 Identities and Transitions (RUES 730) (3). See RUES 730 for description.

750 Theories of International Relations I (3). Introduction to the central issues and major theoretical developments in the field of international relations, focusing on system structure, political and security issues, and decision making.

751 Theories of International Relations II (3). Introduction to the central issues and major theoretical developments in the field of international relations, focusing on the politics of international economic relations, law and organization, and fundamental system change.

752 International Organization (3). Theories and approaches to the study of international organizations and regimes, plus selected noneconomic case studies.

753 International Conflict and Cooperation (3). An examination of international conflict and cooperative processes in the context of the evolution of the international system.

754 Introduction to Mathematical International Relations (3). Surveys research in mathematical models of international decision making, bargaining, systemic change, arms races, coalitions, and perception. Philosophic and historical considerations about this field are also discussed.

755 Power, Morality and International Society (3). Thucydides, Machiavelli, Hobbes, Kant, twentieth-century Realists (Niebuhr, Morgenthau), Idealists, Neo-Realists, the British School (Wight, Bull), and selected topics (e.g., just war, human rights, food policy).

756 Politics of the International Economy (3). Positive theories of political choice in trade, monetary relations, foreign investment, and regional integration.

757 Political Economy of the Nation State in the World System (3). Prerequisite, ECON 460 or 465. Permission of the instructor for students lacking the prerequisite. Analysis of the interaction between the external sector of the economy and domestic politics in weak capitalist states.

758 Theories of Foreign Policy (3). This course is an introduction to the field of foreign policy analysis. Its primary goal is to expose students to the theories and methods of foreign policy research and analysis.

759 U.S. Foreign Policy (3). This course provides an overview of United States foreign policy and exposes students to the major themes and controversies in the field.

760 Topics in National Security and Foreign Policy (3). This research seminar examines contemporary substantive issues in national security and foreign policy in light of research, organizational, and administrative topics.

761 Seminar in Problems of U.S. Military Policy and Civil-Military Politics (3). Research seminar in problems of United States military policy and civil-military problems, focused chiefly on deterrence, arms control, and disarmament.

762 Security Studies (3). This course introduces students to the major theoretical approaches to the study of national security.

763 Divided Societies (3). When a society is deeply divided along racial, ethnic, religious, or linguistic lines, this classical model brings the risk that the majoritarian segment of society always stays in power.

768 Feminist Political Theory (WMST 768) (3). A survey of feminist approaches to politics and political inquiry.

770 Community Economic Development: Strategies and Choices (PUBA 770) (3). The goal of this course is to acquire a command of the fundamentals of economic development from the community's perspective. This is done by reading and absorbing the theoretical literature on economic development from the fields of urban politics, planning, sociology, economics, political science, and sociology.

771 Modern Political Theory I (3). An introduction to modern political thought, its major thinkers and issues.

772 Modern Political Theory II (3). An introduction to recent and contemporary political thought, its major thinkers and issues. Emphasis on Continental thought. Topics include post-Marx Marxism, critical theory, existentialism, structuralism, poststructuralism.

773 Major Issues in Political Theory (3). An introduction to the major issues of political theory, with emphasis on the major thinkers in the history of Western political thought.

774 Classical Political Theory (3). An introduction to ancient and medieval political thought, its major thinkers and issues.

775 American Political Theory (3). Survey of issues and problems in American political thought, with analysis of major thinkers and selected topics and emphasis on the role of family, society, and economy in political theory.

776 Recent and Contemporary Political Theory (3). An introduction to recent and contemporary political thought, its major thinkers and issues. Emphasis on Continental thought.

777 Major Figures in Political Theory (3). An in-depth study of the primary and secondary literature on one or two major figures in the history of political thought (e.g., Plato, Machiavelli, Hobbes, Marx).

778 The Formal Theory of Institutions (3). This course is a comprehensive introduction to the burgeoning literature on the formal theory of institutions.

780 Scope and Methods of Political Research (3). Permission of the instructor . A discussion of the theory and process of political analysis, including philosophy of science, research design, the methods of drawing causal inferences, and of generating data.

781 Interviewing in Social Science Research (3). This seminar deals with the theoretical underpinnings and practical execution of interview techniques ranging from the short survey instrument to the adaptation of prolonged clinical interviews. Most of the work emphasizes different varieties of in-depth interviewing.

782 Logic of Political Inquiry (3). A critical examination of models of political inquiry. Empirical (naturalist), interpretive, and critical metatheories are considered in terms of each model's ontological, epistemological, and practical/political consequences and presuppositions.

783 Statistics (3). Elementary descriptive statistics and basic principles of statistical inference including estimation and tests of hypotheses.

784 Intermediate Statistics (3). This course extends the coverage of POLI 281. Topics to be covered include analysis of variance, multiple and partials correlation, and multiple regression.

785 Introduction to Structural Equation Models (3). Prerequisite, POLI 784. Introduces structural equation models with observed variables and econometric estimation methods. Some attention to models with unobserved variables and LISREL-type analyses.

786 Time Series Analysis of Political Data (3). Prerequisite, POLI 784. Permission of the instructor for students lacking the prerequisite. Discusses the problems that arise when regression methodologies are applied to time series and pooled time series data.

787 Maximum Likelihood Methods (3). Prerequisites, POLI 783 and 784. Introduction to maximum likelihood estimation with applications to political science. Topics include discrete choice analysis, censored and truncated variables, event history analysis, sample selection models, and multilevel inference.

789 Game Theory (3). This class provides graduate students with an introduction to game theoretic modeling, focusing on noncooperative game theory. Topics covered include normal form games, extensive-form games, and games of incomplete information.

790 Positive Political Theory (3). This seminar surveys applications of rational choice models across the subfields of political science. It also considers critiques of national choice approaches and alternative theoretical approaches to modeling human behavior.

802 Research in Public Administration (PUBA 900) (1–21).

803 Seminar on Application of Political Behavior Research to Public Problems (3). Exploration and examination of the ways in which political behavior research can be applied to understanding and ameliorating public problems.

811 Seminar in Political Sociology (SOCI 811) (3). See SOCI 811 for description.

813 Comparative Welfare States (SOCI 813) (3). This course examines the development, achievements, present crisis, and future of welfare states in advanced industrial democracies.

816 Influential Works in Democracy (SOCI 816) (3). See SOCI 816 for description.

846 Seminar in International Communication (JOMC 846) (3). See JOMC 846 for description.

850 Theories of International Politics (3). Topics relating to the development of theory in the realm of international politics.

851 Seminar in International Relations (3). Special topics in international relations, such as alliances, bargaining, decision making, economic interdependence, and international human rights.

870 Seminar in Political Theory (3). Special topics in political theory such as Marxism and Socialism, Democratic theory, contemporary political thought, or related topics**.**

880 Design and Analysis of Experiments and Surveys (3). Prerequisites, POLI 780 and 783. Introduction to the use of experimental and survey research methods in political science. Topics include factorial designs, repeated measures design, ANOVA, sampling theory, survey errors and costs, and questionnaire design.

881 Teaching Political Science (3). The director of graduate studies assigns each teacher to a faculty supervisor, who provides advice on course design, teaching, and related matters.

890 Directed Readings in Political Science (1–21). Permission of the department. Directed readings in a special field under the direction of a member of the graduate faculty.

891 Special Topics in Political Science (1–3). Permission of the instructor. Seminar in selected areas of political science. Topics vary from year to year. May be repeated for credit.

993 Master's Thesis (3).

994 Doctoral Dissertation (3).

Department of Psychology

psychology.unc.edu
DONALD T. LYSLE, *Chair*
Jonathan Abramowitz, *Associate Chair*

Professors

Jonathan Abramowitz (231) Psychopathology, Prevention and Treatment of Anxiety and Related Problems, Especially Obsessive-Compulsive Disorder
Donald H. Baucom (104) Couple Therapy, Individual Psychopathology and Couple Functioning, Health Concerns in a Couple/Family Context
Regina M. Carelli (187) Neurobiology of Reward, Drug Abuse, Behavioral Neurophysiology
Martha Cox (206) Family Processes and Child Social and Emotional Development; Poverty; Family and Child Transitions
Patrick J. Curran (195) Structural Equation Modeling, Longitudinal Data Analysis, High-Risk Adolescent Development
Linda A. Dykstra (9) Behavioral Pharmacology, Opioid Analgesia, Drugs of Abuse
Barbara Fredrickson (229) Emotions; Positive Emotions; Social, Cognitive and Physical Effects of Pleasant Emotional States; Flourishing Mental Health
Karen M. Gil (181) Health Psychology, Chronic Illness, Stress and Coping, Pain Management, Cancer Survivorship
Peter C. Gordon (170) Psychology of Language, Cognitive Neuroscience
Mark Hollins (17) Sensory and Perceptual Aspects of Pain and Touch
Joseph B. Hopfinger (198) Neural Mechanisms of Visual Attention; Electrophysiological, Neuroimaging and Eye-Tracking Studies of Attentional Control, Effects of Memory on Attention
Andrea M. Hussong (188) Adolescent Substance Use; Models of Peer, Family, and Affective Risk
Chester A. Insko (18) Attitude Change, Balance Theory, Individual-Group Discontinuity
Beth E. Kurtz-Costes (142) Development of Motivational Beliefs in Childhood and Adolescence; Family and Cultural Influences on Development
Joseph C. Lowman (24) Qualities of Exemplary College Instructors, Personality Measurement, Evolutionary Personality
Donald T. Lysle (155) Neuroimmunology, Neurobiology of Drug Abuse, Evolutionary Theory Robert C. MacCallum (213) Analysis and Modeling of Correlational and Longitudinal Data, Factor Analysis, Structural Equation Modeling, Multilevel Modeling

Neil Mulligan (211) Cognitive Psychology, Human Memory, Implicit vs. Explicit Memory, Episodic Memory, Attention and Memory
Peter A. Ornstein (28) Cognitive Development, Development of Learning and Memory
Abigail T. Panter (144) Evaluation, Measurement, Advanced Quantitative Methods, Survey Methodology, Personality, Educational Diversity in Higher Education
David L. Penn (196) Social Cognition and Social Impairment in Schizophrenia, Stigma, Cognitive-Behavior Therapy for Severe Mental Illness
Mitchell J. Picker (131) Discriminative Stimulus Properties of Drugs, Tolerance and Cross-Tolerance, Behavioral Effects of Opioid and Neuroleptic Drugs
Mitch Prinstein (222) Developmental Psychopathology, Interpersonal Models of Adolescent Depression and Suicide, Peer Contagion of Health Risk Behaviors
J. Steven Reznick (192) Infant Memory and Mental Ability, Influence of Nutrition on Development, Early Detection of Autism
Lawrence Sanna (199) Social Cognition, Judgment and Decision Making
Todd Thiele (203) Neurobiology and Genetics of Alcoholism, Conditioned Taste Aversion Learning, Food Intake and Body Weight Regulation
David M. Thissen (157) Psychometrics, Item Response Theory, Statistical Models for Developmental Data, Graphical Data Analysis
Eric Youngstrom (230) Bipolar Disorder Across the Life Cycle; Emotions, Clinical Assessment, Developmental Psychopathology

Associate Professors

Jennifer Arnold (221) Psychological Processes Underlying Language Production and Comprehension in Both Adults and Children
Daniel Bauer (224) Structural Equation Models, Multilevel Models, Mixture Models, Analysis of Change
Anna Bardone-Cone (239) Etiology and Maintenance of Bulimia Nervosa with Particular Interests in the Roles of Perfectionism, Self-Efficacy, and Stress; Sociocultural Factors (Race/Ethnicity, Family, Media) in Relation to Body Image and Eating Disorders; Defining "Recovery" from an Eating Disorder.
Rita Fuchs Lokensgard (227) Neurobiological Mechanisms of Drug Addiction with an emphasis on Drug-seeking Behavior, Drug-induced Impulsive and Compulsive Behaviors, the Reconsolidation of Drug-associated Memories, and Drug-conditioned Immunomodulatory Responses
Jean-Louis Gariepy (153) Development and Evolution of Social Behavior, Early Social Development in Children, Quantification of Social Networks
Deborah Jones (223) Family Transmission of Mental and Physical Health in Underserved and At-Risk Families, and the Development and Implementation of Family-Based Prevention and Intervention Programs for These Groups
Antonio Morgan-Lopez (240) Substance Abuse Treatment Evaluation, Missing Data and Mediation Analysis
Keith Payne (227) Social Cognition, Stereotyping, Prejudice, Emotions

Assistant Professors

Charlotte Boettiger (234) Cognitive Neuroscience of Addiction, Executive Function, Functional Neuroimaging, Behavioral Pharmacology, Brain Mechanisms of Substance Abuse Treatments, Modulation of Decision-Making by Genetics, Hormones and Late Adolescent Development
Carol Cheatham, Nutrition Individuality and its Effects on the Development of Cognitive and Social Behaviors
Sy-Miin Chow (235) Dynamical Systems Modeling, State-Space Modeling, Structural Equation Models, Analysis of Change
Kelly Giovanello (232) Cognitive Neuroscience of Human Learning and Memory; Behavioral, Neuropsychological, and Functional Neuroimaging Studies of Relational Memory
Melanie Green (225) Attitude Change and Persuasion through Narratives; Health Communication; Effect of Technology on Interpersonal Interactions
Enrique Neblett (237) Racism-Related Stress Experiences, Coping, Cardiovascular Psychophysiology, and African American Child and Adolescent Mental Health.
Eleanor Seaton (236) Examining the Influence of Perceived Discrimination on Adolescent Development among Black Youth; Understanding the Role of Racial Identity in Well-Being among Black Youth.

Clinical Professors

Ann Louise Barrick (135) Geropsychology, Behavioral Interventions in Personal Care in Dementia
Arlane Margolis (134) Psychopathology and Treatment of Adolescents and Cognitive Assessment
Erica Wise (214) Psychotherapy with Adolescents and Adults, Legal and Ethical Issues in Clinical Psychology, Training Clinic Outcomes Research

Clinical Associate Professors

Laura Clark (179) Psychiatric and Behavioral Symptoms in Alzheimer's Disease; Adapting Group Therapy to the Inpatient Psychiatric Setting.
Scott Schwartz (209) Applied Clinical Research with Adolescents, Diversity Issues in Assessment and Treatment
Jennifer Youngstrom (233) Empirically Supported Treatments and Effectiveness Research with Children and Adolescents, Transporting Treatments into the Community, Assessment, and Treatment of Childhood Mood Disorders, Supervision, and Training

Clinical Assistant Professors

Ruth Hurst, Applied Behavior Analysis, Clinical Behavior Analysis, Psychometrics, Behavioral Assessment, Personality, Behavioral Genetics
Adriana Ortega, Multicultural Treatment Competency, Hispanic/Latino Mental Health, and Parenting of Young Children
Jennifer A. Snyder (193) Schizophrenia, Psychiatric Hospitalization, Forensic Psychology, Nonlinear Dynamic Systems Analysis

Professors Emeriti

David A. Eckerman
Samuel Fillenbaum
Edward S. Johnson
Lyle V. Jones
Richard A. King
Eugene R. Long
Barclay Martin
Mesibov, Gary
Paul Shinkman
Vaida D. Thompson

The Department of Psychology offers training for the doctor of philosophy degree in six areas of psychology: behavioral neuroscience, clinical, cognitive, developmental, quantitative, and social. Each program is designed to acquaint students thoroughly with the theoretical and research content of a particular specialty and to train them in the research skills needed to become competent and creative investigators in their specialty area. In addition, the programs focus on the development of competence in appropriate professional skills.

While many of the requirements for a Ph.D. degree vary with the specialty program, certain requirements apply to all psychology graduate students. Each student must 1) engage in research during each year of enrollment, 2) pass a Ph.D. written examination, 3) pass a Ph.D. oral examination, 4) submit an acceptable dissertation and pass a final oral examination, and 5) in most cases, serve as a teaching assistant or teach a course for at least one academic year.

Additional information about graduate training in these areas may be obtained from the department's Web site, psychology.unc.edu. New students are accepted for admission in the fall semester only. Individuals seeking the M.A. degree only are not accepted.

Courses for Graduate and Advanced Undergraduate Students

The prerequisites for each course are provided for the general guidance of the student in consultation with an advisor. Any deviation from the required prerequisite sequence must be approved by the instructor teaching the course. Such clearance must be obtained before registering for the course.

NOTE: For undergraduates, PSYC 101 or the equivalent is prerequisite to all courses numbered above 400.

PSYC

400 Conditioning and Learning (NBIO 400) (3). Prerequisites, PSYC 101 and 222. A comprehensive survey of the methods, findings, and theories of classical and operant conditioning. Skills necessary to evaluate, integrate, and summarize significant original literature will be developed.

401 Animal Behavior (NBIO 401) (3). Prerequisites, PSYC 101, and PSYC 222 or BIOL 101. PSYC 270 recommended. Ethological, genetic, and physiological variables will be studied in relation to their behavioral effects.

402 Advanced Biopsychology (NBIO 402) (3). Prerequisites, PSYC 101 and 220. Elements of neurophysiology, neuroanatomy, and neurochemistry as they apply to the understanding of brain-behavior relationships.

403 Advanced Biopsychology Laboratory (3). Prerequisites, PSYC 101, and 220 or 402. "Hands on" laboratory course designed to introduce students to experimental protocols emphasizing "brain-behavior" relationships. Topics include gross neuroanatomy, stereotaxic surgery, and the effects of drugs on behavior.

404 Clinical Psychopharmacology (3). Prerequisite, PSYC 101. This course will investigate the pharmacological effects and the clinical efficacy of drugs used to treat behavior disorders.

425 Advanced Perceptual Processes (3). Prerequisites, PSYC 101, and one of PSYC 220, 225, or 230. The perception of objects and events; the role of cognitive factors in perception.

430 Human Memory (3). Prerequisites, PSYC 101, and 222 or 230. Theoretical and applied issues in human memory.

431 Introduction to Cognitive Science (3). Prerequisites, PSYC 101, and 210 or 215. An introduction to the interdisciplinary study of the mind, intelligent behavior, information processing, and communication in living organisms and computers.

432 Psychology of Language (3). Prerequisites, PSYC 101 and 230, or LING 101, or 400. After an examination of the possible relations between psychology and linguistics, this course will consider problems in the acquisition of language and particular recent work in experimental psycholinguistics.

433 Behavioral Decision Theory (3). Prerequisite, PSYC 101. Simple mathematical and psychological models of judgment and choice, and related experiments, are treated, as are applications to real world problems in medical, environmental, policy, business, and related domains.

434 Cognitive Neuroscience (3). Prerequisites, PSYC 101, and 210 or 215; and one of PSYC 220, 222, 225, 230, or BIOL 450, 455. Introduction to cognitive neuroscience. Higher mental processes including attention, memory, language, and consciousness will be covered, with an emphasis on the neural mechanisms that form the substrates of human cognition.

436 Cognitive Science and the Novel (3). Prerequisite, PSYC 220, 222, 225, 230, 260, 431, 432, 433, or 469. Introduces topics in cognitive science by reviewing their use in recent novels. Explores their influence on the novel, and how the novelist might offer relevant insights.

461 Cognitive Development (3). Prerequisites, PSYC 101 and 250. An examination of the development of attention, perception, learning, memory, and thinking in normal children.

463 Development of Social Behavior and Personality (3). Prerequisites, PSYC 101 and 250, and 210 or 215. Developmental processes during early childhood as these relate to social behavior and personality.

465 Poverty and Development (3). Prerequisites, PSYC 101 and 250. Poverty is one of the most consistent and influential risk factors for problematic development. This course focuses on the scientific study of how poverty affects development across the human life span.

467 The Development of Black Children (3). Prerequisites, PSYC 101 and 250. PSYC 210 or 215 recommended. A survey of the literature on the development of black children. Topics include peer and social relations, self-esteem, identity development, cognitive development, school achievement, parenting, family management, and neighborhood influences.

468 Family as a Context for Development (3). Prerequisites, PSYC 101 and 250, and 210 or 215. Explores how the family influences children's development. Topics include genetics, family structure (e.g., single parents, working mothers, divorce, number of siblings), discipline, parental values and beliefs, ethnic diversity.

469 Evolution and Development of Biobehavioral Systems (3). Prerequisites, BIOL 101 and PSYC 101, and 210 or 215. Examines the evolution and development of behavior patterns and their physiological substrates.

470 Developmental Research on the Family (3). Prerequisites, PSYC 101 and 250, and 210 or 215. Child and adolescent development within the context of family is examined. Course topics include family theory, cognitive development, divorce, poverty, and gender. Each student will complete a research project.

471 The Study of Adolescent Issues and Development (3). Prerequisites, PSYC 101, 210, and 250. The developmental period of adolescence is studied from a multidisciplinary perspective. The course will distinguish among early, middle, and late adolescence and will cover several theoretical perspectives.

499 Current Topics in Psychology (3). Permission of the instructor. Various special areas of psychological study, offered as needed. Course may be repeated for credit.

500 Developmental Psychopathology (3). Prerequisites, PSYC 101, 245, and 250. A survey of theories bearing on atypical development and disordered behavior, and an examination of major child and adolescent behavior problems and clinical syndromes.

501 Theoretical, Empirical Perspectives on Personality (3). Prerequisite, PSYC 101. An in-depth coverage of the traditional clinically based personality theories of the early 20th century contrasted with more recent empirically based perspectives.

502 Psychology of Adulthood and Aging (3). Prerequisites, PSYC 101 and 250. A developmental approach to the study of adulthood, from young adulthood through death. Topics include adult issues in personality, family dynamics, work, leisure and retirement, biological and intellectual aspects of aging, dying, and bereavement.

503 African American Psychology (3). Prerequisite, PSYC 101. This course examines race and culture in the psychological processes and behavior of African Americans.

504 Health Psychology (3). Prerequisites, PSYC 101 and 245. An in-depth coverage of the theoretical issues and clinical manifestations of psychological responses characteristic of individuals with chronic physical disorders.

505 Introduction to Clinical Psychology (3). Prerequisites, PSYC 101 and 245, and 210 or 215. Overview of clinical psychology: history, scientific basis, and major activities and concerns including assessment, psychotherapy, and other psychological interventions, community psychology, ethics, and professional practice.

506 Assessment and Treatment of Older Persons (3). Prerequisites, PSYC 101 and 245. Addresses methods to assess, treat, and rehabilitate older person with serious mental health disorders.

507 Autism (3). Prerequisites, PSYC 101, 245, and 250. Intensive service-learning seminar on autism includes a supervised community placement. Topics include historical diagnostic issues, etiological theories, assessing patterns of functioning, developmental/life span issues, family concerns, and intervention approaches.

509 Applied Behavioral Analysis (3). Prerequisites, PSYC 101 and 245. PSYC 222 recommended. A survey of applications of learning theory in solving clinical, educational, and societal problems. Practicum experience included.

512 Popularity, Friendship, and Peer Relations (3). Prerequisite, PSYC 101. This course will review literature regarding peer relations among children and adolescents, including peer acceptance/rejection, popularity, bases of friendship selection, peer crowds, romantic relationships, and theories of peer influence.

514 Mania and Depression (3). Prerequisites, PSYC 101 and 245. The social, developmental, and biological contributions to mania and depression are examined, as well as the impact of these moods on the brain, creativity, relationships, quality of life, and health.

515 Psychological Approaches to Prevention Science (3). Prerequisite, PSYC 270. Permission of the instructor required. Prevention science is an interdisciplinary field between research and practice, with the goal of developing prevention programs for people's lives. Course will emphasize psychological approaches to preventing substance use as a motivating example. Discussions, lectures, a research project, and an experiential learning component.

530 Design and Interpretation of Psychological Research (3). Prerequisites, PSYC 101 and 270. Emphasis on the methodological principles underlying experimental and correlational research. Interaction of theory and practice in the design and interpretation of psychological studies.

531 Tests and Measurement (3). Prerequisites, PSYC 101, and 210 or 215. Basic psychometric theory underlying test construction and utilization. Detailed study of issues and instruments used in assessing intellectual functioning, educational progress, personality, and personnel selection.

532 Quantitative Psychology (3). Prerequisite, PSYC 210 or 215 or SOCI 252 or STOR 155. This course examines the science of quantitative psychology. Topics include the analysis of data, the design of questionnaires, and the assessment of psychological attributes, among others.

533 The General Linear Model in Psychology (3). Prerequisite, ECON 400 or PSYC 210 or 215 or SOCI 252 or STOR 155. Consideration of multiple regression and the general linear model in psychological research, including hypothesis testing, model formulation, and the analysis of observational and experimental data.

560 Self and Society (3). Prerequisites, PSYC 101 and 260, and 210 or 215. PSYC 270 recommended. Content, structure, and functions of the self-concept. How the self-concept is shaped by society and developmental processes; ways in which the self-concept affects perception of others; self-esteem. Class participation and presentations required.

561 Social Cognition (3). Prerequisites, PSYC 101 and 260, and 210 or 215. Theory and research in social psychology, which explores the cognitive processes underlying social phenomena. Specific topics covered include attributions, emotions, automaticity, heuristics, self, goals, stereotyping, expectancies, social motives, and others.

563 Small Groups (3). Prerequisites, PSYC 101 and 260, and 210 or 215. Intensive survey of research and theory on behavior in small groups combined with appropriate experience in studying various structured groups.

564 Interpersonal Processes (3). Prerequisites, PSYC 101 and 260, and 210 or 215. Intensive coverage of normal interpersonal processes, focusing on the dyad.

565 Stereotyping, Prejudice, and Discrimination (3). Prerequisites, PSYC 101 and 260, and 210 or 215. PSYC 270 recommended. Examines the determinants, functions, processes, and consequences of stereotyping, prejudice, and discrimination. Prospects for change are considered. Class presentations and participation required.

566 Attitude Change (3). Prerequisites, PSYC 101 and 260, and 210 or 215. A detailed consideration of the theoretical issues in attitude and belief change.

567 Research in Positive Psychology (3). Prerequisites, PSYC 101 and 270, and 210 or 215. Majors only. This advanced course in positive psychology is research intensive and intended as a capstone for majors in psychology.

600 Historical Trends in Psychology (3). Prerequisite, PSYC 101. Limited to senior majors or to graduate students in psychology; others by permission of the instructor. Overview of the origins of psychological concepts, movements, and fields of study.

601 Psychology and Law (3). Prerequisites, PSYC 101 and 270. Examines the legal system from the perspective of psychology methods and research, with a focus on criminal law. Discusses dilemmas within the law and between the legal system and psychology.

602 Evolutionary Psychology (3). Prerequisite, PSYC 101. Major topics of general psychology are examined from an evolutionary perspective with an emphasis on empirical studies asking why much current human behavior and experience would have been adaptive for our early ancestors.

693H Honors in Psychology I (3). By application to the psychology honors committee and enrollment in the honors program. To be taken as the first course in the two-semester honors sequence. Students conduct research under the direction of a faculty advisor and receive classroom instruction in research-related topics.

694H Honors in Psychology II (3). Prerequisite, PSYC 693H. Admission to the psychology honors program required. To be taken as the second course in the two-semester honors sequence. Students conduct research under the direction of a faculty advisor and receive classroom instruction in research-related topics.

Courses for Graduate Students

PSYC

701 Behavior and Its Biological Bases I (NBIO 701A) (3). A survey of psychological and biological approaches to the study of sensory and perceptual information processing, with an emphasis on touch and pain.

702 Behavior and Its Biological Bases II (NBIO 702A) (3). A survey of psychological and biological approaches to the study of basic learning and higher integrative processing.

703 Advanced Biological Psychology: Central Nervous System (NBIO 703) (3). Prerequisite, PSYC 402. Each fall one special topic will be covered in depth (e.g., neural bases of memory storage, homeostasis and perception). Format includes lectures and seminar meetings with student presentations.

704 Applications of Experimental Psychology to Health Research (NBIO 704) (3). This course provides a critical analysis of interdisciplinary research within experimental psychology, including such topics as psychopharmacology, psychoneuroimmunology, psychophysiology and animal models of brain/behavior disorders.

705 Behavioral Pharmacology (NBIO 705, PHCO 705) (3). Prerequisite, PSYC 404. Permission of the instructor for students lacking the prerequisite. Basic principles of pharmacology and behavior analysis are considered in relation to drugs that affect the central nervous system.

707 Clinical Psychopharmacology (3). Examinations of the clinical efficacy, side effects and neuropharmacological actions of drugs used in the treatment of behavioral disorders. Additional topics include the behavioral and neuropharmacological actions of drugs of abuse.

708 Seminar in the Biological Foundations of Psychology (NBIO 708) (3). Permission of the instructor. Limited to graduate students in psychology and neurobiology. Lectures and seminar presentations on a wide range of topics in the area of physiological psychology.

709 Seminar in Theoretical-Experimental Psychology (1–3). Lectures, discussions, and seminar presentations on current topics in experimental psychology.

719 Seminar in Experimental Health Psychology (3). An in-depth treatment of research topics in behavioral and biological aspects of health psychology.

720 Research Seminar in Experimental Psychology (3). Graduate standing in psychology required. Students design and conduct a supervised research project and engage in critical discussion of research performed by other students and faculty.

721 Research Seminar in Experimental Psychology (3). Graduate standing in psychology required. Students design and conduct a supervised research project and engage in critical discussion of research performed by other students and faculty.

739 Cognitive Neuroscience (3). This course will highlight recent research regarding the cognitive and neural architecture of human memory or attention, with the emphasis placed on studies using cognitive neuroscience methods (e.g. fMRI, EPRs).

740 Seminar in Cognitive Psychology (1–3). Permission of the instructor. Discussion and critical evaluation of various theories of thinking; theories of concept formation, problem solving and reasoning.

741 Professional Development for Careers in Research (3). Graduate standing required. This course covers: research strategies, research collaboration, giving talks, writing review papers, writing research reports, the peer-review editorial process, the grant-proposal process, the academic job search process, and nonacademic career.

742 Attention (3). Graduate standing in psychology required. This course will introduce the major issues in attention research and highlight recent work examining the neural mechanisms of attention and its interactions with other cognitive and social-cognitive processes.

744 Psycholinguistics (3). Graduate standing in psychology required. This seminar addresses the mental processes underlying human's ability to use language at a number of levels. Specific topics vary.

746 Seminar in Cognitive Psychology—Human Memory (3). Selective overview of topics in the study of human memory. Course will examine the findings from laboratory research to gain a better understanding of memory structure and organization.

750 Research Seminar in Cognitive Psychology (3). Graduate standing in psychology required. Students conduct a supervised research project in cognitive psychology, and participate in discussion of current research and related ethical and methodological issues.

751 Research Seminar in Cognitive Psychology (3). Graduate standing in psychology required. Students conduct a supervised research project in cognitive psychology, and participate in discussion of current research and related ethical and methodological issues.

760 Advanced Cognitive Development (3). This course covers the development of attention, perception, learning, memory, thinking and language, beginning in infancy and covering the life span from both information processing and Baldwin-Piaget approaches.

761 Advanced Social Development (3). Current thinking and research relevant to social, emotional, and personality development across the life span. Topics include parent-child interaction, peer relations, aggression, competence, sex roles, and gender differences.

762 Developmental Psychology: Methodology I (3). Philosophical and sociological perspectives on research in developmental psychology, with specific applications to ongoing projects.

763 Developmental Psychology: Methodology II (3). Techniques and research designs appropriate for the study of the development of behavior. Supervised experience in the planning of experiments and data analysis.

764 Developmental Assessment (3). Introduction to instruments used for the assessment of development and cognition in infants, preschoolers, and school-aged children, with primary focus on research issues. Practice administration of instruments in field settings.

765 Developmental Psychology: History and Theory (3). Drawing upon materials presented in the previous content and method courses, this class examines in-depth various types of developmental theories.

766 Developmental Psychobiology (3). Provides an introduction to psychobiological research, focusing on early development in animals. Topics include embryology, developmental neurobiology, the development of sensory and communication systems and social behavior. As announced.

767 Advanced Family Theory and Research (3). Research related to family processes, especially regarding the developmental consequences of varying family environments on children. Topics include divorce, cognitive development, single parents, parental employment, discipline, cultural context.

768 Seminar in Developmental Psychology (3). Permission of the instructor. Intensive study of selected topics in developmental psychology.

780 Developmental Psychology Forum. Permission of the instructor. Presentations of research by faculty, students and visitors; discussion of professional topics.

781 Proseminar in Developmental Science (3). Permission of the instructor. Intensive study of selected topics in human development that are being explored by members of the Carolina Consortium on Human Development staff.

790 History of Psychology (3). Review of the history of major areas of psychology, with special emphasis on the conceptual and methodological underpinnings of the discipline.

791 Special Readings in Psychology (3). Permission of the instructor. Intended for advanced graduate students.

792 Professional Problems in Psychology (1). Permission of the instructor. Consideration of problems facing academic psychologists.

793 Laboratory in College Teaching (1–3). Specific training in presentational and interpersonal skills needed by college teachers, such as planning, lecturing, discussing, motivating and evaluating.

803 Empirically Validated Approaches to Child and Family Psychotherapy (3). Graduate standing in clinical psychology required. This course covers the research bases and clinical application of psychotherapeutic interventions that have demonstrated empirical validity for assisting children and families.

804 Empirically Validated Approaches to Adult Psychotherapy (3). Graduate standing in clinical psychology required. This course covers the research bases and clinical application of psychotherapeutic interventions that have demonstrated empirical validity for assisting adult clients.

805 Personality: Theory and Research (3). Permission of the instructor. Review and critical analysis of major theoretical and empirical approaches to the study of personality.

806 Clinical Research Methods (3). Graduate standing in clinical psychology required. Analysis of clinical and personality research in terms of their contribution to knowledge, their limitations, possibilities for their improvement, further research they suggest, etc. Preparation of individual research proposals for class presentation and critical evaluation. Three hours a week.

807 Clinical Research Seminar (2). Prerequisite, PSYC 256. Graduate standing in clinical psychology required. Designing and presenting research proposals in individual students' research areas in oral and written form. Critiquing research proposals. Research ethics and preparing and evaluating protocols for ethical review.

809 Adult Psychopathology (3). First-year graduate status in clinical psychology required. The major forms of psychopathology are examined within a development framework.

810 Developmental Psychopathology (3). First-year graduate status in clinical psychology required. The major forms of psychopathology are examined within a development framework.

811 Adult Practicum (3). Second-year graduate status in clinical psychology required. Supervised experience in psychological assessment and psychotherapy. Six to eight laboratory hours a week.

812 Child and Adolescent Practicum (3). Second-year graduate status in clinical psychology required. Supervised experience in psychological assessment and psychotherapy. Six to eight laboratory hours a week.

813 Advanced Adult Assessment (3). Graduate standing in clinical psychology required. Consideration of how various forms of assessment data can be utilized in understanding the structure and dynamics of adult personalities; problems of differential diagnosis, brain damage, etc., are also considered. Two lecture and two laboratory hours a week.

814 Advanced Child Assessment (3). Prerequisite, PSYC 808. Theory, research, and application of objective and projective techniques for behavioral, emotional, psychiatric, interpersonal, and social cognitive assessment of children and adolescents. Two lecture and two laboratory hours a week.

815 Ethics and Practice in Clinical Psychology (3). Graduate standing in clinical psychology required. A survey and discussion of the ethical and legal issues that clinical psychologists confront in a variety of professional settings.

816 Advanced Clinical Practicum and Professional Ethics (3). Prerequisites, PSYC 254 and 255. Supervised clinical work in an area of particular interest to the student. Clinical activity is coordinated with reading and discussion of literature or professional ethics.

817 Advanced Adult Practicum and Professional Ethics (3). Prerequisites, PSYC 254 and 255. Supervised clinical work in an area of particular interest to the student. Clinical activity is coordinated with reading and discussion of literature or professional ethics. May be repeated for credit.

818 Advanced Child/Adolescent Practicum and Professional Ethics (3). Prerequisite, PSYC 817. Individualized clinical practicum for advanced doctoral students in clinical psychology. Supervised experience in psychotherapy, psychological assessment, and consultation. May be repeated for credit.

822 Seminar in Clinical Psychology (1–3). Lectures, discussions, and seminar presentations on current topics in clinical psychology.

825 Advanced Clinical Practicum (1–3). Prerequisite, PSYC 817. Individualized clinical practicum for advanced doctoral students in clinical psychology. Supervised experience in psychotherapy, psychological assessment, and consultation. May be repeated for credit.

827 Multiculturalism and Clinical Psychology (3). Graduate standing in psychology and permission of the instructor. The development and format of this course is guided by current "best practice" in multicultural education in emphasizing three overriding goals: awareness and changes in attitudes and beliefs.

828 Child/Adolescent Assessment Practicum (1). Graduate standing in psychology and permission of the instructor. This course provides students with an opportunity to integrate their academic foundation in clinical psychology assessment knowledge skills, ethics, and values in an applied practice setting with diverse clients.

829 Clinical Psychological Assessment (3). Introduction to the principles and practices of evidence-based assessment for clinical psychology.

830 Statistical Methods in Psychology I (4). Required preparation, a course in introductory statistics. Data analysis, sampling, applied probability, elementary distribution theory, principles of statistical inference.

831 Statistical Methods in Psychology II (4). Prerequisite, PSYC 830. Statistical estimation and hypothesis testing for linear models (ANOVA, ANCOVA, regression analysis); statistical models in the design and analysis of experiments.

840 Computational Statistics (3). Prerequisite, PSYC 831. Permission of the instructor for students lacking the prerequisite. Current computational environments for data analysis and visualization are taught and used as a basis for understanding current (and creating new) methods of computational statistics and dynamic statistical graphics.

841 Introduction to Multivariate Techniques for the Behavioral Sciences (3). Prerequisite, PSYC 831. Permission of the instructor for students lacking the prerequisite. An introduction to linear regression and multivariate statistical techniques as employed in the behavioral sciences, with particular emphasis on analytic techniques and interpretation of results.

842 Test Theory and Analysis (3). Prerequisite, PSYC 831. Survey of classical test theory and more recent developments in item analysis and test construction.

843 Factor Analysis (3). Prerequisite, PSYC 831. Permission of the instructor for students lacking the prerequisite. Advanced topics in factor analytic models, multivariate correlational models and analysis of covariance structures as applied in behavioral research.

844 Structural Equation Models with Latent Variables (3). Prerequisite, PSYC 831. Permission of the instructor for students lacking the prerequisite. Examination of a wide range of topics in covariance structure models, including their history, underlying theory, controversies and practical use with major computer packages.

845 Latent Curve Modeling (3). Prerequisite, PSYC 844. Permission of the instructor for students lacking the prerequisite. Latent curve modeling is a structural equations-based method for analyzing longitudinal data. Equal emphasis is placed on the statistical model and applications to real data.

846 Multilevel Modeling (3). Prerequisites, PSYC 830 and 831. This course demonstrates how multilevel models (or hierarchical linear models) can be used to appropriately analyze clustered data (i.e. persons within groups) and/or repeated measures data in psychological research.

850 Quantitative Psychology Forum (1). Presentations of research by faculty, students, and visitors; discussion of professional topics such as ethics, the publication process, research funding, and the reviewing of articles.

851 Multidimensional Scaling (3). Prerequisites, PSYC 831 and 854. Survey, with application to dissimilarity data, of the algebraic, geometric, and computational bases of multidimensional scaling methods, with emphasis on individual differences models and nonlinear transformation.

852 Mathematical Psychology (3). Permission of the instructor. Development and applications of mathematical models in theoretical and experimental psychology. Topics selected from learning, memory, perception, thinking, attention, decision making.

853 Analysis of Frequency Tables in Behavioral Research (3). Prerequisite, PSYC 831. Permission of the instructor for students lacking the prerequisite. An introduction to the analysis of frequency data (including measures of association) and the use of log-linear models and logit models in the behavioral sciences.

854 Quantitative Research Synthesis (3). Prerequisite, PSYC 831. Permission of the instructor for students lacking the prerequisite. Survey of research synthesis including history, problem formulation, statistical concerns, describing and combining studies, combining p-values, testing for heterogeneity, accounting for moderator variables, fixed, mixed, and random effects models, publication bias.

859 Seminar in Quantitative Psychology (1–3). Lectures, discussions, and seminar presentations on current topics in quantitative psychology.

860 Directed Research Seminar in Social Psychology (3). First-year graduate status in social psychology or permission of the instructor. Directed research problems and seminar discussion of related issues.

861 Directed Research Seminar in Social Psychology (3). First-year graduate status in social psychology or permission of the instructor. Directed research problems and seminar discussion of related issues.

862 Advanced Social Psychology (3). Prerequisite, PSYC 867. Permission of the instructor for students lacking the prerequisite. Intensive study of interdependence theory and research of interpersonal relationships.

863 Methods of Social Psychology (3). Prerequisite, PSYC 867. Permission of the instructor for students lacking the prerequisite. Methods of investigation in social psychology, with primary emphasis upon experimental design and the nature of the experimental situation.

864 Topics in Attitude Research (3). Prerequisite, PSYC 867. Permission of the instructor for students lacking the prerequisite. A critical examination of selected topics in attitude theory and change.

865 Methods of Applied Social Psychology (3). Graduate standing required. Supervised research experience in an applied setting and accompanying methods of non-laboratory research, including nonquantitative methods of social psychology and evaluation of quasi-experimental and nonexperimental designs.

866 Interpersonal Processes and Close Relationships (3). Prerequisite, PSYC 238. Permission of the instructor for students lacking the prerequisite. Intensive study of the processes by which adult close relationships are initiated and developed.

867 Advanced Survey of Social Psychology (3). Graduate standing or permission of the instructor. Survey of research and theories of attitude change, interpersonal relations and small groups.

868 [328] Seminar in Social Psychology (3). Prerequisite, PSYC 867. Permission of the instructor for students lacking the prerequisite.

869 Advanced Social Cognition (3). Prerequisite, PSYC 867. Permission of the instructor for students lacking the prerequisite. Advanced theory and research in social psychology that explores the cognitive processes underlying social phenomena. Specific topics include attributions, emotions, heuristics, self, goals, motives, and others.

870 Psychology of Emotions (3). Graduate standing required. Seminar featuring research and theory on emotions. It stretches across traditional psychological subdisciplines because emotions are complex, multiply determined phenomena.

871 Advanced Group Processes (3). Prerequisite, PSYC 867. Permission of the instructor for students lacking the prerequisite. Discusses both classic and contemporary theory and research related to group processes, including group performance, motivation, decision making, social dilemmas, social justice, and other intragroup and intergroup phenomena.

872 Seminar in Political Psychology (3). Graduate standing required. This course surveys research in political psychology. Topics may include personality and politics, political values and attitudes, voter behavior, candidate evaluation, and the role of emotion in political decision making.

873 Seminar on Prejudice and Stereotyping (3). Graduate standing required. Seminar reviews classic and current literature on the psychology of stereotyping and prejudice. Focus is on causes, consequences, and mental processes that maintain social biases.

874 Social Judgment and Decision Making (3). Prerequisite, PSYC 863. Permission of the instructor for students lacking the prerequisite. Discusses both classic and contemporary theory and research related to social judgment and decision making, including basic psychological processes, heuristics and biases, models of decision making, and social influences.

875 Advanced Seminar in Positive Psychology (3). Prerequisite, PSYC 870. Discusses both classic and contemporary theory and research related to social judgment and decision making, including basic psychological processes, heuristics and biases, models of decision making, and social influences.

890 Case Formulation and Psychotherapy Integration (3). Required preparation, third year or beyond in clinical psychology doctoral program. This advanced seminar provides clinical psychology graduate students with case formulation skills in the context of exposure to psychotherapy integration and contemporary evidence-based treatment models.

891 Dialectical Behavior Therapy (3). Prerequisite, PSYC 803 or 804. Graduate standing in clinical psychology required. This course will introduce advanced clinical psychology graduate students to dialectical behavior therapy, a cognitive-behavioral treatment for borderline personality disorder, including DBT's theoretical basis, empirical support, and treatment strategies.

904I Aging and Health (DENT 604I, EPID 620I, HMSC 904I, MEDI 604I, NURS 782I, PHCY 604I, PHYT 904I, SOCI 824, SOWO 604I) (3). See SOWO 604I for description.

907I Aging and Public Policy (DENT 607I, FMME 607I, HMSC 951I, HPM 961I, MEDI 607I, NURS 783I, PHCY 607I, SOWO 607I) (3). See SOWO 607I for description.

991 Advanced Research (3). Six laboratory hours a week.

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Gillings School of Global Public Health

www.sph.unc.edu

BARBARA K. RIMER, *Dean and Alumni Distinguished Professor*
Anna Maria Siega-Riz, *Associate Dean for Academic Affairs*
Felicia Mebane, *Assistant Dean for Students*

The Gillings School of Global Public Health provides exceptional teaching, conducts groundbreaking research, and delivers dedicated service to people across North Carolina, the United States, and around the world. According to *U.S. News and World Report*'s 2012 rankings, the school is #2 of all public health schools in the U.S. and the top public school of public health. The school's mission is to improve public health, promote individual well-being and eliminate health disparities across North Carolina and around the world.

Accredited by the Council on Education for Public Health (CEPH), the public health school offers undergraduate and graduate programs on campus near UNC's schools of medicine, nursing, dentistry and pharmacy, and through its state-of-the-art distance-education programs. Its research center (www.sph.unc.edu/school/michael_hooker_research_center_8185_7263.html) and many renovated labs and classrooms (www.sph.unc.edu/school/our_labs_classrooms_and_spaces_8179_7257.html) provide an environment highly conducive to the learning and creation of public health knowledge.

Beyond campus, members of the Gillings School of Global Public Health faculty teach, conduct research, and serve communities across the state and nation and around the world. The Office of Global Health oversees efforts in more than 55 countries. The North Carolina Institute for Public Health, the school's service and outreach arm, brings public health scholarship and practice communities together. Carolina Public Health Solutions, the newest initiative funded by the Gillings Gift, (www.sph.unc.edu/accelerate/about_us_5736_9207.html) aids in the anticipation of new public health challenges and the acceleration of solutions and delivery of best practices to improve people's lives.

To learn more about the field, visit www.whatispublichealth.org. Developed by the Association of Schools of Public Health, the site describes public health, its effect on our lives, and the variety of public health careers.

Departments and curricula in the Gillings School of Global Public Health are:

- Biostatistics*
- Environmental Sciences and Engineering*
- Epidemiology
- Health Behavior and Health Education
- Health Policy and Management*
- Maternal and Child Health
- Nutrition*
- Public Health Leadership Program

All departments have graduate degree programs, and four (marked with *) offer degrees for undergraduates.

Interdisciplinary programs that provide additional opportunities for students in public health-related education, service, and research include: the Carolina Population Center, the Cecil G. Sheps Center for Health Services Research, the Center for Environmental Health and Susceptibility, the Center for Health Promotion and Disease Prevention, the Clinical Nutrition Research Center, the Injury Prevention Research Center, the Lineberger Comprehensive Cancer Center, the North Carolina Institute for Public Health, the North Carolina Occupational Safety and Health Education Resource Center, and the North Carolina Center for Public Health Preparedness.

Graduate academic degrees offered by the school are the master of science (M.S.) and the doctor of philosophy (Ph.D.). Graduate professional degrees include the master of science in public health (M.S.P.H.), master of science in environmental engineering (M.S.E.E.), master of public health (M.P.H.), master of healthcare administration (M.H.A.), master of science in clinical research (M.S.C.R.) and doctor of public health (Dr.P.H.). All degree requirements are administered by the faculty of the Gillings School of Global Public Health with approval of The Graduate School's administrative board.

M.P.H. Degree

The master of public health degree is designed to prepare students for positions requiring a considerable breadth of knowledge in the field of public health and a lesser degree of specialization in one area. Students in this degree program may take nearly half of their courses outside of the major department or curriculum and undergo extensive field training (if previous experience is not deemed sufficient by criteria set by the student's department or curriculum). Typically, master of public health students already have acquired education in a health or health-related profession, or have at least three years' experience in a field related to public health. The paster of public health is often a terminal degree, and qualified students may proceed in the Gillings School of Global Public Health to a Dr.P.H. or Ph.D. program for further study.

M.S.P.H. Degree

The master of science in public health is designed to prepare students for professional careers in specialized areas of public health and health policy. Students in this degree program typically take courses primarily in one major department or curriculum in the Gillings School of Global Public Health. Core requirements provide for orientation to a broader view of public health. The master of science in public health is usually a terminal degree; however, students may use this degree or the master of science (more so than the master of public health) as a precursor to a doctoral program. Programs of study leading to the M.S.P.H. degree are offered by the following departments: environmental sciences and engineering, health policy and management, and maternal and child health.

M.H.A. Degree

The master of healthcare administration, offered by the health policy and management department, is designed to prepare students for management careers in health care organizations. Graduates will be prepared to take positions as staff members, managers or consultants for hospitals, health maintenance organizations, clinics, public health departments and other health care settings. Courses focusing on health care services are supplemented with core courses offering a broader view of public health.

M.S. Degree

The master of science degree is offered in the departments of biostatistics, environmental sciences and engineering, nutrition, and in the public health leadership program.

M.S.E.E. Degree

The curriculum leading to the M.S.E.E. is designed to prepare graduates for careers in the environmental engineering profession with special emphasis on water resources and air and industrial hygiene. Specifically, students awarded this degree are prepared for professional work with private firms of consulting engineers, with public agencies at the national, state, regional, and local levels of government, and with a variety of industrial organizations.

M.S.C.R. Degree

The master of science in clinical research is offered through the epidemiology department. It is intended to complement the substantive training in medicine, dentistry, pharmacy and other health affairs disciplines by enhancing the student's ability to apply appropriate research methodologies to his or her chosen or established field of research. Applicants will be required to demonstrate a clear relationship with a mentor in this field of research to provide content area guidance during the program.

Dr.P.H. Degree

The doctor of public health provides professional training to prepare students to effectively conduct or supervise research, usually of an applied nature. Graduates also are prepared to integrate new knowledge and techniques into community and/or public health practice. Graduates typically are employed by operating community or public health programs at the local, state, national or international level. Programs of study leading to the Dr.P.H. degree are offered by the following departments: biostatistics, health policy and management (distance learning format), maternal and child health, and nutrition.

Ph.D. Degree

The doctor of philosophy prepares students for leadership in academic and related settings involving teaching and research. Students learn how to develop and apply theories for understanding public health, health care services, and policy. Graduates typically are employed by universities or other organizations conducting research. This degree is offered in the departments of biostatistics, environmental sciences and engineering, epidemiology, health behavior and health education, health policy and management, maternal and child health, and nutrition. The precursor to the Ph.D. degree is typically (although not exclusively) an M.S.P.H. degree, if the research is oriented to public health, or an M.S. degree.

Dual-Degree Programs

A number of dual-degree programs are offered in select departments. Under the dual-degree arrangement, a student may earn two professional degrees in a period of time less than the total required by the two degrees separately. Medical students may pursue a dual degree through the departments of epidemiology, health policy and management, maternal and child health, nutrition, or public health leadership. Dentistry, business, law, city and regional planning, and information and library science students may enroll in dual-degree programs through the Department of Health Policy and Management. A dual degree also is offered through the Department of Maternal and Child Health, in conjunction with the School of Social Work, and between the Department of Health Behavior and Health Education and the Department of City and Regional Planning.

Distance Education

Executive Master's Program: The Department of Health Policy and Management provides graduate-level education to employed health professionals and health administrators through its executive master's program. This national program provides master's degree study to full-time health professionals throughout the United States and beyond. This program is comprised of intensive summer institutes on the Chapel Hill campus, faculty-guided distance learning and credit transfer from approved programs at other universities.

The leadership M.P.H. is offered through the public health leadership program. This degree is designed for individuals who already have a professional identity. Applicants will have three to five years' health-related experience and will desire to broaden knowledge and skills in public health philosophy and sciences. Applicants come from a variety of professional disciplines and have a range of experiences.

Online master of science in public health (M.S.P.H.) and master of public health (M.P.H.) degrees in maternal and child health leadership will be offered through the Department of Maternal and Child Health. Both online degree programs are designed for individuals with work experience who want more graduate-level training in the field of maternal and child health. All course work is conducted online, except a required three-day intensive workshop on the Chapel Hill campus.

The doctoral program in health leadership (Dr.P.H.) is available through the Department of Health Policy and Management. This is the only program of its kind in the country that prepares working health care professionals to become top leaders. This highly competitive, distance learning program uses the latest Internet technology to connect distinguished faculty and students in an unparalleled educational environment.

Department of Biostatistics (BIOS)

www.sph.unc.edu/bios

MICHAEL R. KOSOROK, *Chair*
Jianwen Cai, *Associate Chair*

Professors

Michael R. Kosorok (88)
Jianwen Cai (93) Survivial Analysis and Regression Models, Clinical Trials, Analysis of Correlated Responses
Jason P. Fine (54)
Joseph G. Ibrahim (11) Bayesian Inference, Missing Data Problems, Bayesian Survival Analysis, Generalized Linear Models, Genomics
Amy H. Herring (87) Survival Analysis, Missing Data Methods, Environmental Statistics
William D. Kalsbeek (55) Sample Design, Survey Analysis, Nonsampling Errors
Alan F. Karr, Inference for Stochastic Processes, Image Analysis (Joint with Statistics and Operations Research)
Gary G. Koch (14) Categorical Data Analysis, Nonparametric Methods
Danyu Lin (89) Survival Analysis, Semiparametric Statistical Methods, Clinical Trials
James Stephen Marron, High Dimension Low Sample Size (HDLSS) Data and/or Data, Exotic Data Types Such as Manifold and Tree-Structural Data (joint with Statistics and Operations Research)
Andrew Nobel, Data Mining, Statistical Data of Genomic Data, Machine Learning (joint with Statistics and Operations Research)
Pranab K. Sen (10) Statistical Inference, Clinical Trials, Multivariate Analysis (Joint with Statistics)
Richard Smith, Spatial Statistics, Time Series Analysis, Extreme Value Theory, Bayesian Statistics (joint with Statistics and Operations Research)
Chirayath M. Suchindran (29) Statistical Demography
Kinh N. Truong (90) Time Series Analysis, Nonparametric Regression, Bootstrap Methods, Hazard Regression, Splines
Fred A. Wright (7) Statistical Genetics
Haibo Zhou (40) Missing/Auxiliary Data, Survival Analysis, Human Fertility

Associate Professors

Lloyd J. Edwards (95) Longitudinal Data Analysis, Measurement Error Models, Clinical Trials
Anastasia Ivanova (83) Clinical Trials Design, Sequential Design of Binary Response Experiments, Statistical Methodology in Biostatistics
Bahjat Qaqish (94) Generalized Linear Models, Survival Analysis, Statistical Computing
Donglin Zeng (5) High Dimensional Data, Survival Analysis
Hongtu Zhu (48)
Fei Zou (4) Statistical Genetics

Assistant Professors

Yun Li (joint with Genetics)
Wei Sun (53)
Michael Wu

Research Professors

Richard E. Bilsborrow (30) Economic Demography, Demography, Economic Development, Environment
Shrikant I. Bangdiwala (80) Nonparametric Methods, Clinical Trials Methodology, International Health, Injury Prevention
Lloyd E. Chambless (82) Epidemiological Applications, Analysis of Survey Data, Measurement Error
Robert M. Hamer (28) Linear Models, Mixed Models, Clinical Trials (joint with Psychiatry)
Lisa LaVange (45) Clinical Trials
John S. Preisser Jr. (89) Categorical Data, Longitudinal Data Analysis

Research Associate Professors

Rosalie Dominik
Michael Hudgens (42) Nonparametric Estimation, Group Testing, Causal Inference, Infectious Diseases
Ethan Lange (joint with Genetics)
Paul W. Stewart (84) Linear Models, Distribution Theory, Statistical Inference, Longitudinal Data
David J. Couper (77) Epidemiological Methods, Longitudinal Data, Data Quality

Research Assistant Professors

Eric Bair (joint with School of Dentistry)
Jamie B. Crandell (joint with School of Nursing)
Pei-Fen Kuan
Todd A. Schwartz (13) Categorical Data, Clinical Trials
Daniela T. Sotres-Alvarez

Clinical Assistant Professor

Jane Monaco (43) Survival Analysis, Correlated Failure Time Data

Research Instructors

Katherine J. Roggenkamp (3) Statistical Computing

Adjunct Professors

David B. Dunson, Bayesian Methods, Latent Variables, Nonparametric Processes, Model Uncertainty, Correlated and Multivariate Data, Reproductive Epidemiology, Bioinformatics
Herman E. Mitchell, Clinical Trials, Health Care Research, Clinical Epidemiology
Shyamal D. Peddada
Ibrahim A. Salama (38) Nonparametric Statistics, Order Statistics, Ergodic Theory
Clarice R. Weinberg, Statistical Methods in Epidemiology and in Environmental Health, Reproductive Epidemiology
Russell Wolfinger Statistical Computation

Adjunct Associate Professors

Haitao Chu
Maura E. Stokes, Categorical Data Analysis

Adjunct Assistant Professors

Hrishikesh Chakraborty, HIV/AIDS
Karen L. Kesler
Matthew R. Nelson
William Valdar
Mark A. Weaver

Professors Emeriti

Clarence E. Davis
Regina C. Elandt-Johnson
James E. Grizzle
Ronald W. Helms
Lawrence L. Kupper (19) Regression Analysis, Statistical Applications in Epidemiology and in Environmental Health
Keith E. Muller (76) Linear and Nonlinear Repeated Measures Models, Study Design
Dana E. Quade
Michael J. Symons (17) Consulting, Bayesian Applications, Statistical Education
Craig D. Turnbull (26) Public Health Statistics, Research on Perinatal Outcomes and Behavioral Sciences

Courses for Graduate and Advanced Undergraduate Students

BIOS

500H Introduction to Biostatistics (3). Prerequisite, MATH 231 and 232; corequisite, BIOS 511. Access to SAS, Excel required. Permission of instructor for nonmajors. Introductory course in probability, data analysis, and statistical inference designed for BSPH biostatistics students. Topics include sampling, descriptive statistics, probability, confidence intervals, tests of hypotheses, chi-square distribution, 2-way tables, power, sample size, ANOVA, non-parametric tests, correlation, regression, survival analysis.

511 Introduction to Statistical Computing and Data Management (4). Required preparation, previous or concurrent course in applied statistics or permission of the instructor. Introduction to computer use to process and analyze data, concepts and techniques of research data management, use of statistical software and interpretation. Focus is on SAS for data management, with introduction to SAS reporting and analysis.

540 Problems in Biostatistics (1–21). Arrangements to be made with the faculty in each case. A course for students of public health who wish to make a study of some special problem in the statistics of the life sciences and public health.

543 Biostatistical Seminar for Clinical and Translational Investigators (1). Prerequisites, BIOS 541 and 542. Permission of the instructor for students lacking the prerequisites. This seminar provides clinical and translational researchers who have basic quantitative training in biostatistics with a more in depth understanding of selected topics and introduces them to more advanced methods. Pass/Fail only.

545 Principles of Experimental Analysis (3). Permission of the instructor for nonmajors. Required preparation, basic familiarity with statistical software (preferably SAS able to do multiple linear regression) and introductory biostatistics, such as BIOS 600. Continuation of BIOS 600. Analysis of experimental and observational data, including multiple regression and analysis of variance and covariance.

550 Basic Elements of Probability and Statistical Inference I (GNET 636) (4). Required preparation, two semesters of calculus (such as MATH 231, 232). Fundamentals of probability; discrete and continuous distributions; functions of random variables; descriptive statistics; fundamentals of statistical inference, including estimation and hypothesis testing.

551 Basic Elements of Probability and Statistical Inference II (3). Prerequisite, BIOS 550. Permission of the instructor for students lacking the prerequisite. Required preparation, basic familiarity with statistical software (preferably SAS able to do multiple linear regression) or permission of the instructor. The theory and application of multiple linear regression and related analysis of variance including logistic regression and Poisson regression.

600 Principles of Statistical Inference (3). Required preparation, knowledge of basic descriptive statistics. Major topics include elementary probability theory, probability distributions, estimation, tests of hypotheses, chi-squared procedures, regression, and correlation.

610 Biostatistics for Laboratory Scientists (3). Required preparation, elementary calculus. This course introduces the basic concepts and methods of statistics focusing on applications in the experimental biological sciences.

613 Data Management in Clinical and Public Health Research (3). Familiarity with basic health research designs (For example, BIOS 664 or 668, EPID 726 or 733, MHCH 713, INLS 780) or permission of the instructor required. This course introduces theoretical and practical aspects of data management architecture, processes and applications in clinical and public health research.

660 Probability and Statistical Inference I (3). Required preparation, three semesters of calculus (such as MATH 231, 232, 233). Introduction to probability; discrete and continuous random variables; expectation theory; bivariate and multivariate distribution theory; regression and correlation; linear functions of random variables; theory of sampling; introduction to estimation and hypothesis testing.

661 Probability and Statistical Inference II (3). Prerequisite, BIOS 660. Permission of the instructor for students lacking the prerequisite. Distribution of functions of random variables; Helmert transformation theory; central limit theorem and other asymptotic theory; estimation theory; maximum likelihood methods; hypothesis testing; power; Neyman-Pearson Theorem, likelihood ratio, score, and Wald tests; noncentral distributions.

662 Intermediate Statistical Methods (4). Pre- or corequisites, BIOS 511 and 550. Principles of study design, descriptive statistics, sampling from finite and infinite populations, inferences about location and scale. Both distribution-free and parametric approaches are considered. Gaussian, binomial, and Poisson models, one-way and two-way contingency tables.

663 Intermediate Linear Models (4). Required preparation, BIOS 662. Matrix-based treatment of regression, one-way and two-way ANOVA, and ANCOVA, emphasizing the general linear model and hypothesis, as well as diagnostics and model building. Reviews matrix algebra. Includes statistical power for linear models and binary response regression methods.

664 Sample Survey Methodology (STOR 358) (4). Prerequisite, BIOS 550. Permission of the instructor for students lacking the prerequisite. Fundamental

principles and methods of sampling populations, with emphasis on simple, random, stratified, and cluster sampling. Sample weights, nonsampling error, and analysis of data from complex designs are covered. Practical experience through participation in the design, execution, and analysis of a sampling project.

665 Analysis of Categorical Data (3). Prerequisites, BIOS 545, 550, and 662. Permission of the instructor for students lacking the prerequisites. Introduction to the analysis of categorized data: rates, ratios, and proportions; relative risk and odds ratio; Cochran-Mantel-Haenszel procedure; survivorship and life table methods; linear models for categorical data. Applications in demography, epidemiology, and medicine.

666 Applied Multivariate Analysis (3). Prerequisite, BIOS 663. Application of multivariate techniques, with emphasis on the use of computer programs. Multivariate analysis of variance, multivariate multiple regression, weighted least squares, principal component analysis, canonical correlation, and related techniques.

667 Applied Longitudinal Data Analysis (3). Analysis of variance and multiple linear regression course at the level of BIOS 545 or 663 required. Familiarity with matrix algebra recommended. Univariate and multivariate repeated measures ANOVA, GLM for longitudinal data, linear mixed models. Estimation and inference, maximum and restricted maximum likelihood, fixed and random effects.

668 Design of Public Health Studies (3). Prerequisites, BIOS 545 and 550. Statistical concepts in basic public health study designs: cross-sectional, case-control, prospective, and experimental (including clinical trials). Validity, measurement of response, sample size determination, matching and random allocation methods.

670 Demographic Techniques I (3). Source and interpretation of demographic data; rates and ratios, standardization, complete and abridged life tables; estimation and projection of fertility, mortality, migration, and population composition.

680 Introductory Survivorship Analysis (3). Prerequisite, BIOS 661. Permission of the instructor for students lacking the prerequisite. Introduction to concepts and techniques used in the analysis of time to event data, including censoring, hazard rates, estimation of survival curves, regression techniques, applications to clinical trials.

691 Field Observations in Biostatistics (1). Field visits to, and evaluation of, major nonacademic biostatistical programs in the Research Triangle area. Field fee: $25.

692H Honors Research in Biostatistics (3). Directed research. Written and oral reports required.

Courses for Graduate Students

BIOS

700 Research Skills in Biostatistics (1). Prerequisites, BIOS 760, 761 or 758, 762, 763, and 767. Permission of the department for students with passing grade of either doctoral qualifying examination in biostatistics. BIOS 700 will introduce doctoral students in biostatistics to research skills necessary for writing a dissertation and for a career in research.

735 Statistical Computing—Basic Principles and Applications (3). Prerequisite, BIOS 661. Required preparation, familiarity with one computer system and either a computer language or computer package. Basic theory and application of computing as a tool in statistical research and practice. Topics include algorithms and data structures, linear and nonlinear systems, function approximation, numerical integration, the EM algorithm, simulation, and document preparation.

740 Specialized Methods in Health Statistics (1–21). Permission of the instructor. Statistical theory applied to special problem areas of timely importance in the life sciences and public health. Lectures, seminars, and/or laboratory work, according to the nature of the special area under study.

750 Advanced Techniques in Biometry (1–21). Prerequisites, BIOS 661 and 663. Permission of the instructor. Up to three or four separate one-semester-hour modules presenting advanced techniques in biometry (topics covered usually vary at each offering). A knowledge of elementary computer programming is assumed.

752 Design and Analysis of Clinical Trials (3). Prerequisites, BIOS 600 and 661. This course will introduce the methods used in clinical. Topics include dose-finding trials, allocation to treatments in randomized trials, sample size calculation, interim monitoring, and non-inferiority trials.

756 Advanced Nonparametric Methods in Biometric Research (3). Prerequisite, BIOS 661. Theory and application of nonparametric methods for various problems in statistical analysis. Includes procedures based on randomization, ranks and U-statistics. A knowledge of elementary computer programming is assumed.

758 Advanced Statistical Methods in Biometric and Public Health (4). Prerequisites, BIOS 660 and 661. Introduction to probability theory, statistics, stochastic processes, and martingales. Finite sample methods. Basic statistical estimator properties. Stochastic convergence and central limit theorems. Transformation of variables and variance stabilization. Neyman-Pearson hypothesis testing methodology. Large sample inference methods, likelihood ratio, Rao's score, and Wald tests. Categorical data and regression models. Resampling plans.

759 Applied Time Series Analysis (3). Prerequisites, BIOS 661 and 663. Permission of the instructor. Topics include correlograms, periodograms, fast Fourier transforms, power spectra, cross-spectra, coherences, ARMA and transfer-function models, spectral-domain regression. Real and simulated data sets are discussed and analyzed using popular computer software packages.

760 Advanced Probability and Statistical Inference (4). Prerequisite, BIOS 661. Permission of the instructor for students lacking the prerequisite. Measure space, sigma-field, measurable functions, integration, conditional probability, distribution functions, characteristic functions, convergence modes, SLLN, CLT, Cramer-Wold device, delta method, U-statistics, martingale central limit theorem, UMVUE, estimating function, MLE, Cramer-Rao lower bound, information bounds, LeCam's lemmas, consistency, efficiency, EM algorithm.

761 Advanced Probability and Statistical Inference II (4). Prerequisite, BIOS 760. Permission of the instructor for students lacking the prerequisite. Elementary decision theory: admissibility, minimaxity, loss functions, Bayesian approaches. Hypothesis testing: Neyman-Pearson theory, UMP and unbiased tests, invariance, confidence sets, contiguous alternatives. Elements of stochastic processes: Poisson processes, renewal theory, Markov chains, martingales, Brownian motion.

762 Advanced Linear Models I (4). Prerequisites, BIOS 661 and 663, MATH 547, and 416 or 577. Theory and methods for continuous responses. Matrix theory, multivariate normal distribution, multivariate quadratic forms, estimability, reparameterization, linear restrictions and splines, estimation theory, weighted least squares, multivariate tests of linear hypotheses, multiple comparisons, confidence regions, prediction intervals, statistical power, mixed models, transformations and diagnostics, growth curve models, dose-response models, missing data.

763 Generalized Linear Model Theory and Applications (4). Permission of the instructor for nonmajors. Introduction to the theory and applications of generalized linear models, quasi-likelihoods and generalized estimating equations. Topics include logistic regression, overdispersion, Poisson regression, log-linear models, conditional likelihoods, multivariate regression models, generalized mixed models, and regression diagnostics.

764 Advanced Survey Sampling Methods (3). Prerequisite, BIOS 664. Continuation of BIOS 664 for advanced students: stratification, special designs, multistage sampling, cost studies, nonsampling errors, complex survey designs, employing auxiliary information, and other miscellaneous topics.

765 Models and Methodology in Categorical Data (3). Prerequisites, BIOS 661, 663, 665, and 666. Theory of statistical methods for analyzing categorical data by means of linear models; multifactor and multiresponse situations; interpretation of interactions.

767 Longitudinal Data Analysis (4). Prerequisite, BIOS 762. Permission of the instructor for nonmajors. Presents modern approaches to the analysis of longitudinal data. Topics include linear mixed effects models, generalized linear models for correlated data (including generalized estimating equations), computational issues and methods for fitting models, and dropout or other missing data.

771 Demographic Techniques II (3). Prerequisite, BIOS 670. Required preparation, integral calculus. Life table techniques; methods of analysis when data are deficient; population projection methods; interrelations among demographic variables; migration analysis; uses of population models.

772 Statistical Analysis of MRI Images (3). The course will review major statistical methods for the analysis of MRI and its applications in various studies.

773 Statistical Analysis with Missing Data (3). Prerequisites, BIOS 761 and 762. Fundamental concepts, including classifications of missing data, missing covariate and/or response data in linear models, generalized linear models, longitudinal data models, and survival models. Maximum likelihood methods, multiple imputation, fully Bayesian methods, and weighted estimating equations. Focus on biomedical sciences case studies. Software packages include WinBUGS, SAS, and R.

777 Mathematical Models in Demography (3). Permission of the instructor. A detailed presentation of natality models, including necessary mathematical methods, and applications; deterministic and stochastic models for population growth, migration.

779 Bayesian Statistics (4). Prerequisite, BIOS 762. Bayes' theorem, likelihood principle, prior distributions, posterior distributions, and predictive distributions. Bayesian analysis of linear models, generalized linear models, random effects models, spatial models, and survival models. Informative prior elicitation, model comparisons, Bayesian diagnostic methods, and variable subset selection. Markov Chain Monte Carlo computations methods. Clinical trials design and analysis.

780 Theory and Methods for Survival Analysis (3). Prerequisites, BIOS 760 and 761. Permission of the instructor for students lacking the prerequisites. Counting process-martingale theory, Kaplan-Meier estimator, weighted log-rank statistics, Cox proportional hazards model, nonproportional hazards models, multivariate failure time data.

781 Statistical Methods in Human Genetics (3). Prerequisites, BIOS 661 and 663. Permission of the instructor for students lacking the prerequisites. An introduction to statistical procedures in human genetics, Hardy-Weinberg equilibrium, linkage analysis (including use of genetic software packages), linkage disequilibrium and allelic association.

783 Statistical Methods in Quantitative Genetics (3). Prerequisites, BIOS 661 and 663. Permission of the instructor for students lacking the prerequisites. An introduction to the statistical basis of variation in quantitative traits, with focus on experimental crosses and decomposition of trait variation, linkage map construction, statistical methodologies, and computer software for mapping quantitative trait loci. Issues involving whole-genome analysis will be highlighted.

784 Introduction to Computational Biology (3). Prerequisites, BIOS 661 and 663. Permission of the instructor for students lacking the prerequisites. Molecular biology, sequence alignment, sequence motifs identification by Monte Carlo Bayesian approaches, dynamic programming, hidden Markov models, computational algorithms, statistical software, high-throughput sequencing data and its application in computational biology.

785 Analysis of Microarray Data (3). Prerequisites, BIOS 661 and 663. Permission of the instructor for students lacking the prerequisites. Clustering algorithms, classification techniques, statistical techniques for analyzing multivariate data, analysis of high dimensional data, parametric and semiparametric models for DNA microarray data, measurement error models, Bayesian methods, statistical software, sample size determination in microarray studies, applications to cancer.

791 Empirical Processes and Semiparametric Inference (3). Prerequisite, BIOS 761. Permission of instructor for students lacking the prerequisite. Theory and applications of empirical process methods to semiparametric estimation and inference for statistical models with both finite and infinite dimensional parameters. Topics include bootstrap, Z-estimators, M-estimators, semiparametric efficiency.

841 Principles of Statistical Consulting (3). Prerequisites, BIOS 545. Permission of the instructor for nonmajors. An introduction to the statistical consulting process, emphasizing its nontechnical aspects.

842 Practice in Statistical Consulting (1–21). Prerequisites, BIOS 511, 545, 550, and 841. Permission of the instructor. Under supervision of a faculty member, the student interacts with research workers in the health sciences, learning to abstract the statistical aspects of substantive problems, to provide appropriate technical assistance, and to communicate statistical results.

843 Seminar in Biostatistics (1). This seminar course is intended to give students exposure to cutting edge research topics and hopefully help them in their choice of a thesis topic. It also allows the student to meet and learn from major researchers in the field.

844 Leadership in Biostatistics (3). Prerequisite, BIOS 841. Using lectures and group exercises, students are taught where and how biostatisticians can offer leadership in both academic and nonacademic public health settings.

850 Training in Statistical Teaching in the Health Sciences (1–21). Required preparation, a minimum of one year of graduate work in statistics. Principles of statistical pedagogy. Students assist with teaching elementary statistics to students in the health sciences. Students work under the supervision of the faculty, with whom they have regular discussions of methods, content, and evaluation of performance.

889 Research Seminar in Biostatistics (0.5–21). Permission of the instructor. Seminar on new research developments in selected biostatistical topics.

990 Research in Biostatistics (1–21). Individual arrangements may be made by the advanced student to spend part or all of his or her time in supervised investigation of selected problems in statistics.

992 Master's Paper (3–6).

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Department of Environmental Sciences and Engineering

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MICHAEL D. AITKEN, *Chair*
David Leith, *Associate Chair*

Professors

Michael D. Aitken (66) Applied Biotechnology, Bioremediation, Waste Treatment
Richard N. L. (Pete) Andrews (50) Environmental Policy
Louise M. Ball (62) Metabolism, Toxicology and Genotoxicity of Xenobiotics
John M. Bane Jr., Marine Sciences, Physical Oceanography
James K. Bartram (12) Water, Sanitation and Hygiene in Development, Global Health
Michael R. Flynn (61) Exposure Assessment, Industrial Hygiene, Ventilation Systems
Avram Gold (43) Environmental Chemistry
William G. Gray (104) Environmental Modeling, Porous Media Transport
David H. Leith (56) Air Pollution Control Engineering, Aerosol Technology
Richard A. Luettich Jr., (68) Marine Sciences, Coastal Physics, Hurricane Storm Surge Modeling
Christopher S. Martens (92) Marine Sciences, Biogeochemistry
Cass T. Miller (59) Porous Medium Systems, Environmental Physics, Environmental Modeling

Leena A. Nylander-French (95) Skin and Inhalation Exposures to Toxicants, Exposure Modeling
Hans W. Paerl (65) Aquatic Microbial Ecology, Marine and Freshwater Nutrient Cycling
Ivan I. Rusyn (103) Environmental Genomics, Mechanistic Toxicology, Computational Toxicology
Mark D. Sobsey (38) Environmental Health Microbiology; Virology; Water, Sanitation and Hygiene
James A. Swenberg (77) Environmental Toxicology, Chemical Carcinogenesis
Paul B. Watkins, Director, The Verne S. Caviness General Clinical Research Center, UNC School of Medicine
Dale Whittington (70) Water Resources Economics, International Development

Associate Professors

Gregory W. Characklis (98) Water Resources Engineering, Economics and Management
Ilona Jaspers (99) Health Effects of Air Pollution in the Lung, Associate Director UNC–CH Center for Environmental Medicine, Asthma, and Lung Biology
Rachel T. Noble (110) Marine Microbial Ecology, Water Quality Microbiology, Non-Point Source (e.g., Stormwater) Contamination of Receiving Waters
Marc L. Serre (100) Space/Time Statistics, Exposure Assessment, Environmental Modeling, Hydrology, Geostatistics, GIS, Environmental Epidemiology, Risk Assessment, Medical Geography
Howard S. Weinberg (96) Aquatic Chemistry, Environmental Analytical Chemistry, Drinking Water Treatment, Occurrence, Fate, and Transport of Chemical Pollutants
Stephen C. Whalen (93) Biogeochemistry, Limnology, Greenhouse Gases

Assistant Professors

Orlando Coronell (10) Physico-Chemical Processes for Water Treatment; Characterization, Modeling, and Application of Membrane Technologies
Rose M. Cory (11) Aquatic Chemistry, Biogeochemistry
Rebecca C. Fry (7) Toxicogenomics, Genetic Toxicology
Jacqueline A. MacDonald (15) Environmental Risk Assessment, Environmental Decision Analysis
Jill R. Stewart (26) Water Quality Microbiology, Ecological Assessment and Prediction
Jason Surratt (030) Atmospheric Chemistry, Secondary Organic Aerosols, Heterogeneous Chemistry, Air Pollution
William Vizuete (6) Atmospheric Modeling, Air Pollution, Environmental Engineering, Atmospheric Chemistry
J. Jason West (16) Air Pollution, Climate Change, Atmospheric Modeling, Global Health, Environmental Policy, Environmental Engineering

Research Professor

David McNelis (102) Conventional, Alternative and Nuclear Energy Systems and Technology; Nuclear Fuel Cycle; Nuclear Nonproliferation and Transmutation, Director, Center For Sustainable Energy, Environment, and Economic Development

Research Assistant Professors

Wanda M. Bodnar (85) Analytical Chemistry, Mass Spectrometry
Jun Li, Nuclear Energy and Fuel Cycle
Kenneth G. Sexton (94) Atmospheric Chemistry

Research Associate Professor

Jun Nakamura (108) Genetic Toxicology, DNA Repair

Adjunct Professors

Tar-Ching Aw, Occupational Health
Francis S. Binkowski, Air Quality, Meteorology
Linda S. Birnbaum (86) Xenobiotic Metabolism, Biochemical Toxicology
Daniel L. Costa (97) Pulmonary Toxicology
David M. DeMarini (81) Genetic Toxicology
Alfred D. Eisner, Aerosol Science
David S. Ensor (80) Aerosol Science
Donald L. Fox, (Retired) Atmospheric Chemistry
M. Ian Gilmour, Immunotoxicology
Milton S. Heath Jr., (Retired) Natural Resource Law
Chong Kim, Aerosol Science and Health Effects
Joseph Pinto (82) Atmospheric Modeling
Woodhall Stopford (76) Occupational Medicine Physics

Adjunct Associate Professors

Gaylen R. Brubaker, Remediation
John M. Dement
David Dix, Computational Toxicology
R. Wayne Litaker, Coastal Estuaries
Michael Madden (101 Toxicology
Terrence K. Pierson, Environmental Risk Assessment
Joachim Pleil (106) Exposure Assessment
Thomas B. Starr, Risk Assessment
Miroslav Styblo (79) Nutritional Biochemistry and Biochemical Toxicology
Lori A. Todd (75) Application of Computer Tomography and Optical Remote Sensing for Sampling and Evaluating Gases in Workplace Air
Jan Vinje (105) Environmental and Public Health Microbiology, Virology

Adjunct Assistant Professors

Bruce A. Cohen, Occupational Medicine
Michael C. Piehler (33) Marine Environmental Sciences, Environmental Microbial Ecology
Jacky Rosati (29) Exposure Assessment
Otto Simmons III (111) Environmental and Public Health Microbiology
Roger Sit, Radiation Physics
Russell W. Wiener (83) Indoor Air Quality, Aerosol Monitoring

Adjunct Lecturer

Raymond W. Hackney, Industrial Hygiene

Emeritus Professors

Russell F. Christman
Douglas Crawford-Brown
Francis A. DiGiano
William H. Glaze
Harvey E. Jeffries (14) Atmospheric Chemistry, Modeling, and Computerized Data Acquisition
Richard M. Kamens (55) Atmospheric Gas-Particle Partitioning, Modeling
Donald T. Lauria
Donald Willhoit
David H. Moreau
Morris A. Shiffman
Mark S. Shuman
Philip C. Singer
Charles M. Weiss

Clinical Professor Emeritus

Donald E. Francisco

Courses for Graduate and Advanced Undergraduate Students

ENVR

400 Seminar Series (1). Presents the results of ongoing research projects in the Department of Environmental Sciences and Engineering. Topics and presenters are selected from among the departmental graduate students and faculty. Permission of the instructor for nonmajors.

401 Unifying Concepts (3). Unifying concepts of environmental systems, including conservation principles, modeling, economics, and policy with applications from throughout natural, engineered, human systems. Interfaces among scientific, engineering, and policy aspects of the field.

402 Problem-Based Learning (2). Permission of the instructor. A problem common to the field of environmental science will be studied in detail through

the use of small groups of students from the various disciplinary areas in the department.

403 Environmental Chemistry Processes (ENST 403) (3). Required preparation, a background in chemistry and mathematics, including ordinary differential equations. Chemical processes occurring in natural and engineered systems: chemical cycles; transport and transformation processes of chemicals in air, water, and multimedia environments; chemical dynamics; thermodynamics; structure/activity relationships.

411 Laboratory Techniques and Field Measurements (3). Students learn laboratory, field, and analytical skills. Provides a solid introduction to experimental research in environmental sciences and engineering. Students are provided with applications in limnology, aquatic chemistry, and industrial hygiene.

412 Ecological Microbiology (3). Required preparation, one course in general microbiology. A description of microbial populations and communities, the environmental processes they influence, and how they can be controlled to the benefit of humankind.

413 Limnology (3). Required preparation, introductory biology, chemistry, and physics. Basic aspects of freshwater ecosystem function. Emphasis on trophic level interactions and integration of physical, chemical, and biological principles for a holistic view of lake ecosystem dynamics.

415 Biogeochemical Processes (ENST 450, GEOL 450, MASC 450) (4). See ENST 450 for description.

416 Aerosol Technology (4). Permission of the instructor for nonmajors. Physical and chemical principles underlying behavior of particles suspended in air. Topics include rectilinear and curvilinear motion of the particles in a force field, diffusion, evaporation, and condensation, electrical and optical properties, and particle coagulation. Three lecture hours a week and two laboratory sessions.

417 Oceanography (BIOL 350, GEOL 403, MASC 401) (3). See MASC 401 for description.

419 Chemical Equilibria in Natural Waters (3). Principles and applications of chemical equilibria to natural waters. Acid-base, solubility, complex formation, and redox reactions are discussed. This course uses a problem-solving approach to illustrate chemical speciation and environmental implications. Three lecture hours per week.

421 Environmental Health Microbiology (3). Required preparation, introductory course in microbiology or permission of the instructor. Presentation of the microbes of public health importance in water, food, and air, including their detection, occurrence, transport, and survival in the environment; epidemiology and risks from environmental exposure. Two lecture and two laboratory hours per week.

422 Air and Industrial Hygiene (3). Problem definition, sources of information, health effects, legislative framework, and control methods for chemical, physical, and biological hazards. Recognition, evaluation, and remediation of hazards associated with community and industrial environments. Three lecture hours per week.

423 Industrial Toxicology (PHNU 423) (3). See PHNU 423 for description.

430 Health Effects of Environmental Agents (3). Required preparation, basic biology, chemistry through organic, calculus. Permission of the instructor for students lacking this preparation. Interactions of environmental agents (chemicals, infectious organisms, radiation) with biological systems including humans, with attention to routes of entry, distribution, metabolism, elimination, and mechanisms of adverse effects. Three lecture hours per week.

431 Techniques in Environmental Health Sciences (2). Required preparation, basic biology, chemistry through organic, math through calculus; permission of the instructor for students lacking this preparation. A practical introduction to the measurement of biological end-points, emphasizing adverse effects of environmental agents, using laboratory and field techniques. Two laboratory hours per week.

432 Occupational Safety and Ergonomics (PHNU 786, PUBH 786) (3). Fundamentals of occupational safety and ergonomics with emphasis on legislation and organization of industrial safety and ergonomic programs, including hazard recognition, analysis, control, and motivational factors pertaining to industrial accident and cumulative trauma disorder prevention.

433 Health Hazards of Industrial Operation (3). Prerequisite, ENVR 422. An introduction to the health hazards associated with the various unit operations of industry. Field trips to local industries planned.

434 Theory and Practice of Exposure Evaluation (3). Prerequisite, ENVR 416. Methodology and philosophy of evaluating exposures to air contaminants in the workplace. Course is divided into lectures, case-study analyses, and a hands-on term project. Three lecture hours per week.

442 Biochemical Toxicology (BIOC 442, TOXC 442) (3). Prerequisite, CHEM 430. Required preparation, one course in biochemistry. Permission of the instructor for students lacking the prerequisites. Biochemical actions of toxicants and assessment of cellular damage by biochemical measurements. Three lecture hours per week.

449 Ecology of Wetlands (MASC 449) (4). Required preparation, one year of biology, one year of chemistry, one semester of ecology, and permission of the instructor. An introduction to the functioning of freshwater and estuarine marsh and swamp ecosystems, with emphasis on systems of the southeastern United States.

450 Principles and Applications of Environmental Engineering (3). Principles that govern the behavior of contaminants in air and water. Application of these principles to engineered processes that control air and water quality. Three lecture hours per week.

451 Elements of Chemical Reaction Engineering (3). Required preparation, elementary differential equations course like MATH 524. Fundamentals of chemical reaction engineering focuses on chemical reaction rates and reaction mechanisms. Covers mole balances, rate laws, chemical kinetics, and reactor design. Principles are applied to any environmental system where chemical transformations must be described. Three lecture hours per week.

452 Fluid Dynamics (GEOL 560, MASC 560, PHYS 660) (3). See MASC 560 for description.

453 Groundwater Hydrology (3). Required preparation, math through differential equations and some familiarity with fluid mechanics. Conservation principles for mass, momentum, and energy developed and applied to groundwater systems. Scope includes the movement of water, gas, and organic liquid phases, the transport and reaction of contaminants. Three lecture hours per week.

461 Environmental Systems Modeling (ENST 415, GEOL 415, MASC 415) (3). See ENST 415 for description.

462 Geostatistics for Spatial/Temporal Environmental Phenomena (3). Required preparation, statistics. Stochastic analysis of space-time environmental phenomena. Random field modeling of physical laws. Geostatistical estimation and simulation. Natural heterogeneity. Stochastic PDE of groundwater flow and solute transport.

463 Random Field Modeling of Physical Processes (3). Recommended preparation, calculus through differential equations is desirable. Science of the probable. Random fields. Physical significance and methodological theses. Spatial and spatiotemporal variability. Ordinary and generalized fields of natural processes. Transport-type models. Bayesian/Maximum maximum entropy estimation. Three lecture hours per week.

468 Advanced Functions of Temporal GIS (ENST 468) (3). Required preparation, a multivariate calculus course like MATH 233. Overview of geographical information systems (GIS) using the Arc GIS software, and introduction to advanced geostatistical functions for temporal GIS describing environmental and health phenomena distributed across space and time. Application to the spatiotemporal mapping of environmental water quality.

470 Environmental Risk Assessment (ENST 470) (3). Required preparation, one course in probability and statistics. Use of mathematical models and computer simulation tools to estimate the human health impacts of exposure to environmental pollutants. Three lecture hours per week.

471 Global Water Sanitation and Hygiene (3). Required preparation, coursework in chemistry, biology, epidemiology and statistics including infectious and toxic hazards, disease causation and environmental transmission. Graduate and advanced undergraduates. Interventions and health impacts of water, sanitation and hygiene (WaSH), including those on different populations and applications in different settings. Three lecture and recitation hours per week.

472 Quantitative Risk Assessment in Environmental Health Microbiology (3). Recommended preparation, microbiology, epidemiology, and infectious diseases. Survey of alternative approaches, frameworks, and decision-making tools for quantitative risk assessment of microbial pathogens that infect humans and cause disease by the exposure routes of water, food, air, and other vehicles.

480 Marine Systems Modeling (GEOL 480, MASC 480) (1–3). See MASC 480 for description.

505 Chemical Oceanography (GEOL 505, MASC 505) (4). See MASC 505 for description.

520 Biological Oceanography (BIOL 657, MASC 504) (4). See MASC 504 for description.

522 Environmental Change and Human Health (ENST 522) (3). See ENST 522 for description.

552 Organic Geochemistry (GEOL 552, MASC 552) (3). See MASC 552 for description.

570 Methods of Environmental Decision Analysis (3). Required preparation, one course in probability and statistics. Use of quantitative tools for balancing conflicting priorities (such as costs versus human health protection) and evaluating uncertainties when making environmental decisions.

585 American Environmental Policy (ENST 585, PLAN 585, PLCY 585) (3). Intensive introduction to environmental management and policy, including environmental and health risks, policy institutions, processes, and instruments, policy analysis, and major elements of American environmental policy. Lectures and case studies. Three lecture hours per week.

600 Environmental Health (3). This course examines the relationship between environmental quality, human health and welfare, with particular attention to contamination in human environment; physical, biological, and social factors; trade-offs regarding prevention and remediation measures. Satisfies core School of Public Health requirement. Three lecture hours per week.

630 Systems Biology in Environmental Health (3). Required preparation, one year of biology. Environmental systems biology examines how environmental stressors influence the components of a biological system, and how the interactions between these components result in changes in the function and behavior of that system.

640 Environmental Exposure Assessment (3). Permission of the instructor for nonmajors. The course material introduces the general concepts of assessing environmental exposures to chemicals in human populations. This includes the design of ecologic and personal monitoring studies, the techniques and equipment used for sampling and analysis, and interpretation of data.

661 Scientific Computation I (MATH 661) (3). See MATH 661 for description.

662 Scientific Computation II (COMP 662, MATH 662) (3). See MATH 662 for description.

668 Methods of Applied Mathematics I (MATH 668) (3). See MATH 668 for description.

669 Methods of Applied Mathematics II (MATH 669) (3). See MATH 669 for description.

681 Undergraduate Practicum in Environmental Health Sciences (1–6). A practical experience in a setting relevant to environmental health.

685 Water and Sanitation Planning and Policy in Developing Countries (PLAN 685) (3). See PLAN 685 for description.

686 Policy Instruments for Environmental Management (ENST 686, PLAN 686, PLCY 686) (3). See PLCY 686 for description.

691 Undergraduate Research (3). Directed readings or laboratory study. Written reports are required. May be taken more than once for credit. Six to nine hours per week.

691H Honors Research (3). Permission of the instructor. Directed readings or laboratory study of a selected topic. A written report is required in the form of an honors thesis (ENVR 692H).

692H Honors Thesis (3). Students complete honors research projects.

698 Analysis and Solution of Environmental Decisions (ENST 698) (3). See ENST 698 for description.

Courses for Graduate Students

ENVR

701 Ecology of Aquatic Plants and Wetland Ecosystems (3). Prerequisites, BIOL 101, CHEM 101, 102. Permission of the instructor for students lacking the prerequisites. Adaptations of aquatic plants and microorganisms of land-water interface regions of lakes and rivers, their nutrition, growth, population dynamics, competition, herbivory, productivity, physiological control measures. Wetlands functions, values to humans. Three lecture hours per week.

707 Advanced Toxicology (PHCO/TOXC 707) (3). See TOXC 707 for description.

710 Environmental Process Biotechnology (3). Required preparation, a previous or concurrent course in microbiology. Theory and practice of biological processes used to remove contaminants from environmental media, including water, wastewater, soil, and air.

722 Toxicology Seminar III (TOXC 722) (1). See TOXC 722 for description.

724 Current Topics in Environmental Analytical Chemistry (1). Students will select, critically review, and discuss current research papers for content, relevance, innovation, and clarity. Papers can be from any aspect of the environmental sciences. Two lecture hours per week, every other week.

725 Environmental Physical-Organic Chemistry (3). The physical chemistry of the partitioning, exchange, and chemical transformation of organic contaminants in the water, air, and soil environments.

726 Instrumental Methods for the Chemical Analysis of Environmental Samples (3). Required preparation, basic or general chemistry. Emphasis on acquiring laboratory skills and hands-on experience with instrumentation including chromatography and mass spectrometry; sample handling and preparation; quality assurance and control. 3 lecture hours or 1 lecture hour and 4 laboratory hours per week.

727 Chemistry of Humic Substances (3). Required preparation, organic or physical chemistry. Permission of the instructor. Critical analysis for Ph.D. students of the chemistry, role, and function of refractory organic matter in aquatic environments. Three lecture hours per week.

728 Analysis of Trace Organics (3). Prerequisites, CHEM 261, 262, 481, 482; PHYS 104 and 105. Permission of the instructor for students lacking the prerequisites. Basic principles of isolation, separation, and identification of trace organic chemicals in environmental and/or biological samples, including solvent extraction, liquid and gas chromatography, and mass spectrometry. Three lecture hours per week.

729 Redox Processes (3). Required preparation, physical chemistry. Redox processes in the aquatic environment. Includes thermodynamics and kinetics;

photochemical process in aquatic systems; oxidation processes for treatment of natural and anthropogenic organics, using ozone, peroxides and UV radiation. Three lecture hours per week.

732 Health Effects of Outdoor and Indoor Air Pollution (3). Required preparation, knowledge of basic human physiology and biochemistry helpful. Assessing health effects of air pollutants on normal and diseased human populations, including children. Physiology, cellular and molecular biology, immunology, genetics, dosimetry will be integrated. Three lecture hours per week.

740 Principles of Chemical Carcinogenesis (2). Required preparation, organic chemistry. Bioactivation of carcinogens; interaction of activated metabolites with DNA, and their effects on DNA structure, replication, repair, and the control of these processes during development of chemically induced carcinogenesis. Two lecture hours per week.

750 Principles of Industrial Ventilation (3). Required preparation, calculus and physics. Permission of the instructor. Principles of industrial ventilation for contaminant control and design of such systems. Basic laboratory exercises. Two lecture and one laboratory hour per week.

751 Ventilation Design Problem (1). Corequisite, ENVR 750. Permission of the instructor. Design problem for industrial operation. One seminar hour per week.

755 Analysis of Water Resource Systems (3). Permission of the instructor for nonmajors. Use of mathematical models to design and evaluate regional water supply and treatment systems. Engineering and economic methods are incorporated into quantitative analyses of regional scenarios. Social and political aspects also discussed. Three lecture hours per week.

756 Physical/Chemical Treatment Processes (3). Prerequisites, ENVR 419 and 451. Principles of disinfection, oxidation, coagulation, precipitation, sedimentation, filtration, adsorption, ion exchange, and membrane processes; applications to water and wastewater treatment. Three lecture hours per week.

757 Water and Wastewater Treatment Plant Design (3). Prerequisites, ENVR 710 and 756. The application of the theory of water and wastewater treatment to the design of municipal facilities. The course includes the principles of design and modern design practices. Design and analysis of design of specific works for water and wastewater treatment.

758 Environmental Engineering Project (3). Permission of the instructor. Ad hoc project designed for a student team in addressing a current problem in environmental engineering. Projects may include laboratory or pilot-scale studies, collection and analysis of data from full-scale systems, or comprehensive analysis of relevant problems in environmental engineering practice. Three lecture hours per week.

759 Multiphase Transport Phenomena (3). Prerequisite, ENVR 453. Continuum mechanical approach to formulating mass, momentum, energy, and entropy equations to describe multiphase transport phenomena. Three lecture hours per week.

761 Numerical ODE/PDE I (MASC 781, MATH 761) (3). See MATH 761 for description.

762 Numerical ODE/PDE II (MASC 782, MATH 762) (3). See MATH 762 for description.

763 Mathematical Modeling I (MASC 783, MATH 768) (3). See MATH 763 for description.

764 Mathematical Modeling II (MASC 784, MATH 769) (3). See MATH 764 for description.

765 Model-Based Exposure Mapping and Risk Assessment (3). Theory and numerical implementation of linear geostatistics (simple/ordinary/universal kriging) and modern geostatistics (Bayesian Maximum Entropy) to map environmental and health processes varying across space and time. Applications in exposure assessment, environmental epidemiology, medical geography, and risk assessment.

766 Stochastic Environmental Health Modeling (3). Required preparation, statistics. A holistic/stochastic perspective, spatiotemporal random field modeling of environmental exposure and biological variabilities. Uncertainty in environmental exposure. Biomarkers and population damage indicators for epidemiological analysis. Cell-based stochastic differential equations. Three lecture hours per week.

767 Modeling for Environmental Risk Analysis (3). Prerequisite, ENVR 470. Mathematical methods for development of advanced models in environmental risk assessment, including exposure assessment and exposure-response assessment, are developed and applied. Three lecture hours per week.

768 Microenvironmental Air Flow Modeling (3). Required preparation, fluid mechanics. Permission of the instructor. Applications of finite element and vortex methods for modeling air flows of significance in industrial hygiene applications. Three lecture hours per week.

769 Quantitative Methods for Exposure Science (3). Prerequisite, BIOS 511. SAS regression and statistics, two ENVR courses (e.g. 430, 470, 707, 740, 770, 890), or permission of the instructor. Mathematical approaches for assessing environmental and/or occupational exposures to chemicals in human populations using stochastic (group) statistics, regression analysis and modeling, and pharmacokinetic modeling; focus on human biomarker data.

770 Biological Monitoring (3). Prerequisite, ENVR 430. This course provides both practical and theoretical information on biological monitoring of chemical exposures and how to evaluate and interpret exposure data. Three lecture hours per week and a term paper (three credit hours).

781 Water Resources Planning and Policy Analysis (PLAN 781) (3). See PLAN 781 for description.

784 Environmental Law (PLAN 784) (3). Permission of the instructor. An examination of the law of resource use and development, its administration, and underlying policies. Particular attention to water resources law, regulatory law, and natural resource administration. Regulatory aspects of pollution control programs are covered. Three lecture hours per week.

785 Public Investment Theory (PLAN 785, PLCY 785) (3). See PLAN 785 for description.

786 Environmental Quality Planning (PLAN 786) (3). See PLAN 786 for description.

850 Systems Analysis in Environmental Planning (3). Required preparation, calculus. Applications of systems analysis techniques to the management of environmental quality.

885 Current Applications in Environmental Management (4). Interdisciplinary group project. Analysis of a current environmental management problem. Topic changes each year. Three lecture hours and one laboratory hour per week.

890 Problems in Environmental Sciences and Engineering (1–21). Permission of the department. For students outside the department who wish to undertake individual study of a specific problem in environmental sciences and engineering. The subject and requirements of the project are arranged with the faculty in each individual instance. One or more hours per week.

892 Ph.D. Seminar in Environmental Management and Policy (PLAN 892, PLCY 892) (1). See PLCY 892 for description.

899 Seminar in Environmental Sciences and Engineering (1–21). Permission of the instructor for nonmajors. Readings and discussions to provide opportunity to develop new concepts and topics in various aspects of environmental sciences and engineering.

981 Environmental Sciences Practicum (1–9). A practical experience in public health/environmental health sciences.

990 Practicum in Environmental Management and Policy (3). Students are organized into research teams to work on a year-long project with an external client providing research and professional experience in environmental manage-

ment and policy.

991 Research in Environmental Sciences and Engineering (1–9). Consultation with the faculty and approval of subject and proposed program required. Permission of the instructor. May be repeated. Hours and credits to be arranged.

992 Master's Technical Report (3–6). The technical report requirement for M.S.P.H., M.P.H., and M.S.E.E. candidates is satisfied by the extensive study of a problem in environmental sciences and engineering.

993 Master's Thesis (3–9).

994 Doctoral Dissertation (3–9).

Department of Epidemiology (EPID)

www.sph.unc.edu/epid

ANDREW F. OLSHAN, *Chair*

Distinguished Professors

Gerardo Heiss (41) Cardiovascular Epidemiology
Robert C. Millikan (166) Cancer Epidemiology

Professors

Ralph S. Baric (142) Public Health Virology, Molecular Virology
Wilfrida Behets (210) Infectious Disease Epidemiology
Myron "Mike" Cohen, Infectious Disease Epidemiology
Stephen R. Cole (225) Methodology, Infectious Disease Epidemiology
Marilie D. Gammon (195) Cancer Epidemiology
David M. Margolis (220) Infectious Disease Epidemiology
Steven R. Meshnick (200) Infectious Disease Epidemiology
Andrew F. Olshan (147) Cancer Epidemiology, Reproductive/Perinatal Epidemiology
Wayne D. Rosamond (162) Cardiovascular Epidemiology
Robert S. Sandler (73) Cancer Epidemiology
Anna Maria Siega-Riz (218) Nutritional Epidemiology, Reproductive/Perinatal/Pediatric Epidemiology
H. June Stevens (172) Nutritional Epidemiology, Obesity Epidemiology
Til Hans Robert Stürmer (224) Pharmacoepidemiology, Methodology
David J. Weber (96) Infectious Disease Epidemiology

Associate Professors

Maurice Alan Brookhart (228) Pharmacoepidemiology, Methodology
Julie Daniels (206) Environmental Epidemiology, Reproductive/Perinatal/Pediatric Epidemiology
Larry Engel (232) Environmental Epidemiology, Cancer Epidemiology
Stephanie Engel (231) Reproductive/Perinatal Epidemiology, Environmental Epidemiology
Ka He (222) Nutritional Epidemiology
Stephen W. Marshall (199) Injury Epidemiology, Methodology
William C. Miller (191) Infectious Disease and Clinical Epidemiology
Kari North (205) Cardiovascular Epidemiology, Genetic Epidemiology
Charles L. Poole (193) Methodology
David B. Richardson (213) Environmental Epidemiology, Occupational Epidemiology
Victor J. Schoenbach (64) Behavioral Epidemiology, Infectious Disease Epidemiology (primarily STDs), Cancer Control (primarily Smoking Cessation)
Lola V. Stamm (145) Public Health Bacteriology, Molecular Cloning, Pathogenics of Infectious Disease
James C. Thomas (127) Infectious Disease Epidemiology
Annelies Van Rie (202) Infectious Disease Epidemiology
Steven B. Wing (99) Cardiovascular Epidemiology, Occupational/Environmental Epidemiology

Assistant Professors

Christy L. Avery (233) Cardiovascular Epidemiology, Genetic Epidemiology
Audrey Pettifor (215) Infectious Disease Epidemiology
Whitney Robinson (229) Social Epidemiology, Cancer Epidemiology, Nutrition, Methodology
Melissa A. Troester (226) Cancer Epidemiology

Research Professor

Kelly R. Evenson (209) Cardiovascular Epidemiology, Physical Activity

Research Associate Professors

Debra E. Irwin (176) Cancer Epidemiology, Reproductive Epidemiology
Pia MacDonald, Infectious Disease Epidemiology
Jennifer S. Smith (212) Infectious Disease Epidemiology

Research Assistant Professors

Jeannette Bensen, Cancer Epidemiology, Molecular Epidemiology
Carri Casteel, Injury Epidemiology
Eric Donaldson, Infectious Disease Epidemiology
Kathleen C. Dorsey, Cancer Epidemiology
Nora Franceschini, Cardiovascular Epidemiology
Carla Hand, Infectious Disease Epidemiology
Jennifer A. Horney (230) Applied Epidemiology
Michele Jönsson Funk (216) Infectious Disease Epidemiology, Pharmacoepidemiology
Laura R. Loehr (227) Cardiovascular Epidemiology, Clinical Epidemiology
Keri Monda, Genetics, Obesity Epidemiology
Sonia Napravnik (223) Infectious Disease Epidemiology
Amy Sims, Infectious Disease Epidemiology
Andres Villaveces, Injury Epidemiology
Anissa Vines, Social Epidemiology, Health Care Epidemiology
Sharon S. Weir, Infectious Disease Epidemiology
Eric A. Whitsel (221) Cardiovascular Epidemiology
Karin Yeatts, Environmental Epidemiology
Marcel Yotebieng, Infectious Disease Epidemiology

Clinical Professors

Timothy S. Carey (138) Clinical Epidemiology
David F. Ransohoff (160) Health Care Epidemiology
Desmond Runyan (88) Clinical Epidemiology, Social Interventions, Violence against children
Ross Simpson, Jr., Cardiovascular Epidemiology, Clinical Epidemiology
Ronald Strauss, Dental Epidemiology, Social Impacts
Clinical Associate Professors
Lorraine Alexander, Public Health Preparedness, Distance Education
Mary "Bonnie" Rogers (187) Occupational Epidemiology

Adjunct Professors

Adaora Adimora, Infectious Disease Epidemiology
Naomar Almeida-Filho, Psychosocial Epidemiology
Donna D. Baird (104) Reproductive Epidemiology
Edward Baker Jr., Occupational Epidemiology, Environmental Epidemiology
John Baron, Cancer Etiology and Prevention, Clinical Epidemiology
James D. Beck (167) Dental Epidemiology
Douglas Bell, Cancer Epidemiology
Dan German Blazer (108) Psychosocial and Aging Epidemiology
Gregory L. Burke, Cardiovascular Epidemiology
Willard Cates (188) Reproductive and Infectious Disease Epidemiology
Dennis A. Clements (152) Infectious Disease Epidemiology
Joseph Cook, Infectious Disease Epidemiology, Parasitology
Glinda S. Cooper (196) Chronic Disease Epidemiology, Reproductive Epidemiology
Joan Cornoni-Huntley (04) Aging, Physical, Cognitive, and Social Functioning
John Dement, Environmental Epidemiology, Occupational Epidemiology
Jeffrey Engel, Infectious Disease Epidemiology
Joseph Eron, Jr., Infectious Disease Epidemiology
Robert Fletcher (45) Health Care Epidemiology

Suzanne Fletcher (46) Health Care Epidemiology
Judith A. Fortney (116) Reproductive Epidemiology
Jean G. French (129) Environmental Epidemiology, Occupational Epidemiology
Joanne M. Garrett (156) Health Services Research
Bradley Gaynes, Psychiatric Epidemiology
Larry Glickman, Biosurveillance, Cardiovascular Epidemiology
Paul A. Godley (181) Cancer Epidemiology
Raymond S. Greenberg (86) Cancer Epidemiology
Russell P. Harris (125) Cancer Epidemiology, Clinical Epidemiology
Sherman A. James (07) Psychosocial Epidemiology, Cardiovascular Epidemiology
C. David Jenkins, Social Epidemiology
Joanne Jordan, Chronic Disease Epidemiology
Oscar Kashala, Global Health
Ulrich Keil (169) Cardiovascular Epidemiology, Occupational Epidemiology
Stephen Kritchevsky, Aging Epidemiology
Peter Leone, Infectious Disease Epidemiology
Jay Levine, Veterinary Epidemiology
Stephanie London, Cancer Epidemiology
Matthew Longnecker, Environmental and Occupational Epidemiology
Dana P. Loomis, Environmental and Occupational Epidemiology
Timothy Mastro, Infectious Disease Epidemiology
Melinda S. Meade (58) Medical Geography
Kenneth A. Mundt, Occupational Epidemiology
Warren P. Newton, Health Care Epidemiology
David Peden, Environmental and Occupational Epidemiology
Miquel Porta, Cancer Epidemiology, Clinical Epidemiology, Pharmacoepidemiology
Walter J. Rogan (39) Environmental Epidemiology
Michael Rosenberg, Reproductive Epidemiology
Carol W. Runyan (154) Injury Control
Dale Sandler (90) Environmental Epidemiology
David A. Savitz (101) Reproductive Epidemiology
Nicholas Shaheen, Health Care Epidemiology
Ilene C. Siegler (148) Aging
Gary Slade, Oral Epidemiology
Betsy Sleath, Pharmacoepidemiology, Outcomes Research
Philip D. Sloane (131) Aging
John W. Stamm (92) Dental Epidemiology
Patrick F. Sullivan, Genetic Epidemiology
Steven Teutsch, Chronic and Infectious Disease Epidemiology
John Thorp Jr., Reproductive Epidemiology
Hugh H. Tilson (87) Pharmacoepidemiology
Edward Wagner, Health Services Research
Clarice Weinberg, Environmental and Reproductive Epidemiology
Allen J. Wilcox (61) Reproductive Epidemiology
Redford Williams (141) Cardiovascular Epidemiology
Bonnie C. Yankaskas (82) Diagnostic Radiology/Cancer Epidemiology
Sheryl Zimmerman, Aging

Adjunct Associate Professors

Elizabeth B. Andrews (140) Pharmacoepidemiology
Ronald E. Aubert, Chronic Disease Epidemiology
John Barefoot (151) Cardiovascular Epidemiology, Psychosocial Epidemiology
Wendy Brewster, Women's Health
Leigh Callahan, Chronic Disease Epidemiology, Health Care Epidemiology
Daniel J. Caplan (211) Oral Epidemiology
Patricia Chang, Cardiovascular Epidemiology
Joe Steven Cline, Infectious Disease Epidemiology, Environmental and Occupational Epidemiology
Martin Crane, Chronic Disease Epidemiology, Reproductive Epidemiology
Nancy Dole, Reproductive Epidemiology
Bruce Duncan, Cardiovascular Epidemiology
Michael Emch, Spatial Analysis, GIS
Sara Ephross, Chronic Disease Epidemiology
Paul J. Feldblum (186) Infectious Disease Epidemiology
Cynthia Girman, Pharmacoepidemiology
Laura Hanson, Geriatrics
Katherine E. Hartmann (196) Reproductive Epidemiology, Women's Health
Duanping Liao (189) Cardiovascular Epidemiology
Hester Lipscomb, Environmental and Occupational Epidemiology
Margaret F. McCann (100) Reproductive Epidemiology
William F. McDonnell III (170) Environmental Epidemiology
Patricia Moorman, Cancer Epidemiology
Dexter L. Morris (113) Cancer Epidemiology
Lucas Neas, Environmental Epidemiology
Daniel Rodriguez, Built Environment, Physical Activity
Kathryn M. Rose, Cardiovascular Epidemiology, Women's Health
Joellen M. Schildkraut (126) Cancer Epidemiology
Maria Schmidt, Chronic Disease Epidemiology
Arlene Sena-Soberano, Infectious Disease Epidemiology
C. Gregory Smith (83) Environmental and Occupational Epidemiology
David C. Sokal (178) Reproductive Epidemiology
Paul E. Stang (163) Chronic Disease Epidemiology
Jack Taylor, Environmental and Occupational Epidemiology
Emmanuel Walter, Infectious Disease Epidemiology
Suzanne West (207) Health Care Epidemiology, Pharmacoepidemiology
Alice D. White (117) Cardiovascular Epidemiology
Timothy C. Wilcosky (98) Cancer Epidemiology
David Wohl, Infectious Disease Epidemiology

Adjunct Assistant Professors

Mary Anthony, Nutritional Epidemiology
Rukmini B. Balu, Infectious Diseases, Reproductive Epidemiology
Jane H. Brice, Clinical Epidemiology, Cardiovascular Epidemiology
Lori Carter Edwards (192) Cardiovascular Epidemiology
Honglei Chen, Nutritional Epidemiology
Remy Coeytaux, Health Care Epidemiology
Kourtney Davis, Pharmacoepidemiology
Evan Dellon, Health Care Epidemiology
Lisa DeRoo, Envionmental Epidemiology, Genetic Epidemiology, Reproductive Outcomes
Mohamed El Hag Ahmed, Environmental/Occupational Epidemiology, Injury Epidemiology
Aaron Fleischauer, Applied Epidemiology, Surveillance, Preparedness and Response
Louise Henderson, Health Services Research, Cancer Epidemiology
Jane Hoppin, Environmental Epidemiology
Esther C. Janowsky, Cancer Epidemiology
Jonathan Juliano, Molecular Epidemiology and Genetics of Malaria
Dionne Gesink Law, Reproductive Epidemiology, Infectious Disease Epidemiology
Thomas Luben, Environmental Epidemiology, Adverse Reproductive Outcomes
William C. Maier, Pharmacoepidemiology
Mark Massing, Cardiovascular Epidemiology
Ann M. McNeill, Cardiovascular Epidemiology
Prema Menezes, Infectious Disease Epidemiology
Lynne Messer, Social Epidemiology
David Miller, Pharmacoepidemiology, Molecular Epidemiology
Miriam Morey, Health Care Epidemiology, Aging Epidemiology
Edward L. (Lenn) Murrelle, Environmental Epidemiology, Genetic Epidemiology
Padmaja "Piku" Patnaik, Infectious Disease Epidemiology, International Health
Brian W. Pence, Infectious Disease Epidemiology, Mental Health Epidemiology
Scott Proescholdbell, Injury Epidemiology
Vilma Santana, Occupational Epidemiology
Williams Saunders, Psychosocial Epidemiology

Jane C. Schroeder, Cancer Epidemiology, Health Services Epidemiology
Pamela Schwingl, Chronic Disease Epidemiology, Reproductive Epidemiology
Markus Steiner, Methodology
Vani Vannappagari, Infectious Disease Epidemiology
Emily Vavalle, Infectious Disease Epidemiology
Timothy Wade, Environmental Epidemiology
Daniel Westreich, Infectious Disease Epidemiology
Rachel E. Williams, Health Care Epidemiology
Christopher Woods, Infectious Disease Epidemiology

Professors Emeriti

Barbara S. Hulka
Michel A. Ibrahim
Berton H. Kaplan
J. Richard Seed
Carl M. Shy

Courses for Graduate and Advanced Undergraduate Students

EPID

600 Principles of Epidemiology (3). An introductory course that considers the meaning, scope, and applications of epidemiology to public health practice and the uses of vital statistics data in the scientific appraisal of community health. One lecture and two lab hours per week.

620I Aging and Health (DENT 604I, HMSC 904I, MEDI 604I, NURS 782I, PHCY 604I, PHYT 904I, PSYC 904I, SOCI 824, SOWO 604I) (3). See SOWO 604I for description.

689 Resources for International Students (1). Structured opportunities for international students to become informed about U.S. academic and cultural issues as they pertain to their training in epidemiology. Not for degree credit.

690 Problems in Epidemiology (1–21). A course for students who wish to make an intensive study of some special problems in epidemiology. Two or more hours a week.

Courses for Graduate Students

EPID

700 SAS and Data Management (3). An introduction to statistical analysis, programming, and data management, using the SAS programming language. Two lecture hours and two lab hours per week.

705 Introduction to Logic and Probability Logic in Epidemiology (2). Corequisite, EPID 710. Permission of the instructor for nonmajors. Covers valid and fallacious arguments, the probability calculus, interpretations of probability, probabilistic fallacies, applications of Bayes, theorem, and interpretation of P-values and confidence intervals in epidemiologic research.

710 Fundamentals of Epidemiology (4). Corequisite, BIOS 600. Permission of the instructor for nonmajors. Intensive introduction to epidemiological concepts and methods for students intending to engage in, collaborate in, or interpret the results of epidemiologic studies. An alternate to EPID 600 for satisfying the SPH core requirements. Three lecture and two seminar hours a week.

711 Clinical Measurement/Evaluation (PUBH 760) (3). See PUBH 760 for description.

715 Theory and Quantitative Methods in Epidemiology (5). Prerequisites, BIOS 545, EPID 705 and 710. Required preparation, competence in SAS or STATA. Permission of the instructor for nonmajors. An in-depth treatment of basic concepts and skills in epidemiologic research, including problem conceptualization, study design, research conduct, data analysis and interpretation. Four lecture and two laboratory hours per week.

718 Epidemiologic Analysis of Binary Data (3). Prerequisite, EPID 715. Permission of the instructor required for nonmajors. Concepts and applications, including logistic regression, binomial regression, model building strategy, additive and multiplicative interaction, and graphical exploration. Includes computer-based experience with real data. Two lecture hours and one lab hour per week.

719 Readings in Epidemiologic Modeling (1). Corequisite, EPID 718. Permission of the instructor required for nonmajors. Students currently enrolled in EPID 718 may optionally register for this companion seminar. Additional readings in the philosophy and technique of epidemiologic modeling will be explored in greater depth.

722 Epidemiologic Analysis of Time-to-Event Data (3). Prerequisite, EPID 718. Required preparation, SAS software expertise. Permission of the instructor for nonmajors. Course covers epidemiologic analysis of time-to-event data and emphasizes weighing threats to the accuracy of inferences. Class time is spent discussing weekly readings and homework.

725 Research Planning Workshop (0.5). Open to second-year Ph.D. students (majors only). This course is designed to guide students through the initial stage of formulating an epidemiologic research topic and plan, leading towards the development of a full research proposal.

726 Epidemiologic Research Methods (3). Prerequisites, EPID 715 and 725. Minimum second- year standing in doctoral program or permission of the instructor. Majors only. A second-level course in the design and conduct of epidemiologic research. Each student will comprehensively address the conceptual and practical aspects of developing a high-quality, detailed research proposal.

730 Advanced Methods for Epidemiology (1). Prerequisites, BIOS 545, EPID 715 and 718. A seminar for advanced students exploring methodological issues in epidemiology, including measurement error, missing data, intermediate variables, complex study designs, meta-analysis, splines, and other topics.

733 Clinical Trials in Epidemiology (3). Required preparation, introductory epidemiology and biostatistics. Systematic overview of principles in design, implementation, and analysis of clinical trials. Emphasis on applications in chronic disease epidemiology. In-depth discussion of case examples from cardiovascular disease epidemiology emphasized. Three lecture hours a week.

735 Cardiovascular Disease Epidemiology (3). Required preparation, introductory epidemiology and biostatistics taken concurrently. Review of the main causes of cardiovascular disease morbidity and mortality, and their population determinants. Topics include epidemiologic methods, risk factors, strategies for prevention, and a student research project. Three lecture hours a week.

737 Advanced Cardiovascular Disease Epidemiology (3). Prerequisites, EPID 710 and 735. Permission of the instructor for students lacking the prerequisite. Contemporary findings, methodological issues, and research recommendations in cardiovascular epidemiology. Topics include risk factors, trends, interventions, and health care. Students critique research and participate in a field experience.

743 Genetic Epidemiology: Methods and Applications (3). Prerequisites, BIOS 545 and EPID 715. Permission of the instructor for students lacking the prerequisites. Concepts and methods of genetic epidemiology relevant to the study of complex human diseases, including segregation analysis, linkage analysis, and gene-environment interaction. Includes whole genome approaches, as well as nonhuman systems. Three lecture hours a week.

745 Molecular Techniques for Public Health Research (2). Required preparation, undergraduate-level biology and genetics course(s). Theory and application of selected nucleic acid and protein based techniques for public health research, including topics of sample preparation, PCR, DNA sequencing, genotyping, microarrays, immunoblotting, and immunohistochemistry. Two lecture hours per week.

750 Fundamentals of Public Health Surveillance (3). This course provides the conceptual foundations and practical skills for designing and implementing surveillance systems, for using surveillance data for the conduct and evaluation of public health programs and research.

751 Emerging and Re-Emerging Infectious Diseases (4). Basic principles of infectious diseases, focusing on emerging and re-emerging disease agents that affect public health. Includes an introduction to the biology of viruses, bacteria, and eukaryotic parasites. Four lecture hours a week.

752 Introduction to Methods in Infectious Disease Epidemiology (3). Required preparation, introductory epidemiology and biostatistics. Introduction to infectious disease epidemiology. Course focuses on methodology, public health concerns, patterns of transmission, and "newly" discovered infections. Will focus on diseases in developed countries, especially the United States. Three lecture hours a week.

753 Prevention and Control of Infectious Diseases at the Level of the Community (3). Primary focus at county/state level; surveillance/control of acute infectious diseases; public health vs. individual rights. Bridging epidemiological concepts with community activities and real world health department issues. Three lecture hours per week.

754 Mathematical Modeling of Infectious Diseases (3). Prerequisite, EPID 600. Introduction to basic methods for analysis and interpretation of epidemiological data on infectious diseases, and for predicting the impact of control programs such as HIV prevention programs and vaccination strategies. Two lecture hours and two lab hours per week.

756 Control of Infectious Diseases in Developing Countries (3). Prerequisite, EPID 600. Epidemiology and control of selected infectious diseases prevalent in developing countries. Course involves lectures, critical discussions of published articles, and a final group project. Three lecture hours per week.

757 Epidemiology of HIV/AIDS in Developing Countries (3). Prerequisite, EPID 600. This course examines the epidemiology of AIDS from an international perspective. It considers the AIDS pandemic in a broad epidemiologic perspective, including key aspects of basic, clinical, and social science. Three lecture hours per week.

758 Methods and Principles of Applied Infectious Disease Epidemiology (3). Prerequisite, EPID 600. This course will cover the interaction between an infectious agent, host, and environment; modes and dynamics of transmission; the role of immunity in infectious disease epidemiology; and disease elimination strategies. Three lecture hours per week.

759 Methods in Field Epidemiology (3). Course will focus on epidemiological methods required to investigate urgent public health problems. Course covers the skills and tools needed to conduct outbreak investigations and communicate findings to the public. Three lecture hours per week.

764 Hospital Epidemiology (1–2). Prerequisites, EPID 710 and 752. Permission of the instructor. Comprehensive seminar in hospital infection control. Topics include issues in employee health, surveillance, outbreak investigation, environmental sampling, and policy formation. May be repeated for credit. Two to four seminar hours.

765 Methods and Issues in Pharmacoepidemiology (3). Prerequisites, introductory-level epidemiology and biostatistics. Application of the epidemiologic knowledge, methodology, and reasoning to the study of the effects (beneficial and adverse) and uses of drugs in human populations.

770 Cancer Epidemiology and Pathogenesis (3). Prerequisites, BIOS 600 and EPID 710. Undergraduate major or strong preparation in the biological sciences required. Permission of the instructor for nonmajors. Emphasis on integration of epidemiologic data with laboratory and clinical research findings. Issues in epidemiologic research design, analysis and interpretation are presented within the context of substantive epidemiology. Three lecture hours a week.

771 Cancer Epidemiology Methods (3). Cancer statistics, lead time/length time bias, screening, causation, multistage models, study designs. Applications include cancer and infectious disease, risk assessment, genetic and molecular epidemiology of cancer, and public policy issues. Three lecture hours per week.

772 Cancer Prevention and Control Seminar (HBHE 765, HPM 765) (3). See HPM 765 for description.

775 Advanced Cancer Epidemiology: Classic and Contemporary Controversies in Cancer Causation (2). Prerequisites, EPID 715, 718, and 770 or 771. Permission of the instructor. Readings and discussions on classic and contemporary controversies in cancer causation. Two seminar hours per week.

780 Occupational Epidemiology (3). Required preparation, introductory epidemiology and biostatistics. This course provides a background in the epidemiology of work-related illness and injury and the application of epidemiologic concepts and methods in protecting workers' health and safety.

783 Injury and Violence as a Public Health Problem (HBHE, MHCH 725) (3). See HBHE 725 for description.

785 Environmental Epidemiology (3). Prerequisites, BIOS 600 and EPID 710. Epidemiologic ideas and methods applied to evaluation and control of human health consequences of environmental hazards. Pollution of environmental media and global change are considered from a human-ecological perspective, with local and international examples. Three lecture hours per week.

786 Community-Driven Epidemiology and Environmental Justice (2). Principles for conducting research within communities unduly burdened by environmental health threats are presented. Topics include research ethics, community presentations, study design and implementation, and student research projects.

800 Epidemiology of Medical Care (2). Prerequisite, EPID 600. Epidemiology applied to issues in health care, variations in disease and medical care, quality of care measures, role of health care in determination of trends, epidemiological approaches in planning/policy. Three lecture hours a week.

801 Data Analysis in Oral Epidemiology (2–3). Required preparation, basic knowledge of SAS. Permission of the instructor. Data analysis project in oral epidemiology: data cleanup, file construction, analysis. For three credit hours, student also completes multivariate analysis with linear, logistic regression. Project to result in publishable paper. Two to three seminar hours a week.

805 Clinical Epidemiology and Clinical Research Methods (4). Permission of the instructor. Intense interdisciplinary approach to clinical research, intended primarily for physicians committed to clinical investigation. Epidemiologic, social science, and decision-analytic methods; medical ethics; health policy; health economics; medical care epidemiology. Five lecture and two seminar hours a week.

806 Clinical Research Skills (4). Permission of the instructor. Practical research skills for clinical investigators, including grant application, instrument development, project management, data management, data analysis, and the communication of research results. Four lecture hours a week.

810 Physical Activity Epidemiology and Public Health (NUTR 810) (3). Prerequisite, EPID 600. This course provides an overview of major issues in physical activity measurements, population distribution, correlates, impacts (physically and economically), and public health recommendations. Interventions, including relevant theories, will be reviewed. Three lecture hours per week.

813 Nutritional Epidemiology (NUTR 813) (3). See NUTR 813 for description.

814 Obesity Epidemiology (NUTR 814) (3). See NUTR 814 for description.

815 Diet and Cancer (NUTR 815) (3). See NUTR 815 for description.

818 Advanced Nutritional Epidemiology (NUTR 818) (3). See NUTR 818 for description.

825 Social Determinants of Health: Theory, Method, and Intervention (HBHE 802) (3). See HBHE 802 for description.

826 Social Epidemiology: Concepts and Measures (3). Prerequisite, EPID 600. Social forces affecting community health and how to measure them for epidemiologic analysis. Topics range from social networks to racism and ethics. Three lecture hours per week.

827 Social Epidemiology: Analysis and Interpretation (2). Prerequisites, BIOS 545 and EPID 715. Approaches to social epidemiologic data and application/

interpretation of various analytic methods. Topics include multilevel models, econometric and psychometric techniques, and issues in causal inference.

851 Reproductive and Perinatal Epidemiology (MHCH 851) (3). Coreq-uisites, BIOS 600 and EPID 600. Epidemiology of reproductive and perinatal health outcomes, including infertility, fetal loss, preterm birth, birthweight, congenital malformations, and infant mortality. Includes current knowledge regarding epidemiology of these outcomes and discussion of methodologic issues. Three lecture hours per week.

853 Advanced Topics in Perinatal and Pediatric Epidemiology (MHCH 853) (2). Prerequisites, EPID 710 and 851. Permission of the instructor for master's level students. Critical review of current topics in, and methods for, perinatal and pediatric epidemiology.

880 Foundations of Public Health Ethics (3). Basic ethical rationales underlying concerns central to public health. These include ethical reasoning, concepts of justice, the influences of religion, principles of interacting with communities, professional conduct, and research ethics.

883 Teaching Experience in Epidemiology (1–4). Open to EPID majors, second-year or above. Provides epidemiology majors with supervised experience in teaching and course preparation. Students act as assistants in departmental courses. Two to eight seminar hours a week.

889 Topics in Epidemiology Seminar (1). Prerequisite, EPID 710. EPID majors only. Topics are chosen to reflect emerging issues in the field, as well as those that meet the interests of the students and faculty in the department.

890 Seminar for M.S.P.H. Students (1). A workshop for addressing special topics related to M.S.P.H. program including, but not limited to, research topic development, career planning, and public health ethics.

891 Epidemiology Doctoral Seminar (2). Exposes students to issues and debates in the philosophy of science, the object of knowledge in epidemiology, and the place of epidemiology in public health.

892 Interdisciplinary Seminar in Health Disparities (MHCH 892) (1). Prerequisite, MHCH 756. This seminar will provide an opportunity for students to synthesize knowledge across disciplines and to develop an interdisciplinary approach to addressing their identified health disparities research topic.

893 Pharmacoepidemiology Seminar (1). Required preparation, basic knowledge of epidemiology and biostatistics. This is a weekly seminar to explore current problems in pharmacoepidemiology. It supplements the introductory course, EPID 765. May be repeated. Two seminar hours a week.

894 Infectious Disease Seminar (1). Required preparation, introductory epidemiology and biostatistics. Detailed review of selected topics in infectious disease epidemiology. May be repeated for credit.

895 Seminar in Oral Epidemiology (1). Prerequisite, EPID 710. Explores conceptual and methods issues in conducting epidemiologic investigations of oral conditions, specifically caries, periodontal disease, and oral cancer (topics rotate semesters).

896 Clinical Research and Professional Development Seminar (1). Clinical and Translational Science Curriculum Fellows or permission of the instructor. Practical clinical research and professional development topics presented by faculty, local experts, and CTSC Fellows.

897 Advanced Seminar in Cardiovascular Research (1–3). Permission of the instructor. Review of substantive and methodological research in cardiovascular and cerebrovascular diseases. May be repeated for credit. Two to six seminar hours a week.

898 Global Health Ethics Seminar (2). Required preparation, basic knowledge of epidemiology or permission of the instructor. This seminar aims to introduce students to the myriad of complex ethical issues that arise from health research, health policy, and health care practice in both domestic and international contexts.

900 Epidemiology Practice (4). Designed to give epidemiology majors a supervised field experience in population health research.

905L Epidemiology Laboratory Practice (0.5–9). Permission of the instructor. Students work individually with a faculty member on supervised laboratory research and skills development. May be repeated for credit. Two to 18 laboratory hours a week.

910 Research in Epidemiology (1–21). Permission of the instructor. Independent investigation in consultation with an instructor who must assign or approve the subject of research. Credits vary according to the effort and rigor of the research.

992 Master's Paper (3–6).

994 Doctoral Dissertation (3–9).

Department of Health Behavior and Health Education (HBHE)

www.sph.unc.edu/hbhe

JO ANNE L. EARP, *Chair*

Professors

Brenda M. DeVellis (13) Health Education Theory, Patient Education

Jo Anne L. Earp (10) Health Education Evaluation, Women's Health, Cancer Control

Eugenia Eng (17) International Health, Community Health Education, Lay Health Advisor Interventions

Susan T. Ennett (45) Social Networks, Adolescent Health Risk Behaviors, Research Methods

Edwin Fisher (89) Diabetes, Community and Peer Interventions, Chronic Disease Management, Smoking and Smoking Cessation

Vangie Foshee (43) Dating Violence, Adolescent Health, Program Evaluation

Barbara Rimer (82) Cancer Control and Prevention, Tailored Print Communications

Carol Runyan (31) Injury Control, Violence Prevention, Worksite Injury Prevention

Allan Steckler (12) Qualitative Methods, Organizational Change, Native Americans

Associate Professors

Noel Brewer (85) Biases in Health Decisions, Health Communication, Decision Making

Carol Golin (88) Adherence to Chronic Medical Therapy, Patient-Provider Communication, Medical Decision Making for HIV Therapy and Prevention

Laura Linnan (66) Applied Research in Worksites and Other Community-Based Settings, Multiple Risk Factor Behaviors, Organizational Change

Suzanne Maman (88) HIV/AIDS, International Health, Associations between HIV and Violence

Kurt Ribisl (64) Mass Media and Policy-Based Health Promotion Interventions, Tobacco Control

Deborah Tate (87) Obesity, Computer/Internet Interventions, Health Communication

Assistant Professors

Clare Barrington (94) Global Health, Infectious Diseases, Minority Health, Sexually Transmitted Diseases

Wizdom Powell-Hammond (92) Men's Health, Health Disparities, Social and Health Behavior Theory

Research Professor

Robert DeVellis (23) Research Methods, Health Behavior, Health Psychology

Research Associate Professors

James Michael Bowling (48) Injury Prevention, Statistics and Methods, Program Evaluation

Carolyn Crump (49) Worksite Health Promotion and Evaluation, Program Planning, Management
Elizabeth Moracco (67) Women's Health, Violence against Women, Evaluation Research

Research Assistant Professor

Heathe Luz McNaughton Reyes, Adolescent Health, Reproductive Health, Global Health
Christine Rini, Applied Social Psychology, Close Relationships, Health, Helping/Pro-Social Behavior, Interpersonal Processes, Judgment/Decision Making, Persuasion/Social Influence

Clinical Associate Professor

Lynn H. Blanchard (51) Research around Public Service (Including Community Partnerships and Collaborations), Program Evaluation, Service Learning

Lecturers

Mary Altpeter (80) Health Promotion and Older Adults, Particularly Older Women; Community-Based Research and Health Promotion with Older Adults; Community-Based Research with Rural Populations
Susan Blalock (39) Patient Education, Musculoskeletal Disorders, Medication Use
Mary Davis (78) Prevention Education, Program Evaluation, Program Planning
Robert Foss, Alcohol and Transportation-Related Injury, Adolescent Injury, Social Policy Approaches to Injury Prevention
Elizabeth French, Patient Advocacy
Susan Gaylord (57) Alternative Therapies and Integrative Health Care, Aging, Health Beliefs and Care Pathways
Alexandra Lightfoot, Community-Based Participatory Research, Health Disparities, Healthy Choices and Behaviors to Support the Growth and Development of Youth, Educational Inequities
Alexis Moore, Community-Based and Rural Health Promotion, Lay Health Advisors, Breast and Cervical Cancer
Carol Patterson, Obesity Prevention, Coping Mechanisms for Chronic Illness, Community Networking in Research Endeavors
Michael Pignone, Literacy and Health, Shared Decision Making, Colon Cancer Prevention
Karl Umble (90) Management and Leadership Development in Public Health, Continuing Professional Education and Training, Program Planning and Program Evaluation
Anna Waller (54) Injury Prevention and Control, Data System Users (Especially Database Design), Emergency Department Data and Surveillance

Adjunct Professors

Thomas Arcury (59) Health Disparities among Immigrant Communities, Rural and Minority Aging and Health, Environmental Health
Elton Kessel, Family Planning and Contraception Research, Maternal and Child Health, Delivery of Health Services in Resource-Poor Settings
Victor W. Marshall (81) Aging, Health Promotion, Work and Lifecourse
Michael Schulman (83) Occupational Injury; Injury Prevention and Control; Work, Violence and Health among Adolescents

Adjunct Associate Professors

Daniel Halperin
Christine Jackson (42) Parenting and Family-Based Public Health, Health Communication, and Community-Based Intervention
Isaac Lipkus (80) Theories of Health Behavior Change, Risk Communication, Medical Decision-Making
Colleen McBride (79) Genetic Risk Communication, Health Disparities, Behavior Change Interventions
Krista Perreira, Child Development and Adolescence, Mental Health and Substance Abuse, Latino Health, Education, and Employment, Demography of Immigration
Kathryn Pollak, Patient-Physician Communication, Smoking Cessation, Health Disparities
Scott Rhodes, Sexual Health, HIV and Sexually Transmitted Disease Prevention, Health Disparities among Vulnerable Communities
Christopher Ringwalt (40) Drug Prevention, Survey Research, Program Evaluation
Celette Skinner (91) Cancer Screening, Cancer Genetics, Tailored Interventions
Paige Hall Smith (76) Violence against Women, Women's Health, Breastfeeding
Godfrey Woelk, Project Design, Execution, and Analysis in HIV Prevention and Care, Maternal Health, Hypertensive Diseases of Pregnancy, Child Health, Community-Based HIV and Sexually Transmitted Disease Prevention

Adjunct Assistant Professors

Robert Flewelling (73) Substance Abuse Prevention, Community-Based Intervention, Adolescent Health Risk Behaviors
Alfredo Fort, Measurement of Primary Health Care Provider Performance, Facility and Community-Based Surveys, Program Evaluation
Lisa Gilbert, Sexual and Reproductive Health, STD/HIV Prevention and Sex Education, Health Communication, Behavior Change Theory and Practice, Adolescent and Women's Health
Moses Goldmon, Adolescent Health and Development, Leadership, Role of Faith in Promoting Health and Preventing Disease, Action Research in Ministry/Community-Based Participatory Research
M. Anita Holmes, Lay Health Advisors, Minority Health, Access to Health Care, Church-Based Health Promotion
David Jolly (74) Tobacco, HIV/STDs, Health Policy
Linda Kinsinger (53) Behavioral Change for Weight Management, Behavioral Counseling Interventions in Primary Care Practice, Patient Education about Shared Decision Making
Megan Lewis (63) Social Relationships and Health, Cardiovascular Disease, Social Ecology
Kathleen MacQueen, Qualitative Research Methods and Approaches in Research Design, Ethics in Public Health and Research (Including Applied Ethics Research), Social and Behavioral Dimensions of Clinical Trials Research (Especially HIV Prevention Trials)
David McCoy, American Indian Health, Health Care of Rural and Minority Populations, Budgetary and Policy Aspects of the Delivery of Health Care
Margaret Molloy, Prevention, Health Behavior Change, Health Policy
Melva Okun, Tobacco Cessation, Nutrition, Physical Activity
Elizabeth Randall-David (70) Women's Health, Empowerment Education
Sudha Shreeniwas, Aging and Health of Minorities in the U.S., Gender Violence in Asia and among Asian Immigrants in the U.S., Aging and Health Issues in South Asia
Arjumand Siddiqi (93) Social Epidemiology, Children's Health and Development, Social Policy and Health
Jane Vella (41) Dialogue Education, Patient Education, Evaluation
Maihan Vu, Qualitative Research, Adolescent Health, Obesity and Physical Activity
Michael Allan Yonas, Social and Contextual Factors Associated with Youth Violence and Dating Violence, Community-Based Participatory Research

Adjunct Instructors

Denise Dickinson, Intervention Design and Program Management, Home-Based Interventions for Families
Vanessa Farrar, Community-Based Public Health, Minority Health Issues, Evaluation
Tekola Fisseha, Communicable Diseases (i.e., HIV/AIDS/STDs), Lead Poisoning, Infant Mortality Reduction Using the Perinatal Periods of Risk Approach
Mariana Garrettson
Bernard Glassman, Emerging Technologies for Health Communication, Communication about Emerging Health Technologies, Writing about Science for Results
Dennis Joyner, Community Health Policy Development, Community Health Assessment, Program Planning and Implementation

Sara Malek, Tobacco Control and Prevention
Karen Strazza Moore, Community-Based Public Health, Community-Based Participatory Research, Minority Health, International Health
Regina Petteway, Program Planning, Strategic Planning, Program Administration, Community Capacity Building, Working with Faith-Based Organizations
Elizabeth Stern, Intimate Partner Violence, Training and Education, Latino Health, Sexual Violence
Katherine Turner, International Women's Health, Education and Training, Sexual and Reproductive Health Education and Counseling, Cultural Competency (especially on Lesbian, Gay, Bisexual and Transgender Health)
Gina Upchurch, Health Policy, Aging, Pharmaceutical Care
Karen Webb, Mental Health, Substance Abuse Prevention, Coalition-Building

Professors Emeriti

Karl Bauman, Professor Emeritus
John Hatch, Kenan Professor Emeritus
Ethel J. Jackson, Clinical Assistant Professor Emeritus
Elizabeth Mutran, Professor Emeritus
James R. Sorenson, Professor Emeritus

Courses for Graduate and Advanced Undergraduate Students

HBHE

561 Medical Reporting for Electronic Media (3). Prerequisite, HBHE 660. Permission of the instructor for students lacking the prerequisite. Teaches students how to conceive, script, report, and produce medical stories for electronic media, especially television. Students work in teams to produce projects for professional media outlets.

562 Science Documentary Television (3). Students learn skills needed to produce a science documentary for broadcast on television, including research and script writing.

600 Social and Behavioral Sciences in Public Health (3). This course focuses on social and behavioral science theories, research and interventions aimed at promoting health of individuals, groups, communities and populations. Two lecture hours per week.

601 Principles of Statistical Inference for Health Behavior and Health Education (3). Required preparation, knowledge of basic descriptive statistics. Majors only. Major topics include elementary probability theory, probability distributions, estimation, tests of hypotheses, paired and independent samples t-tests, ANOVA, linear and logistic regression, correlation and chi-squared procedures. SAS, a statistical software package, is used in the course.

660 Medical Journalism (HPM 550, JOMC 560) (3). See JOMC 560 for description.

Courses for Graduate Students

HBHE

700 Introduction to Public Health and Public Health Education (2). This course offers an introduction to public health, a history of public health and public health education, and an overview of population health/social determinants of health.

701 Professional Development Series I (1). The first semester of this series will cover essential professional skills such as working with small groups and coalitions, presentations, working with the media (interviews, writing press releases), event planning.

702 Professional Development Series II (1). The series will continue to cover essential professional skills such as working with small groups and coalitions, presentations, working with the media (interviews, writing press releases).

703 Professional Development Series III (1). The second year of this series will cover a wide range of program management skills including budgeting, supervision, hiring, and leadership style.

704 Professional Development Series IV (1). The second semester of year two of this series will continue to cover a wide range of program management skills including budgeting, supervision, hiring, and leadership style.

709 U.S. Populations of Color (3). This course explores the various structural forces that impact the health status and health behaviors of populations of color in the United States.

710 Community Capacity, Competence, and Power (3). The nature and delineation of participatory action research and its relevance to concepts, principles, and practices of community empowerment. Students learn methods (such as photovoice) through learning projects.

715 Communication for Health-Related Decision Making (1–3). Course provides foundation and skills to understand and improve decision making that affects people's health. It teaches theoretical basis and evidence-based applications of health-related decision making.

725 Injury as a Public Health Problem (EPID 783, MHCH 725) (3). Prerequisite, EPID 600. This course considers the causes and consequences of traumatic injury within developmental, social, and economic contexts, and dilemma in injury prevention. Injuries associated with transportation, violence, and the home and occupational environments are included. Three lecture hours per week.

726 Adolescent Health (MHCH 726) (3). See MHCH 726 for description.

727 Patient Advocacy (3). Explore competing definitions of patient advocacy. Topics related to ethics, policy, and law will be covered in the context of what have often been termed patient rights and responsibilities. Three lectures hours per week.

730 Theoretical Foundations of Behavior and Social Science (3). This course covers selected social and behavioral science theories and concepts that apply to the analysis of health-related behaviors and intervention strategies.

733 Introduction to Program Management (3). An introductory overview of health education program management. A practical study of personnel and financial management issues including staff development, recruitment, performance appraisal, budget preparation and monitoring. Three lecture hours per week

740 Health Behavior Health Education Practice I (3). This is the first part of year-long course covering key principles of health education practice. The coursework will be conducted in modules. HBHE Practice I will cover community engagement/assessment and intervention, development, adaptation, and implementation. The course will draw from the expertise of a wide range of faculty and practitioners.

741 Health Behavior Health Education Practice II (3). This is the second part of a year-long course covering key principles of health education practice. Coursework will be conducted in modules. HBHE Practice II will cover evaluation, as well as sustainability, dissemination, and translation. The course will draw from the expertise of a wide range of faculty and practitioners.

742 Program Intervention, Implementation, and Monitoring I (1–4). Prerequisite, HBHE 741. Methods for executing health education intervention plans, including monitoring effectiveness and making appropriate modifications. Students work under faculty advisors to collaborate with local agencies and implement the plan of action developed in HBHE 741.

743 Program Intervention, Implementation, and Monitoring II (1–4). Prerequisite, HBHE 742. Application of methods to analyze and interpret data regarding the effectiveness of health education interventions. Students work under faculty advisors to assess the effectiveness of interventions implementation in HBHE 742.

744 Research Practicum I (1–4). Research option: Students must complete a mentored research practicum. The mentor and student will develop a contract to achieve their research objectives and the means of evaluating an intervention

or testing a hypothesis. The practicum requires a total of two hundred hours of work starting in the second year of the program.

745 Research Practicum II (1–4). Research option: After completing the data collection and analysis component of the practicum, students write up their findings into a publishable manuscript.

750 Applied Research Methods (3). Permission of the instructor for nonmajors. Research methods of relevance to planned change in health-related behavior and program planning. Research designs include quantitative and qualitative methods and focus on application to public health practice. Four lecture hours per week.

751 The Role of Evaluation in Health Education (2). Emphasis on methods to show the importance of evaluation in health education program planning and developing skills in formative evaluation design, emphasizing analysis that contributed to decision making regarding programs. Two lecture hours per week.

752 Intervention Methods in Health Education (4). Critical examination of major intervention methods used in health promotion and disease prevention programs, and ways to tailor these methods to different settings and populations in which health educators work. Four seminar hours per week.

753 Qualitative Evaluation and Research Methods (NUTR 753) (3). Prerequisite, HBHE 750. Theoretical and methodological approaches of applied medical anthropology for health program development and evaluation. Field methods for collecting and analyzing data through observation, interviewing, group methods, and case studies.

754 Advanced Qualitative Research Methods in Health Behavior and Health Research (3). Prerequisite, HBHE 753. This course provides advanced graduate students in public health and related fields the opportunity to explore different analytic approaches and techniques and develop analysis and writing skills. Students will apply methods they learn to analyze, interpret and write-up the results of their own qualitative research.

755 Popular and Empowerment Education for Health Educators (3). Explore empowerment education and popular learning methodologies within the context of health education, creating opportunities for dialogue between theory and practice. Examine adult learning theories, participatory learning concepts, and community development techniques. Will also discuss issues of power between practitioners, health educators, and the community.

760 Advanced Research Methods I (3). Fundamentals of research in health behavior and health education including conceptualization of research questions and hypotheses, measurement, sampling, and observational research designs.

761 Advanced Research Methods II (3). This course is a continuation of HBHE 760 and covers experimental research designs, evaluation research, introduction to qualitative methods, and selected topics in statistical analysis.

765 Cancer Prevention and Control Seminar (EPID 772, HPM 765) (3). See HPM 765 for course description.

772 Planning Health Promotion in Community, Worksite, School, and Medical Settings (3). This course teaches how to use a comprehensive planning model to plan, implement, and evaluate an evidence-based intervention to address a public health problem for a defined population.

795 E-Health (3). An overview of the positive and negative impacts of the Internet on public health. Covers research, evaluation sites, ethics, and use of theory that addresses key public health problems.

799 Special Studies in Behavior Change (1–6). Experimental course to be offered by faculty to determine the need and demand for the subject. Topics will be chosen by faculty based on current public health issues.

800 Social Psychological Theories of Individual Health Behavior (3). Prerequisite, HBHE 730. Permission of the instructor for students lacking the prerequisite. Selected social psychological theories and their relationship to health promotion, disease prevention, and patient education. Three lecture hours per week.

802 Social Determinants of Health: Theory, Method, and Intervention (3). Prerequisite, EPID 600. Discussion and readings will focus on population vs. individual perspectives on health, risk conditions vs. risk factors, concepts of causation, and knowledge development as a historic and social process. Course will also examine macro-level determinants of population health.

811 Doctoral Seminar: Development of Health Promotion and Disease Prevention Intervention (NUTR 811) (3). The goals of this seminar are to explore the problems and issues in using behavioral and social science theories, concepts, and data to inform HBHE research and interventions. Three lecture hours per week.

812 Doctoral Seminar: Professional Issues (3). Topics related to optimal functioning as a doctorally prepared professional, including writing and reviewing grants, manuscripts, abstracts, consulting; credentialing; teaching; job search; ethics, collaboration, fraud, and politics in research. Three lecture hours per week.

815 Foundations of Health Behavior and Health Education I (3). A critical examination of the conceptual and empirical bases of public health and health education, social determinants of population health, health disparities, and issues around social justice.

816 Foundations of Health Behavior and Health Education II (3). A critical examination of globalization and health, principles of individual and collective behavior and behavior change, and the role of health behavior and health education in emerging public health issues.

825 Seminar in Interdisciplinary Health Communication (JOMC 825) (3). Prerequisite, HBHE 730. Permission of the instructor for nonmajors. Interdisciplinary overview of communication theory and research and critical analysis of applications of theory to interventions using communication for health. Three hours per week.

826 Interdisciplinary Health Communication Colloquium (1). Communication certificate student. This course is structured for interactive student/faculty discussion on health communication research and practice. Seminar and online discussion format.

840 Advanced Field Training in Health Education (1–3). Open to doctoral students in the department. Under guidance by faculty and field counselors, students assume major responsibility for planning, executing, and evaluating community health education projects. Field fee: $125.

841 Advanced Field Training (.5–21).

842 Primary Practicum for Doctoral Students (1–4). Practicum is designed to enhance knowledge and skills in teaching. Student must be involved in teaching a two- or three-credit course. Co-teaching a course may satisfy this requirement.

843 Secondary Practicum for Doctoral Students (1–4). The intervention must provide a senior role in a health intervention and have a research or evaluation component.

850 Research Manuscript Development (3). Prerequisite, HBHE 751 or 860. This seminar is designed to help advanced students refine conceptual and writing skills essential to the production of a manuscript based on already collected qualitative and quantitative data. Three hours per week.

851 Causal Modeling and Structural Equations (3). Prerequisite, BIOS 545. Permission of the instructor. This seminar is designed to refine a wide range of research skills in health behavior and health education by using data collected by others. Three seminar hours per week.

852 Scale Development Methods (3). Prerequisite, HBHE 750. Permission of the instructor. Covers theory and application of scale development techniques for measuring latent constructs in health research; classical measurement theory and factor analytic methods are emphasized. Three seminar hours per week.

853 Doctoral Seminar: Evaluation of Health Promotion and Disease Prevention Interventions (3). Prerequisite, HBHE 811. Permission of the instruc-

tor for students lacking the prerequisite. Emphasis on evaluation paradigms, quantitative and qualitative evaluation research methods, including methods for process, outcome, and cost evaluation. Three seminar hours per week.

860 Research Proposal Development (3). Permission of the instructor for master's students and nonmajors. Integrate and apply detailed components of research methods to preparation and writing of a research grant proposal; become aware of proposal submission and review process for various funding agencies. Three lecture hours per week.

891 Special Studies in Behavior Change (1–6). An independent course designed for study areas of natural or planned change; personal and nonpersonal methods, in health related fields. To be arranged with faculty in each case.

892 Special Topics in Program Design and Evaluation (1–6). Required preparation, to be arranged with the faculty in each case. An independent course of study designed for students who wish to pursue advanced studies in program design and evaluation. Repeatable within degree (for six hours).

893 Special Studies in Behavior Change (1–6). An independent course of study for students who wish to pursue studies in social class and variations in planned change. To be arranged with faculty in each case.

897 Advanced Topics in Health Behavior Health Education (1–6). For doctoral students who wish to pursue an independent study or research in a selected area. Student will work with a faculty member in designing the study.

960 Principles and Practices of Alternative and Complementary Medicine (3). Permission of the instructor. This course is designed to introduce medical students and other health professionals to the underlying philosophies, practitioners, techniques and evidence of efficacy of alternative therapeutics currently in use in the U.S., including chiropractic, dietary, mind-body, acupuncture, homeopathy, and healing.

992 Master's Paper (3–6).

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Department of Health Policy and Management (HPM)

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PEGGY LEATT, *Chair*

Professors

Peggye Dilworth-Anderson (308)
Edward Foster
Peggy Leatt (310) Organizational Strategy and Design, Health System Reform, Patient Safety
Joseph P. Morrissey (138) Health Services Research, Administrative Medicine, Community Mental Health
Jonathan Oberlander
George Pink (309) Integrated Health Care, Health Services Accounting and Finance, Financial Performance Measurement, Executive Compensation, Nursing Cost Analyses
Thomas C. Ricketts (139) Rural Health Care, Primary Care, Regionalization of Services, Political Philosophy, Policy Implementation and Policy Development
Richard Gary Rozier (29) Dental Public Health
Sally Stearns (150) Health Economics, Health Policy
Morris Weinberger (300) Quality Management, Health Outcomes Research, Health Services Research
Bryan Weiner (277) Organization and Management of Community Health Partnerships
William N. Zelman (62) Health Care Financial Management, Activity-Based Costing, Cost of Quality, Instructional Design, Quality Improvement

Professors of the Practice

Leah Devlin
Sandra Greene

Associate Professors

Andrea K. Biddle (175) Health Care Access and Reform, Childhood Vaccination, Pharmaceutical Economics
Marisa E. Domino (279) Health Economics
Laurel A. Files (28) Organization Design and Change, Strategic Planning
Bruce J. Fried (172) Human Resources Management in Health Care, Mental Health Services Research, Health Services Management and Education, Canadian Health Systems
Jessica Lee (312) Access to Care for Children, Evidence-Based Practice of Dentistry
Bryce Reeve
Rebecca Wells

Assistant Professors

William Carpenter
Kristen Hassmiller Lich
George Holmes
Kristin Reiter
Harsha Thirumurthy
John Vernon
Stephanie Wheeler
Clinical Instructor
Melanie Studer

Clinical Professors

Thomas Bacon
Edward F. Brooks (128) Research Management, Rural Health Care Delivery, Health Manpower
Pam Silberman (249) Public Health Legal Issues

Clinical Associate Professors

Dean M. Harris (195) Health Law and Ethics for Health Administration
Suzanne Hobbs (330) Public Health Policy, Food and Nutrition Policy
John Paul (320) Health Policy, Health Economics, Outcomes Related to Pharmaceutical Products

Clinical Assistant Professors

Felicia Mebane (302) Media Communications of Health Policy, Health Policy-Making, Public Opinion
James V. Porto (134) Management and Information Systems, Public Budgeting and Finance
Christopher Shea
Jeffrey Simms
Margaret Thomas
J. Bennett Waters (334)

Research Professors

Edward L. Baker Jr.
Sheila Leatherman (286) Quality of Care, Health Systems Performance, International Health Policy

Research Associate

Leslie Zeldin

Adjunct Professors

Stuart Altman
William K. Atkinson II (255) Health Care Administration
Dan Beauchamp
Hayden B. Bosworth
Fred T. Brown Jr. (282) Managed Care Networks
Young Moon Chae

Fred Cox
Margaret Dardess (314) Federal Government Affairs, Health Policy, Health Care Coalitions
Edward Dauer
John Peter Figueroa
Steven Garfinkel
Robert Greczyn
Paul Halverson
Donald A. Holzworth
Lily Kelly-Radford
Joan Krause
Barbara Mark (318)
Edward Norton
Carmen Odom
Richard Saver
Betsy Sleath (254) Pharmacy Administration
Judith Tintinalli (323)
James E. Veney (18) International Health, Research and Evaluation Methodology, Statistical Applications, Family Planning and Maternal and Child Health, Health Planning
Wendee Wechsberg (291) Clinical Addiction and Drug Treatment, HIV Projects

Adjunct Associate Professors

Amy Abernethy
Mary A. Beck (164) Health Care Administration
Paul Brown
Patricia Deverka
Brian Goldstein (278) Health Care Financial Management
Nancy Henley
Shoou-Yih Daniel Lee (301) Medical Care Organization
Matthew L. Maciejewski
Patricia MacTaggart (324)
Michael Markowitz
Michael S. O'Malley (235) Health Services/Oncology Research
Krista Perreira
Janet E. Porter
Arjun Rajaratnam (326)
Jaya Rao
Steven G. Sloate (228) Health Policy and Management

Adjunct Assistant Professors

Oscar Aylor (268)
Carolyn Carpenter (329)
Charles Coleman
Kathleen Dalton (297) Health Care Financing, Health Services Research, Academic Medical Centers
Susan L. Hogue (290) Health Outcomes Research
Frederick K. Homan (236) Health Policy and Management
Marco Huesch
George L. Jackson
Melissa Kaluzny (331)
Michel D. Landry
Benjamin Meier
Larry Melton
Gary S. Nestler
David D. Potenziani (298) Management Information Systems in Health Care
Stuart M. Rennie
Richard P. Scoville (272) Management Information Systems in Health Care
Ashley Skinner
Karen Stitzenberg
Debbie Travers
Karl E. Umble
Gary R. West
Christopher Woods

Adjunct Instructors

David A. Berqmire-Sweat
Dawn Carter (281) Strategic Planning and Marketing
Nelson Couch (299)
Robert Crawford
Wade G. DeHate
Donna Dinkin
Randall J. Egseqian
Franklin Farmer
Peggy Glenn
Kay Goss
Eric Griffin
Kay Grinnell
Jacqueline Horsley
Douglas A. Johnston (174) Health Law
Lawrence K. Mandelkehr (244) Database Design for Health Care
Donald R. Markle
Ervin Maynard
Paul Morlock
Gary Palmer
Michael Patterson
Robert Patterson
William F. Pilkington
Patricia M. Pozella
Erica D. Rentz
Harry Reynolds
Lucy Savitz
William R. Service (247)
Frederick Sexton
Robert Stevens (333)
Scott Stewart
Franklin Walker

Lecturers

William B. Gentry (321)
Jay Levy
Danielle Remmy
Sanford D. West

Professors Emeriti

Deborah Bender
James P. Dixon
Patricia Z. Fischer
William S. Flash
William T. Herzog
Sagar Jain
Arnold Kaluzny
Kerry Kilpatrick
Robert A. Loddengaard
Curtis P. McLaughlin
Harry T. Phillips
Morris Schaefer

The Department of Health Policy and Management offers three master's degrees, two doctoral degrees, and one graduate-level certificate program.

Master of Public Health (M.P.H.) (Residential)

The M.P.H. is a professional degree intended for those students who hold a doctoral-level professional degree (J.D., M.D., D.D.S., etc.) or a Ph.D. Students gain an understanding of public health philosophy, methods, and values and are provided with an orientation to management and policy-related careers in the health field. The degree is suitable

for individuals who have an interest in either healthcare management or health policy.

Master of Healthcare Administration (M.H.A.)

The M.H.A. is a professional degree for students wishing to pursue management careers in health systems, hospitals, consulting firms, managed care organizations, insurance firms, medical group practices, government agencies, and other healthcare settings. The M.H.A. degree is designed to provide strong preparation in the management disciplines, a comprehensive understanding of the healthcare sector, and an opportunity to pursue an area of concentration.

Master of Science in Public Health (M.S.P.H.)

The M.S.P.H. is a professional degree designed to prepare students for careers in health policy analysis, planning, development, evaluation, and advocacy at local, state, federal, and international levels as well as in the private sector. Students obtain a comprehensive understanding of the healthcare system, master methods for the analysis of healthcare policy options and program evaluation, and pursue an area of concentration.

The Executive Master's Program (Distance Education)

The Department of Health Policy and Management provides graduate-level education to employed health professionals and healthcare administrators through its executive master's program. This national program provides master's degree study to full-time health professionals throughout the United States and beyond. This program comprises brief, but intensive sessions on the Chapel Hill campus, faculty-guided, Internet-based distance learning and, occasionally, limited credit transfer from approved programs at other universities.

Doctor of Philosophy (Ph.D.)

The Ph.D. program in health policy and management is designed to provide students with the competencies, academic foundation, and research experience to become independent and creative health services/health policy researchers. All students take required courses in health services research, research design, quantitative methods, and health policy. In addition, students develop expertise in a minor area. Current minors include decision sciences, economics, epidemiology, finance, health policy and politics, quality and access, and sociology/organization studies. Students must pass a written comprehensive examination upon completion of course work, then present and defend a dissertation proposal and the final dissertation based on original research. The Ph.D. program is designed to be completed in four years.

Doctoral Program in Health Leadership (Dr.P.H.)

UNC's doctoral program in health policy and management prepares mid-career professionals for senior-level positions in organizations working domestically and internationally to improve the public's health. The three-year, cohort-based distance program targets individuals working full-time with substantial leadership responsibilities in communities, organizations, and institutions. Students must have a master's or a doctoral degree before matriculating into the Dr.P.H. With the exception of three short visits to Chapel Hill (or an alternate site outside North Carolina or overseas) in each of years one and two, learning takes place in participants' homes and offices, away from the UNC campus. Students connect to the faculty and their peers mainly via computer, making substantial use of technology that allows students and faculty to share data and interact productively via live video and audio. The distance format allows working professionals to complete doctoral leadership training while continuing full-time employment, remaining in-country throughout the duration of their education.

Certificate Program in Community Preparedness and Disaster Management

The professional certificate program in community preparedness and disaster management is designed to provide community leaders in emergency services (fire, law enforcement, EMS, 911 communications), public health, emergency management, health services, veterinary services, and all who prepare for and respond to disasters with the opportunity to enhance their knowledge of disaster management systems used to combat natural and man-made disasters, including terrorism. Students may also receive facilitation towards completing their Certified Emergency Manager (CEM)® Credential.

Courses for Graduate and Advanced Undergraduate Students

HPM

420 Community and Public Health Security—Disasters, Terrorism, and Emergency Management (3). Permission of the instructor. This course examines systems for emergency management at federal, state, and local levels. The roles of emergency management, health services, and public health in disaster management are examined. Offered to students in CPDM program only.

421 Community and Public Health Disasters—Agents of Action and Public Health Hazards (3). Permission of the instructor. This course covers biological, chemical, nuclear, and environmental agents that threaten public health. Offered to students in CPDM program only.

422 Emergency Management I (3). Permission of the instructor. Introduction of analytical tools to assess, evaluate, map, and investigate disasters (including biological outbreaks). These tools will be used to improve planning for disaster management. Offered to students in CPDM program only.

423 Emergency Management II (3). Permission of the instructor. Explores issues of preparedness, response, recovery, mitigation and research in disaster management. Students will participate in the development of a plan and a simulation to evaluate the plan. Offered to students in CPDM program only.

435 Marketing for Not-for-Profit Organizations (3). Permission of the instructor. Application of basic principles of marketing and marketing decision models to problems in health care and other not-for-profit organizations.

440 Introduction to Management Information Systems in Health Care (3). Conceptual and practical aspects in the analysis, development, and utilization of computer-based information and control systems with emphasis on application to the health care environment.

465 Managed Care, Market Reform, and the Impact on Vulnerable Populations (3). Students will gain an understanding of how the changes in the health care market affect care for underserved populations and develop strategies to ensure the needs of these populations are met.

466 Competition, Regulation, and Insurance (3). Examines alternative approaches to containing health care costs adapted by public and private payers.

470 Statistical Methods for Health Policy and Administration (3). Introduction of linear model approach to analysis of data in health care settings. Topics include probability distributions, estimation tests of hypotheses, methods in multiple regression, and analysis of variance and covariance.

472 Program Evaluation (3). Concepts and methods of the program evaluation paradigm as applied in health administration.

496 Readings in Health Policy and Management (0.5–3). Directed readings or research. Written reports are required.

510 Global Perspectives on Ethical Issues in Health Policy and Management (3). This course will address the ethical issues of health policy and management, with particular attention to the global perspectives on these issues. These global perspectives are both comparative and transnational.

522 Aging, Family, and Long-Term Care: Cultural, Ethnic, and Racial Issues (3). Current issues pertaining to the health and well being of older Americans, and how such issues influence family dynamics and choices about long-term care. Critical topics on chronic illness, family and community caregiving, ethnicity/culture, and socioeconomic status will be covered in the course.

531 Physician Practice Management (3). Permission of the instructor. Restricted to seniors. Course targets students interested in a health care career. Topics include structure of group practices, governance/ownership, risk management, malpractice, physician compensation, operational and financial management.

532 Health Care Consulting (3). This course will provide students with a working knowledge of the various forms of health care consulting, including internal consulting. Students will enhance their analytical, presentation, teamwork, and project management skills.

550 Medical Journalism (HBHE 660, JOMC 560) (3). See JOMC 560 for description.

551 Medical Reporting for the Electronic Media (HBHE 561, JOMC 561) (3). See JOMC 561 for description.

552 Science Documentary (HBHE 562, JOMC 562) (3). See JOMC 562 for description.

560 Media and Health Policy (3). Introduces students to news media organizations and their role in health policy development. Students will learn how to evaluate media content and strategies and to effectively communicate via mass media.

563 Advanced Health Policy Analysis (3). The course is for master's and doctoral students interested in health policy. The course is intended to go beyond an introduction to policy analysis to a discussion and exploration of theories of policy analysis in a context of competing democratic ethics and values.

564 Health Care in the United States: Administrative and Policy Issues (3). Restricted to HPM majors. An overview of key health services issues including quality, access, financing, insurance, ethics, and delivery systems plus an introduction to health care policy and politics.

600 Introduction to Health Policy and Management (2). Permission of the instructor. Restricted to seniors. Does not qualify as a core course or elective for HPM undergraduate majors. Provides an overview of the United States health system, emphasizing role of policy development and administrative decision making through case examples.

601 Issues in Health Care (1). Lectures on current topics in health care.

602 Concurrent Practice (1–3). Permission of the program director. Supervised activities in an approved health organization, to include one or more specific projects, approved by HPM faculty member and directed by an approved preceptor/mentor in the organization.

605 Practice Application Journaling I (0.5). This course is the first of six field-based Journal Practica in which students monitor their learning processes, identify where knowledge and skills learned in courses are helpful and relevant to areas of their professional responsibility, and apply that knowledge and those skills to actual work situations.

634 Public Health Issues in Community Preparedness and Disaster Management (PWAD 634) (3). Examines conventional public health constructs of community preparedness and disaster management. Includes a review of traditional and emerging literature. Emphasizes conceptual development and application of adaptive leadership strategies.

650 Pharmaceutical Research, Development, and Marketing (DPOP 800) (3). See DPOP 800 for description.

652 Economic Evaluation of Health Care Technology (DPOP 802) (3). Focus is on determination of costs and benefits associated with alternative resource allocation schemes. Crucial economic concepts (e.g., utility valuation of health states and marginal analysis) are presented.

653 Economics and Behavior of the International Pharmaceutical Industry (DPOP 801) (3). See DPOP 801 for description.

660 International and Comparative Health Systems (3). Methods of comparing health systems, examinations of related national health systems, and analysis of related high prevalence health issues.

664 Globalization and Health (MHCH 664) (3). Globalization—its economic, environmental, political, technological, institutional, and sociocultural dimensions—historically and currently contributes to beneficial and adverse effects on population, community, and family and individual health.

670 Systems Simulation for Health Services (3). Course will prepare students to simulate health services using the MedModel simulation software. Basic concepts of discrete event simulation.

691H Honors Research (3). Required preparation, overall grade point average of 3.2 by end of junior year in all UNC–Chapel Hill courses. Readings and seminars for undergraduates showing potential and talent for research. Students will design an independent research project, write a proposal, and complete an IRB application as partial completion of an honors thesis.

692H Independent Honors Research (1–3). Prerequisite, HPM 691H. Permission of the instructor. Students collect data, analyze and report findings, and make recommendations to complete an honor thesis and present finds in presentation/poster format.

Courses for Graduate Students

HPM

701 Professional Training I (1). Restricted to HPM majors. Supervised professional training (fee is $550).

702 Professional Training II (1). Restricted to HPM majors. Supervised professional training (fee is $500).

703 Professional Training III (1–21). Restricted to HPM majors. Supervised professional training (fee is $500).

704 Health Policy and Management Internship (1). Restricted to HPM majors. Supervised field experience in approved health agencies. (Internship fee: $450.)

705 Healthcare Management Skills Development Workshop I (0.5). This course is the first of two workshops for students in the Executive Master's Program. These workshops are designed to provide students exposure to key cross cutting skills that will be used in the program. These skills also are essential for effective Healthcare Management.

710 Health Law (3). An introduction to law and the legal system as it relates to the delivery and financing of health care.

711 Research Management and Ethics in Health Policy (1). This course is aimed at doctoral and M.S.P.H. students with interests in research management and ethics. Using cases and examples, the first part of the course focuses on major management and leadership issues, while the second part deals with ethically relevant matters.

712 Leadership and Ethics (2). This course is based on the notions that leadership and ethics are intertwined and that good leaders behave ethically. There is often no one right way to lead effectively. Also, there are few firm rules or principles that guide ethical decision making, and there is much room for debate.

715 Health Economics for Policy and Management (3). Prerequisite, BIOS 600. Permission of the instructor for nonmajors. Provides training in the theory of health economics and applies this theory to important issues in health policy and management.

715L Microeconomics Lab (1). Corequisite, HPM 715. Permission of the instructor for nonmajors. Applications of health economics theory to current health care policy.

720 Management of Human Resources in Health Organizations (3). Prerequisite, HPM 730. Permission of the instructor for students lacking the prerequisite. Emphasis is on clarifying concepts of human resources management and identifying the importance of human resources in health organizations.

725 Health Care Strategy and Marketing (3). This course introduces students to strategic planning and marketing in health services organizations. Students develop practical skills such as assessing the internal and external environment, competitor analysis, and evaluating strategic alternatives in different health care settings. It also explores the role the governing board plays in strategy development and management.

730 Leadership and Management of Health Care Organizations (3). Overview of organizational theory and empirical findings appropriate to the design and behavior of health care organizations. Topics include the design of the organization, its performance and its relationship to the environment.

734 Approaches to Business Plan Development (1). Approaches to Business Plan Development ('Capstone Prep') is a one-credit course to introduce and jumpstart the Spring Semester Capstone business plan process necessary for HPM 735.

735 Advanced Concepts and Applications in Health Policy and Management (3). Prerequisite, HPM 734. Required preparation, completion of master's core (can be concurrent). Restricted to HPM graduate students. Integrating and building upon the HPM master's core, this comprehensive course focuses on organization policymaking and administration from the perspective of the CEO and top management.

740 Introduction to Health Care Financial Management (3). Permission of the instructor for nonmajors. A broad introduction to financial concepts, issues, tools, and vocabulary. Topics include financial statement analysis, working capital management, budgeting, cost finding, and rate setting. Minimal accounting proficiency expected.

741 Management Accounting for Health Administrators (3). Prerequisite, HPM 740. Permission of the instructor for students lacking the prerequisite. Covers selected topics in managerial accounting applied to health care. It is intended to provide in-depth coverage of managerial topics introduced in HPM 250.

742 Health Care Finance I (3). Prerequisite, HPM 740. Topics include basic financial management concepts, capital acquisition, cost of capital and capital structure, and capital allocation.

743 Health Care Finance II (3). Prerequisite, HPM 742. Topics include financial analysis and forecasting, working capital distributions to owners, mergers, capitation, and financial risk.

750 Introduction to Dental Public Health (3). Permission of the instructor. Survey of the theory and practice of dental public health, with an emphasis on basic knowledge and skills necessary for planning and evaluating dental public health programs.

751 Dental Public Health Practice (3). Permission of the instructor. Emphasis on knowledge of community measures for prevention and control of oral diseases, understanding the scientific basis for their use, and designing and evaluating prevention programs for a specific population.

752 Oral Epidemiology for Health Policy and Management (3). Prerequisite, EPID 600 or HPM 750. Permission of the instructor for students lacking the prerequisite. Focuses on the epidemiology of oral diseases and the implications and uses of this knowledge for dental health policymaking and administration of dental programs.

754 Health Care in the United States Structure and Policy (4). This core course is designed to provide students with an overview of the structure, systems, and policies of health care delivery in the United States. The goal is to increase students' knowledge and abilities to analyze and address health care issues from both management and policy perspectives.

755 Introduction to Health Policy and Politics (3). Prerequisite, HPM 564. Permission of the instructor for students lacking the prerequisite. This course addresses the major political institutions and policy processes that shape health policy, principally at the federal level.

757 Health Reform: Political Dynamics and Policy Dilemmas (3). This course focuses on the political and policy dynamics of health care reform.

759 Issues in Health Policy and Reform (2). The course will familiarize students with the history of health reform in the U.S., explore issues in health policy, analyze the impact of health politics on policymaking.

760 Healthcare Quality and Information Management (3). Integrates essential methods and principles in healthcare quality and information management. Emphasis on use of information to measure and improve quality. Will include presentations, individual/group projects, exercises, and group discussion.

761 Quality and Utilization Management (3). Prerequisite, HPM 564 or HPM 754. Evolution and current status of health care quality management systems and programs for utilization control. Includes discussion of alternative quality assurance methods, hospital accreditation, and government programs.

762 Quality of Care (3). Prerequisite, HPM 564 or HPM 754. Methods and practices for quality control and assurance in health care organizations.

765 Cancer Prevention and Control Seminar (EPID 772, HBHE 765) (3). An interdisciplinary overview of cancer prevention and control. Emphasis on projects and activities from perspectives of epidemiology, health behavior and education, and health policy and management. Appropriate research design and methodologies are covered.

766 Cancer Care Quality (3). Geared toward researchers, the course examines the overuse, underuse, and misuse of care across the cancer care continuum, focusing on recent work defining, measuring, and improving cancer care quality.

767 Disseminating Evidence and Innovation in Cancer Care (3). This course introduces the concepts, theories, and methods of disseminating research evidence and innovations to improve quality in cancer care.

768 Informed Decision-Making in Cancer Care (3). This course will examine clinical decision-making in cancer care from the perspectives of providers, patients, and families.

770 Operations Research for Health Care Systems (3). Prerequisite, BIOS 600. Permission of the instructor. Review of the systems analysis process in health care systems. Deterministic and random models, mathematical programming, queuing, simulation, forecasting, and measurement. Emphasis on model formulation and computer solution of decision models.

772 Methods for Health Policy Analysis and Technology Assessment (3). Prerequisite, EPID 600. Permission of the instructor for nonmajors. Course covers basic methods used to identify policy issues, measure and value health outcomes, identify and estimate health resources and develop mathematical models to predict outcomes/costs using limited data.

775 Analytic Techniques in Health Policy and Management (3). This course covers a variety of analytic techniques and methodologies basic to more advanced analysis of decision problems in health administration.

780 Public Health Entrepreneurship (NUTR 780) (3). See NUTR 780 for description.

789 Master's Paper Development (1). Second-year M.S.P.H. or first-year M.P.H. students only. Broad topics related to the development and management

of a research project are covered. The major goal is the development and completion of a proposal to be submitted for an independent master's paper.

810 Leadership in Health Law and Ethics (2). Course is designed to provide learners with an introduction and overview of critical issues relating to law, ethics, and public health.

815 Graduate Health Economics Seminar (1). Permission of the instructor. Discussion of recent papers in health economics. Students must have solid knowledge of graduate microeconomics theory and econometrics.

820 Organizational Leadership Theory and Practice (2). Focus is on the behavioral, power-influence, trait, and situational approaches to leadership. Addresses core leadership principles plus leadership-followership theory, transformational and strategic leadership, and creating change.

821 Current Topics in Health Leadership (2). This course is the second in a series of executive Dr.P.H. leadership core courses. Guest discussants will introduce students to timely issues relating to health leadership to foster understanding and mastery of what successful top organizational leaders do to create change.

860 Population Perspectives for Health (1). A review of how the population perspective is used to create programs and social change for health in the United States.

870 Doctoral Seminar in Health Policy and Management I (3). Doctoral standing required. Readings and discussion of various aspects of health services. Special emphasis is given to the interrelationships of administrative and organizational theory to selected health service topics.

871 Seminar in Teaching Health Policy and Management (1). Problems and processes of teaching health policy and management, including supervised practicum experience.

872 Selected Topics in Health Policy and Management: Advanced Seminar (3). Permission of the instructor. Integrated study of selected theory and research as it relates to the organization and delivery of health services. Separate seminars are developed to correspond to the doctoral student's specific interests and needs.

873 Policy Seminar in Health Policy and Management (1). Seminar on policy issues in health policy and management.

874 Advanced Research Seminar in HPM (1). This seminar will develop core competencies through a: (1) journal club to develop competencies in research design and expose students to diverse content and methodologies; and (2) professional development series.

881 Linear Regression Models (3). Prerequisite, HPM 882. This course is an introduction to the analysis of categorical data using maximum likelihood. Topics covered: econometric models in which the dependent variable is not continuous, including Logit, Probit, Tobit, two-part, and duration models.

882 Advanced Methodology in Health Policy and Management (3). Prerequisites, HPM 496 and 796. This course is an introduction to linear regression models. Topics include linear algebra, least squares regression, multicollinearity, heteroscedasticity, autocorrelation, and hypothesis testing.

883 Analysis of Categorical Data (3). Prerequisites, HPM 881 and 882. Permission of the instructor for students lacking the prerequisites. Research methodology as applied to understanding problems in health care delivery. Topics include simultaneous equation models, factor analysis, limited dependent variables, and an introduction to event history analysis.

885 Methods in Health Services Research (3). Prerequisite, HPM 870. Explores the nature and process of scientific inquiry in the field of health services research by examining the methodological principles and practices of social science as they are applied to health services research.

886 Qualitative Methods in Health Services Research (3). Introduces students to the purposes, approaches, and methods of qualitative research methods used in health services research.

930 Doctoral Seminar in Organization Theory and Health Service Organizations (3). Permission of the instructor for nondoctoral students. Review and application of selected developments in organization theory to health services research.

950 The Research Process (1). The course introduces doctoral students to the world of scientific and policy inquiry. It emphasizes the goal, structure, and content of the dissertation that will be written in the latter part of the program.

951 Literature Review and Appraisal (3). This course is the second in a sequence of courses in research design and methods in the executive Dr.P.H. The course explores the nature and process of scientific inquiry in the field of public health, establishing a foundation for methodological exploration, and focusing on the process of developing researchable questions.

952 Community Involvement in Research (1). Relevant literature and guest speakers will highlight cases depicting different levels of community involvement in public health research.

953 Practice Based Research (2). Designed to provide Dr.P.H. students with grounding in basic quantitative and qualitative research techniques used in health services research. Topics include types of research designs, measurement scales and coding nomenclatures, analytical techniques for quantitative data, research techniques for primary data collection, research opportunities with secondary data, and qualitative research methods.

954 Dissertation Planning and Preparation (2). Part of a sequence to guide students in planning, development, and implementation of Dr.P.H. dissertations. Designed to prepare students to identify appropriate research topics, plan the approach, organize, and write.

955 Health Strategy (2). The purpose of this class is to enhance participants' behavioral complexity as leaders. Examines several major approaches to organizational strategy. Topics include diversification, transaction cost economics, agency theory, the resource-based view of the firm, and processes of strategic decision making.

956 Fundamentals of Research Analysis (3). This course will provide students with 'hands-on' experience in qualitative, quantitative, and policy analytical techniques.

957 Leading Sustainable Change: Operating Beyond the Board Room (3). The course will help students understand and master what successful top organizational leaders must do to create change, both within and outside their organizations.

958 Financial Leadership in the Era of Sarbanes–Oxley (2). Dr.P.H. students only. Understand the major concepts of the Sarbanes–Oxley Act and be able to apply them to their own organizations whether public or nonpublic, for profit or not-for-profit.

959 Strategic Management in Health Leadership (2). The purpose of this class is to enhance participants' competence in leading within complex and dynamic systems.

961I Aging and Public Policy (DENT 607I, FMME 607I, HMSC 951I, MEDI 607I, NURS 783I, PHCY 607I, PSYC 907I, SOWO 607I) (3). See SOWO 607I for description.

962 Marketing and Public Relations for Health Leaders (3). This course is one of a series of leadership courses in the executive Dr.P.H. Its main purpose is to help students understand public health from the perspective of external audiences.

963 Program Evaluation for Health Leaders (3). This course is one of a series of research courses in the executive Dr.P.H. Its main purpose is to help students understand the purposes of evaluation.

992 Master's Paper (3).

994 Doctoral Dissertation (3–21).

Department of Maternal and Child Health (MHCH)

www.sph.unc.edu/mhch

HERBERT PETERSON, *Chair*

Professors

Carolyn Halpern (32) Adolescent Health and Development, Sexual Health and Research, Methodology
Jonathan Kotch (17) Injury Prevention, Child Abuse and Neglect, Health and Safety in Child Care
Sandra L. Martin (40) Violence, Behavioral and Emotional Health of Children and Families, Substance Use, Prison Health
Herbert Peterson (01) International Health, Reproductive Health
John Thorp Jr., Preterm Birth, Birth Asphyxia, Episiotomy, Community Child Health

Associate Professors

Trude A. Bennett (48) Women's Health and Maternal Morbidity; Intersection of Race, Class, and Gender in Maternal and Child Health (MCH); Reproductive Health and Social Welfare Policy
Carol Ford, Adolescent Health
Lewis Margolis (43) Child Health Policy, Injury Epidemiology, Community-Based Public Health
Anna Maria Siega-Riz (41) Maternal and Child Nutrition, Reproductive Epidemiology, Dietary Trends among Minorities in the United States

Clinical Professors

Alan Cross (42) Pediatrics, Adolescent Health, School Health, and Infant Mortality Prevention
Anita M. Farel (33) Program and Policy Development for Children with Special Health Care Needs, Public Health Practice, Professor of the Practice

Research Associate Professors

Sian Curtis (49) Contraceptive Use Dynamics, International Reproductive and Maternal Health, Monitoring and Evaluation Methods for Population and Health Programs, Multilevel Models, Statistical Demography
Sherri Green (25) Maternal Health, Public Health Leadership, Substance Abuse, Violence Prevention
Cathy L. Melvin (18) Reproductive Health, Smoking during Pregnancy, Program and Policy Development
Ilene Speizer (15) Unintended Pregnancy Prevention, Evaluation of Reproductive Health Programs in Developing Countries, Adolescent Health, Male/Couple Involvement, Gender-Based Violence

Assistant Professor

Julie Daniels (71) Epidemiology of Reproductive Health, Infant and Child Growth and Development, Autism and Developmental Disabilities, Environmental Exposures Related to Reproductive and Developmental Outcomes

Clinical Associate Professors

Dorothy Cilenti (36) Public Health Departments, Systems Development
Claudia Fernandez (31) Leadership Development, Leadership Issues in Healthcare and Related Fields
Vijaya Hogan (76) Perinatal Epidemiology, Preterm Delivery, Infant Mortality, Health Disparities

Professors of the Practice of Public Health

Miriam Labbok (13) Breastfeeding, Global Health, Health Policy, Maternal Health, Minority Health, Nutrition, Public Health Practice, Reproductive Health, Women's Health
Diane Rowley (45) Health Disparities

Research Assistant Professors

Shelah Bloom (73) HIV/AIDS, Reproductive Health, Maternal Mortality and Morbidity, Gender Context of Reproductive Health
Dalia Brahmi, Family Planning and Reproductive Health
Doris Chou
Jon M. Hussey (34) Child Abuse and Neglect, Child and Adolescent Health, Injury Prevention, Population
Emily Jackson, Family Planning
Tamar Ringel-Kulka (41) Functional Foods, Probiotics, Obesity, Breastfeeding, Children and Adolescents Health Promotion and Disease Prevention
Kavita Singh Ongechi (10) Child Survival, Displaced Populations and HIV/AIDS Orphans

Adjunct Professors

Bruce Barron
Jose Belizan, International Maternal and Child Health, Maternal Mortality and Morbidity
Pouru Bhiwandi, Obstetrics and Gynecology, International Women's Health, Maternal and Child Health
Gerard L. Breart, Perinatal Epidemiology, Epidemiology of Osteoporosis, Evaluation of Preventive Interventions, Clinical Epidemiology
Dorothy Browne, High-Risk Behaviors (Drugs, HIV/AIDS, Sexual Behavior, etc.) among African-American Adolescents and Adults
Paul A. Buescher, MCH Infant Health, Poverty and Health, MCH Program Evaluation
Barton Burkhalter
Judith Fortney, Maternal Morbidity and Mortality in Developing Countries
Robert Foss, Health Behavior, Health Communication, Health Policy, Injury Prevention, Public Health Practice
Denise Hallfors, Adolescent Health, Community Prevention Programs, Substance Abuse Prevention, Child and Adolescent Mental Health
Marcia Herman-Giddens, Child Abuse, Child Fatalities, Alternative Healing
Roy Jacobstein
Marian Johnson-Thompson
Michael Kafrissen, Clinical Reproductive Health
Lynn Knauff, International Family Planning (FP) and Maternal Health, Training of FP/MCH Health Personnel, MCH/FP Program Development and Evaluation
Baker Maggwa
Robert Meyer, Reproductive and Perinatal Epidemiology, Birth Defects Surveillance, Program Evaluations
Roland E. Mhlanga, Obstetrics and Gynecology
Kevin J. Ryan, Statewide Delivery of Women's Health Services, Prenatal Health, Health Care Ethics
Katherine Shea
Joseph Telfair
Amy O. Tsui, International Family Planning, Reproductive Health, Research Methods
Thomas Vitaglione, Early Childhood Programming, Health Care Financing

Adjunct Associate Professors

Patsy Bailey, International Maternal and Child Health
Mary Jane Benson
Deborah Billings, International Family Health
Dorothy C. Browne
Jennifer Culhane
Joseph DeGraft-Johnson, International Reproductive Health
Abigail English, Adolescent Health Law
Alfredo Fort, International Reproductive Health in Latin America, Program Research and Evaluation
Priscilla Guild, MCH and Primary Care Health Services Planning and Evaluation
Kathryn E. (Beth) Moracco, Women's Health, Violence against Women, Program Planning and Evaluation

Robert Murphy
Krista Perreira
Lucy Siegel
Paige Smith
Susan Spalt, School Health, Adolescent Substance Abuse, HIV
John Stanback, International Family Health
Jane Stein, Women's Health in Developing Countries, Social Determinants of Health, Evaluation
Nancy Williamson, Operations Research: Planning, Implementing, and Evaluating Reproductive Health Programs; Evidence-Based Public Health; Research to Practice, Integration of HIV and Contraceptive Services, Gender Sensitivity of Development Programs

Adjunct Assistant Professors

Asli Ashkir, International Women's and Children's Health
Joy Baumgartner, Family Planning, HIV Prevention, Adolescent Health, Mental Health
Colleen Bridger, Global Health, Health Administration, Health Care Delivery, Health Communication, Maternal Health, Public Health Leadership, Public Health Practice, Reproductive Health, Women's Health
Martha Carlough, Maternal Health, Women's Health
Cecilia Casanueva
Paula Collins
Caroline Whitehead Doherty, Primary Health Care for Farm Workers, Health, Hispanic Health, Reproductive Health
Sandra Echeverria
Cyril Engmann
Jean Fotso
Deborah Gibbs
Rodolfo Gomez Ponce De Leon
Phillip Graham
Elaine Hart-Brothers, Women's Health, Cardiovascular Epidemiology, Education and Prevention
Linda Ippoliti
Heidi Bart Johnston, Reproductive Health
Eileen Kugler, Community Health Programs
Anu Kumar, Executive Vice President, Ipas
Wendy Lam
Li-Ching Lee
Jack Leiss, MCH Research
Gerri Mattson, Title V, Medical Home, Transition
Kara McGee
Stephen Mills
Savithri Nageswaren, CSHCN, National Survey Analysis
Heidi Reynolds
Susan Rogers, Demography, Sexually Transmitted Disease (STD)
Catherine Rohweder
Lucille Siegel, Pregnant Women and Infants
Stephanie Triantafillou
Sarah Verbiest
George Wehby

Lecturers

Kathryn Clark, Biostatistics
Jacqueline Resnick, Research Training, Proposal Development

Professors Emeriti

Jan Dodds
Jaroslav Fabian Hulka
Howard Jacobson
C. Arden Miller
Earl Schaefer
J. Richard Udry (14) Population, Demography, Sexual Behavior, Gender Roles, Program Evaluation
Elizabeth Watkins

Courses for Graduate and Advanced Undergraduate Students

MHCH

605 Survey Course on Optimal Infant and Young Child Feeding (3). This survey course will briefly cover the principal topics in this broad field of knowledge, including domestic and global issues.

610 Issues in Maternal and Child Health (3). Permission of the instructor. For students outside the department of MCH who desire a survey of current issues and programs in maternal and child health. Three lecture hours per week.

611 Nutrition of Children and Mothers (NUTR 611) (3). See NUTR 611 for description.

664 Globalization and Health (HPM 664) (3). See HPM 664 for description.

Courses for Graduate Students

MHCH

700 MHCH Planning and Evaluation (3). (PUBH 700). See PUBH 700 for description.

701 Foundations of Maternal and Child Health (4). Permission of the instructor for nonmajors. This course introduces the major issues affecting the health and well-being of women during the reproductive years, infants, children, and adolescents in domestic and international settings. First semester of a two-semester course.

702 Foundations of Maternal and Child Health (4). Permission of the instructor for nonmajors. Second part of a two-part course that introduces the major issues affecting the health and well-being of women during the reproductive years, infants, children and adolescents in domestic and international settings. Second semester of a two-semester course.

704 Critical Review of an Infant Feeding Issue (3). This independent study will include selection of a research area that would allow preparation of a coauthored paper for peer-review publication on an approved subject related to infant and young child feeding and care and associated maternal health and nutrition issues.

705 International Family Planning (3). Required preparation, graduate study in MHCH. Permission of the instructor. Analysis of the family planning movement, its policies, operations and research, with emphasis on developing countries. Three lecture hours a week.

712 Program Assessment in Maternal and Child Health (3). Permission of the instructor for nonmajors. Offers an opportunity for students to explore in greater depth a selected MCH practice topic. Students will learn how to provide consultation about a selected program activity.

713 Research Methods in Maternal and Child Health (3). Permission of the instructor for nonmajors. The art and science of MCH research, with an emphasis on applied survey research. Student groups will design and carry out a small survey, and present their findings in a poster presentation. Focuses on assessment of MCH population characteristics, secondary data analysis, and the evaluation of MCH programs. A practicum-based course. Three lecture hours per week.

713L Research and Evaluation Methods in Maternal and Child Health Lab (1). Corequisite, MHCH 713. Permission of the instructor for nonmajors. The MHCH 713 lab, which is a companion course to MHCH 713, introduces students to statistical analysis using SPSS-PC and microcomputers. Two lab hours per week.

715 Maternal and Child Health Management (3). Permission of the instructor for nonmajors. Students become familiar with organizational processes, management principles and tools required for effective management of health programs and facilities. A variety of learning techniques will be used. Three lecture hours a week.

716 International Family Planning and Reproductive Health (3). Permission of the instructor for nonmajors. Course provides overview of critical issues including major theoretical frameworks, patterns, and trends over time, and overview of history of family planning and reproductive health policy development. Three lecture hours per week.

717 Field Training in Maternal and Child Health (2–8). A faculty-supervised field experience in maternal and child health research, community practice, program planning, and evaluation. Students are supervised on-site by department-approved field instructor. An additional field fee of $350 is assessed. Minimum of six weeks.

718 Concurrent Field Training in Maternal and Child Health (1–4). MHCH majors only. An elective, faculty-supervised field experience in maternal and child health research, community practice, program planning, and evaluation. Students are supervised on-site by department-approved field instructor. Students choosing this elective are not exempt from MHCH 717. Variable number of hours.

722 Issues in International Maternal and Child Health (3). Focuses on the health status and needs of mothers and children, primarily but not exclusively in the developing world. Topics include primary health care; measurement and indicators of health status; levels and patterns of maternal and child morbidity and mortality; major programmatic intervention; oral rehydration therapy; and national policy orientations.

723 Introduction to Monitoring and Evaluation of MCH Programs (3). This course provides the students with the basic concepts and methodologies needed to monitor and evaluate programs in maternal and child health both domestically and internationally.

725 Injury as a Public Health Problem (EPID 783, HBHE 725) (3). See HBHE 725 for description.

726 Adolescent Health (HBHE 726) (3). Topics covered include the epidemiology of health problems, developmental issues, health services, and psychosocial influences on adolescent problem behaviors. Course materials are useful for research generation and practical application. Three seminar hours per week.

730 Reproductive Health Policy (3). Permission of the instructor. Participants examine forces that shape social policy relating to reproduction and differential impact of policy based on age and other factors. Focus on global controversies in reproduction/reproductive health services in context of human/women's rights. Three lecture hours a week.

735 Clinical Support for Breastfeeding (3). Required preparation, students must have a masters or clinical four-year degree, or be in such a degree program to be enrolled in this course. This clinical course is structured to provide supervised breastfeeding support education in the context of clinical lactation services and public health practice.

740 Problems in Maternal and Child Health (1–3). Prerequisites to be arranged with departmental faculty in each individual case. Two to six hours a week.

753 Violence Against Women (3). Permission of the instructor for nonmajors. Violence against women is examined as a public health problem. Areas investigated include definitional issues, prevalence of the problem, risk factors and outcomes, and community and medical interventions.

756 Understanding and Addressing Health Inequalities in the U.S. (PUBH 756) (3). Disparities in morbidity/mortality in subpopulations continue compared to other U.S. populations. Explore contributors to inequalities and identify strategies to counterbalance contributors to correct inequalities using public health resources. Three lecture hours per week.

757 Special Child Populations (3). Course focuses on two populations that warrant special attention. By examining these populations in one course, students are exposed to a range of contemporary issues that cut across childhood development.

765 Clinical Support for Breastfeeding (3). Masters or clinical four-year degree required. This two-semester clinical course is structured to provide supervised breastfeeding support education in the context of clinical lactation services and public health practice.

790 The Leadership Assessment Workshop (2). Intensive retreat program that introduces students to leadership theory as applied to MCH-public health issues. Course will focus on understanding self and others, building organizational culture, and applying leadership theory to MCH issues, among other issues.

801 Doctoral Seminar in Maternal and Child Health (3). Prerequisites, MHCH 701 and 702. This seminar explores the origins of and developments in major maternal and child health policies and programs in order to understand their effects on the health of mothers and children.

802 Doctoral Seminar in Maternal and Child Health (1). Enrollment in the MCH doctoral program or permission of the instructor for nonmajors and master's students. This seminar is the first semester of a one-year research skills colloquium for all new doctoral students. The course addresses research, problem definition, proposal design, and development. One-hour seminar a week.

803 Doctoral Research Skills Colloquium (1). Enrollment in the MCH doctoral program or permission of the instructor for nonmajors and master's students. This seminar is the second semester of a one-year research skills colloquium for all new doctoral students. The course addresses research, problem definition, proposal design, and development. One-hour seminar a week.

840 Maternal and Child Health Doctoral Internship (1). Enrollment in MCH doctoral program required. MCH internship to enhance doctoral training in areas of Section 1: Teaching; Section 2: Practice; and Section 3: Research.

851 Reproductive and Perinatal Epidemiology (EPID 851) (3). See EPID 851 for description.

853 Advanced Topics in Perinatal and Pediatric Epidemiology (EPID 853) (2). See EPID 853 for description.

859 Theoretical Perspectives on Maternal and Child Health (3). Permission of the instructor. Doctoral students only. PA survey of theoretical models used in MCH research and program development, and how those models are used to guide the formulation of questions, hypothesis testing, and evaluation.

860 Conceptualization, Design, and Measurement (3). Prerequisite, MHCH 859. Permission of the instructor for nonmajors and master's students. The course follows the research process from the formulation of a research question and the design of a research methodology to the addressing of the question through the design of an appropriate analysis strategy. Three lecture hours a week.

862 Maternal and Child Health Program Evaluation (3). Prerequisite, MHCH 713. Knowledge of SAS or Stata required. Analytic skills seminar focusing on the theory and practice of MCH program evaluation. Through examples of program evaluations and a student class project, students are exposed to all phases and issues surrounding program evaluation (including conceptualization, negotiations, management operations, analytic strategies implementation, presentation, etc.).

892 Interdisciplinary Seminar in Health Disparities (EPID 892) (1). See EPID 892 for description.

992 Master's Paper (3–6).

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Department of Nutrition (NUTR)

www.sph.unc.edu/nutr

JUNE STEVENS, *Chair*

Professors

Linda S. Adair (34) Maternal and Child Nutrition, International Nutrition, Child Growth, Long-Term Effects of Early Childhood Nutritional Exposures

Alice S. Ammerman (41) Community-Based Nutrition and Physical Activity Intervention and Policy/Environmental Change for Chronic Disease Prevention (Obesity, Cancer, Heart Disease, Diabetes) Addressing Health Disparities; Healthy Food Access through Local, Sustainable Food Systems

Melinda Beck (70) Antioxidant Nutrition and Infectious Disease, Obesity and Infectious Disease, Nutritional Status and Immune Function

Margaret Bentley (67) Nutritional Anthropology, Infant and Young Child Feeding, Growth, and Development, HIV/AIDS and Breastfeeding, Pediatric Obesity

Cynthia M. Bulik (98) Twin and Molecular Genetic Studies of Eating Disorders and Weight Regulation, Information Technology-Aided Approaches to Treatment of Eating Disorders and Overweight, Eating Disorders and Reproduction, Parenting Assistance for Women with Eating Disorders, Eating Disorders Clinical Trials

Marci K. Campbell (57) Nutritional and Health Behavior Change Interventions, Cancer Prevention and Control, Health Communication, Minority Health

Stephen G. Chaney (43) Mechanism of Action of Platinum Anticancer Agents, DNA Repair, HPLC Methodology

Rosalind A. Coleman (39) Diabetes: Lipid and Carbohydrate Metabolism, Obesity, Partitioning of Energy between Triacylglycerol Storage and Fatty Acid Oxidation, Regulation of Triacylglycerol Synthesis, Fatty Acid Metabolism and Cardiac Function

Anthony C. Hackney (50) Endocrine and Metabolic Responses to Physical Stress, Physiology of Exercise

Mark Koruda, Surgery, Parenteral and External Nutrition

Pauline K. Lund (69) Insulin-Like Growth Factors, Intestinal Development, Nutrient and Cytokine Interactions in Intestinal Inflammation, Injury and Repair, Intestinal Stem Cells

Nobuyo Maeda (77) Animal Models of Hyperlipidemia, Atherosclerosis and Cardiomyopathy

Elizabeth J. Mayer-Davis (33) Nutrition and the Etiology and Treatment of Type 1 and Type 2 Diabetes in Children and Adults, Epidemiology of Diabetes, Diabetes Self-Management for Individuals Living in Medically Underserved Communities

Daniel Pomp (90) Obesity: Genetic Predisposition for Components of Energy Balance, Gene x Diet Interactions, Fat as a Risk Factor for Cancer

Barry M. Popkin (17) The Nutrition Transition: Patterns and Determinants of Dietary Trends and Body Composition Trends (United States and Low Income Countries), Obesity Dynamics and Their Environment Causes, Dietary and Physical Activity Patterns, Trends and Determinants, Creation of Large-Scale Program and Policy Initiatives to Address Nutrition-Related Noncommunicable Diseases

Anna Maria Siega-Riz (62) Maternal Nutrition and Birth Outcomes, Infant and Child Dietary Habits, Obesity Development in Women of Reproductive Age, Infants and Children, Gestational Diabetes, Diet Methodology and Reproductive Epidemiology

June Stevens (56) Epidemiologic Studies of the Causes and Consequences of Obesity, Intervention Trials to Prevent Obesity, Obesity Trends, Risk Factors and Consequences among Ethnic Groups, Long-Term and Short-Term Effects of Obesity and Weight Change on Health, Obesity Policy

James Swenberg (55), Chemical Carcinogenesis and Toxicology, DNA Damage and Repair, Oxidative Stress, Biomarkers and Mass Spectrometry

Dianne Ward, (79) Child- and Family-Based Interventions to Prevent Obesity; Assessment of Child Care and Home Environments; Assessment of Physical Activity and Diet

Steven H. Zeisel (38) Nutrients and Brain Development, Choline Metabolism and Requirements in the Human, Nutrigenomics, Computer-Assisted Instruction

Associate Professors

Penny Gordon-Larsen (78) Obesity Epidemiology, Physical Activity, Environmental and Sociodemographic Determinants of Obesity, Minority Health, Adolescent Nutrition and Health, Gene by Environment Interactions and Weight Gain

Ka He (96) Nutritional Epidemiology, Dietary and Nondietary Risk Factors of Cardiovascular Diseases, Cerebrovascular Disease, Obesity, Diabetes and Metabolic Syndrome, and Cancer

Miroslav Styblo (72) Biochemistry and Molecular Toxicology of Essential and Toxic Trace Metals and Metalloids

Deborah F. Tate (95) Obesity Prevention and Treatment in Adults and Adolescents, Application of New Technology and the Internet to Behavioral Treatments for Overweight, Obesity Treatment in Worksites and Community Settings

Assistant Professors

Terry Combs (88) Glucose and Lipid Metabolism, Obesity, Cancer and Aging

Liza Makowski (64) Glucose and Fatty Acid Transport, Metabolism, Inflammation and Lipid Mediators in Immune Cells in Obesity, Liver Disease, and Cancer

Mihai Niculescu (97) Epigenetics in Nutrition, Transgenerational Inheritance, Role of Maternal Diet in the Epigenetic Regulation of Development in the Offspring

Research Professor

Martin Kohlmeier (53) Nutritional Genetics, Online Nutrition Guidance, Biomarkers in Nutritional Epidemiology, Lipoprotein Metabolism, Vitamin K Transport and Function, Nutrition Education in Medical Schools, Computer-Assisted Instruction

Research Associate Professor

Wenhong Cao, Hepatic Gluconeogenesis, Hepatic Lipogenesis, Insulin Resistance, and Their Associations with Obesity, Diabetes, and Cardiovascular Disorders.

Visiting Associate Professor

Andrew Swick, Obesity and Diabetes, Gut Regulation of Body Weight, Energy Expenditure and Metabolism, Effects of Functional Foods and Nutraceuticals on Body Weight and Metabolic Health

Research Assistant Professors

Marlyn Allicock, Cancer Prevention and Control, Dissemination Research and Evaluation, Health Disparities

Kerry-Ann da Costa (58) Choline, Folate, and Metabolism

Zuzana Drobna (68), Epigenetics of Nutrient-Carcinogens Interaction, Isoflavonoids and Food Components, Leukemia, Metabolism of Metalloids

Shufu Du

Leslie Fischer (87) Human Choline Requirements and Sequelae of Choline Deficiency, Choline and Brain Development

Derek Hales (61)

Xuesong Han

Kristine Kelsey (71) Health Promotion and Disease Prevention, Prevention of Childhood Obesity, Health Behavior Change, Women's Health

Shu Wen Ng (74) Economic and Socio-Demographic Determinants of Diet, Physical Activity and Weight Gain, Nutrition Epidemiology, Food and Nutrition Policy, International and US Nutrition Transition

Eric Park, Diet and Carcinogenesis, Dietary Components and Inflammation

Amy Ries (45)

Carmen Samuel-Hodge (86) Interventions in Diabetes Self-Management Education, Weight Loss and Lifestyle Behavior Change Interventions, Peer Counselors/Lay Advisors in Community-Based Nutrition Interventions

Patricia Sheridan (52) Nutrition and Neuroimmunology; Obesity and

Neuroinflammation; Nutrition and Infectious Diseases
Meghan Slining, Obesity Epidemiology, Maternal and Child Nutrition, Evaluation of Program and Policy Initiatives to Address Nutrition-Related Noncommunicable Diseases
Kimberly Truesdale (73) Obesity Epidemiology, Causes and Consequences of Obesity, Effect of Weight Maintenance on Health, Minority Health

Clinical Associate Professor

Suzanne Havala Hobbs (40) Health Management Education, Distance Education, Health Care Leadership, Dietary Guidance Policy, Food and Nutrition Policy (Domestic and International), Cultural Proficiency in Health Services Delivery, Health Journalism and Communication

Clinical Assistant Professor

Amanda S. Holliday (99) Professional Development, Clinical Nutrition, Clinical Nutrition Management, Nutrition and Aging
Janice Sommers (44)

Adjunct Professors

John J. B. Anderson, Calcium, Isoflavones, Other Nutrients and Bone Indices in Women, Osteoporosis, Physical Activity and Body Composition, Diet and Aging
Bernard Gutin, Exercise, Diet, and Body Composition in Youths
Bernadette P. Marriott, Dietary Assessment, Health Outcomes and Nutrition Epidemiology, Diet and Physical Activity among Active Duty Military Personnel, Dietary Supplements
Rudolf Salganik, Oxidative Stress, Apoptosis and Cancer

Adjunct Associate Professors

Alvin Berger
Pamela S. Haines, Aging, Dietary Trends, Patterns and Determination, Diet Quality Assessment, Women's Health, Nutrition and Public Policy, Nutrition Epidemiology
Temitope Keku, Nutritional Epidemiology, Diet and Cancer, Microbiome and Cancer, Health Disparities, Cancer Biomarkers
Boyd Switzer
Melicia Whitt-Glover

Adjunct Assistant Professors

Melissa Daniels, International Maternal and Child Nutrition, Dietary Assessment Methods, Screening of Malnutrition Risk
Juhaeri Juhaeri, Obesity Epidemiology, Cardiovascular Epidemiology, Pharmacoepidemiology and Epidemiology Methods

Adjunct Instructor

Angelo Mojica (94) Food Service Management

Professors Emeriti

Rebecca B. Bryan
Joseph C. Edozien
MaryAnn C. Farthing
Mildred Kaufman
Robert G. McMurray

Courses for Graduate and Advanced Undergraduate Students

NUTR

400 Introduction to Medical Nutrition (3). Prerequisites, BIOL 101, CHEM 101 and 102, and NUTR 240. Permission of the instructor for students lacking the prerequisites. Function of the human body focusing on nutrient interaction. Review of structure and function of cells and organs. For advanced undergraduates and graduate students needing to enhance background prior to NUTR 600.

600 Human Metabolism: Macronutrients (3). Prerequisite, NUTR 400. Permission of the instructor for students lacking the prerequisite. Cell biochemistry and physiology emphasizing integration of proteins, carbohydrates, and lipids in whole-body metabolism; regulation of energy expenditure, food intake, metabolic adaptations, and gene expression; and macronutrient-related diseases (atherosclerosis, obesity).

611 Nutrition of Children and Mothers (MHCH 611) (3). Prerequisite, NUTR 400. Permission of the instructor for students lacking the prerequisite. Biologic bases for nutrient requirements and dietary recommendations as they vary throughout the life cycle. Covers the nutritional needs of women during childbearing years, infants, children, and adolescents.

615 Nutrition in the Elderly (1). Prerequisite, NUTR 400. Permission of the instructor for students lacking the prerequisite. Special dietary and nutritional needs and conditions of the elderly. Includes overview of biology and demography of aging, discussion of nutritional requirements, and assessment of the elderly as well as nutrition in health and various disease states of the elderly.

620 Human Metabolism: Micronutrients (3). Prerequisites, NUTR 400 and 600. Permission of the instructor for students lacking the prerequisites. Cell biochemistry and physiology emphasizing metabolism of vitamins and minerals including antioxidant protection, immune function, nutrient control of gene expression, and disease states induced by deficiencies (e.g., iron-deficient anemia).

630 Nutrition Assessment and Counseling Skills (3). Prerequisite, NUTR 240. Permission of the instructor for students lacking the prerequisite. Functions of a nutritionist working with individuals, emphasizing interviewing, assessment, nutrition care planning, counseling, and service documentation in prevention and therapeutic situations. Practice in the use of current dietary analysis software programs and development of educational materials included.

640 Medical Nutrition Therapy I: Chronic Disease Management (3). Prerequisite, NUTR 630. Course designed to examine the rationale and implementation of diet therapy and nutrition support in the prevention or treatment of chronic disease.

642 Medical Nutrition Therapy II: Acute Disease Management (3). Prerequisite, NUTR 640. Course designed to examine the rationale and implementation of diet therapy and nutrition support in the prevention or treatment of acute diseases.

644 Medical Nutrition Therapy Case Seminar (1). Prerequisite, NUTR 642. Course designed to introduce the student to clinical nutrition practice. Students learn case-based medical nutrition therapy, professional interdisciplinary communication and documentation skills.

650 Food Science, Production, and Meal Preparation (2). Prerequisite, NUTR 400. Introduction to foods, food composition and properties; factors affecting selection, handling, and prep of foods; food safety; basic food industry knowledge; meal planning. NUTR 650 lab required.

650L Food Science, Production, and Meal Preparation Lab (1). Concurrent with NUTR 650. This is the laboratory that accompanies NUTR 650. This laboratory applies the basic concepts of meal preparation, food production, and food science. Laboratory fee required. Three laboratory hours per week.

660 Food Service Systems Management (2). Permission of the instructor for nonmajors. Basic concepts of institutional food service systems management applied to small and medium-sized health care facilities in the community.

660L Food Service Systems Management Experience (1). Corequisite, NUTR 660. This is a food service management practicum that applies the basic concepts of institutional food service systems. Two laboratory hours per week.

692H Honors Research in Nutrition (3). Permission of the instructor. Directed readings or laboratory study of a selected topic. Requires a written proposal to be submitted to and approved by the B.S.P.H. Committee and faculty research director. A written report is required. May be taken more than once for credit. Six laboratory hours per week.

695 Nutrition Research (1–9). Permission of the instructor. Individual arrangements with faculty for bachelor's and master's students to participate in ongoing research.

696 Readings in Nutrition (1–9). Permission of the instructor. Reading and tutorial guidance in special areas of nutrition.

Courses for Graduate Students

NUTR

700 Nutrition in Medicine (2). Prerequisites, BIOL 252 and NUTR 600. Comprehensive review of nutrition basics with strong clinical perspective. Integrates nutrient biochemistry and metabolism into a framework of nutritional assessment and dietary intervention.

710 Clinical Nutrition Experience (6). Prerequisite, NUTR 644. Students are assigned to medical facilities where, under the supervision of registered dietitians, they participate in the nutritional care of patients. Field fee required. 40 hours per week for 12 weeks.

715 Dietary Change Interventions (2–3). Permission of the instructor for nonmajors. Focus on developing theory-based nutrition interventions at the population level. Addresses levels of interventions such as individual, social network, organizational (e.g., schools and work sites), methods of implementation (including social marketing and mass media), and principles of assessing change.

720 Public Health Nutrition Management I (5). Prerequisites, NUTR 630, 640, and 715. Allows student to focus on the roles and functions of the health care team and nutritionist in providing nutrition services at the community level. Includes community assessment and organization, quality assurance and program evaluation, and basic personnel management. Three lecture hours and 24 hours of field experience per week.

725 Public Health Nutrition Management II (3). Prerequisite, NUTR 720. An overview of the planning and management of local, state, federal, and voluntary public health nutrition programs. Examines legislative and administrative structures.

728 Nutrition Translational Research and Application (2). Prerequisite, NUTR 725. Designed to focus on translational nutrition research and application including grant writing in order to better prepare students to apply evidence-based nutrition interventions (education, counseling, and research) in the clinical, public health, and policy arenas.

730 Advanced Nutrition Field Experience (6). Prerequisites, NUTR 710 and NUTR 720. During a consecutive ten-week block of time, students are assigned to a) hospital or b) state, local, or district health agency or other appropriate agency for their supervised field experience. Field fee required.

735 National Nutrition Issues (1). Prerequisite, NUTR 725. Permission of the instructor for students lacking the prerequisite. Three-day in-depth seminar held in Washington, DC on national nutrition issues, policy formulation, and program development with key congressional staff, federal agencies staff, and pertinent public interest/consumer advocacy groups. Paper required. Field fee required.

740 Block Field Research (4). Prerequisites, NUTR 700 and 813. During a consecutive ten-week block of time, students conduct nutrition-related research on topics including cancer, diabetes, hypertension, obesity, and cardiovascular disease. Supervised by an approved faculty and mentor. Field fee required.

745 International Nutrition (3). Provides a broad overview of international nutrition research issues, programs, and policies. Topics will include micronutrient deficiencies, child feeding and growth, determinants of under- and overnutrition, chronic disease and nutrition, food fortification and supplementation, and nutrition intervention programs and policy.

750 International Nutrition: Special Topics (1). Prerequisite, NUTR 745. Follow-up in greater detail of selected issues discussed in NUTR 745. Two seminar hours per week.

753 Qualitative Evaluation and Research Methods (HBHE 753) (3). See HBHE 753 for description.

780 Public Health Entrepreneurship (HPM 780) (3). Permission of the instructor (complete application: www.unc.edu/cei/grad). Basic concept underlying commercial and social entrepreneurship applied to public health, including guest lectures by individuals with proven success in these areas.

785 Graduate Teaching Experience (1). Permission of the instructor. Individual arrangements with faculty for a graduate student to serve as a teaching assistant for a nutrition course.

810 Physical Activity Epidemiology and Public Health (EPID 810) (3). See EPID 810 for description.

811 Doctoral Seminar: Development of Health Promotion and Disease Prevention Intervention (HBHE 811) (3). See HBHE for description.

812 Introduction to Obesity: Cell to Society (3). Permission of the instructor. Provides a broad survey of obesity research including measurement issues, biological, social and economic etiologies, health and economic consequences, and prevention and treatment of obesity.

813 Nutritional Epidemiology (EPID 813) (3). Prerequisites, BIOS 600, and EPID 600 or 710. This course introduces basic methods of dietary assessment, reviews various topics in nutrition epidemiology, and teaches the skills needed for critical evaluation of the nutritional epidemiologic literature.

814 Obesity Epidemiology (EPID 814) (3). Prerequisites, BIOS 600, EPID 710, and NUTR 813. Examines epidemiology research on the causes, consequences, and prevention of obesity. Emphasis on methodological issues pertinent to obesity research.

815 Diet and Cancer (EPID 815) (3). Prerequisites, BIOS 600, EPID 600 or 710, 771, and NUTR 813. Examines and critically evaluates epidemiologic research on relationships of diet-related exposures with cancer etiology, prevention, and survivorship. Emphasis on skills for conducting, analyzing, and interpreting diet and cancer epidemiologic studies.

818 Analytical Methods in Nutritional Epidemiology (EPID 818) (3). Prerequisites, BIOS 545, EPID 600 or 710, and NUTR 813. Skills and techniques to study how dietary exposures, physical activity, and anthropometric status relate to disease outcomes. Focus is hands on data analysis using STATA, and interpretation of results from statistical analysis.

820 Advanced Public Health Nutrition Management (3). M.P.H. degree or permission of the instructor. Analysis of policy development and management techniques used in the public and private sectors with relevance to the development and management of nutrition policy and programs.

845 Nutritional Metabolism (3). Prerequisite, NUTR 600. A problem-based approach to examine current topics in biochemistry relevant to nutrition and metabolism. Students interpret data and design experiments related to recent advances in nutritional biochemistry.

850 Nutritional Biochemistry: Metabolism and Longevity (3). Prerequisites, NUTR 600 and 620. Reviews the current evidence that links metabolism and longevity in humans and experimental models.

860 Advanced Nutritional Biochemistry: Genetics and Genomics (2). Prerequisite, NUTR 600. Concepts of genetics and tools of genomics as applied to obesity and other complex traits impacted by nutrition.

861 Advanced Nutritional Biochemistry: Nutrition and Immunology (2). Prerequisites, NUTR 600 and 620. Presents an understanding of basic immunology and the role of nutrition in modifying the immune response.

862 Advanced Nutritional Biochemistry: Epigenetics in Nutrition (2). Permission of the instructor for nonmajors. Introduction to epigenetic mechanisms regulating gene expression. Emphasis on the relationship between nutrition and epigenetics, and on related health outcomes.

867 Nutrients and Disease: Cardiovascular Disease (2). Prerequisites, NUTR 110 and 120. Presents an understanding of molecular and physiological events

preceding cardiovascular diseases and the role of nutrition in the prevention of modification of risk and treatment.

868 Nutrients and Disease: Brain Function and Development (2). Prerequisites, NUTR 600 and 620. Seminar on nutrients that influence brain and neuron development and function.

875 Nutrition Policy Seminar (1–2). Permission of the instructor. Doctoral seminar to introduce federal policy strategies for monitoring and improving nutritional status of populations. Five policy areas will be covered: national nutrition objectives/planning strategies, dietary guidance, nutrition surveillance/monitoring, economic policy as related to federal feed programs, and policy analysis.

880 Elements of Being a Scientist (3). Permission of the instructor. For doctoral students prepared with Ph.D. aims/focus. Focuses on key elements that contribute to a successful career as a scientific researcher. These include scientific presentations, NIH proposal grant writing, evaluating published manuscripts, sources of funding, peer review, use of animals and humans in research, and scientific ethics.

885 Doctoral Seminar (1). This course is designed for doctoral and master of science students only. Critical review of current literature in nutritional biochemistry, intervention and policy, and population-based nutrition science. Focuses on the development of skills in reviewing and criticizing articles.

910 Nutrition Research (1–9). Individual arrangements with faculty for doctoral students to participate in ongoing research.

920 Research Rotations for Nutritional Biochemistry Doctoral Students (1–3). Three laboratory or research group rotations supervised by nutritional biochemistry faculty. Provides a breadth of research experience for students prior to selecting dissertation advisor. Up to six laboratory hours per week.

992 Master's Paper (3–6).

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Public Health Leadership Program (PUBH)

www.sph.unc.edu/phlp

ANNA P. SCHENCK, *Director*
Russell Harris, Health Care and Prevention, *Concentration Director*
Bonnie Rogers, Occupational Health Nursing, *Concentration Director (Residential and Distance)*
David Steffen, Leadership, *Concentration Director (Residential and Distance)*

Professor of the Practice

Anna P. Schenck, Professor of the Practice, Health Outcomes, Quality of Care, Cancer Prevention and Treatment, Research Methods for Public Health Practice

Associate Professor

Bonnie Rogers, Occupational Health Nursing, Public Health Nursing, Distance Learning

Assistant Professors

Daniel Jonas, Health Services Research, Comparative Effectiveness
Anthony Viera, Cardiovascular Disease, Health Care and Prevention

Research Assistant Professor

Sue Tolleson-Rinehart, Health Politics and Policy, Quality of Care

Clinical Professor

William A. Sollecito, Leadership, Global Health, Continuous Quality Improvement, Project Management, Clinical Research, Distance Learning

Clinical Associate Professor

Diane Calleson, Program Planning and Evaluation, Scientific Writing, Distance Learning
Rohit Ramaswamy, Gillings Visiting Clinical Associate Professor, Global Health, Continuous Quality Improvement, Distance Learning

Clinical Assistant Professors

Lori A. Evarts, Project Management, Leadership, Continuous Quality Improvement, Clinical Research, Distance Learning
Cheryll Lesneski, Continuous Quality Improvement, Community Assessment, Public Health Practice, Distance Learning
Judith S. Ostendorf, Occupational Health Nursing, Distance Learning
Hollie Pavlica, Project Management, Marketing, Global Health, Distance Learning
Susan A. Randolph, Occupational Health Nursing, Distance Learning
David Steffen, Leadership, Public Health Practice, Public Health Nursing, Distance Learning

Adjunct Professors

Russ Harris, Health Care and Prevention
Hugh H. Tilson, Public Health Practice, Leadership, Epidemiology
Ernest Schoenfeld, Public Health Practice

Adjunct Assistant Professors

Kathryn Andolsek, Health Care and Prevention
Jim Bowles, Public Health Practice
Kay Campbell, Occupational Health Nursing
Christopher Cooke, Public Health Marketing
Anthony Charles, Heath Care and Prevention
Mellanye Lackey, Public Health Leadership
Mamie Harris-Sackey, Public Health Leadership, Global Health
Margaret Gourlay, Health Care and Prevention
Sheila Higgins, Public Health Nursing
Judith Holder-Cooper, Public Health Nursing
Diane Kelly, Leadership, Continuous Quality Improvement
Donna King, Public Health Leadership
Katherine Kirkland, Public Health Nursing
Adam Searing, Public Health Policy
Stacey Sheridan, Health Care and Prevention
Kevin Sowers, Public Health Nursing
Gretchen Vanvliet, Public Health Leadership, Global Health
Jon Wallace, Occupational Health and Safety
Louise Winstanly, Public Health Leadership, Ethics, Global Health

Adjunct Instructors

Ruth Barlow, Occupational Health Nursing
Kathleen Buckheit, Public Health Nursing
Karen Mastroianni, Public Health Nursing

Professors Emeriti

Nora F. Cline
Marion E. Highriter
Arnold D. Kaluzny
Rachel Stevens
Dorothy M. Talbot
Julia D. Watkins

The public health leadership program offers a master's in public health degree (M.P.H.) in three different concentrations: health care and prevention (HC&P); leadership (LMC); and occupational health nursing (OHN). The leadership M.P.H. is a 42-credit-hour interdisciplinary and practice-based curriculum addressing the core functions and competencies of public health.

The health care and prevention concentration is designed for medical students and practicing physicians who are interested in combining their clinical training with a population-based perspective to better serve the public. This concentration is available only in full-time, residential format.

The leadership concentration offers a customized curriculum to meet the demands of busy practitioners in public health, including six focus areas: public health practice, program development, field epidemiology, global health, maternal child health, and public health nursing.

This curriculum is available in residential or distance format, as a full-time or part-time course of study.

The occupational health nursing concentration provides occupational health nurses with population-based practice skills emphasizing health promotion and disease prevention. This curriculum is available in residential or distance format, as a full-time or part-time course of study.

A research-focused master of science degree is also offered in public health nursing.

Public health leadership also offers three graduate-level academic certificate programs: global health, leadership and occupational health nursing. Certificate programs are offered in distance format only. The public health leadership M.P.H. is accredited by the Council on Education for Public Health (CEPH). The public health nursing program (M.P.H. and M.S. degrees), which includes the public health nursing focus area and the occupational health nursing concentration, in the public health leadership program, Gillings School of Global Public Health, is accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC), 3343 Peachtree Road, NE, Suite 500, Atlanta, GA 30326; 404-975-5000.

Courses

The public health leadership program uses both PUBH and PHNU abbreviations for course listings. PUBH courses are open to any student unless the individual course indicates permission of instructor is required. PHNU courses are open only to registered nurses or by permission of the instructor. Visit the Web site for additional information: www.sph.unc.edu/phlp.

Courses for Graduate and Advanced Undergraduate Students

PHNU

423 Industrial Toxicology (3). Toxicological assessment of and a case presentation of related exposure is given. A conceptual approach is utilized to design appropriate programs to prevent worker ill health due to toxicant exposure.

496 Readings in Public Health Nursing (1–21). Permission of the instructor. Reading and tutorial guidance in a selected area of public health nursing or occupational health nursing. Two or more hours per week.

690 Delivery of Community Nursing Services (1–21). Permission of the instructor. Analysis of patterns of organization of community nursing services and their relationships to the health care delivery system. Special emphasis on basic management skills and their application.

PUBH

420 AIDS: Principles and Policy (1). Elective course jointly given by the schools of Dentistry, Public Health, Nursing, Pharmacy, and Medicine, designed to provide a multifaceted understanding of social, clinical, and biological aspects of the AIDS epidemic.

423 AIDS Service (3). Permission of the instructor. This course will integrate community service into the campus-wide AIDS course. Students will work as volunteer interns three to five hours per week for ten weeks during the semester with Triangle-area community service organizations.

450 Data Skills Online (1). This online, asynchronous class presents a series of discrete tools designed to teach skills to health professionals for using technology and data management/analysis. Online course.

496 Readings in Public Health Practice (1–3). Permission of the instructor. Intensive study of a special problem in public health practice.

500 Global Health Discussion Series (0.5). Provides opportunities for students to get to know each other through an exchange and discussion. Students exchange points of view with globally experienced faculty at UNC.

510 Interdisciplinary Perspectives in Global Health (3). Explores issues, problems, and controversies in global health through an interdisciplinary perspective; examines the complex tapestry of social, economic, political, and environmental factors that affect global health; analyzes global health disparities through a social justice and human rights lens; and exposes students to opportunities in global health work and research.

600 Health Care in the United States (3). An introduction to the fundamental organization, behavior, financing, and challenges of the health system of the United States. The course treats the entire edifice of American health care as "the American health system," and intends to examine it in toto, including by comparing it to other national health systems, and in part, by examining critical components of the system.

610 Introductory Spanish for Health Professionals (3). This course is designed to provide undergraduate and graduate health professional and social work students with introductory-level Spanish skills the opportunity to develop their own skills.

613I Intermediate Spanish for Health Care 1 (AHSC 613I, NURS 613I, PHCY 613I, SOWO 613I) (3). Required preparation, college-level Spanish 2 and a minimum score on a self-assessment test available on the Web. Permission of the instructor. This primarily e-learning course provides public health students with the opportunity to improve their oral communication skills in Spanish at the intermediate level via DVD, Web, and workbook.

614I Intermediate Spanish for Health Care II (AHSC 614I, NURS 614I, PHCY 614I, SOWO 614I) (3). Prerequisite, PUBH 613I. Permission of the instructor. This primarily e-learning course provides public health students with the opportunity to improve their oral communication skills in Spanish at the intermediate level via DVD, Web, and workbook. Instructor-led. Online course.

615I [Advanced Spanish for Health Care I (AHSC 615I, DENT 615I, MEDI 615I, NURS 615I, PHCY 615I, SOWO 615I) (3). Required preparation, college-level Spanish 3 and a minimum score on a self-assessment test available on the Web. Permission of the instructor. This primarily e-learning course provides public health students with the opportunity to improve their oral communication skills in Spanish at the advanced level via DVD, Web, and workbook.

616I Health Care Informatics (PHCY 616I) (2). Course designed to provide a multimodal learning experience that prepares health sciences students to learn to become proficient at selecting/using technology for organizing, analyzing and managing information in health care settings.

670 Clinical Research Methods (3). This course explores contemporary issues, problems, and controversies in global health through an interdisciplinary perspective. It examines the tapestry of social, economic, political, and environmental factors that affect global health.

671 Writing Scientific Research (3). This course, Introduction to Clinical Research, is designed to give the undergraduate student an overview of clinical research methods. During the semester we will carry actual research projects.

680 Public Health Practice (3). A comprehensive introduction to public health concepts and practice through an examination of the philosophy, purpose, history, organization, functions, tools, activities, and results of public health practice at the national, state, and community levels. Online course.

690 Special Studies (1–3). Permission of the instructor. Sections will focus on specific topics of current interest to health workers. Fliers describing the section offering will be distributed prior to registration each semester. Lecture hours per week dependent upon credit.

Courses for Graduate Students

PHNU

744 Roles and Functions in Public Health Nursing (3). Emerging roles and responsibilities of public health nurses and health departments. Emphasis on program areas in health departments and public health under health care reform. Three lecture hours per week.

745 Community Interaction and Assessment (PUBH 745) (3). See PUBH 745 for description.

746 Public Health Program Planning and Evaluation (PUBH 746) (3). See PUBH 746 for description.

781 Occupational Health Nursing I: Occupational Health Assessment (3). Permission of the instructor. Concerns factors influencing the development and operation of occupational health programs. General and special health services contingent on work environment and inherent health problems in the employed populations are considered.

782 Occupational Health Nursing II: Occupational Health Programming (3). Prerequisite, PHNU 781. Permission of the instructor. Continuation of PHNU 781. Role components of occupational health nursing with emphasis on designing, implementing, and evaluating occupational health programs. Emphasis on analysis of factors influencing the delivery of health care at the worksite.

783 Occupational Health Nursing: Field Practicum I (2). Pre- or corequisite, PHNU 781. Permission of the instructor. Students have the opportunity to discuss and apply concepts of OHN practice and the work environment. Concepts related to workplace hazards, interdisciplinary activities, and nursing interventions with worker aggregates are emphasized. Three to nine laboratory hours per week.

784 Occupational Health Nursing: Field Practicum II (2). Prerequisites, PHNU 781 and 783. Corequisite, PHNU 782. Permission of the instructor. Students have the opportunity to learn about the managerial and administrative role of the OHN. Emphasis is placed on analysis of the organizational structure, external influencing factors, and evaluation mechanisms.

785 Interdisciplinary Approaches to Occupational Health (PUBH 785) (3). See PUBH 785 for description.

786 Occupational Safety and Ergonomics (ENVR 432, PUBH 786) (3). See ENVR 432 for description.

787 Fundamentals of Industrial Hygiene (2). Provides broad understanding of industrial hygiene. Major emphasis is recognition of hazards in the workplace, evaluation of measurement of those hazards, and application of control strategies.

886 Field Practice in Community Health Nursing (3–6). Permission of the instructor. Field experience in public health nursing or occupational health nursing practice. Study and observation of selected areas related to students' program of study. Field fee, $450.

993 Master's Thesis (3–6).

PUBH

700 MHCH Planning and Evaluation (3). Permission of the instructor for nonmajors. Limited to residential students in public health. This course will familiarize students with basic concepts and methodologies required for effective public health program planning and evaluation in a variety of settings, both domestic and global. The majority of this course is taught online.

711 Critical Issues in Global Public Health (3). This course teaches systems thinking by exploring how social, political, economic and environmental factors around the world affect the health of populations. Each lesson covers one critical global health issue.

712 Global Health Ethics (3). The course draws a distinction between public health ethics and medical ethics while also placing American public health and ethics in the context of global health and the variation in perspectives and systems among countries.

713 Infectious Disease Epidemiology (3). This course presents an overview of basic principles of infectious diseases that affect public health in the U.S. and worldwide. Topics include: biology of infectious agents, factors affecting emergence/re-emergence, mechanisms of pathogenesis, immunology of infection, epidemiology, and strategies for diagnosis, prevention, and control.

714 Introduction to Monitoring and Evaluation of Global Health Programs (3). This course provides students with basic concepts and methodologies to monitor and evaluate programs in maternal and child health domestically and internationally. Topics include: needs assessments, conceptual frameworks, program monitoring, indicators, information sources, evaluation designs, and survey development. The course focus is on practical issues for program monitoring and evaluation.

715 Communication for Health-Related Decision Making (2). Course provides foundation and skills to understand and improved decision making that affects people health. It teachs theoretical bases and evidence based application of health-related decision making.

730 Quality Improvement and Leadership (3). Course designed to provide students with an understanding of use of continuous quality improvement methods in community health settings, drawing heavily on actual experiences of the students in their professional lives. Online course.

731 Social Marketing (3). Course will orient students to market-based strategies, models, and tactics for improving individual and community health status within the framework of marketing, strategic communication, and advocacy. Online course.

732 Cultural Competencies of Health Organizations (3). Course will provide health care professionals with a framework for the implementation of National Standards for Culturally and Linguistically Appropriate Services in Health Care (CLAS). Online course.

733 Introduction to Public Health Preparedness for Disasters and Emergencies (3). Introduction to topics related to public health preparedness for intentional and natural outbreaks and natural disasters, including food and water safety, mental health impacts, and risk communication. Online course.

735 Policy Development (3). SPH students or permission of the instructor. Focus is on institutional policy development, regulation and enforcement, and field observation. Online course.

741 Quantitative Methods for Health Care Professionals I (4). Permission of the instructor. Course is designed to meet the needs of health care professionals to appraise the design and analysis of medical and health care studies and who intend to pursue academic research careers. Covers basics of statistical inference, analysis of variance, multiple regression, categorical data analysis.

742 Quantitative Methods for Health Care Professionals II (2). Prerequisite, PUBH 741. Permission of the instructor. Continuation of PUBH 741. Main emphasis is on logistic regression; other topics include exploratory data analysis and survival analysis.

745 Community Interaction and Assessment (3). Course focuses on development of knowledge and skills for interaction and assessment of population, advocacy, collaboration, partnerships, coalition building, and constituency development. Online course.

746 Public Health Program Planning and Evaluation (3). SPH majors or permission of the instructor. Fundamentals of public health program planning and monitoring, with emphasis on applications in community settings and proposal development for program funding. Online course.

747 Project Management Principles and Practices (3). Graduate students only. Provides an overview of knowledge and skills required for effective project/team leadership and management. Includes modules on leadership, management techniques, application of continuous quality improvement, and organizational designs that complement team-based organizations. Online course.

748 Policy Development (2). SPH students or permission of the instructor. Designed to provide students with an opportunity to focus on the fundamental aspects of policy development, with an emphasis on local, state, and federal levels within a community setting. Online course.

749 Master Paper Seminar (2–3). Designed for students in the Health Care and Prevention M.P.H. program who are actively working on their master's paper. Five required evening sessions in the fall and the regularly scheduled course in the spring.

750 Strategies of Prevention for Clinicians (3). Designed for those interested in the clinical arena. Establishes a framework for examining prevention activities for clinicians, and then considers a number of important health problems and the evidence for applying prevention strategies to these health problems. Encourages active student participation and involves a multidisciplinary faculty. Limited to thirty students.

751 Critical Appraisal of Medical Literature I (2). Emphasizes the process of critical appraisal of existing medical research literature, with examples from a variety of subject areas.

752 Seminar in Critical Appraisal of Medical Literature (2). Emphasizes the process of critical appraisal of existing medical research literature, with examples from a variety of subject areas. Student presentations of structured critical appraisals constitute about 50 percent of sessions.

756 Addressing Health Inequalities in the U.S. (MHCH 756) (3). Disparities in morbidity/mortality in sub-populations continue compared to other U.S. populations. Course explores contributors to inequalities and identifies strategies to counterbalance contributors to correct inequalities using public health resources.

760 Clinical Measurement/Evaluation (EPID 711) (3). Introduction to clinical epidemiology. Provides a broad-based introduction to the concepts and methods of epidemiology with particular emphasis on their application to clinical research, clinical practice, and health care policy.

763 Policy Issues in Health Outcomes and Quality of Care (3). Systematic overview of the scope, history, evolution, measurement, and policy considerations of quality of care and health outcomes. Introduces students to contemporary policy challenges to the U.S. health care system's efforts to assure health care is timely, equitable, efficient, effective, and patient-centered.

767 Team Leadership in Research Navigation (3). Team leadership and management practices with an emphasis on successful team leadership in clinical research. Team effectiveness strategies provide framework for development of successful leadership of teams undertaking clinical research.

784 Project Management Strategy and Application (3). This course presents classic project management concepts and methods, applicable to information and library science, public health, healthcare and team projects, with an aim to develop a toolbox of strategies to effectively manage projects based on globally accepted theoretical frameworks; practice is gained via assignments, cases and lectures.

785 Interdisciplinary Approaches to Occupational Health (3). Focuses on work, workplace exposures and hazards, and their effect on health. Interdisciplinary approaches to risk identification, reduction, and communication will be emphasized within regulatory and ethical contexts.

786 Occupational Safety and Ergonomics (ENVR 432, PHNU 786) (3). See ENVR 432 for description.

790 Leadership Assessment (2). Course is structured as a highly interactive, intensive, three-day workshop that focuses on helping participants understand their own and others' leadership styles. Self-assessment instruments and readings required in advance.

791 Core Principles of Public Health (3). Course will introduce students to leadership theories and research, provide a context for leadership in public health, and help students learn core leadership skills. Online course.

886 Field Practicum in Public Health (3–6). The practicum or field experience is intended to provide the student an opportunity to integrate course work in a new or different type of health-related setting. This experience will be completed after most regular course work. The practicum cannot be only an observational experience.

992 Master's Paper (3). Permission of the instructor. A major paper on a problem relevant to public health practice. This study may extend over more than one semester. Credit is assigned accordingly.

Department of Public Policy

publicpolicy.unc.edu

SUDHANSHU HANDA, *Chair*

Professors

Richard N. L. Andrews, Environmental Policy

Maryann P. Feldman, Innovation, Entrepreneurship, Higher Education and the Commercialization of Academic Research, and the Factors that Promote Technological Change and Economic Growth

Sudhanshu Handa, Human Resource Economics, Poverty, Program Evaluation, Development Economics

Gary T. Henry, Education Policy, Child Policy, Policy and Program Evaluation, Quantitative Research Methods

Associate Professors

Daniel P. Gitterman, American Politics and Public Policy, Social and Health Policy

Krista M. Perreira, Family, Health and Social Policy, Racial and Gender Disparities, Immigration

Assistant Professors

Christine P. Durrance, Public and Applied Microeconomics, Health Economics and Policy, Industrial Organization/Anti-Trust Policy

Pamela Jagger, Environmental and Development Policy, Forests and Livelihoods, Research Design and Methods, Institutions and Governance

Douglas L. Lauen, Education Policy, Organizational Theory, Stratification

Benjamin Mason Meier, Global Health Policy, Justice and Policy

Jeremy Moulton, Public Economics

John C. Scott, Lobbying Organizations, Social Networks, Aging and Retirement Policy

Patricia Sullivan, International Relations, Comparative Politics, U.S. Security Policy

Lecturers

Gail A. Corrado, Educational Policy, Persistent Achievement Gaps between Groups

Professor of the Practice

W. Hodding Carter III, Public Policy and Leadership, the Media, the Emergent South

Adjunct Faculty

Douglas J. Crawford-Brown, Environmental Policy, Risk Analysis, Science and Technology Policy

Micah Gilmer, Social Innovation

Harvey A. Goldstein, Economic Development, Technology Policy, Design of Policy Research, Planning Theory

J. Ferrel Guillory, Southern Politics, Media and Public Life

John W. Hardin, American Politics, Public Policy, Policy Analysis

Kathleen Harris, Social Demography, Poverty, Family, Public Policy

Jonathan Howes, Environmental Policy, State and Local Policy and Administration

James H. Johnson Jr., Interregional Black Migration, Interethnic Minority Conflict in Advanced Industrial Societies, Minority- and Women-Owned Business Development, Workplace Diversity Issues

Arne Kalleberg, Sociology of Work, Organizations and Occupations, Social Stratification, Economy and Society, Research Methods
John D. Kasarda, Air Transport, Cargo and Logistics Policy, International Business, Economic Development, Entrepreneurship, Urban Development, Demographics
Michael I. Luger, Regional Economic Development, Technology Policy, Environmental Infrastructure and Finance, Urban Economics
Douglas E. MacLean, Practical Ethics, Moral and Political Theory, Influence of Values on Personal Decisions and Public Policies
Dennis K. Orthner, Social Psychology, Work and Family Welfare Policy
David Podoff, Social Security, Health Care Reform, Federal Budget Policy
Roberto G. Quercia, Housing Finance and Housing Policy
David H. Schanzer, Immigration and Migration, National Security and Defense
Joel J. Schwartz, American Social Policy
Catherine F. Smith, Discourse Theory and Analysis, Public Policy, Democracy Education, Cultural-Historical Rhetoric, Professional Discourse, Digital Composition
Charles Thompson, Educational Leadership, Policy, Research Methods

Professors Emeriti

David D. Dill, Public Policy Analysis, Higher Education Policy, Organization and Management of Academic Institutions
Michael A. Stegman, National Housing Policy, National Urban Policy, Community Capitalism

Doctor of Philosophy

The Department of Public Policy offers the Ph.D. degree to students who wish to increase understanding of public policy problems, contribute new knowledge to the understanding of public policy decision making and institutions and develop and justify proposals for public policy solutions to societal problems. Graduates of the program are prepared to conduct sophisticated policy research that provides useful information to decision makers and to advance the bodies of knowledge both about public policy making in general and about their specific specialization field. Doctoral graduates of the Department of Public Policy hold academic positions in major universities, research positions in policy research organizations, and senior policy staff positions in government agencies and other policy development organizations.

The Ph.D. in public policy combines core foundations in theory, empirical and normative analysis, public policy institutions and processes and research methods with a field specialization area that is chosen and developed by the student with the approval of an individualized doctoral program committee. The curriculum is designed to help each doctoral student develop and use appropriate analytical approaches to solve problems in public policy areas such as economic development, education, health, children and families, environment, employment, innovation and entrepreneurship, industry, and international affairs.

Admission

Students are admitted to the doctoral program in public policy from diverse backgrounds in both academic preparation and experience, and such diversity is strongly welcomed. In preparation for doctoral study, applicants should have completed preparatory courses in intermediate microeconomics, basic statistics, and quantitative analysis (including calculus); a master's degree and some public policy-related work experience are desirable. All entering students are also required to take a course in basic quantitative techniques in economics during the August prior to the beginning of their first semester.

Applications for admission in the fall semester must be received no later than January 15 for the following fall semester. However, applications must be received by December 15 to receive full consideration for Graduate School competitive awards. All prospective students must take the Graduate Record Examination (GRE), and applicants from non-English-speaking countries who do not have a degree from a U.S. institution must also submit results of the Test of English as a Foreign Language (TOEFL). Factors considered in the application review include the academic transcript, GRE scores, class rank, references, statements of interest, fit with faculty research expertise, and professional experience.

Applicants are encouraged to visit the campus for a personal interview with the faculty and to meet current students in the program.

Degree Requirements

Core courses. Once enrolled, each student completes a set of doctoral-level core courses in applications of economic and institutional theory to public policy issues, as well as research design, appropriate research methods and a specialization in a particular subject area of public policy. Doctoral students are required to complete 50 hours of course work, including 26 hours in core courses common to all students and 24 hours in a self-defined policy specialization field. Core courses include PLCY 700, 710, 716, 717, 780, 788, 789, 801, and 810. Students who have successfully completed graduate courses elsewhere that approximate these required courses may petition to have up to nine such hours counted toward the Ph.D. in public policy. Courses proposed for transfer must be approved as part of the student's program within the department, and material from those courses may be included as part of the comprehensive doctoral examinations. Students normally spend approximately two years in full-time course work, and somewhat longer if they enter the program without key prerequisite courses or a master's degree in a related field. A dissertation is required.

Policy field. Each student designs an individual course of study for a policy field. The 24-credit-hour requirement gives students rigorous training in the theory, methods, and subject matter of policy analysis within a substantive policy field. The specialization area course of study must include both doctoral-level understanding of the subject matter of the policy specialization area and at least nine hours of research methods, including at least six hours of quantitative methods through multivariate statistics. Students take no less than nine credit hours of courses related to the theory and subject matter of their policy concentration; up to six hours of specialization area credits may be taken as independent studies. The remaining six hours of required field specialization credits are normally completed as PLCY 994 during dissertation research. The student's research methods courses should provide the student with the ability to design and carry out dissertation research, to continue making scholarly contributions in his or her chosen field, and to conduct policy analyses. Each student is assisted by an individualized program committee in identifying courses, independent readings, and other sources of information to acquire both the substantive knowledge and the quantitative and other analytical skills appropriate for the student's policy field specialization.

Public Policy Math Camp (PLCY 700). The department requires that incoming Ph.D. students participate in a two-week math camp during the beginning of August prior to their first year of study. This is a three-credit course.

Public Policy Research Seminar (PLCY 810). The department offers a weekly seminar course in which faculty, public policy scholars, government officials, and public policy doctoral students present their research and share their perspectives on policy issues. Each student is expected to enroll in this one-credit seminar for two semesters.

Graduate Minor

Doctoral and master's students not enrolled in the Department of Public Policy may elect to minor in public policy. Requirements for the minor include 15 hours of approved course work in public policy analysis for doctoral students, or 12 credits for master's students, approved by the Department of Public Policy and the student's major department. (These may not include double-counting of courses required for the student's major.) Prerequisite courses are intermediate microeconomics and probability and statistics.

Research: Faculty Expertise and Related Units

Students can tap the considerable resources of the UNC community to support a wide range of policy interests. The Department of Public Policy has developed particular strengths in five broad areas of policy research and application:

Education and Child Policy. The department has a strong and highly productive cluster of faculty research expertise in the area of education policy, including evaluation of federal and state policies for K–12 education, pre-kindergarten education and higher education. The State of North Carolina provides access available on K–12 education, and our faculty and students also have opportunities for interaction with UNC's Frank Porter Graham Child Development Institute, the James B. Hunt Jr. Institute for Educational Leadership and Policy, and other nearby educational research and policy making organizations. (Related faculty: Dill, Henry, Lauen, Perreira, Thompson.)

Environmental Policy. Recent faculty and doctoral student research includes particular emphasis on state climate change and energy policies and on environmental management policies and procedures in business supply chains. The Department of Public Policy cooperates in environmental research and public service activities as well as teaching with the UNC Institute for the Environment, the Department of Environmental Sciences and Engineering, the Department of City and Regional Planning, the UNC Environmental Finance Center, the Center for Sustainable Enterprise in the Kenan–Flagler Business School, and numerous other academic units with environmental interests. Chapel Hill and the Research Triangle area are two of the premier regions in the world for environmental research and policy, including multiple EPA laboratories, the National Institute for Environmental Health Sciences, Research Triangle Institute, and active collaboration with state agencies as well as complementary strengths at Duke and North Carolina State University. (Related faculty: Andrews, Crawford-Brown, Jagger.)

Innovation and Entrepreneurship, Economic Development, and Science and Technology Policy. The department's faculty includes particular research expertise in the regional clustering of scientific knowledge, innovation and entrepreneurship, the commercialization of academic research, and factors that promote technological change and economic growth. The Research Triangle region is itself internationally recognized as a premier example of knowledge-based economic development. The department also works closely with other key units on campus with strength in economic development, innovation and entrepreneurship, and science and technology policy, including the Frank Hawkins Kenan Institute of Private Enterprise, the departments of City and Regional Planning, Economics and Sociology, and the schools of Business, Government, Law, and Public Health. Students have ample opportunities to work with economic development and science and technology organizations located in the region, including the Research Triangle Institute, Southern Growth Policies Board, the Rural Economic Development Center, the North Carolina Board of Science and Technology, and others. (Related faculty: Dill, Feldman, Goldstein, Hardin, Johnson, Kasarda.)

Social Policy, Including Social Safety Net Policies and Low-Income Communities. The department's faculty includes particular research expertise in U.S. social safety-net policies for low-income families and retirees, needs and outcomes for immigrant youth and their families, and innovative policy incentives such as contingent cash transfer incentives in developing countries. This area of research also includes collaborative activities with the UNC Center for Community Capitalism, the Institute on Aging, and the Jordan Institute of Family Policy in the School of Social Work. The Center for Community Capitalism explores ways to apply private sector approaches to revitalization of America's distressed communities, focusing on policy strategies that are both effective in building wealth and assets in disadvantaged communities and sustainable from a business perspective. The Jordan Institute for Families develops and tests policies that strengthen families and engage communities. (Related faculty: Dill, Gitterman, Handa, Harris, Johnson, Kalleberg, Moulton, Orthner, Perreira, Podoff, Schwartz, Scott.)

Health Policy. Faculty in public policy study issues relating to mental health and substance abuse, AIDS, environmental health, health insurance and managed care, and health issues in developing countries, all with a focus on achieving better health outcomes and on the economic and institutional basis of good policies. Public Policy faculty and doctoral students also collaborate with considerable expertise and resources in the School of Global Public Health, the Department of Social Medicine, the Carolina Population Center, the Cecil Sheps Center for Health Services Research, neighboring universities, contract research organizations, and international donor organizations. (Related faculty: Durrance, Gitterman, Handa, Meier, Perreira, Schwartz.)

Financial Assistance

Students who apply by the December 15 deadline, who are admitted will automatically be considered for a range of financial support, including Graduate School fellowships, teaching assistantships, and research assistantships. Many awards grant full tuition privileges and medical insurance coverage, substantially increasing their value to the student. Prospective students are encouraged to contact faculty members whose research is in areas of their potential interest and experience.

Resources

The University of North Carolina at Chapel Hill has a distinguished tradition in public policy. A charter member of the Association for Public Policy Analysis and Management, the Department of Public Policy currently has a 12-member core faculty including nationally and internationally recognized expertise in policies for education, environment, health, immigrant populations, innovation and economic development, entrepreneurship, institutional design, and other policy areas. Many combine scholarship with governmental experience and direct engagement in public leadership, and many also hold joint appointments in related academic units. In addition to the Ph.D., the department offers a strong undergraduate major in public policy, a graduate minor for interested students in other academic units, and close cooperation with other policy-related graduate programs at both the master's and doctoral levels offered by the departments of City and Regional Planning, Environmental Sciences and Engineering, Health Policy and Management, the Public Administration program, and the schools of Business, Education, Law, Social Work, and Medicine. Doctoral students in the department may also enroll in classes at Duke University (to which

there is a regular free bus service) as well as nearby North Carolina State University without additional cost.

Visiting Scholars

The University of North Carolina at Chapel Hill hosts visiting public policy scholars and postdoctoral research fellows from around the world and exchanges students and faculty with several universities in Europe and Asia.

Research Centers and Institutes

A wide range of University of North Carolina research centers and institutes, many of which conduct nationally and internationally distinguished policy-related research, also extend research opportunities. Examples include:

The Carolina Institute for Public Policy
Established in 2007, the Carolina Institute for Public Policy facilitates interdisciplinary collaborations on policy-relevant research among faculty and graduate students from multiple academic units, promotes opportunities for faculty and students to interact with policymakers and other public leaders on public policy questions, and serves as a broker for public policy research opportunities at the state, regional, national, and international levels. The institute is located and staffed jointly with the department.

The Institute for the Environment
Organizes and supports interdisciplinary environmental science and decision making research across and beyond the campus on global, national, and North Carolina environmental problems.

Carolina Population Center
Conducts internationally distinguished research to benefit world populations, train the next generation of population scholars, build skills, capacity, and improved methodologies, and disseminate data and findings to population professionals, policymakers, and the public.
Cecil G. Sheps Center for Health Services Research
Conducts interdisciplinary research to improve the health of individuals, families, and populations by understanding the problems, issues, and alternatives in the design and delivery of health care services.

Center for Urban and Regional Studies
Conducts research on urban issues and processes of urbanization, such as new community development, housing market dynamics, and national home ownership policies, models of urban growth, residential preferences, coastal zone management, and planning for natural hazards.

Frank Hawkins Kenan Institute of Private Enterprise
Conducts research and technical assistance on projects to help businesses turn obstacles into opportunities and to help countries and communities identify their competitive strengths and develop innovative strategies and partnerships to achieve their goals.

Center for Community Capitalism
Conducts research to help reduce poverty and inequality by creating more effective strategies to reintegrate America's disadvantaged communities and their residents into the market economy.

Carolina Center for Competitive Economies
Conducts applied research and policy analysis to help address problems of economic competitiveness, primarily within the state of North Carolina. C3E is a pan-University activity and is housed in the Kenan Institute for Private Enterprise.

Howard W. Odum Institute for Research in Social Science (IRSS)
The oldest institute in the United States for the cooperative study of problems in the general field of social sciences; maintains extensive survey and census archives and assists in design and analysis of social research.

Frank Porter Graham Child Development Institute
Pursues research to create new knowledge to enhance the lives of children and their families.

Highway Safety Research Center
Conducts research on prevention of collisions and injuries for state and local highway safety agencies.

Institute for Transportation Research and Education
Provides highway and transportation engineering research and technology transfer to local, state, and federal government agencies.

Jordan Institute for Families
Created in 1996 in the School of Social Work, the Jordan Institute promotes research and development efforts to improve the quality of services delivered to communities across the state and nation. It maintains four basic missions: 1) to facilitate faculty research, 2) to provide opportunities for students to work on research and development projects in the areas of human services, 3) to build professional relationships with research laboratories and centers across the campus, and 4) to serve as a resource to human service departments and programs in North Carolina.

School of Government
Provides teaching, research, and consultation to North Carolina state and local government officials.

Water Resources Research Institute
Formulates research programs responsive to state water resource problems. Provides local, state, and federal agencies with research to make better decisions in managing water resources.

For more information, contact Admissions, Department of Public Policy, CB #3435, Chapel Hill, NC 27599-3435. Telephone: (919) 962-1600. E-mail: mbudihar@email.unc.edu Web site: publicpolicy.unc.edu.

Courses for Graduate and Advanced Undergraduate Students

PLCY

410 Microeconomic Foundations of Public Policy (3). Prerequisite, ECON 101. This course allows students to enhance their working knowledge of microeconomic theory, explore microeconomic theory as a methodology to solve policy problems, understand market failures and the role of collective action in markets, apply economic models to a variety of policy situations, and evaluate and critique economic analyses.

420 Taxation and Public Policy (3). This course examines United States tax policy in terms of the historical and institutional development of tax systems; theories of consent; the use of tax-based instruments such as tax credits and subsidies for social policy; and outcomes associated with taxation, particularly from racial and gendered perspectives.

455 9/11 and Its Aftermath (PWAD 455) (3). Examines the nature of Islamic fundamentalist terrorism and strategies for addressing it, including analysis of post-9/11 changes to United States national security strategy, law enforcement and intelligence, and homeland security.

460 Quantitative Analysis for Public Policy (3). Prerequisite, STOR 155. Application of statistical techniques, including regression analysis, in public policy program evaluation; research design; and data collection and management.

470 Business, Competition, and Public Policy (3). This course focuses on competition policy in the United States using relevant Supreme Court decisions as well as economic and policy-related motivation for specific business behavior.

475 Political Economy of Food (3). This course examines the political and economic dimensions of the food we eat, how it's produced, who eats what, and the related social and environmental issues, both domestic and international, affecting the production, pricing, trade, distribution, and consumption of food.

480 Environmental Decision Making (ENST 480) (3). Introduces factors shaping environmental decision making by individuals, businesses, governments, advocacy groups, and international institutions. Explores public policy incentives and action strategies for influencing them.

485 Poverty, Health, and Human Development in Low-Income Countries (3). Prerequisite, ECON 101. This course provides an understanding of how poverty is defined, the consequences of poverty, and policies to reduce poverty. It explores the determinants of human development outcomes from an interdisciplinary perspective (with a heavy economics focus).

490 Special Topics in Public Policy (3). Special topics in public policy for undergraduate and graduate students.

496 Independent Study/Reading in Public Policy (1–6). Permission of the instructor. Independent reading in public policy.

499 Selected Topics in Public Policy (3). Selected topics in public policy.

520 Environment and Development (ENST 520, INTS 520) (3). Reviews environmental problems in developing countries. Analyzes proposed solutions, such as legal remedies, market instruments, corporate voluntary approaches, international agreements, and development policies. Discusses the link between trade and environment, environmental cases from the WTO, and sustainable development.

527 Applied Public Finance for Infrastructure and Economic Development (3). Prerequisite, ECON 310 or 410, or PLCY 410 or 788. This course provides a foundation in public finance theory and applications. Students learn to analyze taxation policies and expenditures on income redistribution, programs for the poor (e.g., TANF), and social insurance programs (e.g., Social Security).

530 Educational Problems and Policy Solutions (3). Reviews current debates and policy solutions in education. Topics analyzed through three of the most commonly used evaluative criteria: equity, efficiency, and effectiveness. Topics: equality of educational opportunity, racial segregation, the black-white test score gap, school choice, and the use of incentives to promote increased performance. Lecture, case studies, discussion.

565 Global Health Policy (3). Coursework will focus on public policy approaches to global health, employing interdisciplinary methodologies to understand selected public health policies, programs, and interventions. For students who have a basic understanding of public health.

570 Health and Human Rights (3). Course focuses on rights-based approaches to health, applying a human rights perspective to selected public health policies, programs, and interventions. Students will apply a formalistic human rights framework to critical public health issues, exploring human rights as both a safeguard against harm and a catalyst for health promotion.

575 Science and Public Policy: The Social, Economic, and Political Context of Science (3). Introduction to analysis of science policy. Course explores how events transformed science's role in American life and how science relates to industry and economic development. Topics include the mechanisms of allocating scientific resources, the commercialization of academic discoveries, regulating emerging technology, and achieving consensus on controversial scientific issues.

580 Implementing Change: Barriers and Opportunities in Policy, Government, and the Nonprofit Sector (3). An introduction to some of the sectors social change work occurs within: education, healthcare, local policy, philanthropy and nonprofit direct service. Students will learn the fundamental systems of governance and accountability that guide them, and the opportunities or barriers that motivate and de-motivate people working within them.

585 American Environmental Policy (ENST 585, ENVR 585, PLAN 585) (3). See ENVR 585 for description.

590 Special Topics in Public Policy (3). Special topics for undergraduate and graduate students.

596 Independent Study/Reading in Public Policy (1–6). Permission of the instructor. Independent reading in public policy.

599 Selected Topics in Public Policy (3). Selected topics in public policy.

650 Robertson Scholars Capstone (1). The central focus of the capstone course will be that the scholars will learn from and about each other.

686 Policy Instruments for Environmental Management (ENST 686, ENVR 686, PLAN 686) (3). Prerequisite, ECON 410 or PLAN 710. Design of public policy instruments as incentives for sustainable management of environmental resources and ecosystems, and comparison of the effects and effectiveness of alternative policies.

690 Special Topics in Public Policy (3). Special topics for graduate or undergraduate students.

691 Research Design for Policy (3). Students will explore the scientific method as applied to policy research, formulate relevant and testable policy questions, become familiar with a variety of methods for conducting policy research, think critically about causal inferences and the generalizability of results, and understand the process of conducting research.

691H Honors in Public Policy (3). Directed research for honors theses.

692H Honors in Public Policy (3). Prerequisites, PLCY 460 and 691H. For senior public policy majors. Directed research for the honors thesis. Students may only receive credit for one semester of this course. An application for enrollment must be completed by the student and approved by the director of the public policy honors program.

696 Independent Study/Reading in Public Policy (1–6). Permission of the instructor. Independent reading in public policy.

698 Practicum in Public Policy (3). Prerequisites, PLCY 460, and 691 or 691H. For senior public policy majors or minors. The course involves an in-depth analysis of a public policy problem. Students work in teams to prepare a policy analysis of a current federal, state, or local issue.

699 Selected Topics in Public Policy (3). Selected topics in public policy.

Courses for Graduate Students

PLCY

700 Mathematical Preparation for Public Policy and Economics (3). An intensive preparation course in mathematical and statistical analysis for public policy and economics. Reviews and introduces topics in linear algebra, calculus, optimization and mathematical statistics, and prepares students for PLCY 788 and PLCY 789. Also serves as a prerequisite for HPM 881, which satisfies one methods requirement in the Ph.D. program.

701 American Political Institutions (POLI 701) (3). See POLI 701 for description.

710 Public Policy Analysis (3). The roles of expertise in policy discourse, the place of values in policy analysis, summarizing preferences, benefits and costs, policy models, policy expertise, and democratic political systems.

716 New Institutionalism: Politics, Institutions and Public policy (POLI 716) (3). Examines leading theoretical approaches to study institutions and public policy. Draws on "new institutionalism" scholarship from political science, economics, and sociology to analyze public policy in historical and comparative perspectives. Emphasis on applying these theoretical insights to substantive public policy issues.

761 Community Development Venture (MBA 850) (0.5–21). See MBA 850 for description.

768 Seminar in Community Capitalism (PLAN 768) (3). Limited to graduate students. Reflects the convergence of business and community development interests. Seminar explores theory and applications in inner city business and capital markets, development finance and urban policies. Requires major research project.

775 Science and Public Policy: The Social, Economic, and Political Context of Science (3). Explores transformations in the role of science in America and how science relates to industry and economic development. Topics include mechanisms (and politics) of allocating scientific resources, commercialization of academic discoveries, evolving university-industry relationships, regulation of emerging technology, decision making and scientific uncertainty, and building consensus about controversial scientific issues.

780 Normative Dimensions of Policy Analysis and Research: Theories, Methods, and Ethical Foundations (3). Ethical considerations are integrated with formal analytical approaches in policy advising. Topics include criteria for policy choice, user participation, and analysts' obligations in political situations. First semester: noneconomic techniques.

785 Public Investment Theory and Techniques (ENVR 785, PLAN 785) (3). See PLAN 785 for description.

787 Ethics and Formal Analytic Techniques II (3). Ethical considerations are integrated with formal analytical approaches in policy advising. Topics include criteria for policy choice, user participation and analysts' obligations in political situations. Second semester: mainly cost-benefit analysis.

788 Advanced Economic Analysis for Public Policy I (PLAN 788) (3). Economic theory applied to policy issues. Policy issues analyzed require microeconomic theory, including theory of utility and demand, organization and operation of product and factor markets, production theory, regulation, and welfare economics.

789 Advanced Economic Analysis for Public Policy II (PLAN 789) (3). Prerequisite, PLCY 788. Additional public policy issues addressed to study further applications of economic theory. Issues require knowledge of risk and uncertainty, fiscal and monetary theory, and macro income determination.

799 Selected Topics in Public Policy (3).

801 Design of Policy-Oriented Research (PLAN 801) (3). See PLAN 801 for description.

802 Advanced Seminar in Research Design: Data, Methods, and Evaluation (PLAN 802) (3). Three main objectives: to deepen students' understanding of important issues and topics in the design of empirical research, to further develop students' ability to critically evaluate research designs and policy-related products and to aid in developing a research paper, dissertation, or other product.

805 Public Policy Workshop (1–3). For graduate students in public policy analysis who are undertaking team projects under faculty supervision. Projects vary from year to year. All will relate to public policy and will involve interaction with real clients. The intent is to provide students with an opportunity to apply theory and techniques of policy analysis in actual problem situations.

810 Public Policy Seminar (1). Weekly forum for public policy scholars and officials to discuss the relationships between policy research and policy outcomes. Presentations by invited speakers and doctoral students.

820 American Welfare State (3). This course will examine the American welfare state through a wide-ranging investigation of the origins, development, and future of the most critical features of U.S. politics, social policy, and law.

830 Seminar in Education Policy I (3). Covers economic and sociological theories on the determinants of learning and the demand for schooling. Topics include stratification, school effects, schooling process and socialization, family, peer, and contextual effects, and the education production function.

831 Seminar in Education Policy II (3). Explores educational policy problems and the evidence and methods used to assess such problems. Topics include racial social gap, school choice, educational accountability, assessment, standard setting, teacher effects, resource allocation, and early childhood education.

892 Ph.D. Seminar in Environmental Management and Policy (ENVR 892, PLAN 892) (3). Doctoral standing required. Permission of the instructor. Ph.D. seminar on theory, methods, and current research and literature in environmental management and policy. One to two seminar hours per week.

895 Topics in Poverty and Human Resources (3). Topics covered include poverty, welfare, and human resources from an economic perspective. For students wanting to specialize in social and behavioral approaches to the study of population and demographic phenomena.

901 Independent Study (1–21). This course allows graduate students in public policy analysis to receive credit for work on individual projects, designed in conjunction with a faculty supervisor. It is intended for students who are interested in pursuing academic topics not covered in scheduled courses.

910 The Use of Research in the Policy Process (3). Systematically examines use and abuse of policy-relevant research in policy process. Connects design and execution of policy research with participants in policy process. Policy cases are emphasized.

955 Seminar in Economic Development and Science and Technology Policy (3). Doctoral standing required. Permission of the instructor. Explores current issues in economic development and science and technology policy through a series of scholarly presentations and student research projects.

994 Doctoral Dissertation (3–9).

Division of Rehabilitation Counseling and Psychology

www.alliedhealth.unc.edu/rcp

CHARLES P. BERNACCHIO, *Director*

Associate Professor

Eileen J. Burker (22) Behavioral Medicine/Health Psychology; Religiosity, Spirituality, and Quality of Life Associated with Heart and Lung Transplantation; Psychological Aspects of Cardiac and Pulmonary Rehabilitation

Assistant Research Professors

Charles P. Bernacchio, Psychiatric Rehabilitation Practice, Supported Employment, Aging with a Disability, Universal Design for Learning, Clinical Supervision and Transition of Youth with Disabilities

Kelly A. Kazukauskas, Developmental Disability Practice, Disability and Sexuality, Rehabilitation Counselor Competency and Training, Aging and Mental Health Issues in Persons with Developmental Disability

Clinical Instructor

Judy Schmidt, Psychiatric Disability, Youth Mental Health and Leadership

Adjunct Faculty

W. Leigh Atherton, Substance Abuse, Dual Diagnosis and Motivational Interviewing

Greg Olley, Developmental Disability, and Intellectual Competency

The Division of Rehabilitation Counseling and Psychology (DRCP) of the Department of Allied Health Sciences offers a two-year graduate program leading to the master of science degree.

The graduate courses offered in rehabilitation counseling and psychology (RCP) present and discuss theoretical constructs and their application to clinical practice; study the bio-psychosocial complexity of disability within rehabilitation contexts; examine professional role and identity within ethical guidelines of practice; stimulate critical, analytical, and creative thought; and prepare students for professional rehabilitation counseling practice including specialty settings for people with developmental and/or psychiatric disabilities.

Mission

The mission of the DRCP is to serve the people of North Carolina by educating rehabilitation counselors with the knowledge and expertise to provide services to our citizens with disabilities with an emphasis on those with psychiatric and/or developmental disabilities. The mission is based on the fundamental belief in the dignity and worth of all people and the rights of people with disabilities to live self-determined lives in inclusive communities of their choice. The DRCP seeks to educate rehabilitation counselors who use the counseling relationship and skills to work collaboratively with individuals to maximize functional capacity, productive and independent living skills, and quality of life, and to provide access to and manage personalized services to support the unique needs and preferences of each individual, his or her family, and community. Fundamental to this is a focus on the whole person—psychological, vocational, spiritual, and physical aspects—as well as family, social, work, and community relationships. The division seeks to educate rehabilitation counselors who possess the knowledge, critical thinking abilities, commitment to independent learning and scholarship, vision, and courage required to forge new models of community practice to address the diverse needs of the individuals with disabilities now and in the future.

In carrying out this mission the faculty of the division has the obligation to acquire, discover, preserve, synthesize, and transmit knowledge, to be models of professional leadership and to create a culture of educational excellence that will nurture students' intellectual and ethical development. Students have the responsibility to fully engage in an educational process of research, free inquiry and personal responsibility and to become foremost practitioners, scholars, researchers, and leaders in the profession of rehabilitation counseling.

The University of North Carolina at Chapel Hill is recognized nationally and internationally as a leading center of scholarship, research, and creative work with a mission to serve the people of North Carolina and the nation. The mission of the University's Division of Rehabilitation Counseling and Psychology is to contribute actively and substantively to this tradition.

Objectives

Graduates of the rehabilitation counseling psychology program will

1. Effectively apply current best practices in rehabilitation counseling within a community-inclusion model
2. Accurately assess the rehabilitation preferences and needs of people with disabilities and work in partnership with consumers to provide the appropriate rehabilitation counseling, services, and supports needed
3. Acquire specific knowledge and skills to address the counseling and case management needs of people with disabilities, with particular emphasis on strategies and techniques for serving people with psychiatric and developmental disabilities
4. Work collaboratively with professionals, family members, community providers, employers, and agency policy and decision makers to achieve optimal rehabilitation outcomes for people with disabilities
5. Engage in a process of lifelong learning, collaboration, and collegiality as part of ongoing professional development as rehabilitation counselors
6. Have the necessary leadership, business, and management and public policy skills to assume leadership roles in the practice and the profession of rehabilitation counseling and
7. Promote and support consumer empowerment and self-advocacy of people with disabilities

Students must successfully complete 60-plus semester hours of required course work, submit and defend an approved master's thesis, paper or project, and complete an approved practicum and internship (within the chosen specialization).

Requirements for Admission

- A bachelor's degree from an accredited college or university
- A grade point average of B (3.0 on a 4.0 scale) or better in the area of the major
- Submission of Graduate Record Examination (GRE) scores combined of 1000 or greater (or two areas of quantitative, verbal, or writing scores @ 50th percentile);
- Three letters of recommendation
- Completion of application supplement for RCP within graduate school application
- Pre-admission interview with DRCP faculty

Courses for Graduate Students

RPSY

700 Introduction to Rehabilitation Counseling and Psychology (3). This course will cover topics germane to the history and philosophy of rehabilitation. Students will obtain an overview of the field, its consumers, and methods of service delivery.

702 Theories of Counseling Applied to Rehabilitation (3). An introduction to the traditional theories of individual and family counseling. Emphasis on application of theories to persons with disabilities, ethics, and multicultural awareness.

704 Medical Aspects of Rehabilitation (3). Functional, psychological, vocational, familial, social, and sexual aspects of medical disabilities. Includes the human body system and medical terminology. Focus on assistive technology and functional capacity.

706 Tests and Measurement in Rehabilitation Counseling Psychology (3). This course is an overview of the selection, administration, and interpretation of major assessment tools. Emphasis is on persons with mental illness or developmental disabilities.

708 Community Integration for Individuals with Disabilities: Work, Home and Leisure (3). This course will cover career development and counseling with emphasis on community integration in vocational and leisure pursuits of persons with disabilities, particularly those with mental illness and developmental disabilities.

710 Developmental Counseling Through the Life Span (3). Developmental theories and counseling through the life span will be covered with overall themes of positive development, resiliency, and healthy life transitions of persons with disabilities.

712 Fundamentals of Rehabilitation Counseling and Psychology: Diagnosis and Practice (3). Prerequisites, RPSY 700 and 702. An introduction to diagnos-

ing clients with mental illness and developmental disabilities. Focus is on best practice treatment and the vocational, social, and familial implications of living with a DSM disorder.

714 Principles of Group Counseling in Rehabilitation Psychology and Counseling (3). Strategies and techniques in developing and implementing groups in counseling. Attention to group counseling with persons with disabilities, specifically those with mental illness and developmental disabilities.

716 Case Management, Rehabilitation Services and Resources (3). Emphasis on leadership in all aspects of person-centered service coordination to include transdisciplinary and multi-agency effectiveness, knowledge of community organization and resources, service and support options.

718 Co-Occurring Disorders in Rehabilitation Counseling and Psychology (3). Introduces occurrence of both psychiatric conditions and substance abuse prevalence examining history including traditional recovery models, contradictory practices, bio-physiological effects, and shift from separate to parallel to integrated treatment approaches.

800 Rehabilitation Counseling and Psychology Research and Program Evaluation (3). Prerequisites, RPSY 700 and 702. Research methods, evidence-based practice, and ethical, legal, and cultural issues related to research and evaluation. Covers basic statistics, library research for rehabilitation-related information, proposal development, and grant writing.

802 Rehabilitation Counseling and Psychology Practicum (5). Required preparation, all rehabilitation counseling and psychology first-year didactic courses. Direct experience with clients/patients in varied service delivery settings.

805 Evidence-based Practices in Psychiatric Rehabilitation (3). Prerequisite, RPSY 818. Introduces the range of evidence-based practice and new effective models for treating individuals with severe and persistent mental illness demonstrated through levels of evidence empirically.

806 Applied Counseling Skills in Rehabilitation Counseling and Psychology (5). Designed to teach foundational counseling skills that will enable students to begin counseling. Focus on counseling individuals with mental illness and developmental disabilities. Includes ethics and multicultural awareness.

810 Internship in Rehabilitation Counseling and Psychology (5). Required preparation, all rehabilitation counseling and psychology didactic courses including RPSY 802 and 992. Direct experience with clients/patients in either developmental disability or mental illness settings. Parts 1 and 2.

814 Introduction to People with Psychiatric and Developmental Disabilities (3). Historical perspective, description, diagnoses, classification, etiology, patterns of functioning, current best practices with focus on RCP service delivery and community support; day-in-the-life component included.

816 Advanced Practice with People with Developmental Disabilities (3). Prerequisites, RPSY 700, 702, and 814. Prepares students for RCP practice with persons with developmental disabilities; covers a wide range of intervention and coordination strategies focusing on achievement of a participatory, person-centered, independent, and productive community life.

818 Advanced Practice with People with Psychiatric Disabilities (3). Prerequisites, RPSY 700, 702, and 814. Prepares students for RCP practice with persons with mental illness; covers a wide range of intervention and coordination strategies focusing on support of recovery and achievement of a healthy, independent and productive life.

890 Special Topics in Rehabilitation Counseling and Psychology (1–3). Faculty-mentored independent study to pursue specific interests and topics.

992 Master's Paper/Project in Rehabilitation Counseling and Psychology (3–6). Individual work by a student (supervised by faculty) to explore an area of interest in a research paper, program development, or a professional project.

993 Master's Thesis in Rehabilitation Counseling and Psychology (3–6). Individual research supervised by a faculty member in a special field of study.

Department of Religious Studies

religion.unc.edu

LAURIE F. MAFFLY-KIPP, *Chair*

Professors

Yaakov S. Ariel (48), Judaism and Evangelical Christianity in America, Messianic Movements and Missions, Christian-Jewish Relations

Jonathan Boyarin (63), Jewish Cultural Studies, Comparative Diasporas and Nationalisms, Critical Cultural Theory

Bart D. Ehrman (19), New Testament Interpretation and Textual Criticism, Early Christianity

Carl W. Ernst (42), Islamic Studies, Sufism, Religions of West and South Asia

Laurie F. Maffly-Kipp (29), History of Religion in America, African American Religion, Mormonism

Jodi Magness (54), Archaeology of Palestine, Qumran and the Dead Sea Scrolls, Ancient Synagogues, Early Judaism

Omid Safi (60), Islamic Studies, Contemporary Islamic Thought, Religions of Asia

Ruel W. Tyson Jr. (13), Philosophy and Ethnography of Religion, Ethics and Rhetoric, History of Social Thought

Associate Professors

Barbara Ambros (57), Japanese Religions, East Asian Religions, Buddhism, Religion in Asian Diaspora Communities

Lauren Leve (56), Buddhism in South and Southeast Asia, Ethnography of Religion, Globalism and Postcoloniality

Zlatko Plese (49), Religion in Late Antiquity, Greco-Roman Philosophy and Religion, Gnosticism and Manichaeism

Randall Styers (52), Critical Approaches to the Study of Religion, Modern Western Religious Thought, Critical Cultural Theory

Assistant Professors

Jessica A. Boon (55), Medieval and Early Modern Christian Thought, Mystical Traditions, Spain and the New World

David Lambert (15), Hebrew Bible, Ancient Mediterranean Religions

Evyatar Marienberg (17), Rabbinic Judaism and Jewish Law, Medieval and Early Modern Studies, Contemporary Catholicism

Todd Ramón Ochoa (65), Religion in Latin America and the Caribbean, Ethnography of Religion, Critical Cultural Theory

Adjunct Professors

Philip Gura, Religion and American Literature

Jonathan Hess, Modern Judaism

Charles Kurzman, Islamic Movements

Bruce Lawrence, Islamic Studies, Sufism

Paul W. Meyer, New Testament and Early Christianity

Albert Rabil, Renaissance and Early Modern History, Women's Studies

James Rives, Ancient Mediterranean Religions

Tony K. Stewart, Vaishnavism and Islam in South Asia

Adjunct Associate Professors

Jason Bivins, Religion in the United States, Critical Cultural Theory

Fred Naiden, Ancient Mediterranean Religions

Barry Saunders, Ritual Studies and Biomedicine

Margaret Wiener, Indonesian Religions

Adjunct Assistant Professor

Christian O. Lundberg, Critical Cultural Theory, Rhetoric, Cultural Studies

Professors Emeriti
John W. Dixon Jr.
David Halperin
William J. Peck
James H. Sanford
Jack M. Sasson
John H. Schutz
John Van Seters

The graduate program in religious studies at the University of North Carolina at Chapel Hill deals with religion both as a distinctive human experience and as a mode of culture and history. Both orientations define religion as a broad area of human existence, and students are encouraged to explore the tension between those two general approaches. The interests of the department's faculty express the variety of methodological orientations in such study, and faculty members in other departments of the University offer strong interdisciplinary support.

The Graduate School of the University offers two degrees in religious studies: the master of arts and the doctor of philosophy. The Department of Religious Studies also sponsors the joint Duke-UNC Graduate Certificate in Middle East Studies. The M.A. program introduces students to the general problems and methods in the study of religion. Specific requirements include:

- Thirty hours of course credit, including RELI 700 and one "gateway" graduate seminar
- A written comprehensive examination in the student's specific field of study
- A thesis of three to six credits and an oral defense of the thesis, and
- Demonstrated competence in a modern foreign research language

The Ph.D. program is primarily intended to prepare students for a career in university and college teaching and research in religious studies. It currently offers specialization in ancient Mediterranean religions, Islamic studies, medieval and early modern studies, religion in the Americas, religion and culture, and religions of Asia.

Ph.D. students should expect to take at least 18 hours of course work beyond the M.A. level. Other requirements in the doctoral program include:

- Completion of requirements specific to one of the specialty fields of study noted above
- A set of written and oral doctoral examinations specific to the student's field of study
- Demonstrated reading competence in a second modern foreign research language, and
- A doctoral dissertation and an oral defense of the dissertation

Additional information about the graduate program in religious studies is available at the department's Web site: religion.unc.edu.

Details on the joint Duke-UNC Graduate Certificate in Middle East Studies are available at this Web site: mideast.unc.edu/gradcertificate.shtml.

Courses for Graduate and Advanced Undergraduate Students

RELI

401 Biblical Hebrew (3). Introduction to the grammar and exegesis of biblical Hebrew.

402 Biblical Hebrew (3). Prerequisite, RELI 401. Permission of the instructor for students lacking the prerequisite. Continuation of RELI 401.

403 Intermediate Classical Hebrew (3). Readings in biblical, Mishnaic, and medieval poetry and prose.

404 Intermediate Classical Hebrew (3). Continuation of RELI 403.

409 Greek New Testament (GREK 409) (3). Prerequisite, GREK 222. Permission of the instructor for students lacking the prerequisite.

410 Aramaic/Rabbinic Hebrew (3). Prerequisites, RELI 403 and 404. Permission of the instructor for students lacking the prerequisites. Reading texts in rabbinic Hebrew or in biblical and/or talmudic Aramaic, with appropriate grammatical instruction.

411 Advanced Akkadian (3). Prerequisites, RELI 403 and 404. Readings in literary, epistolary, and juridical texts.

412 Ugaritic (3). Prerequisites, RELI 403 and 404. Readings in the alphabetic texts of Ras Shamra and a study of the elements of Ugaritic grammar.

413 Biblical Coptic and Early Egyptian Monasticism (3). Coptic, the last stage of Egyptian, a living language in the Roman and Byzantine period. Thorough grounding in the grammar of the Sahidic dialect as a basis for reading biblical monastic and Gnostic texts.

421 Religion and Science (3). This course explores the complex relation between religion and science in the modern world. Public disputes over teaching evolution in American schools serve as a central case study of this.

422 Topics in Philosophical Problems in Religion (3). Permission of the instructor. Seniors or graduate students only. Topic varies.

423 Ethnicity, Race, and Religion in America (3). Prerequisite, RELI 140. Permission of the instructor for students lacking the prerequisite. A theoretical inquiry into ethnicity, race, and religion as constituents of personal and communal identity. Emphasis on global migrations, colonial and postcolonial relations, diasporic communities, and issues of religious pluralism.

424 Gender Theory and the Study of Religion (WMST 424) (3). An examination of contemporary gender theory, with particular focus on its application to the study of religion.

425 Psychology of Religion (3). A critical exploration of the concept of religious experience as defined by such authors as William James and Sigmund Freud.

428 Religion and Anthropology (ANTH 428, FOLK 428) (3). See ANTH 428 for description.

429 Religion and Society (SOCI 429) (3). See SOCI 429 for description.

438 Religion, Nature, and Environment (3). A seminar on concepts of nature within religions and a variety of world-wide spiritual traditions. Emphasis on sacred space, place, and pilgrimage as a vital intersection of religion and nature.

440 Studies in American Religion (3). Permission of the instructor. A consideration of varying topics from intellectual, literary, social, and cultural dimensions of American religion.

441 History of Religion in America to 1865 (3). An examination of primary sources in the history of American religion from the pre-colonial era to the Civil War.

442 History of Religion in America since 1865 (3). An examination of primary sources in the history of American religion since the Civil War.

443 Evangelicalism in Contemporary America (3). Juniors or seniors only. Examination of evangelicalism and its role in American society, politics, and culture. Exploration of its various subdivisions and its relation to such movements as fundamentalism, pentecostalism, revivalism, and premillennialism.

444 Gender and Sexuality in Contemporary Judaism (JWST 444) (3). The seminar examines the developments in gender roles and in sexuality in contemporary Judaism.

445 Asian Religions in America (ASIA 445) (3). A study of intercultural

interaction and interreligious encounter focusing on Asian religions in America, 1784 to the present.

446 Christian-Jewish Relations throughout the Ages (3). An exploration of the varied and complex relationships which have developed between Christianity and Judaism, from the first century to the 21st century.

450 Sexuality and Marriage in Jewish Tradition and History (3). This course deals with various topics related to sexuality and marriage in Jewish tradition and history: sex outside of marriage, wedding ceremonies, regulation of marital sex, menstruation, homosexuality, and more.

454 The Reformation (HIST 454) (3). See HIST 454 for description.

463 Medieval Slavic Culture (SLAV 463) (3). See SLAV 463 for description.

480 Modern Muslim Literatures (3). Stresses the diversity of modern Islamic experience by examining the works of various Muslim authors. Genres may include travelogues, memoirs, novels, sermons, and treatises, among others.

481 Religion, Fundamentalism, and Nationalism (PWAD 481) (3). An exploration of explosive combinations of religion and politics in the Iranian revolution, the Palestinian movement, Hindu nationalism in India, and Christian fundamentalism in America.

487 Mountains, Pilgrimage, and Sacred Places in Japan (ASIA 487) (3). This course explores the role that mountains and pilgrimage have played in Japanese cosmology and how they relate to methodology of studying place and space.

488 Shinto in Japanese History (ASIA 488) (3). This course discusses the development of Shinto in Japanese history and covers themes such as myths, syncretism, sacred sites, iconography, nativism, religion and the state, and historiography.

489 Animals in Japanese Religion (3). Permission of the instructor. This course examines the cultural construction of animals in Japanese myth, folklore, and religion.

490 Selected Topics in the Study of Asian Religions (3). Permission of the instructor. A close examination of a selected topic in Asian religions.

502 Myths and Epics of the Ancient Near East (FOLK 502) (3). Permission of the instructor. An examination of Babylonian, Canaanite, Egyptian, Hittite, and Sumerian texts from the prebiblical era, focusing on representative myths, epics, sagas, songs, proverbs, prophecies, and hymns.

503 Exploring the Dead Sea Scrolls (JWST 503) (3). A comprehensive introduction to the Dead Sea Scrolls and the different Jewish groups connected with them.

512 Ancient Synagogues (CLAR 512, JWST 512) (3). Prerequisite, RELI 110. Permission of the instructor for students lacking the prerequisite. This is a course on ancient synagogues in Palestine and the Diaspora from the Second Temple period to the seventh century CE.

522 19th-Century Critiques of Religion (3). Permission of the instructor. An exploration of influential 19th-century critiques of religion, including texts by such thinkers as Feuerbach, Marx, Kierkegaard, Nietzsche, Stanton, Douglass, and Freud.

524 Ethnographic Approaches to Contemporary Religion (3). Considers key ethical, epistemological, and methodological problems in the ethnographic study of contemporary religion(s). Explores innovations in project design, research, and textual strategies through the lens of exemplary new works.

525 Seminar in Religion and Literature (3). Seminar topic varies.

528 Rituals and Rhetorics of Religion (3). An examination of ritual, allegory, and symbol as modes of religious expression in cultic and literary contexts.

530 Genealogies of Religion (3). This seminar explores the historical development of "religion" as a concept and object of academic scholarship through the critical study of key texts and foundational debates about religion in Western thought.

534 Religious Ethics and Issues in Contemporary Medicine (3). Seniors or graduate students only. Examination of religious-ethical dimensions of such issues as the dying patient, organ transplants, abortion, prolongation of life, and experimentation on human beings, drawing on theory from the traditional Western religions and the social sciences.

540 Mormonism and the American Experience (3). Prerequisite, RELI 140. Permission of the instructor for students lacking the prerequisite. Exploration of the history, beliefs, and practices of Mormons. Will include visits to Latter-Day Saints services, guest speakers, and discussion of race and gender in the contemporary church.

541 Global Evangelicalism (3). The course will examine the evangelical tradition from a global perspective, exploring the tradition from its early rise in Europe to its impact on the Americas, Africa, and Asia.

565 Medieval Jews and the Bible (3). This course explores the Jewish interpretation of the Bible, focusing on important commentaries from influential medieval Ashkenazi and Sephardic thinkers.

566 Jewish Legal Literature (3). This course explores many aspects of the Lalakhah, the Jewish traditional legal system, focusing on issues such as rituals, holidays, religious obligations and prohibitions, and laws regulating sexual activity.

574 Chinese World Views (ANTH 574, ASIA 574) (3). See ANTH 574 for description.

580 African American Islam (AFAM 580) (3). An historical examination of African American Islam in the United States. Explores the intellectual, cultural, social, and political roots of black Islam in addition to its diverse doctrinal, ritual, and institutional manifestations.

581 Sufism (ASIA 581) (3). Permission of the instructor. A survey of Islamic mysticism, its sources in the Qur'an and the Prophet Muhammad, and its literary, cultural, and social deployment in Arab, Persian, Indic, and Turkish regions.

582 Islam and Islamic Art in South Asia (ASIA 582) (3). A survey of the formation of Islamic traditions in the subcontinent from the eighth century to the present, with emphasis on religion and politics, the role of Sufism, types of popular religion, and questions of Islamic identity.

583 Religion and Culture in Iran, 1500–Present (ASIA 583) (3). Iran from the rise of the Safavid empire to the Islamic Republic. Topics include Shi'ism, politics, intellectual and sectarian movements, encounters with colonialism, art and architecture, music, literature.

584 The Qur'an as Literature (ASIA 584) (3). A nontheological approach to the Qur'an as a literary text, emphasizing its history, form, style, and interpretation.

585 Religion and Culture of Turkey (3). This course will cover the history of Turkey from the Byzantine period until contemporary times. Key aspects of Turkish culture (architecture, music, poetry to arts) will be covered.

586 Women in Japanese Cultures (3). This seminar explores the roles of women in the religions of Japan (including Buddhism, Shinto, folk religions, pilgrimage, new religions movements, and new spirituality culture) from goddesses, shamans, nuns, and pilgrims to demons, temptresses, and lesser humans. The course traces these themes across Japanese socioeconomic and religious history.

592 Religious Conflict and Narrative in India (HNUR 592) (3). See HNUR 592 for description.

602 What Are the Holy Scriptures? The Formation of the Hebrew Canon (JWST 602) (3). The course traces the canonical process that led to the Hebrew Bible and the Greek Old Testament.

605 Joseph–King of Dreams: Joseph in Bible and Tradition (3). A study of the Joseph story as preserved in Genesis 37–50 and its interpretative history in early Judaism.

607 Problems in Early Christian Literature and History (3). Prerequisite, RELI 104, 207, or 208. Permission of the instructor for students lacking the prerequisite.

608 The Messiah and the Apocalypse (3). Ideas concerning the Messiah and the end of the world held by Jews, Christians, and Muslims. Emphasis on the beginning of the Christian era.

617 Death and Afterlife in the Ancient World (3). Examinations of practices and discourses pertaining to death and the afterlife in the ancient civilizations of Near East, Greece, and Rome.

662 Vatican II: History and Story (3). This course explores the history of the Second Council of the Vatican (Vatican II, 1962–1965), and is crucial for the understanding of contemporary Catholicism.

681 Readings in Islamicate Literatures (ARAB 681, ASIA 681) (3). Permission of the instructor. Study of selected religious, literary, and historical texts in Arabic, Persian, or Urdu.

688 Observation and Interpretation of Religious Action (ANTH 688, FOLK 688) (3). Permission of the instructor. Exercises (including fieldwork) in learning to read the primary modes of public action in religious traditions, e.g., sermons, testimonies, rituals, and prayers.

691H Honors in Religious Studies (3). Permission of the director of undergraduate studies. Required of all students reading for honors in religious studies.

692H Honors in Religious Studies (3). Permission of the director of undergraduate studies. Required of all students reading for honors in religious studies.

696 Independent Study (3). Advanced undergraduate or graduate standing and permission of the instructor. Subject matter should be arranged with a specific instructor.

697 Capstone: Undergraduate Seminar (3). Majors only. Concentrating on a different theme each year, this departmental seminar introduces the different areas and approaches in religious studies.

Courses for Graduate Students

RELI

700 Theory and Method in the Study of Religion (3). Graduate standing in religious studies or permission of the instructor. A basic problems and methods course required of all graduate students in religious studies.

702 Religion and Literature of Israel (3). A study of the religious traditions in ancient Israelite literature from the twelfth through the second centuries BCE.

703 Critical Approaches to the Study of the Hebrew Bible and its History of Interpretation (3). Exploration of current critical approaches to the study of the Hebrew Bible, including those oriented toward a study of its interpretive history.

704 Readings in Religions of the Ancient Near East (3). Focusing on the Mediterranean religions before Alexander, the course consists of readings of original documents in translation, illustrating theology and cult, as well as on the major history of religions interpretations.

707 Early Christian History and Literature (3). Permission of the instructor. A critical study of the history and literature of early Christianity from Paul to Irenaeus, with texts to be read in the original languages.

712 Early Jewish History and Literature (3). Permission of the instructor. An examination of the main varieties of pre-rabbinic Judaism: Hellenistic Judaism, apocalyptic Judaism, and the Judaism of the Dead Sea Scrolls.

718 Readings in Greco-Roman Religion (3). Permission of the instructor. Opportunity for reading of ancient documents representing the more important religious trends of the Greco-Roman world.

720 Critical and Comparative Lineages in Religion and Culture (3). Exploration of intellectual lineages shaping the contemporary study of religion and culture.

721 Theories of Religion and Culture (3). Permission of the instructor. Studies in early modern, Enlightenment and Romantic political, philosophical, and literary texts.

723 Critical Approaches to Religion and Culture (3). Graduate standing in religious studies or permission of the instructor. Exploration of various forms of contemporary critical thought (including gender theory, critical race theory, and postcolonial studies) in order to assess the value of these critical tools for the study of religion.

729 Religion and Modernity (3). Graduate standing in religious studies or permission of the instructor. This course examines the relationships between religion and modernity, both as conceptual categories and through ethnographic studies of religion and/in modern life.

734 Studies in the Rhetoric of Images (3). Permission of the instructor. Selected readings on image production, exhibition, and interpretation, with consideration of different ritual and cultic settings.

735 Critical Works in Religion and Literature (3). Permission of the instructor. Textual analysis of several theoretical and literary works dealing with selected problems in religion and literature.

740 Approaches to the Study of American Religions (3). Graduate standing in religious studies or permission of the instructor. Consideration of methods, theories, and interpretations that have been influential in the study of American religion.

741 Themes in African American Religious History (3). Graduate standing in religious studies or permission of the instructor. A historical and thematic survey of the religions of African Americans from the precolonial era to the present.

742 Religion and Literature in America (3). Graduate standing in religious studies or permission of the instructor. A study of the religious tradition in American literature from the Puritan period to the present.

743 Current Trends in American Judaism (3). The course aims at examining the current developments in American Judaism: cultural, spiritual, liturgical, as well as social and institutional.

744 Readings in American Religion to 1865 (3). An examination of primary sources in the history of American religion from the precolonial era to the Civil War.

745 Readings in American Religion since 1865 (3). An examination of primary sources in the history of American religion since the Civil War.

746 The Christian-Jewish Encounter in America (3). Course examines the Christian-Jewish encounter in America from the 17th century to the present. Analyzes both theological and social interactions.

760 Approaches to Medieval and Early Modern Studies (3). Graduate standing in religious studies or permission of the instructor. An introduction to the problems and methods in the study of medieval and early modern religion in the West.

780 Methods in Islamic Studies (3). Principal topics will include the history of Islamic studies; problems of anti-Islamic bias; use of textbooks, primary sources, novels, films and the Internet; teaching the Qur'an; the Muslim presence in Europe and America; modern Muslim thinkers; gender studies; and other related subjects. Gateway course.

782 Islam and Reform (3). Exploration of reformist intellectual movements in modern Muslim societies, paying close attention to the case of post-revolutionary Iran and examining the compatibility of Islam and human rights, women's rights, democracy, and fresh hermeneutical approaches to scriptures.

785 Critical Genealogies of Middle East Studies (3). Permission of the instructor. This seminar is the core course for the graduate certificate in Middle East studies. It is an introduction to critical issues in the study of the Middle East, focusing on classic works of the humanities and social sciences.

801 Seminar in Biblical Studies (3). Topics vary; consult the department.

807 Hellenistic Religious Texts in Greek (3). Studies in Greek texts drawn from early Christianity, Judaism, and other religions of the Greco-Roman World.

808 The Apostolic Fathers (3). Required preparation, proficiency in Greek. Permission of the instructor. A study of selected works of the Apostolic Fathers, including Barnabas, Ignatius, and Polycarp.

809 Textual Criticism of the Greek Bible (3). Required preparation, proficiency in Greek. Permission of the instructor. Reconstruction; application of text-critical principles.

810 Readings in Early Jewish and Christian Apocalyptic (3). Permission of the instructor. Readings from apocalyptic texts in the original languages.

812 Diaspora Judaism (CLAR 812) (3). Permission of the instructor for undergraduates. Seminar examines the evidence for the ancient Jewish communities of Egypt, Rome, Asia Minor, and Mesopotamia.

813 Readings in Talmud (3). Permission of the instructor. An introduction to the study of the Babylonian Talmud in the original Hebrew and Aramaic, with the traditional commentaries. The emphasis is on understanding Talmudic logic.

814 Problems in Rabbinic Historiography (3). Prerequisite, RELI 712. Permission of the instructor for students lacking the prerequisite. Examination of the methodological problems of using rabbinic materials as sources for the history of Judaism in the period after 70 CE.

817 Ancient Rhetoric and Early Christianity (3). Permission of the instructor. Survey of the development of rhetorical theory and practice through the Hellenistic and Roman Period. Explores the connection between rhetorical tradition and early Christian literature.

818 The Gnostic Scriptures (3). Prerequisite, RELI 413. Permission of the instructor for students lacking the prerequisite. Close reading and interpretation of ancient Gnostic texts found near Nag Hammadi in Egypt.

819 Ancient Philosophy and Early Christianity (3). Required preparation, proficiency in Greek and/or Latin. Survey of the Hellenistic schools of philosophy and their impact on early Christian theories of the universe, ethics, cultural history, and salvation.

821 Seminar in Religion and Culture (3). Permission of the instructor. Topics vary; consult the department.

823 Postcolonial Approaches to the Study of Religion (3). Permission of the instructor. An examination of major themes in contemporary postcolonial thought, and the application of this work to the study of religion.

835 Space, Place, and Religion (3). This interdisciplinary graduate seminar focuses on religion, space, and place in the United States.

838 Topics in Religion and Law (3). This course examines selected themes in legal and social theory relating to the position of religion in contemporary American society.

840 Seminar in American Religion (3). Topics vary. May be repeated for credit.

841 Religion and Social Issues in America (3). Historical analysis of the relationship between religious developments and social issues in America. Topics may include economics, politics, and social reform.

842 Religion and Cultural Contact in America (3). Examination of religion in America through instances of intercultural contact. Topics vary.

843 Roman Catholicism in America (3). A seminar on Roman Catholicism in the United States that also considers developments elsewhere in the Western hemisphere. Focus is on ritual practice and visual culture.

866 Medieval Religious Texts (3). Permission of the instructor. Selected texts which illumine significant aspects of medieval religious culture are read in the original languages.

867 Texts of the Catholic and Protestant Reformations (3). Permission of the instructor. Selected texts which illumine significant aspects of the Catholic and Protestant Reformations are read in the original languages.

870 Methods and Topics in the Study of Western Religious Traditions (3). Permission of the instructor. Exploration of one enduring issue in the history of the Western Christian tradition. The instructor selects several case studies that illustrate both the topic and the developments within traditions.

881 Islamic Thought (3). Required preparation, proficiency in Arabic and/or Persian. Advanced study of major Islamic thinkers and topics, based on original language texts and modern scholarly interpretations.

885 Buddhist Studies and the Construction of Buddhism (3). Introduction to major approaches and methodological questions in Buddhist studies. This course serves as a gateway course.

890 Topics in the Study of Religion (3–9). Graduate standing in religious studies or permission of the instructor. Topics vary.

900 Readings and Research (3–9). Permission of the instructor.

990 Preliminary Preparation (1–21).

993 Master's Thesis (3–6).

994 Doctoral Dissertation (3–9).

Department of Romance Languages and Literatures

roml.unc.edu

LARRY D. KING, *Chair*

Professors

French

Martine Antle (45) 20th-Century French and Francophone Literature, Franco-Arab Studies, European Cinema

Dominique Fisher (46) 19th-Century French Literature, Fin-de-Siècle Literature, Francophone Literature

Italian

Dino Cervigni (44) Medieval and Renaissance Italian Literature

Ennio Rao (15) Italian Renaissance

Portuguese

Fred M. Clark (29) Portuguese Language and Brazilian Literature

Monica P. Rector (43) Portuguese Language and Literature

Spanish

Frank A. Domínguez (25) Medieval and Golden Age Spanish Literature, Ideology and Literature, Computer Applications in the Humanities

Larry D. King (36) Spanish and Portuguese Linguistics

Rosa Perelmuter (37) Colonial Spanish American Literature, Contemporary Spanish American Narrative

Adjunct Professor

Sahar Amer, Medieval French Literature, Franco-Arab Literature and Culture

Associate Professors

French

Hassan Melehy (64) Early Modern French and Comparative Literature, Contemporary Critical Theory, Film, Franco-American Literature

Italian

Federico Luisetti (69) 20th-Century Italian Literature, Contemporary Critical Theory

Spanish

Samuel Amago (3) 19th through 21st-Century Spanish Literature, Culture, and Film

Lucia Binotti (47) Medieval, Renaissance, Golden Age Philology and Linguistic Thought
Juan Carlos González Espitia (62) 19th-Century Spanish American Literature, Decadentism and Nation Building
Carmen Hsu (51) Golden Age Spanish Literature, Chronicle Literature of the East Indies
Alicia Rivero (38) Contemporary Spanish American Literature, Contemporary Critical Theory, Gender Issues, Literature and Science, Intellectual History

Assistant Professors

French

Philippe Barr (10) 18th-Century French Literature and Philosophy, Restif de la Bretonne, First-Person Narratives, History of the Novel, Literary Theory
Ellen Welch (08) 17th-Century French Literature; Colonial/Postcolonial and Transnational Approaches

Spanish

Patricia Amaral Spanish and Portuguese Linguistics, Semantics
Emilio Del Valle Escalante (05) Indigenous Literatures and Social Movements, Central American Literatures and Cultures, Cultural and Postcolonial Studies
Oswaldo Estrada (04) 20th-Century Latin American Literature, Mexican and Peruvian Literatures, Theory of the Novel, New Narrative
Irene Gómez Castellano (13) 18th-Century Spanish Literature and Culture, Poetry and Visual Arts

Professors Emeriti

Cesáreo Bandera
Pablo Gil Casado
Angel L. Cilveti
Yves de la Quérière
I. R. Stirling Haig II
Antonio Illiano
Anthony G. Lo Ré
Catherine A. Maley
Edward D. Montgomery
José Manuel Polo de Bernabé
María A. Salgado
Carol Lynn Sherman
Frederick Wright Vogler

Requirements for Advanced Degrees

The degree of master of arts is offered with a major in Romance languages and literatures and concentrations in French and francophone studies, Franco-Arab studies, Italian literature and culture, or Hispanic literatures and cultures. The program for the M.A. degree is open to students holding the bachelor of arts degree or the equivalent, and whose major field of undergraduate study was normally a Romance language and literature. Students are expected to have proficiency in the Romance language and in English upon admission to the program.

The degree of doctor of philosophy is offered with a major in Romance languages and literatures. Concentrations are in French and Francophone studies, Italian literature and culture, the literatures, languages, and cultures of the Iberian Peninsula and the Americas, and medieval and early modern studies. Teaching experience is an essential part of professional training. Therefore, teaching assistance or lecture instruction equivalent to at least three contact hours a week for two semesters, or until teaching competence is acquired, is required of all doctoral candidates.

Research Facilities

The Walter Royal Davis Library's Spanish, French, Portuguese, and Italian collections rank in the top 20 in the nation. The Spanish and Spanish American collections are particularly strong in medieval, Golden Age/Colonial, 19th- and 20th-century holdings. The French collection has similar strengths in the 17th, 18th, and 19th centuries and is enriched by the Charles Nodier and René Char materials. The Italian collection exhibits strength in the 19th century and the Portuguese collection in 20th-century Brazilian. These strengths are enhanced by extensive holdings in reference, specialized journals, and rare books. Among the latter are a notable gathering of 20th-century first editions of French writers, a distinguished Spanish drama collection of more than 26,000 plays (many of them pre-1830 sueltas) and the Flatow Collection of Latin American Cronistas, consisting of early imprints of the discovery and conquest of the New World. A more complete description of the collections is available in the "Resources" section of the department's Web site at roml.unc.edu.

French

Courses for Graduate and Advanced Undergraduate Students

FREN

401 Beginning Accelerated French (3). For students with proven competence in another foreign language. Covers first-year material in one semester; emphasis on speaking and grammar.

402 Intermediate Accelerated French (3). Prerequisite, FREN 102, 105, 111, or 401. Covers second-year material in one semester. Develops skills, with increasing emphasis on reading and writing. Prepares for more advanced courses.

403 Advanced Composition (3). Prerequisite, FREN 300. Review of advanced grammar. Exercises in translation from English into French of literary and critical materials. Free composition and training in the use of stylistic devices.

451 Orientalist Fantasies and Discourses on the Other (ASIA 451, INTS 451) (3). See ASIA 451 for description.

500 Research Methods in French and European Studies (3). Provides training in research methodology either for a B.A. honors or M.A. thesis on a topic related to contemporary European studies. Students will learn to conceptualize an original research project and to identify and assess the current intellectual debates in their chosen areas of research.

504 Cultural Wars: French/United States Perspectives (3). This course examines the limits of universalism in today's "multicultural" France and how the European Union will affect French universalism and French resistance to identity politics.

564 History of the French Language (LING 564) (3). Prerequisite, FREN 300. Permission of the instructor for students lacking the prerequisite. The phonology, morphology, and syntax of French are traced from the Latin foundation to the present. Lectures, readings, discussions, and textual analysis.

565 French Phonetics and Phonology (LING 565) (3). Prerequisite, FREN 300. Permission of the instructor for students lacking the prerequisite. The study of sounds as system in modern standard French. Lecture, discussion, laboratory practice in practical phonetics according to individual needs.

566 Structure of Modern French (LING 566) (3). Prerequisite, FREN 300. Permission of the instructor for students lacking the prerequisite. Introduction to phonology, morphology, and syntax of modern standard French. Application of modern linguistic theory to the teaching of French.

595 Writing the Mediterranean (3). Prerequisites, FREN 300, and 371, 372, or 373. Permission of the instructor for students lacking the prerequisites. Explores early modern literary representations of the Mediterranean as a space of cross-cultural encounter, exchange, rivalry, and negotiation.

601 French for Reading I (3). French language for reading. For students with no background in French or those needing a review of grammatical structures and vocabulary in preparation for FREN 602.

602 French for Reading II (3). Prerequisite, FREN 601. Focus on reading French in preparation for the reading knowledge exam for graduate degrees. Passing FREN 602 satisfies the requirement for most departments.

611 French Novelists of the 20th Century (3). Evolution of the novel in France up to the nineties.

613 Masters of 20th-Century Literature (3). Studies of a single author, a literary movement or an aesthetic movement from the avant-garde to postmodernism.

615 Readings in Francophone Literature (3). Evolution of francophone literature from a literary and cultural perspective (Maghreb, Africa, Caribbean Islands, and Canada).

616 Readings in Cultural Studies (3). An examination of national and transnational identity within European culture and recent economic and ethnologic changes in Western Europe and France.

661 Studies in French Renaissance (3). Interdisciplinary seminar on a cultural topic or a theme through readings in literary and nonliterary texts.

683 18th-Century Prose (3). Intensive study of a major 18th-century writer.

685 Libertinism (3). In-depth study of the genealogy of the concept of libertinage as a philosophical discourse and aesthetic manifestation.

691H Honors Thesis in French (3). Required of students reading for honors. Preparation of an essay under the direction of a member of the faculty. Topic to be approved by thesis director in consultation with honors advisor.

Courses for Graduate Students

FREN

714 French Drama of the Twentieth Century (3). Semiotic readings in French and Francophone theater at the crossroads of cultures from the avant-garde to postmodernism.

721 Old French (3). An introductory course designed to enable students to read medieval texts with rapidity and accuracy. Phonology, morphology, semantics, and syntax.

722 French Studies of the Eleventh through the Thirteenth Centuries (3). Readings in a variety of medieval texts in light of contemporary literary theory.

726 French Feminist Theory (WMST 726) (3). See WMST 726 for description.

730 Postmodernisms (3). Theory, literary texts, films, and cultural phenomena associated with postmodernism and the interaction of art, philosophy, film, literature, and popular culture.

734 Seventeenth-Century Drama (3). Readings in sixteenth- and seventeenth-century French theater, Crébillon père and Voltaire. Selection of texts will be announced by the instructor.

735 Eighteenth-Century Drama (3). A study of the genre from Marivaux to the end of the nineteenth century.

737 Literary and Cultural Theory in France (3). A study of structuralist and poststructuralist methods in poetics, semiotics, psychoanalysis, sociology, and philosophy.

748 French Literature of the Fourteenth and Fifteenth Centuries (3). A study of literary trends of the period, with emphasis on the rise of the prose nouvelle and lyric poetry from Machaut through Villon.

781 Eighteenth-Century Novel (3). An array of novelists and conteurs such as Prévost, Lesage, Marivaux, Laclos, Crébillon fils, Montesquieu, Diderot, Rousseau, and others.

784 Philosophers of the Enlightenment (3). Intellectual currents (religious, scientific, epistemological) and morals as reflected in such writers as Bayle, la Mettrie, Condillac, Helvétius, d'Holbach, the Encyclopedists, and others.

789 Franco-Asian Encounters (3). Cultural encounters between France, Vietnam, and China and overview of the French presence in Vietnam from the 1880s to the end of the colonial period in 1954.

790 Diaspora and Transculturalism in Quebecois Literature (3). Evolution of identity and nationhood in Quebecois literature from the 1960s to the present including the study of the literature of immigration (diasporic, or littérature migrante).

793 Nineteenth-Century French Literature (3). Intensive study of a single major author of the romantic or post-romantic period. The subject changes from year to year among writers in the different literary genres.

794 French Nineteenth-Century Post-Romantic Poetry (3). A study of the evolution of poetry and poetics in modernity beginning with Baudelaire.

795 The French Realistic and Naturalistic Novel (3). A study of major realistic and naturalistic novelists (Flaubert, the Goncourts, Daudet, Zola, Maupassant, and Huysmans).

796 French Brief Fiction of the Nineteenth Century and/or Twentieth Century (3). A study of short narrative as a hybrid genre from a literary and cultural perspective.

797 Fin-de-Siècle Literatures (3). Fiction from the 1880s through WWI and its aftermath: modernity (the1850s), decadence, naturalism, the avant-garde, and the belle époque.

830 Seminar (3). Topic determined by instructor and announced in advance.

840 Special Readings (1–21). Doctoral students only.

993 Master's Thesis (3).

994 Doctoral Dissertation (3). Research in a special field under the direction of a member of the graduate faculty.

Italian

Courses for Graduate and Advanced Undergraduate Students

ITAL

401 Beginning Accelerated Italian (3). For students with special aptitude and interest in developing Italian language skills. Covers first-year material in one semester. Emphasis in the first semester is on grammar.

402 Intermediate Accelerated Italian (3). Prerequisite, ITAL 102 or 401. Covers second-year material in one semester. Develops skills, with increasing emphasis on reading and writing. Prepares students for more advanced courses.

503 Advanced Composition for Graduate Students (3). Review of advanced grammar. Composition on a variety of topics designed to enhance writing proficiency in Italian. Training in the use of stylistic devices.

511 Survey of Italian Literature and Culture I (to 1600) (3). Permission of the instructor for undergraduates. The survey is based on anthologies, with particular attention to authors and texts included in the current departmental reading lists.

512 Survey of Italian Literature and Culture II (1600 to Present) (3). Permission of the instructor for undergraduates. See ITAL 511 for description.

526 History of the Italian Language (3). Prerequisite, ITAL 204 or 402. Permission of the instructor for students lacking the prerequisite. The evolution of the Italian language from vulgar Latin. Substratum theory and the development of the various dialects. Codification of the literary standard during the Renaissance. "Questione della lingua."

691H Honors Thesis (3). Required of students reading for honors. Preparation of an essay under direction of a member of the faculty. Topics to be approved by thesis director in consultation with honors advisor.

Courses for Graduate Students

ITAL

706 Proseminar (3). An introduction to modern Italian criticism and to current methods of research and scholarship. Bibliographic survey of basic tools and secondary literature. Guidance in preparation of papers, theses, and dissertations.

731 Dante I (3). Permission of the instructor for undergraduates. Dante's life and works; a critical reading of the Vita Nuova and Inferno. Original texts; course taught in Italian or English.

732 DANTE II (3). Permission of the instructor for undergraduates. Completes the critical reading of the Divine Comedy. Original texts; course taught in Italian or English.

734 Petrarch and Lyric Tradition (3). A reading of Petrarch's Canzoniere within the context of previous lyric tradition and Petrarchism in Europe. Class discussion in English; readings in Italian for majors and in translation for nonmajors.

735 Boccaccio and European Narrative (3). Boccaccio's Decameron within the context of previous narrative traditions and the subsequent development of narrative in Europe. Class discussions in English; readings in Italian for majors and in translation for nonmajors.

741 Italian Literature of the Renaissance I: The Quattrocento (3). Prerequisite, ITAL 204 or 402. A study of the major figures of Italian Humanism, Latin, and vernacular, from Salutati to Poliziano.

751 Italian Literature of the Renaissance II: The Cinquecento (3). Prerequisite, ITAL 204 or 402. Brief description of the literary and historical situation in the Cinquecento. Three authors studied in detail are Ariosto, Orlando Furioso, Machiavelli, Il Principe, and Castiglione, Il Cortegiano.

771 The 17th and 18th Centuries (3). Prerequisite, ITAL 204 or 402. The Age of the Baroque, Campanella, the new genres, Tassoni. The literature of Arcadia, the Enlightenment, Goldoni, Parini, and Alfieri.

781 Italian Romanticism (3). Prerequisite, ITAL 204 or 402. Preromanticism; Alfieri; the lyrics and novels of Foscolo, Leopardi, Manzoni; the romantic drama from Pindemonte to Niccolini.

782 Italian Literature in the Second Half of the 19th Century (3). Prerequisite, ITAL 204 or 402. The major literary forms in the second half of the century with particular regard to Verismo, Verga, Carducci, Pascoli, Scapigliatura, and Decadentismo.

784 Italian Avant-Gardes and Neo-Avant-Gardes 20th Century (3). Prerequisite, ITAL 204 or 402. Examines the critical issues raised by the Italian avant-gardes and neo-avant-gardes of the 20th century.

795 Modern Italian Fiction (3). Prerequisite, ITAL 204 or 402. D'Annunzio, Svevo, Moravia, Pavese, Vittorini, Calvino, etc.

796 Modern Italian Drama (3). Grotteschi, Pirandello, Italian drama after World War II, Eduardo de Filippo, etc.

830 Seminar (3). Special study and research in set topics; e.g., Seicento and Baroque, autobiography, Renaissance theater, literature, and film.

840 Special Readings (1–21). A tutorial on a topic agreed upon by the student and a member of the graduate faculty.

993 Master's Thesis (3). Research in a special field under the direction of a member of the graduate faculty.

994 Doctoral Dissertation (3). Research in a special field under the direction of a member of the graduate faculty.

Portuguese

Courses for Graduate and Advanced Undergraduate Students

PORT

401 Accelerated Brazilian Portuguese I (3). For students who have fulfilled their foreign language requirement with another language. Covers first-year material in one semester. Introduction to spoken Portuguese with literary and cultural readings.

402 Accelerated Brazilian Portuguese II (3). Prerequisite, PORT 102, 111, or 401. Covers second-year material in one semester. Further study of spoken Portuguese with literary and cultural readings.

501 Survey of Portuguese Literature I (3). Prerequisite, PORT 204 or 402. An introduction to Portuguese literature from its origins through the 18th century.

502 Survey of Portuguese Literature II (3). Prerequisite, PORT 204 or 402. A survey of Portuguese literature of the 19th and 20th centuries.

503 Survey of Brazilian Literature I (3). Prerequisite, PORT 204 or 402. A survey of Brazilian literature of the colonial period and 19th century.

504 Survey of Brazilian Literature II (3). Prerequisite, PORT 204 or 402. Study of major writers of 20th-century Brazilian literature.

526 History of the Portuguese Language (3). Prerequisite, PORT 402. Permission of the instructor for students lacking the prerequisite. Survey of the history of Portuguese with stress on the characteristics of Brazilian Portuguese and the factors underlying them.

535 Brazilian Drama (3). Prerequisite, PORT 402. Permission of the instructor for students lacking the prerequisite. A study of representative Brazilian plays of the 20th century with a review of the development of the theater in Brazil.

691H Honors Thesis (3). Required of all students reading for honors. Preparation of an essay under the direction of a faculty member. Topic to be approved by thesis director in consultation with honors advisor.

Courses for Graduate Students

PORT

703 Advanced Composition for Graduate Students (3). Advanced grammar with exercises in translation from English into Portuguese. Free composition and training in the use of stylistic devices.

704 Luso-Brazilian Bibliography and Methodology (3). An introduction to bibliography and methodology in Luso-Brazilian literary and linguistic research.

710 The Portuguese Novel (3). A study of prose fiction, particularly from the nineteenth and twentieth centuries, with special emphasis on Camilo Castelo Branco, Eça de Queirós, Aquilino Ribeiro, Ferreira de Castro, and the neo-realistas.

712 The Brazilian Novel (3). Extensive reading of representative Brazilian novels from the second half of the 19th century to the present.

713 Machado de Assis (3). A study of the prose fiction, drama, poetry, and criticism of Machado de Assis, with reference to other major writers of the second half of the 19th century.

714 Modern Brazilian Short Fiction and Essays (3). A study of Brazilian short stories, novellas, and essays of the twentieth century.

721 Old Portuguese (3). A study of Portuguese historical phonology and morphology with readings from medieval verse and prose.

731 Camões (3). The works of Camões (epic, lyric poetry, and drama) are studied with reference to the contemporary Iberian historical and literary background.

791 Portuguese Overseas Language and Literature (3). A survey of the use and characteristics of Portuguese as used in Africa and Asia (especially Cape Verde creole) and readings from contemporary African authors using Portuguese.

830 Seminar in Portuguese Literature (3). Topic determined by instructor and announced in advance.

833 Seminar in Luso-Brazilian Linguistics (3). Topic determined by instructor and announced in advance.

835 Seminar in Brazilian Literature (3). Topic determined by instructor and announced in advance.

840 Special Readings (1).

993 Master's Thesis (3).

994 Doctoral Dissertation (3).

Romance

Courses for Graduate and Advanced Undergraduate Students

ROML

500 Research Methods for Romance Languages and European Studies (3). Provides training in research methodology for a B.A. with honors or M.A. thesis. Students will learn to conceptualize an original research project and to identify and assess the current intellectual debates in their chosen areas of research.

600 Master's Workshop on Theory (3). This graduate seminar consists of a series of in-depth studies of several major contemporary approaches to literary theory. Designed primarily as an elective for master's candidates in Romance languages, this course aims to prepare students for advanced literature and literary theory course.

695 Intersections of Film and Culture in Brazil and Spanish America (3). Critically examines through film different aspects of Latin American cultural history during the 20th century, specifically in Brazil and various Spanish-speaking countries, including Mexico, Cuba, El Salvador, Peru, Colombia, and Argentina. Course is framed between the period of late 19th-century modernization and the contemporary discussion on globalization.

698 Seminar in Romance Languages: Capstone Course (3).

Courses for Graduate Students

ROML

700 Theories and Techniques of Teaching (3). Required of all new graduate instructors. Exploration of theoretical issues in teaching Romance languages with their practical applications, including the integration of technology.

751 Introduction to Medieval Studies (3). Interdisciplinary course to introduce graduate students to the sources, methods, and approaches of medieval studies.

755 Workshop on Literary Theory and Research Methods (1.5). An introduction to contemporary theoretical positions to acquaint the student with issues posed by formalism, Marxism, feminism, and deconstruction. Orientation to Romance bibliography and research methods.

820 Introduction to Latin for Romance Studies (3). Thorough study of the basic grammar and syntax of classical Latin, followed by readings from representative medieval literary texts and a sampling of writings by the Italian humanists. Restricted to graduate students in the Department of Romance Languages and Literatures.

824 Romance Paleography (3). Study of the development of medieval romance book hands and diplomatics from their origins to the advent of printing; with practical exercises.

825 Provençal (3). Linguistic analysis of the langue d'oc and investigation of medieval Provençal literature.

830 Seminar in Romance Languages (3). Topic determined by instructor and announced in advance.

840 Special Readings (1–21).

870 Minor Romance Tongues (3). Introduction to the historical development of Catalan, Rhaeto-Romance, and Rumanian. Readings in period texts.

993 Master's Thesis (3).

994 Doctoral Dissertation (3).

Spanish

Courses for Graduate and Advanced Undergraduate Students

SPAN

401 Beginning Accelerated Spanish (3). Required preparation, proven competence in another foreign language. Covers first-year material in one semester. Emphasis on speaking and grammar.

402 Intermediate Accelerated Spanish (3). Prerequisite, SPAN 102, 104, 105, 111, or 401. Covers second-year material in one semester. Continued development of all skills. SPAN 402 prepares students for more advanced courses.

403 Advanced Composition (3). Prerequisite, SPAN 300. Review of advanced grammar. Compositions on a variety of topics designed to enhance writing proficiency in Spanish. Training in the use of stylistic devices.

404 Elementary Spanish for Health Professionals (3). Distance course requiring access to computer with DVD drive. Focuses on communication within the context of Latino/a immigrant culture in health care settings.

405 Intermediate Spanish for Health Care Professionals (3). Prerequisite, SPAN 102. Distance course requiring access to computer with DVD drive. Focuses on improving communication within the context of Latino/a immigrant culture in health care settings.

414 Languages of Spain I (3). Study of the language and culture of one of the languages of Spain other than Spanish. Selection will vary according to term: Catalan, Euskera (Basque), Galician.

415 Languages of Spain II (3). Continuation of the study of the language and culture of one of the languages of Spain other than Spanish. Selection will vary according to term: Catalan, Euskera, Galician.

601 Spanish for Reading I (3). For students with no background in Spanish or those needing a review of grammatical structures and vocabulary in preparation for SPAN 602. Not for graduate credit for students in the Department of Romance Languages and Literatures.

602 Spanish for Reading II (3). Prerequisite, SPAN 601. Focus on Spanish for the reading exam for graduate degrees. SPAN 602 satisfies the requirement for most departments. Not for graduate credit for students in the Department of Romance Languages and Literatures.

610 The Generation of 1898 (3). Prerequisites, SPAN 371 or 372, and 373. Study of innovative literary forms and techniques of the Generation of 1898 as seen through representative authors such as Azorín, Baroja, Machado, and Valle-Inclán.

613 Colonial and 19th-Century Spanish American Literature (3). Prerequisites, SPAN 371 or 372, and 373. Advanced survey of literary works from 16th- through 19-century Spanish America, with emphasis on their rhetorical foundations and historical, political, and aesthetic connections.

614 Modernist and Contemporary Spanish American Literature (3). Prerequisites, SPAN 371, and 372 or 373. Advanced survey of Spanish American works from the 1880s through the present, with emphasis on their rhetorical foundations and historical, cultural, political, and aesthetic connections.

617 Cervantes and the Quijote (3). Prerequisites, SPAN 371, and 372 or 373. Close reading of Cervantes' Quijote and selected Novelas ejemplares, with consideration of the background of Renaissance prose (romance of chivalry, pastoral, and sentimental novel) in relation to 16th-century historiography.

620 Women in Hispanic Literature (WMST 620) (3). Prerequisites, SPAN 371 or 372, and 373. The image of woman in 16th- and 17th-century Hispanic literature. A study of texts by Spanish and Spanish American authors. Readings in Spanish or in English translation. Lectures in English.

625 Indigenous Literatures and Cultures of the Américas (3). Panoramic view of indigenous literatures in the Américas through a study of a variety of indigenous textual production including chronicles, manifestos, novels, testimonial narratives, short stories, poetry, artistic production, and film.

635 Modern Spanish Drama (3). Prerequisite, SPAN 370, 371, or 373. A study of plays by principal Spanish dramatists of the 20th century.

650 The Spanish Comedia of the Golden Age (3). A comprehensive study of the Golden Age Spanish theater from its Renaissance beginnings through the 17th century.

691H Honors Thesis (3). Required of students reading for honors. Preparation of an essay under the direction of a faculty member. Topic to be approved by thesis director in consultation with honors advisor.

Courses for Graduate Students

SPAN

701 Beginnings of Castilian Hegemony to 1369 (3). Early medieval romance period (11th century to 1369). The establishment of Castilian hegemony studied through a variety of texts (chronicles, miracles, collections of law and exempla, fueros, epic and lyric poems).

702 The Trastamara Dynasty: 1369 to 1504/1516 (3). The final shaping of Castile, the beginning of nationhood, and American expansion studied through a variety of texts (chronicles, books of chivalry, lyric and narrative poems, sentimental novels and travel narratives).

707 The Hispanic Film: Theory/Culture/Literature (3). A study of Spanish and Spanish American film, with special attention to problems of an aesthetic and ideological nature and to the relationships between literature, culture, and film.

709 Nonfiction Prose of the 16th and 17th Centuries (3). An examination of the histories, chronicles, and other documents written in Spain and Spanish American, with special emphasis on the literature of exploration.

710 19th-Century Spanish Novel (3). A study of the development of romanticism, costumbrismo, realism, and naturalism, principally through the novels of Gil y Carrasco, Pereda, Valera, Pérez Galdós, Pardo Bazán, Clarín, and Blasco Ibañez.

711 20th-Century Spanish Novel to 1936 (3). Major novelists associated with the Generation of 1898, modernism, the Generation of 1914 and the Generation of 1927; principally Unamuno, Baroja, Valle-Inclán, Miró, Pérez de Ayala, Gómez de la Serna, Chacel, and Sender.

712 Spanish Contemporary Novel (3). A study of major novelists from the Spanish Civil War of 1936 to the present time, with emphasis on Ayala, Cela, García Hortelano, Goytisolo, Benet, and others.

713 War, History, and Society in Iberian Narrative and Film (3). Focuses on the narrative production of Iberian literature in Castilian, Catalan, Basque, and Galician since 1936, with their corresponding film adaptations when available. Begins with the end of the Spanish Civil War, continuing with the years of the Francoist dictatorship and the transition to democracy, and concludes with Spain today.

714 Golden Age Poetry (3). Selected poetic works from Garcilaso through Quevedo.

715 Spanish Poetry and Drama of the 19th and Early 20th Century (3). Study of Spanish dramatists and poets of the period in the context of the 19th-century aesthetics and literary movements such as romanticism, post-romanticism, symbolism, and modernism.

716 Contemporary Lyric Poetry (3). Major poets from the Generation of 1927 to the present.

721 Old Spanish I (3). Provides a detailed and comprehensive survey of the Spanish language, tracking its development from its Indo-European ancestors to modern usage and examining its phonology, morpho-syntax, verbal dynamics, lexis, and semantics.

722 Old Spanish II (3). Traces the development of the Spanish language from Latin to the present, focusing upon cultural, literary, and historical factors that have contributed to its evolution.

725 Golden Age Prose (3). The major prose works of the Golden Age, excluding those of Cervantes.

737 Topics in Contemporary Literary and Cultural Theory (3). Study of major topics in modern theory such as identities, time, space, history, nation, language, text, and image, from modernity to postmodernity and beyond.

738 Topics in the Intellectual History of Spain (3). Historical concepts such as power, ideology, class, culture, identity, attitude, race, perception, and methods as they developed among elite and nonelite groups of the 16th and 17th century Spanish society. Focuses on evolution of ideas, sciences, arts, techniques, and cultural expression of social movements—nationalism, colonialism, racism—and historical reflection.

741 The Essay and Short Story (CMPL 741) (3). Theory and practice of the essay and short story. Topics include masters of the Spanish American and international essay and short story, the evolution of both genres, gender, cultural studies.

742 Poiesis in Spanish America (3). Theories and practices of literary creation across genres and periods.

743 Topics in Spanish American Performance Studies (3). A thorough grounding in contemporary plays in the Spanish-speaking Americas. Topics include performing class, ethnicity, and gender; parody; staging nations; politics of metatheatre; post-modern agency; and the performance of everyday life.

744 The Aesthetics of the Baroque in Spanish American Literature (3). The origin, development, and persistence of a baroque aesthetic in Spanish American literature through an examination of diverse theories of baroque and close readings of representative texts.

745 The Vanguards (CMPL 745) (3). The theory and practice of innovative writing, especially since the 19th century. Topics include the historical Spanish American and Anglo-European vanguards, experimental literature, modernismo's literary rebellion, gender, and cultural studies.

746 The Novel in Spanish America (3). The novel to 1960. The course examines romanticism, realism, naturalism, modernism, and the new national literatures through such authors as Avellaneda, Blest Gana, Silva, Asturias, Carpentier, Rulfo, Bombal, and Vargas Llosa.

747 The Contemporary Spanish American Novel (CMPL 747) (3). The theory and practice of the novel since the 1960s. Topics include: the Spanish American "Boom" of the 60s and 70s, major international trends and writers, gender, cultural studies.

750 The 18th Century in Spain (3). Readings from 18th-century authors in various genres.

834 Seminar in Peninsular Spanish Literature and Culture (3). Topic determined by instructor and announced in advance.

835 Seminar in Spanish American Literature (3). Topic determined by instructor and announced in advance.

836 Seminar Spanish/Spanish American Transatlantic Topics (3). Topic determined by instructor and announced in advance.

840 Special Readings (1–21). Doctoral students only.

993 Master's Thesis (3).

994 Doctoral Dissertation (3).

Curriculum in Russian and East European Studies

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ROBERT M. JENKINS, *Director*
Jacqueline M. Olich, *Associate Director*

Professors
Richard N. Andrews, Public Policy
Christopher Browning, History
Richard R. Cole, School of Journalism and Mass Communication
Patrick Conway, Economics
Carl Ernst, Religious Studies
Suzanne Gulledge, School of Education
H. Garland Hershey, School of Dentistry
Konrad Jarausch, History
Charles Kurzman, Sociology
Gary Marks, Political Science
Timothy McKeown, Political Science
David McNelis, Environmental Sciences and Engineering
Louise McReynolds, History
Barbara Moran, School of Information and Library Science
John Pickles, Geography
David Pike, Germanic Languages
Barry Popkin, Carolina Population Center
Donald J. Raleigh, History
Thomas Ricketts, School of Global Public Health
Steven S. Rosefielde, Economics
Peter Sherwood, Slavic Languages and Literatures
Irene Zipper, School of Social Work

Associate Professors
Chad Bryant, History
Dean M. Harris, Health Policy and Management
Hana Pichova, Slavic Languages and Literatures
Zlatko Plese, Religious Studies
Andrew Reynolds, Political Science
Christopher Putney, Slavic Languages and Literatures
Michele Rivkin-Fish, Anthropology
Graeme Robertson, Political Science
Silvia N. Tomášková, Anthropology, Women's Studies
Milada Vachudova, Political Science

Assistant Professors
Radislav Lapushin, Slavic Languages and Literatures
Klara Peter, Economics
Mark Sorensen, Anthropology
Ewa Wampuszyc, Slavic Languages and Literatures

Senior Lecturer
Robert Jenkins, Curriculum in Russian and East European Studies and Political Science

Lecturers
Erica Johnson, Global Studies
Eleonora Magomedova, Slavic Languages and Literatures
Jacqueline Olich, Curriculum in Russian and East European Studies and History
Katya Pertsova, Linguistics
Marzanna Poplawska, Music
Jonathan Weiler, Global Studies

Professors Emeriti
Joseph Anderle, History
Samuel H. Baron, History
Willis E. Brooks, History
Carolyn Connor, Classics
Lawrence E. Feinberg, Slavic Languages and Literatures
David M. Griffiths, History
Michael Hunt, History
Madeline G. Levine, Slavic Languages and Literatures
Vasa D. Mihailovich, Slavic Languages and Literatures
Anthony R. Oberschall, Sociology
Chuck Stone, School of Journalism and Mass Communication

Requirements for the M.A. Degree

The Curriculum in Russian and East European Studies offers graduate work leading up to the degree of master of arts in Russian and East European studies. The degree program satisfies the general requirements of The Graduate School. In addition, the student must fulfill the following curriculum requirements:

- Four semester courses in a Slavic or East European language (Czech, Hungarian, Polish, Russian, or Serbo-Croatian)
- Completion of HIST 783, RUES 710, RUES 730, and RUES 993
- Completion of at least three courses in a concentration determined in consultation with the graduate program advisor.
- Completion and defense of the thesis project

Further information may be obtained from Robert Jenkins, Director, The Center for Slavic, Eurasian, and East European Studies, CB# 5125, FedEx Global Education Center, 301 Pittsboro St., The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-5125. Telephone: (919) 962-0901. Fax: (919) 962-2494. E-mail: rjenkins@email.unc.edu. Web: cseees.unc.edu.

Courses for Graduate and Advanced Undergraduate Students

RUES

469 Conflict and Intervention in the Former Yugoslavia (POLI 469, PWAD 469) (3). See POLI 469 for description.

699 Selected Topics in Russian and East European Studies (3). Selected topics in Russian and East European studies. Varies by semester.

Courses for Graduate Students

RUES

710 Core Colloquium (1). Series of follow-up discussions of guest lectures sponsored by the Center for Slavic, Eurasian, and East European Studies. The discussions will be based on bibliographies previously assigned by guest lecturers.

730 Identities and Transitions (POLI 746) (3). Capstone course for the master of arts in Russian/East European studies. Interdisciplinary course focusing on the variety of problems encountered by the societies of East European countries and successor states of the former Soviet Union in their transition from communism to democracy.

991 Independent Study in Russian and East European Studies (1–21). Allows students to undertake advanced research under the supervision of a faculty member.

993 Master's Thesis (3–6).

Department of Slavic Languages and Literatures

The Department of Slavic Languages and Literatures and the Department of Germanic Languages and Literatures have merged to form the Department of Germanic and Slavic Languages and Literatures. For a discussion of the M.A. program in Slavic languages and literatures and descriptions of Slavic courses, please see the Department of Germanic and Slavic Languages and Literatures.

School of Social Work

ssw.unc.edu

JACK M. RICHMAN, *Dean*

Distinguished Professors

Gary L. Bowen (98) Social Work with Families, Middle and High School Success, Crime and Violence in Schools, Work and Family Linkages, Military Families, Community Capacity Building, Neighborhood Effects, Performance-Driven Management

Mark W. Fraser (229) Children and Families at Risk, Antisocial and Aggressive Behavior in Childhood, Early Adolescence, and Adolescence, Risk and Resilience in Childhood, Prevention of Conduct Problems in Childhood and Adolescence

Matthew O. Howard (310) Adolescent Substance Abuse, Consequences of Inhalant and Ecstasy Abuse, Delinquency and Conduct Problems in Children and Adolescents, Evidence-Based Social Work and Chemical Dependency Practice

Kimberly J. Strom-Gottfried (033) Managed Care, Professional Ethics, Social Work Education, Bereavement

Mark Testa (217) Kinship Foster Care, Adoption and Guardianship, Child Welfare Consent Decrees and Class-Action Litigation, Social Indicators and Child and Family Policy, Experimental and Quasi-Experimental Designs

Marie O. Weil (95) Community Practice, Social Administration, Services to Families and Children, Community Development, Social Work and the Law

Sheryl I. Zimmerman (295) Evaluation of Practice, Social Gerontology, Psychosocial Aspects of Health, Long-Term Care, Outcome Research, Methods for Studying Older Populations, Dementia, Hip Fracture

Professors

Iris B. Carlton-LaNey (239) Social Welfare History (Especially African Americans and the Progressive Era), Rural Elderly African American Women and Social Support

Walter C. Farrell Jr. (351) Social Welfare and Health Policy, Hispanic Immigration Issues, Management and Community Practice, Nonprofit Leadership, Community and Economic Development and Employment, Discrimination and Inequality Issues

Shenyang Guo (213) Research Methods, Quantitative Data Analysis, Child Welfare, Child Mental Health Services, Welfare Policies

Michael Lambert (102) Adjustment in Children, Youth, Adults and Families; Cross-nationally in General, Focusing on Children of Color

Gary M. Nelson (83) Organizational and Community Change, Social Gerontology, Self-Evaluation

Dennis K. Orthner (82) Human Services Design and Evaluation, Public Welfare and Family Policy, Family Strengths, Military Families

Jack M. Richman (88) Individual, Couples and Family Practice, Social Support, At-Risk Students, Evaluation

Kathleen A. Rounds (034) Public Health and Social Work, Maternal and Child Health, Program Evaluation

Paul R. Smokowski (101) At-Risk Youth, Acculturation and Latino Families, Mixed-Methods Research Design, Developmental Science, Technology in Social Work Practice

Clinical Professor

Irene Nathan Zipper (27) Early Childhood Intervention, Family Support, Children's Mental Health Services, Service Coordination/Case Management, Service Integration

Research Professors

Dean F. Duncan III (218) Program Evaluation, Management of Human Services Agencies, Research Methods, Community Collaboration, Achievement Gap

Associate Professors

Natasha K. Bowen (103) Mental Health of Children and Adolescents, Prevention and Treatment of Behavior Problems, Evaluation of Practice, Developmental Psychopathology, Risk and Protection, School Social Work, Research Methods and Statistics

Mimi V. Chapman (293) Social Work Practice, Child Abuse and Neglect, Children's Health and Mental Health, Immigration, Acculturation, Mental Health

Rebecca J. Macy (325) Interpersonal and Relationship Violence, Coping with Personal Threats and Trauma, Prevention and Practice Interventions

Amelia C. Roberts-Lewis (292) Women and Chemical Dependency, Cultural Diversity and Social Work Practice, Spirituality and Social Work Practice, Developing and Evaluating Gender-Specific Substance Abuse Programs for Females, Implementation and Evaluation of Evidence-Based Practice in Substance Abuse Treatment Programs

Anna M. Scheyett (222) Severe Mental Illnesses, Mental Health Consumers, Criminal Justice, Psychiatric Advance Directives, Mental Health Policy

Clinical Associate Professors

Joanne S. Caye (260) Child Welfare, Family-Centered Practice, Adolescence, Work with Foster Care and Adoptive Parents, Effects of Disasters on Families and Children

Anne C. Jones (224) Women's Health Issues, International Social Work, Practice with Couples and Families, Step-Families

Kelly B. Reath (107) Rural Human Services, Policy Implementation, Distance Education

Mary Anne P. Salmon (219) Aging Issues (with Focus on Underserved Populations), Survey Development, Aging and Demographics, Family Caregiving

Cynthia M. Wiford (253) Addiction, Distance Learning, Program Consultation

Evelyn S. Williams (105) Child Abuse Prevention, Domestic Violence, Cultural Competence, Staff Development, Training and Supervision, Organizational Change

Assistant Professors

Sarah E. Bledsoe (202) Mental Health Services Research, Evidence-Based Practice, Interpersonal Psychotherapy, Mood and Anxiety Disorders, Clinical Intervention Research, Knowledge Dissemination and Implementation in Agency Practice, Culturally Relevant Practices, Low-Income Populations

Gina A. Chowa (206) International Social Development, particularly in Asset Building, HIV/AIDS, Social Protection and Financial Capability.

Trenette Clark (304) Etiology and Prevention of Adolescent Drug Use, Problem and Risky Behaviors during Childhood and Adolescence, Risk and Resilience in Childhood and Adolescence, Preventive Interventions.

Gary S. Cuddeback (279) Severe Mental Illness, Criminal Justice, Mental Health Services

Michal Grinstein-Weiss (212) Assets Development Policies for Low-Income Families, Saving Social and Economic Development, Program Evaluation, Poverty and Inequality

Amanda Sheely (392) Determinants of Poverty and Its Effects on Families, Welfare Reform Implementation, Devolution and Service Provision, Effects of Welfare Reform on Poor Families, Homeless Families.

Susan Snyder (261) Child Welfare, Juvenile Justice, Social Policy

Clinical Assistant Professors

Lyndin W. Bolton (294) Substance Abuse Services, Mental Health

Rebecca B. Brigham (091) Child Welfare and Public Policy, Foster Care and Adoption, Adult Learning Theory, International Social Work Education.
Jean L. Byassee (291) Children's Mental Health, Parent/Provider Partnerships, Learning and Attention Disorders in Children and Adults
Lane G. Cooke (244) Family-Centered Services/Home-Based Services Delivery Systems in Communities and Neighborhoods, Family Preservation Programs, Child Abuse/Neglect, Family Violence, Rapid Assessment and Planning
Mathieu Despard (333) Community Economic and Asset Development for Lower-Income Communities, Community-Level Interventions and Problem Solving through Public-Private Partnerships, Social Entrepreneurship, Capacity Building with Small Nonprofits and Grassroots Organizations, Local and State Health Coverage Policies for the Uninsured and Community-Academy Partnerships
Jodon A. Flick (298) Clinical Safety, Suicide, Mental Health, Child Welfare
Melissa D. Grady (337) Mental Health, Clinical Practice, Sexual Violence/Trauma, Clinical Theory
Sherry M. Hrynewych (275) Substance Abuse, Women's Issues, Spirituality and Psychotherapy, Experiential Therapies, Self-Psychology, Autism Spectrum Disorders
Kathy D. Johnson (223) Child Sexual Abuse, Forensic Interviewing, Child Pornography, Dynamics of Incestuous Families, Multidisciplinary Teams, Developing Protocols, Multivictim/Multiperpetrator Day Care Investigations, Effects of Child Maltreatment on Brain Development
Margaret L. Morse (398) Aging, Computer-Based Training, Web Site Design
Sarah M. Naylor (256) Academic Advising, Qualitative Research, Higher Education
Joelle Powers (234) School Social Work, Evidence-Based Practice, School Success, Child/Adolescent Mental Health, Risk Assessment, Data-driven School Interventions
Wanda F. Reives (012) Public Child Welfare, Family-Based Service, Public Human Services Management/Leadership
Tina M. Souders (007) Professional Ethics, Social Work and the Law, Child/Adolescent Mental Health, Nonprofit Law

Research Assistant Professors

Steven H. Day (387) Program Evaluation, Delinquency Prevention, Community Planning and Development
Hye-Chung Kum (225) Program Evaluation, Management of Human Services Agencies, Research Methods, Community Collaboration, Social Welfare Policy and Program Analysis
Laurie J. Selz-Campbell (240) Community-Based Services, Mental Illness and Identity, Early Intervention, Children's Mental Health, Activity-Based Therapies, Peer Support, Intervention Design and Evaluation

Clinical Instructors

Jo E. Adams (257) Child Welfare, Rural Child Welfare, Child Welfare Workforce.
Travis J. Albritton (200) Public Child Welfare, Substance Abuse Services, Spirituality and Social Work Practice, Family and Community Social Supports
Mellicent O. Blythe (203) Child Abuse and Neglect, Child Welfare, Foster Care, and Clinical Practice
Beverly J. Broyles (281) Social Work Field Education, Child Sexual Abuse Treatment, Child Welfare
Carolyn S. Butler (204) Addiction, HIV/AIDS, Homelessness, Nonprofit Management
Selena B. Childs (205) Child Welfare, Workforce Development, Policy Development, Advocacy
Denisé G. Dews (005) Aging, End-of-Life Care, Medical Social Work, Field Education, Child Welfare Workforce
Susana G. Eguez (208)
Dania M. Ermentrout (209) Relationship and Interpersonal Violence Prevention and Intervention, Program Evaluation, Maternal and Child Health, Child Abuse and Neglect, Research Design, Evidence-Based Practice
Marilyn A. Ghezzi (243) Severe Mental Illness and Case Management, Childhood Trauma and Groupwork
Melissa L. Godwin (210) Substance Abuse Prevention and Intervention, School-Based Mental Health Services, Gender Issues, Clinical Social Work
Quentin J. Hinson (241) Immigration, Immigrant Health, Mental Health and Substance Abuse, Community Organizing, Sustainable Development.
Christine B. Howell (216) Group Process and Facilitation, Leadership Development for Supervisors/Managers in Public Social Services, Conflict Resolution, Rural Social Work Practice and Culture
Daniel C. Hudgins (038) Aging, Social Welfare Policy, Human Services Management, Community Collaboration
Johna L. Hughes (220) Mental Health, Substance Abuse, Children's Mental Health, Child and Adolescent Development, Parenting, Crisis Intervention
Teresa L. Ilinitch (248) Child Welfare, Leadership and Workforce Development, Staff Development and Training, Family Group Decision Making, and Solution Focused Practice.
Rodney D. Little (226) Group Process and Facilitation, Leadership Development for Supervisors/Managers in Public Social Services, Conflict Resolution, Rural Social Work Practice and Culture, Grief Loss and Bereavement
228Ronald L. Mangum (230) Mental Health, Substance Abuse, Individual and Group Facilitation, Risk-Focused Prevention
John D. McMahon (232) Family and Children's Services, Child Welfare, Improving Outcomes for Families
M. Theresa Palmer (258) Clinical Practice, Social Work Education
Tiffany Price (235) Families and Children, School Success, Community Collaboration
Tanya M. Richmond (236) Older Adults, End of Life Issues, Long-Term Care, Children with Special Needs, Deaf and Hard of Hearing, Social Work Licensure, Training, Strategic Planning
Jaime G. Swaine (246) Children and Adults with Developmental Disabilities and Their Families
Tauchiana Vanderbilt (259) Social Work Services to Families and Children, School Social Work, Clinical Practice
Deborah J. Vassar (249) Family-Centered Services, Organizational Development, Coaching, Teambuilding and Process Consulting
Jennifer S. Vaughn (250) Health and Mental Health Policy, Severe and Persistent Mental Illness, Homelessness
Martha A. Weems (252) Clinical Practice, Substance Abuse, Mental Health, Crisis Intervention
Ronni L. Zuckerman (052) Program Evaluation, Adolescent Pregnancy Prevention, Women's Health Issues

Research Instructors

Harlene C. Gogan (391) Child Welfare, Foster Care, Child Abuse and Neglect, Data Analysis
Crystal Joy Stewart (242) Child Welfare, Program Evaluation, Racial Disparities in Child Welfare, Social Services Data Analysis, Human Services Management
Andrea D. Taylor (247) Social and Economic Policy, Asset Building, Relationship between Health and Economic Status, Research Design, Program and Policy Evaluation

Professors Emeriti

S. Rachel Dedmon
Andrew W. Dobelstein
Maeda Galinsky
Dorothy N. Gamble
H. Carlisle Henley Jr.
Albert L. Johnson
Hortense K. McClinton

The M.S.W. Program

Students complete the foundation curriculum of 32 credit hours of content in the areas of research, social work practice, social policy, human behavior and the social environment, institutionalized discrimination, and field education.

In the advanced curriculum, students choose an area of concentration for an additional 30 credit hours. There are three concentrations in the advanced curriculum. The direct practice concentration prepares students for advanced practice with individuals, families, and groups. The management and community practice concentration prepares students for advanced work in social work administration, management, and community practice. The self-directed concentration allows students who have very specific career goals requiring an equal mix of direct and management or community practice skills to craft a blended concentration, combining direct and management and community practice courses to gain the skills needed for their particular professional goals.

Students develop individualized plans of study in consultation with their advisors, and their course selection must be guided by the distributional requirements of the concentration they have selected and by their specific professional and educational goals. However, students can explore content outside of their concentration, and use elective credits to pursue learning and career goals related to more than one area of interest as long as the overall plan of study is a coherent and cohesive whole.

Admission is based on an evaluation of the applicant's transcripts, references, written statement of interests in the field, Graduate Record Examination (GRE) scores, prior experience, and readiness to undertake graduate professional education. The applicant must have received a bachelor's degree from an accredited college or university, preferably with a broad liberal arts preparation in social and biological sciences and the humanities.

Two distance education programs are offered: Triangle and Winston-Salem. Students in these programs complete M.S.W. degree requirements over the course of three years. The first two years of M.S.W. study take place at the distance education program site. In the first year students take two courses each semester, and in the second year students take two courses each semester, participate in a field seminar and complete 16 hours per week in a field placement each semester. In the final year, distance education students complete the degree as full-time students on the Chapel Hill campus.

The normal time period for degree completion is four semesters of full-time study. However, graduates of undergraduate social work programs that are accredited by the Council on Social Work Education and who meet specific course and admissions requirements are eligible to apply for either full-time or distance education advanced standing programs. In the full-time advanced standing program at Chapel Hill, students fulfill the degree requirements in 12 months through two summer sessions and two semesters.

The Ph.D. Program in Social Work

The Ph.D. program in social work is designed to meet the growing demand for social work and social welfare research scholars in academic and research settings. Graduates are prepared to conduct a variety of theory construction and research activities that include building, testing and refining explanatory theory for understanding social problems, and practice theory for understanding change processes; designing social interventions that test explanatory and/or practice theory; and assessing the effects of planned social interventions through models of process, outcome, and impact evaluation.

The curriculum is grounded in core social work and social welfare courses and thorough training in research methodology and data analysis. At the same time, students design their program of study to focus on a social problem and intervention in their area(s) of interest. Students also complete a teaching practicum and are provided opportunities to teach in the M.S.W. program.

In the admissions process, students are asked to provide evidence of

- A master's degree in social work from a school accredited by the Council on Social Work Education (applicants without an M.S.W. may apply to the M.S.W./Ph.D. Continuum Program)
- Academic ability, as demonstrated in academic achievement and Graduate Record Examination (GRE) scores
- Writing ability, as demonstrated in a writing sample
- Commitment to the values, goals, and purposes of the social work profession
- Professional experience in human services, and
- A direction for and commitment to scholarly work congruent with the objectives and resources of the doctoral program

Courses for Graduate and Advanced Undergraduate Students

SOWO

401 Managing the Effects of Disasters on Families and Children (3). Designed to examine the effects that disasters have on children, their families, and on communities, this course gives students an understanding of how to deal with survivors' reactions to trauma and how to decrease the chances of long-term damage when disaster strikes.

403 Social Work Study Abroad (1–6). Variable content. Course examines international social issues, programs, and policies and their impact on client populations and cultures in a particular country or global region.

404 Social Work Study Abroad: Africa (1–6). Course examines social issues, development strategies, health/mental health programs. Explores how country's fledgling democracy and people are redesigning organizations and interventions to respond to the needs of South Africans.

409 Special Topics in Pre-Professional Human Behavior and the Social Environment (1–6). Focuses on current social work issues in human behavior and the social environment. The focus will be specified each time the course is offered.

469 Special Topics in Pre-Professional Direct Practice (1–6). Focuses on current social work issues in direct practice. The focus will be specified each time the course is offered

490 Public Service and Social Change (4). Course examines role of volunteer involvement and citizen participation in community development, grassroots organizing, advocacy, and other efforts to create a more just and democratic society. Includes a service learning requirement.

491Community Organizing for Social Change (4). Course examines different types of advocacy strategies and their use in efforts both to enhance the delivery of services to disadvantaged populations and to promote social change in communities.

492 Seminar in Service Learning (3). Participants explore frameworks, values, and skills around the democratic principles of service, citizenship, and social justice. Accompanies an intensive, paid internship in a local nonprofit agency.

499 Special Topics in Pre-Professional Macro Practice (1–6). Focuses on current social work issues in management and community practice.

500 Human Development in Context I: Infancy to Adolescence (3). This course provides an overview of child and adolescent development in context, surveying major theoretical frameworks and highlighting the impact of different factors on individual development, functioning, and health.

501 Confronting Oppression and Institutional Discrimination (3). This course examines institutionalized oppression and its implications for social work practice at all levels, emphasizing the consequences of social inequality and the social worker's responsibilities to fight oppression.

505 Human Development in Context II: Adulthood to Older Adulthood (3). This course reviews typical and divergent adult development in context, surveys major theoretical frameworks, and highlights the impact of social injustices on adult development.

510 Foundations for Evidence-Based Practice and Program Evaluation (3). Develop knowledge of evidence-based practice, including skills needed to acquire and assess appropriate interventions for practice and skills required to evaluate social work practice.

517 Integrated Social Work Practice (3). Prerequisites, SOWO 540 and 570. Examines practice theories and models with individuals, families, groups, communities, organizations, and human service systems. Identifies and builds evidence-based skills to create change in multiple levels of social work practice.

520 Social Work Practicum I (3). Students learn beginning practice skills through experimental opportunities and apply core knowledge to direct (individuals, families, groups) and macro (organizations, communities) social work practice two days per week in an agency setting. (Field fee: $300.)

521 Social Work Practicum II (3). A continuation of SOWO 520, providing opportunities for students to demonstrate increased ability to assess, plan, administer, and evaluate appropriate social work practice interventions. (Field fee: $300.)

522 Pre-Concentration Practicum for Advanced Standing Students (4). Course designed to assist students in summer classroom learning with direct experience in specialized field of practices. Serves to bridge the B.A.S.W. practicum with advanced concentration practicum. (Field fee: $300.)

523 Foundation Field Seminar I (1). Course is designed to assist students in integrating and applying classroom learning with the direct experience of the foundation field practicum. Opportunities are provided for discussion, support, and skills practice.

524 Foundation Field Seminar II (1). Course is designed to assist students in integrating and applying classroom learning with the direct experience of the foundation field practicum. Opportunities are provided for discussion, support, and skills practice.

530 Foundations of Social Welfare and Social Work (3). Introduces public welfare policy through lecture and discussion of the purposes public welfare serves; describes the most important programs created by those policies.

540 Social Work Practice with Individuals, Families, and Groups (3). Provides the foundation for social work practice with individuals, families, and groups. It emphasizes basic knowledge, analytic and practice skills, and values necessary for practice.

570 Social Work Practice with Organizations and Communities (3). Participants explore frameworks, values, and skills to meet individual and family needs through interventions with work groups, organizations, and communities.

604I Aging and Health (DENT 604I, EPID 620I, HMSC 904I, MEDI 604I, NURS 782I, PHCY 604I, PHYT 904I, PSYC 904I, SOCI 824) (3). Introduction to normal aging, diseases of aging, mental health issues and the use of health services by older adults.

607I Aging and Public Policy (DENT 607I, FMME 607I, HMSC 951I, HPM 961I, MEDI 607I, NURS 783I, PHCY 607I, PSYC 907I) (3). Prerequisite, SOWO 530. Students learn of social service, health and income policy with the aged. Issues pertaining to informal support systems and disadvantaged groups are explored in the context of aging policy.

613I Intermediate Spanish for Health Care I (AHSC 613I, NURS 613I, PHCY 613I, PUBH 613I) (3). See PUBH 613I for description.

614I Intermediate Spanish for Health Care II (AHSC 614I, NURS 614I, PHCY 614I, PUBH 614I). See PUBH 614I for description.

615I Advanced Spanish for Health Care (AHSC 615I, DENT 615I, MEDI 615I, NURS 615I, PHCY 615I, PUBH 615I) (3). See PUBH 615I for description.

Courses for Graduate Students

SOWO

700 Alcohol, Tobacco, and Other Drugs (ATOD): Abuse and Dependence (3). Surveys the field of substance use, abuse, and dependency, providing an overview of macro and micro issues and the use of the bio-psycho-social-spiritual model of addictions.

701 Alcohol, Tobacco, and Other Drugs (ATOD): Biomedical Basis (3). Pre- or corequisite, SOWO 700. This course covers the biomedical basis of substance-related disorders. Students will develop a broad scientific perspective on different classes of substances of abuse and the biological basis of substance dependence.

703 Ethical Decision Making in Social Work Practice (3). A study of ethical decision making, along with potential guidelines for resolving dilemmas, and an in-depth examination of current illustrative practice issues.

704 Advanced Seminar on Health Inequality (1.5). Prerequisites, SOWO 500 and 505. This advanced seminar addresses social determinants of health inequities associated with race/ethnicity, class, gender, sexual orientation, and environment. Students will develop independent or group health disparity projects.

705 Mental Health Recovery and Psychiatric Rehabilitation (1.5). Prerequisites, SOWO 500 and 505. The concept of mental health recovery is introduced, exploring theoretical foundations and lived experiences of consumers. Psychiatric rehabilitation is discussed as a framework and set of interventions supporting recovery.

709 Special Topics in Human Behavior and Social Environment (1–6). Permission of the instructor. Topic determined by instructor and announced in advance.

715 Advanced Standing Bridge Course (6). Course facilitates students' transition from baccalaureate programs to Advanced Standing M.S.W. Program. Course will review and integrate selective core baccalaureate content in practice, human behavior, diversity, social policy, and research.

719 Special Topics in Research (1–6). Permission of the instructor. Topic determined by instructor and announced in advance.

720 Individualized Field Practicum (1–6). (Field fee: $300.)

730 Social Work and the Law (3). Course provides familiarity with legal processes, legal research and legal analysis within the context of socio-legal issues important to social work practice.

732 International Comparative Policy (1.5). Prerequisite, SOWO 530. Engages students in comparative policy approaches and preparing tripartite policy analyses of a specific U.S. policy with comparable policies in two other nations in different stages of economic development.

739 Special Topics in Policy (1–6). Permission of the instructor. Topic determined by instructor and announced in advance.

750 Cognitive Behavioral Therapy (1.5). Prerequisites, SOWO 517 and 540. This course will use the CBT framework to teach students how to move from an assessment to intervention using the model.

751 Behavioral Intervention with Children (1.5). Prerequisites, SOWO 517 and 540. This course teaches basic principles of behavior theory and intervention, current applications, and how to assess, design, and implement behavior plans for children.

752 Ethical Decisions and Actions (1.5). Prerequisites, SOWO 540 and 570. Addresses knowledge and skills for exploring and addressing ethical dilemmas encountered in social work practice.

753 Interpersonal Psychotherapy (1.5). Prerequisites, SOWO 517 and 540.

This practice course focuses on interpersonal psychotherapy, an empirically supported intervention for depression in adolescents and adults. Adaptations for other mental health disorders are discussed.

754 Managing Sensitive and Dangerous Situations (1.5). Prerequisites, SOWO 517 and 540. Apply cognitive-behavioral, strategic, structural, and motivational models in challenging practice situations common to public and nonprofit agency social work. Extensive, observed, skill practice is followed by analysis, feedback, and reflection.

755 Issues for Contemporary Clinical Practice (1.5). Prerequisites, SOWO 517 and 540. This is a seminar designed to help prepare students for contemporary clinical practice, covering topics such as managed care, independent practice and self-care.

756 Evidence Based Practice in School Social Work (1.5). Prerequisites, SOWO 517 and 540. Students will learn an evidence-based approach to school social work practice that includes ecological assessment, team data-based goal selection, and the identification of best practices to better promote school success.

757 Professional Use of Self: What We Bring to Practice (1.5). Prerequisites, SOWO 517 and 540. This course explores students' professional use of self in clinical practice. Using scholarly literature, students examine practice situations in which personal characteristics and experiences positively and negatively shape clinical work.

758 The Process of Differential Diagnosis of Mental Disorders (1.5). Prerequisites, SOWO 517 and 540. This course focuses on the process of conducting a differential diagnosis of mental health disorders using the Diagnostic and Statistical Manual of Mental Disorders-IV.

760 Alcohol, Tobacco, and Other Drugs (ATOD): Clinical Practice (3). Pre- or corequisites, SOWO 540 and 700. Permission of the instructor for students lacking the pre- or corequisites. Students develop knowledge, skills, and attitudes specific to substance use, abuse, and dependency in order to work effectively in a variety of clinical settings with clients experiencing substance-related problems.

761 Alcohol, Tobacco and Other Drugs (ATOD): Social Work Practice with Culturally Diverse Populations (3). Pre- or corequisites, SOWO 540 and 700. Permission of the instructor for students lacking the pre- or corequisites. Provides an overview of the unique problems and needs of diverse populations who misuse ATOD, and focuses on the application of culturally sensitive intervention strategies.

762 Special Topics in Social Work (1–6). Permission of the instructor. Topic determined by instructor and announced in advance.

763 Interdisciplinary Teamwork in Geriatrics (3). Emphasizes the acquisition of skills and competencies necessary for effective interdisciplinary geriatrics care and leadership with a focus on a variety of settings in rural and/or underserved communities.

764 Motivational Interviewing (1.5). Prerequisites, SOWO 517 and 540. This course presents the theoretical basis of motivational interviewing, its basic principles, and key strategies for facilitating behavior change.

769 Special Topics in Direct Practice (1–6). Permission of the instructor. Topic determined by instructor and announced in advance.

790 The Facilitative Leader (1.5). Prerequisites, SOWO 517 and 540. In this highly interactive course, participants will learn how to use facilitative skills in their roles as leaders and members of groups/teams to help these groups become more effective.

791 Disaster Planning and Response: Social Work Role in Large Systems (1.5). Prerequisites, SOWO 517 and 570. Focus on the social work role at the macro system level (school, public health, community, government) when planning for and responding to disasters.

792 Program Development and Proposal Preparation (1.5). Prerequisites, SOWO 517 and 570. In this skills-oriented course, students will learn to apply three approaches to program development and prepare a proposal draft suitable for submission to a foundation or governmental organization.

793 Asset Development Practice and Policy (1.5). Prerequisites, SOWO 517 and 570. This course explores community-based efforts and social policies to help lower-income individuals and families build wealth through increased access to financial services and asset-building opportunities.

799 Special Topics in Macro Practice (1–6). Permission of the instructor. Topic determined by instructor and announced in advance.

810 Evaluation of Social Work Interventions (1.5). Prerequisite, SOWO 510. Students apply knowledge of evidence-based practice to evaluation of social work interventions, including development of a detailed proposal to conduct evaluation of specific social work organization and client or service population.

820 Social Work Practicum III (6). Prerequisites, SOWO 500, 505, 517, 540, and 570. Students apply specialized knowledge to social work practice at an advanced level with individuals, families, small groups, organizations, and/or communities in an agency of a specialized field. (Field fee: $300.)

821 Social Work Practicum IV (6). A continuation of SOWO 820, providing opportunities for the students to demonstrate increased ability to assess, plan, administer, and evaluate appropriate social work interventions in a specialized field of practice (Field fee: $300.)

832 Multi-Generational Family Policy (1.5). Prerequisite, SOWO 530. This course will provide students with a framework for advanced policy analysis and strategies for policy change, with a focus on multi-generational families.

834 Advanced Policy Practice (3). Prerequisite, SOWO 530. Advanced Policy Practice focuses on skills development in advanced policy analysis and change at administrative and legislative levels and on multiple levels of advocacy and lobbying strategies.

835 Poverty Policy (1.5). Prerequisite, SOWO 530. Using an advanced policy analysis framework, this course focuses on strategies for policy change, national and state policy, and legal and socio-political factors influencing financing, access, and service delivery.

836 Health Access and Health Disparities (1.5). Examines factors leading to disparities in health outcomes for persons disadvantaged by income, age, ethnicity, gender, and sexual orientation. Critically evaluates health and social policies aimed at resolving disparities.

837 Disability Policy (1.5). Using an advanced policy analysis framework, this course focuses on strategies for policy change, national and state policy, and legal and socio-political factors influencing financing, access and service delivery.

838 Policies Impacting Military Families (1.5). Prerequisite, SOWO 530. This course will provide students with a framework for advanced policy analysis and strategies for policy change, with a focus on military families.

840 Adult Mental Health: Theory and Practice (3). Prerequisites, SOWO 500, 505, 517, and 540. This course focuses on mental health social work practice with adults, covering assessment and several theoretically based interventions with an emphasis on gaining practice skills.

841 Child Mental Health: Theory and Practice (3). Prerequisites, SOWO 500, 505, 517, and 540. This course presents knowledge and theories from various disciplines to understand mental health and well-being in children and their families with an emphasis on gaining practice skills.

842 Families: Theory and Practice (3). Prerequisites, SOWO 500, 505, 517, and 540. This course covers explanatory and practice theories for understanding family functioning and interaction and practice skills for intervention.

843 Older Adults: Theory and Practice (3). Prerequisites, SOWO 500, 505, 517, and 540. This course fosters understanding of normal aging, illness, and common challenges associated with aging, and also practice skills to treat older adults and their families.

844 Adolescent Mental Health: Theory and Practice (3). Prerequisites, SOWO

500, 505, 517, and 540. This course covers both the social context of adolescent mental health problems and intervention theories and skills to address those problems. It covers assessment, practice theories, and evidenced-based interventions.

845 Health: Theory and Practice (3). Prerequisites, SOWO 500, 505, 517, and 540. This course focuses on social work practice in healthcare covering the social context of health problems, and the theories and interventions that facilitate prevention of and coping with health problems.

850 School Social Work Policy/Practice (3). Prerequisites, SOWO 517 and 540. An examination of public school social work policy and practice. The course emphasizes an ecological approach within the context of the school-family-community environment.

851 Social Work Practice with Groups (3). Prerequisites, SOWO 517 and 540. Enables students to become more knowledgeable and skillful as social group workers. Phases of group development and worker tasks in each phase provide the course framework.

852 Social Work Practice with Couples (3). Prerequisites, SOWO 517 and 540. A clinical seminar that analyzes the operations and character of couples counseling as a human services technique.

853 Brief Treatment (3). This advanced practice elective course covers theories and application of four models of brief psychotherapy. Skill building, critical thinking, and utilization of empirical support are emphasized.

854 Antisocial Behavior in Childhood and Early Adolescence: Theory and Practice (3). Prerequisites, SOWO 517 and 540. This course explores theories and interventive methods related to practice with children who have antisocial, aggressive behavior. Emphasis is placed on using protective/risk factors to design multisystemic service strategies.

855 Treatment of Trauma and Violence (3). Prerequisites, SOWO 517 and 540. This course provides an in-depth analysis of the etiology, effects and dynamics of family violence, as well as the identification of appropriate assessment and treatment strategies.

856 Care of the Dying and Bereaved (3). Prerequisite, SOWO 517 and 540. This interdisciplinary clinical course addresses issues and practice models relating to terminal illness and bereavement faced throughout the life span.

857 Clinical Practice with Families (3). Prerequisite, SOWO 517 and 540. This practice course is devoted to intervention with families. Intervention methods will be applied to families coping with major life stressors and relational problems. Family therapy models are covered.

860 Child Welfare Perspectives and Practices (3). Focus on the knowledge, skills, and critical thinking necessary for effective practice in child welfare. Students examine their own perspectives regarding pertinent research, current events, and initiatives in the state.

874 Administrative and Management: Theory and Practice (3). Prerequisites, SOWO 500, 505, 517, and 570. This course explores contemporary theories, models, and practices for managing human service organizations, emphasizing skills in team building, motivation, organizational learning strategies, and cultural competence with a diverse staff.

875 Community: Theory and Practice (3). Prerequisites, SOWO 500, 505, 517, and 570. Engages students in examining theory and planning strategies for community practice within complex political and economic environments, emphasizing values and intervention methods.

880 Sustainable Development (3). Prerequisites, SOWO 517 and 570. Examines perspectives and models of sustainable development. Students will analyze a project and present a participatory plan for engaging in sustainable development work.

881 Community Practice: Global Perspectives (3). This course prepares students for work in global community practice and development, provides analytic frameworks, and builds skills for engagement and facilitative leadership.

882 Citizen Participation and Volunteer Involvement (3). Prerequisites, SOWO 517 and 570. Examines the role of grassroots organization in advocacy, self-help and social development, the involvement of citizens in public planning, and the development of volunteer programs.

883 Marketing and Fundraising for Nonprofit Organizations (3). Prerequisites, SOWO 517 and 570. This course helps students to develop skills and practices associated with marketing and fundraising strategies for nonprofit organizations at the macro level.

884 Leadership in Nonprofit Organizations (3). Prerequisites, SOWO 517 and 570. An in-depth analysis of the executive role in nonprofit organizations, particularly in leadership transitions, strategic planning, board development, policy administration, governance, employee relations, and resource planning and acquisition.

885 Financial Management of Nonprofit Organizations (PUBA 757) (3). Prerequisites, SOWO 517 and 570. Provides basic financial skills for leaders of nonprofits, including bookkeeping fundamentals, interpreting financial statements, budgeting, cash management and investment, and legal compliance.

886 Human Resources Management and Supervision (3). Prerequisites, SOWO 500, 505, 517, and 570. Addresses the knowledge and skills needed to effectively institute and carry our HRM, supervision, and consultation processes in nonprofit, public, and for profit settings.

900 Foundations for Theory Construction (3). A critical and historical understanding of social work knowledge, values, and intervention provides students with a foundation for theory construction.

910 Research Methods in Social Intervention (3). Prerequisites, SOWO 304 and 510. An introduction to the basic principles of research for planning and evaluating social interventions. Topics include problem formulation, design, measurement, analysis, and the application of findings to theory and practice.

911 Introduction to Social Statistics and Data Analysis (3). Prerequisite, SOWO 510. Designed to explore basic principles and to provide advanced instruction in data analysis, including the construction and analysis of tables, statistical tests and an introduction to the use of computer programs.

912 Research Practicum I (3). Prerequisite, SOWO 911. Students develop independent research competence through work on a research project under the direction of an experienced researcher.

913 Advanced Research Methods in Social Intervention (3). Prerequisites, SOWO 900 and 940. Students build advanced competence in research design, data collection, data analysis, and statistics by analyzing exemplary social work research and presenting independent learning projects within specialized areas of study.

914 Measurement in Social Intervention Research (3). Prerequisites, SOWO 910 and 911. Course deals with quantitative and qualitative measurement strategies. Readings focus on theoretical and conceptual foundations of qualitative and quantitative measurement. Students develop skill through two field studies.

915 Research Practicum II (1–21). Continuation of Research Practicum I.

916 Structural Equation Modeling (3). In this course, students will learn fundamental concepts and skills to conduct structural equation modeling and will learn how to apply these techniques to social work research.

917 Longitudinal and Multilevel Analysis (3). This course introduces statistical frameworks, analytical tools, and social behavioral applications of three types of models: event history analysis, hierarchical linear modeling (HLM), and growth curve analysis.

918 Applied Regression Analysis and Generalized Linear Models (3). Permission of the instructor. This course introduces statistical frameworks, analytical tools, and social behavioral applications of OLS regression model, weighted least-square regression, logistic regression models, and generalized linear models.

919 Special Topics in Doctoral Research (1–6). Permission of the instructor.

Topic determined by instructor and announced in advance.

920 Special Topics in Social Work Doctoral Studies (1-6). Permission of the instructor. Topic determined by instructor and announced in advance.

940 Development of Social Intervention Models (3). Prerequisite, SOWO 900. A systematic approach to the design, implementation, and evaluation of social interventions provides the framework for developing models that address a range of social issues and needs.

941 Teaching Practicum (3). This practicum provides a range of supervised classroom or training opportunities designed to prepare advanced doctoral students for faculty positions in undergraduate- and graduate-level social work education.

994 Doctoral Dissertation (3–9). Dissertation work.

Department of Sociology

sociology.unc.edu

HOWARD E. ALDRICH, *Chair*

Professors

Howard E. Aldrich (42) Formal Organizations, Race and Ethnic Relations, Inequality, Evolutionary Theory, Social Networks
Judith Blau (5) Education, Justice Studies, Sociology of Art
Kenneth A. Bollen (47) Comparative Political Structures, Statistics, International Development
Barbara Entwisle (48) Social Demography, Methods, Community, Environment
Guang Guo (51) Biosocial Interactions, Social Statistics, Demography
Kathleen M. Harris (6) Social Demography, Family and Child Well-Being, Poverty, Public Policy
Arne L. Kalleberg (49) Work, Organizations, Occupations, Social Stratification, Economic Sociology
Sherryl Kleinman (38) Social Psychology; Qualitative Research; Sociology of Emotions; Race, Class and Gender
Charles Kurzman (57) Political Sociology, Social Movements, International Development, Comparative and Historical, Social Theory, Islamic Studies
Victor W. Marshall (60) Aging, Life Course, Health, Work
François Nielsen (43) Comparative and Historical, Methods, Sociobiology
Ronald R. Rindfuss (34) Demography, Family, Environment
Peter Uhlenberg (20) Demography, Family, Aging

Research Professor

Glen H. Elder Jr. (46) Life Course, Social Change, Family, Human Development

Associate Professors

Kenneth T. Andrews (68) Social Movements, Political Sociology, Organizations, Race and Ethnic Relations, Environment
Jacqueline Hagan, (72) Migration, Religion, Race and Ethnicity
Ted Mouw (58) Social Stratification, Demography, Economic Sociology
Lisa D. Pearce (65) Family, Demography, Religion
Andrew J. Perrin (64) Political Sociology, Sociology of Culture, Sociology of Work, Social Theory, Social Movements
Michael J. Shanahan (66) Social Psychology, Life Course Studies, Sociology of Childhood and Adolescence, Transition to Adulthood
Karolyn Tyson (62) Sociology of Education, Qualitative Methods, Social Inequality, Social Psychology
Yang Yang (78) Population, Sociology of Health and Medicine, Methods and Models, and Stratification

Assistant Professors

Christopher Bail (79) Economic, Cultural, Political and Comparative-Historical Sociology
Yong Cai (77) Social Demography, Sociology of Health, Chinese Society, Comparative Historical Sociology, Research Methodology
Neal Caren (73) Social Movements/Collective Action
Laura Lopez Sanders (80) Immigration, Economic Sociology, Inequality and Work
Margarita Mooney (74) Religion and Migration, Residential Mobility and Population Distribution
Anthony Perez (76) Race and Ethnic Identities, Poverty and Inequality, Quantitative Methods, Stratification

Joint Appointment

John D. Kasarda (32) Human Ecology, Urban Sociology, Public Policy

Adjunct Faculty

M. Richard Cramer, Intergroup Relations and Religion
William A. Darity Jr., Racial and Ethnic Economic Equality across Countries, Motivation and Labor Market Outcomes, Schooling and Social Stratification
Anne S. Hastings, Senior Lecturer, Family, Race and Ethnicity, Social Stratification
Gail Henderson, Medical Sociology (including Social and Economic Determinants of Health and Health Services Utilization), Health and Health Care in China, Social Contexts and Factors Related to Research Ethics
James Johnson, Public Policy, Urban Sociology, Social Geography
Robert Miles, Comparative Sociology/Historical Sociology, Racialized and Minority Relations, Migration and Immigration
Christian Smith (54) Sociology of Religion, Culture Sociology, American Adolescents, Social Movements, Mixed Methods
John D. Stephens, Political Sociology, Political Economy, Comparative and Historical
Catherine Zimmer, Quantitative Methodology, Formal Organizations and Sociology of Work

Professors Emeriti

Henry A. Landsberger
Gerhard Lenski
Anthony Oberschall
John Shelton Reed
Richard L. Simpson
James A. Wiggins

The Department of Sociology offers the master of arts and doctor of philosophy degrees in sociology. Students receive training that equips them for careers in both teaching and research. All sociology students take basic course work in sociological theory, research methods and statistics, and substantive areas. The program emphasizes balanced training and the integration of theory, method and substantive knowledge. Detailed information on graduate degree procedures is available online at www.unc.edu/depts/soc. For further information, including information about financial aid for students, contact the department's administrative assistant for student services.

The department's main concentrations of faculty research interest and graduate training are in cultural and political sociology, demography, research methods and social statistics, labor force and industrial relations, stratification and complex organizations.

A large proportion of first-year students (as well as more advanced students) receive financial assistance. Sources of aid include teaching assistantships, research assistantships, and nonservice fellowships.

The department works closely with the Carolina Population Center, the Odum Institute for Research in Social Science, and the University Computation Center. The department maintains the Odum Computer Laboratory for training and research. Computer programming assistance, consultation and computing services are available without charge for student research. The department also sponsors and edits Social Forces, a national sociological journal.

Courses for Graduate and Advanced Undergraduate Students

SOCI

410 Formal Organizations and Bureaucracy (MNGT 410) (3). Varieties of organizational forms, their structures and processes; creation, persistence, transformation, and demise; role of organizations in contemporary society.

411 Social Movements and Collective Behavior (3). Study of nonroutine collective actions such as demonstrations, strikes, riots, social movements, and revolutions, with an emphasis on recent and contemporary movements. Students may not receive credit for both SOCI 413 and SOCI 411.

412 Social Stratification (MNGT 412) (3). Analysis of social structure and stratification in terms of class, status, prestige, and rank. Attention to social roles of elites, professionals, the middle class, and the working class and to comparative topics.

413 Social Movements and Collective Behavior–Experiential (3). Study of nonroutine collective actions such as demonstrations, strikes, riots, social movements, and revolutions, with an emphasis on recent and contemporary movements. Substantial field work for experiential education. Students may not receive credit for both SOCI 413 and SOCI 411.

414 The City and Urbanization (3). The city as a social, spatial, and political-economic phenomenon in the modern world. Analysis of urban demographic trends, spatial characteristics, and economic functions. Substantive topics include segregation, social turmoil, unemployment, fiscal problems, suburbanization, and urban public policy.

415 Economy and Society (MNGT 415) (3). Examination of the structure and operation of institutions where economy and society intersect and interact, such as education, industrial organizations, on-the-job training, labor markets, and professional associations. Emphasis on the contemporary United States, with selected comparisons with Western Europe and Japan.

416 Comparative Perspectives on Contemporary International Migration and Social Membership (3–4). This course provides a special focus on international migration and social membership/citizenship across a number of advanced industrial immigrant-receiving states.

418 Contemporary Chinese Society (3). Designed to help students read complex pictures of contemporary China and to understand how China's rise affected people's lives, both inside and outside of China, from a sociological perspective. The course does not assume any background in Chinese studies.

419 Sociology of the Islamic World (3). Investigates issues such as tradition and social change, religious authority and contestation, and state building and opposition in Muslim societies in the Middle East and around the world.

420 Political Sociology (3). Analysis of the reciprocal influences of state and social organizations upon each other; the social bases of political authority and stability, of revolution and counterrevolution.

422 Sociology of Health and Mental Illness (3). Course examines uniqueness of the sociological perspective in understanding mental health and illness. It draws upon various fields to explain mental illness in as broad a social context as possible. Attention focuses on how social factors influence definitions and perceptions of illness.

423 Sociology of Education, Experiential Education (3). An overview of theory and research on education and schooling, with an emphasis on inequalities in educational opportunities, education as a social institution, and the changing context of schools and schooling. Substantial field work for experiential education.

424 Law and Society (3). A sociological analysis of comparative legal systems, the role of law in social change and in shaping social behavior. Topics may include the legal profession, property distribution, and the role of law in achieving racial and sexual justice.

425 Family and Society, Junior/Senior Section (3). A special version of SOCI 130 for juniors, seniors, and beginning graduate students. Students may not receive credit for both this course and SOCI 130.

426 Sociology of Education (3). An overview of theory and research on education and schooling, with an emphasis on inequalities in educational opportunities, education as a social institution, and the changing context of schools and schooling.

427 The Labor Force (MNGT 427) (3). Supply and characteristics of labor and of jobs, including industrial and occupation changes, education and mobility of labor, and changing demography of the workforce.

428 Sociology of Art (3). Connections between artworks, art theory, and social theory are examined. Approaches in the fine arts and the social sciences are examined.

429 Religion and Society (RELI 429) (3). Sociological analysis of group beliefs and practices, both traditionally religious and secular, through which fundamental life experiences are given coherence and meaning.

431 Aging (3). The process of aging from birth to death, with a concentration on the later years of life, examined from a broad perspective. Topics include individual change over the life-course, the social context of aging, and the aging of American society.

439 Comparative European Societies (POLI 439) (3). See POLI 439 for description.

442 Conflict and Bargaining (PWAD 442) (3). Conflict and conflict-resolution behavior. Applications to labor-management relations, family, sports, community politics, international relations.

444 Race, Class, and Gender (WMST 444) (3). Conceptualizations of gender, race, and class and how, separately and in combination, they are interpreted by the wider society. Emphasis on how black and working-class women make sense of their experiences at work and within the family.

445 Sociology of Emotions (3). The course examines how emotions are organized within social groupings and institutions. Differences in socialization by gender, ethnicity, social class, and age will be explored.

450 Theory and Problems of Developing Societies (3). Theories concerning the development process (motivational vs. institutional economics vs. political and social development; similarity of sequential states and outcomes) will be related to policy problems facing the developing nations.

453 Social Change in Latin America (3). Introduction to Latin American ideologies and values; economic and demographic changes; major pressure groups (old elites, entrepreneurs, peasants and working classes, military and intellectuals); and relations with the United States.

460 Contemporary Social Theory (3). Prerequisite, SOCI 250. Analysis of current problems in general social theory; action and structure, justice and equity, social change and reproduction. Contrast and evaluation of leading approaches to solutions.

468 United States Poverty and Public Policy (3). This course examines issues of poverty and social policy, single-mother families, the welfare debate, and homelessness. Students are required to participate in the APPLES service-learning program as part of the course.

469 Medicine and Society (3). This course explains why and how particular social arrangements affect the types and distribution of diseases and how the medical care system is organized and responds. The course focuses on three topics: social factors in disease and illness; health care practitioners and patients; and changes in the health care system.

481 Managing International Conflict (3). This course introduces the principles of international cooperation and conflict resolution; theories of how international agreements develop or break down; and the logic of mediation, arbitration, and negotiation.

490 Human Rights (3). Human rights are inherent in the advance of peace, security, prosperity, and social equity. They are shared by the global community, yet require local embedding.

620 Aging and Cohort Analysis in Social and Epidemiologic Research: Models, Methods, and Innovations (3). Required preparation, basic statistics courses. This seminar introduces guidelines for conducting aging and cohort analysis in social and epidemiologic research in which time and change are concerns. Uses three common research designs with an emphasis on new analytic models and methods.

688 Society, Human Behavior, and Genomics (3). The course focuses on how molecular genetics can enrich the social sciences. Topics include a brief overview of genetics and how genetic and social factors combine to predict behavior. We also consider the ethical, legal, and social issues that sometimes complicate the use of genetic data to study human behavior.

691H Senior Honors Research and Seminar (3). Permission of the department. 691H is required of senior honors candidates. Individual student research (under supervision of an advisor). Weekly seminar to discuss work on honors thesis, as well as special topics in sociology.

692H Senior Honors Research and Seminar (3). Prerequisite, SOCI 691H. Permission of the department. Individual student research (under supervision of an advisor). Weekly seminar to discuss work on honors thesis, as well as special topics in sociology.

Courses for Graduate Students

SOCI

700 History of Social Thought (3). Graduate standing in sociology or permission of the instructor. Historic social ideas of Western culture are considered against a background of general cultural analysis in terms of systematic theory. Required of all graduate degree candidates in sociology.

707 Measurement and Data Collection (3). Provides an introduction to measurement theory and a review of various methods of data-gathering. Gaining experience with a variety of techniques of measurement and preparing a pretested research proposal are required for all students.

708 Statistics for Sociologists (3). Provides an introduction to probability theory, descriptive statistics, inferential statistics and the algebra of expectations. Emphasis is on elements useful to research sociologists, including bivariate regression and correlation.

709 Linear Regression Models (4). The course presents regression analysis and related techniques. The major topics are the assumptions of the regression model, dummy variables and interaction terms, outlier diagnostics, multicollinearity, specification error, heteroscedasticity and autocorrelation. The final section introduces path analysis, recursive models, and nonrecursive systems.

711 Analysis of Categorical Data (1–3). Permission of the instructor. Introduction to techniques and programs for analyzing categorical variables and nonlinear models. Special attention is given to decomposition of complex contingency tables, discriminant function analysis, Markov chains, and nonmetric multidimensional scaling.

715 Seminar on Social Networks (3). Permission of the instructor. Theoretical and substantive issues in social network analysis. Focus is on models of social structure.

717 Structural Equations with Latent Variables (3). Prerequisite, SOCI 708. Permission of the instructor. This course examines models sometimes referred to as LISREL models. Topics include path analysis, confirmatory factor analysis, measurement error, model identification, nonrecursive models, and multiple indicators.

718 Longitudinal and Multilevel Data Analysis (3). Prerequisite, SOCI 709 or 711. This course provides an introduction to event history analysis or survival analysis, random effects and fixed effects models for longitudinal data, multilevel models for linear and discrete multilevel data and growth curve models.

720 Participant Observation and In-Depth Interviewing (3). Students will learn the methods of participant observation and in-depth interviewing. Each student will collect data (provide detailed field notes and transcriptions of interviews) in one group or setting for the duration of the course. Such topics as gaining access, ethics of research, and analysis of data will be covered.

753 Experimental Design in Sociology (3). Permission of the instructor. Statistical aspects of experimental designs, with emphasis on applied problems involved in executing a statistically sound design.

754 Survey Sampling (3). Permission of the instructor. The different sampling techniques are discussed. Major emphasis on planning of large-scale sample surveys rather than on statistical theory.

760 Data Collection Methods (3). Reviews alternative data collection techniques used in surveys, concentrating on the impact these techniques have on the quality of survey data. Topics covered include errors associated with nonresponse, interviewing, and data processing.

761 Questionnaire Design (3). Examines the stages of questionnaire design including developmental interviewing, question writing, question evaluation, pretesting, questionnaire ordering, and formatting. Reviews the literature on questionnaire construction. Provides hands-on experience in developing questionnaires.

762 Case Studies in Surveys (3). A number of external speakers from government and industry will describe various problems they encounter in surveys. Students will be challenged to develop proposals for addressing the problems, citing the literature as appropriate.

763 Survey Computing (1). Introduces basic statistical concepts and practices emphasizing the analysis of real data. Provides training in the use of the SAS statistical analysis system and the practical problems of stratification, clustering, and weighting in survey analysis.

800 Current Issues in Social Theory (3). An examination of selected recent work of general significance in sociology. Themes vary.

801 Evolutionary Theory (3). Introduction to the new evolutionary theory and associated research.

802 Social Psychological Theory (3). Introduction to basic theoretical approaches in social psychology, including social learning, social exchange, symbolic interaction, cognitive consistency, and affect control.

803 Human Ecology (3). Examination of how human populations adapt to their environments. Emphasis on linkages among population, organization, environment, and technology. Research applications of this approach to urban communities and organizations.

804 Marx and Marxism (2). Brief exposition and evaluation of Marx's theory of human nature, societal change and evolution, class, the state, family and other institutions. Summary of dependency theory and critical theory.

806 Principles of Theorizing (3). This course in metatheory analyzes methods of theorizing. It examines the criteria for constructing and evaluating scientific theories developed by philosophers of science and applies them to social theorizing. The hypothetico-deductive model of theorizing is contrasted with other theoretical approaches.

807 Major Sociological Theories (0.5–21). Examination of selected writing, concepts, and issues of a major sociological theory or theoretical approach.

808 Macrosociological Theory (3). The objective of the course is to illustrate three aspects of macrosociological theory: 1) the conception of macrosociology, 2) the structural approach in sociology and 3) hypothetico-deductive theorizing. A hypothetico-deductive macrostructural theory developed by the instructor is analyzed, and extensive empirical tests of the theory are presented.

810 Social Movements (3). The structure and dynamics of social movements and their societal environment, with special reference to sociopolitical move-

ments of minority and low status groups in industrialized and third world societies.

811 Seminar in Political Sociology (POLI 811) (3). The relationships between social structure and political decisions. Regimes and social structure; bureaucracies, political associations and professions; science and politics; closed and open politics; political movements and change.

812 Civil Society (1–3). Under the conditions of globalization, civil society takes on new and different meanings. Course examines what the term means and how it is applied.

813 Comparative Welfare States (POLI 813) (3). See POLI 813 for description.

814 Comparative and Historical Analysis Exploration (3). Exploration and use of techniques for the comparative study of social processes and historical events. Special attention is devoted to methodologies that facilitate the collection, analysis, and interpretation of historical and/or comparative phenomena.

816 Influential Works in Democracy (POLI 816) (3). The course covers the major traditions of democratic theory from ancient Greece to the present, ethnographies on political organization and 19th- and 20th-century observations on democracy.

820 Seminar in Marriage and the Family (3). Introduces students to a wide range of studies in the sociology of family, to develop familiarity with the empirical, theoretical and methodological foundations of family research in sociology. Examines demographic trends; marriage and family relationships; race/ethnicity; poverty and social class; work/family issues; childbearing and rearing; and mate selection.

821 The Life Course (3). Provides an intense introduction to the life course as a theoretical orientation and methodology (logic of inquiry).

822 Sociological Theories of Aging and the Adult Life Course (3). Overview and critical assessment of sociological theory applied to aging, including explicit theories of aging. The course examines the historical development of the field and considers the nature of theory development.

824 Aging and Health (DENT 604I, EPID 620I, HMSC 904I, MEDI 604I, NURS 782I, PHCY 604I, PHYT 904I, PSYC 904I, SOWO 604I) (3). See SOWO 604I for description.

830 Demography: Theory, Substance, Techniques, Part I (3). A basic introduction to the discipline of demography. Materials covered include population history, data sources, mortality and fertility trends, and differentials and techniques of analysis.

831 Demography: Theory, Substance, Techniques, Part II (3). A continuation of SOCI 830. Materials covered include population growth and stable population theory, migration and distribution, population policy, and population estimates and projections.

832 Migration and Population Distribution (3). Treats migration trends, patterns, and differentials and their effects on population distribution in continental and regional areas. Attention is given to theoretical and methodological problems in the study of population movement.

833 Socioeconomic Factors in Fertility (3). Study of fertility differentials by social and economic factors, changes over time, the manner in which these factors affect fertility and the implications thereof for fertility-control programs.

835 Mortality: Social Demographic Perspectives (3). Prerequisite, SOCI 830. Permission of the instructor for students lacking the prerequisite. This advanced seminar covers mortality date and measurement, the inequality of death, trends in morbidity and mortality and explanations of mortality decline. Social demographic perspectives receive primary emphasis.

836 Social Gerontology (3). Permission of the instructor. The study of the aged in our society.

840 Social Attitudes (3). Basic theories and methods in attitude research, with special attention to attitude dynamics and social relations.

841 Social Structure and Personality (3). The generic processes by which individuals become members of a society, with emphasis on the influence of social structure on socialization and the patterning of personality.

842 Seminar in Socialization and Group Process (3). Permission of the instructor. Analysis of theoretical issues and empirical research relevant to socialization. Special emphasis upon group process effects on the evolution of the social self, the "fit" between personality and role, and other issues.

843 Seminar in Social Control and Deviance (3). Permission of the instructor. The relation of social norms to conforming and deviant behavior. Types of social and personal controls. Theoretical and research problems are reviewed.

850 Social Stratification (3). Prerequisite, SOCI 420. Analysis of major theories of and approaches to the study of social inequality, with attention to how the various theories and approaches are operationalized. Focus on recent research in labor markets and worldwide inequality.

851 Sociology of Gender (WMST 851) (3). Reviews theory on variation in men's and women's gender roles, with emphasis on industrialized societies and women's roles.

852 Ethnicity, Race and Education (1–21). Emerging new theory and research paradigms in the sociology of education are reviewed. The course covers the following: racial and ethnic variation, parenting, contextual variation, peer influence, and school variation.

853 Justice and Inequality: Selected Topics (1–21). Permission of the instructor. Examination of selected issues regarding societal, economic, and political inequality and questions of justice in the United States and Western Europe.

854 Seminar in Urban Sociology (3). Theory and research in the study of the location and growth of urban areas, the effect urban areas have upon behavior, and the study of social behavior in different urban subareas. Each member of the seminar completes a project interrelating theory and research.

855 Poverty in America (3). This graduate seminar will study trends, causes, and consequences of poverty in America, covering the topics of single-mother families, child poverty, low-wage work, immigrant families, and welfare reform and social policy.

860 Sociology of Organizations (3). Permission of the instructor. Structural features of organizations. Behavior in organizations. Organizational career patterns. Comparative analysis of structure, behavior and careers in different types of organizations. Interorganization and organization-environment relations.

861 Occupations and Work (3). The changing occupational system. Structural types of labor markets. Occupational organization, role sets, power relations, careers and satisfaction in different types of labor markets and occupations.

862 Health Organizations and Occupations (3). Considers various treatment settings, socialization and job performance of health workers, patienthood, the relation between organizational structure and effectiveness, and professional self-regulation.

863 Medical Sociology: Health, Illness, and Healing (3). Presents a conceptual and substantive overview of fundamental and salient issues in medical sociology. Focuses on continuity and change in health and healthcare. Examines social causation of disease, medicalization of social problems, medicine as a profession, treatment systems and organization of care, politics and the changing medical care system.

870 Sociology of Culture (3). Focuses on substantive and theoretical issues in this field and their intellectual origins. Topics include organizations, art, religion, science, class, and politics. Quantitative and qualitative approaches are examined.

871 Sociology of Religion (3). An introductory, graduate-level survey of the sociology of religion as a field of study, reviewing literature on important theoretical approaches and key problems and issues in the field.

872 The Sociology of Science: Science as a Social and Cultural Activity (3).

This course examines the production of scientific knowledge. The focus is on the processes by which scientific knowledge and technological artifacts are constructed through cultural practices and the organization of scientific work.

901 Field Research (3). Permission of the instructor.

905 Survey Practicum (1). Applied workshop in sample survey design and implementation. The student works in a data collection center under the guidance of the instructor. Course focuses on real world problems in data collection and their practical, cost-effective solutions.

950 Seminar in Selected Topics (1–6). Permission of the instructor. The course description for a particular semester is available in the departmental office.

960 Training Program Seminars (1). Continuing seminars in selected topics.

961Reading and Research (1–6). Permission of the instructor.

962 Advanced Reading (3). Library research or field research on a selected topic under guidance of the instructor.

970 Reading and Research in Methodology (3). Permission of the instructor. Special work on selected problems of research methodology.

971 Reading and Research in Methodology (3). Permission of the instructor. Special work on selected problems of research methodology.

980 Seminar on the Teaching of Sociology (3). Doctoral candidacy in sociology or permission of the instructor. Examines the teacher's role and the teaching process, planning a course and constructing syllabi, testing for teaching or grading, evaluating teacher performance and the needs of different student populations.

993 Master's Thesis (3–6). Individual research in a selected field under the direction of a member of the department.

994 Doctoral Dissertation (3–9). Individual research in a selected field under the direction of a member of the department.

Division of Speech and Hearing Sciences

www.med.unc.edu/ahs/sphs

JACKSON ROUSH, *Director*

Professors

Elizabeth R. Crais (48) Language Development and Disorders in Infants, Toddlers, and Preschoolers, Working with Families in Early Intervention
Karen Erickson (45) Assessment of Reading and Writing, Literacy Instruction
Melody Harrison (40) Early Speech, Language, and Auditory Development in Children with Hearing Loss
Lee McLean, Early Intervention and Language Development in Children
Jackson Roush (59) Pediatric Audiology, Newborn Hearing Screening
Linda R. Watson (67) Language Disorders in Young Children, Autism, Emerging Literacy

Associate Professors

Katarina L. Haley (41) Speech Perception and Production, Neurogenic Communication Disorders
Sharon Williams (74) Geriatrics, Communication Disorders of Older Adults, Multicultural Issues, Counseling
David Zajac (63) Speech Aerodynamics, Developmental Aspects of Speech Production, Cleft Palate Research

Assistant Professors

Lisa Domby, Phonology, Bilingual Learning
Adam Jacks, Aphasia Neurogenic Communication Disorders, Speech Science
Lori Leibold (09) Developmental Psychoacoustics, Pediatric Audiology
Nancy McKenna, Genetics, Hearing Disorders
Brenda Mitchell (80) Adult Neurogenic Disorders, Community Re-Entry for Adults, Clinical Supervision
Martha Mundy, Educational and Pediatric Audiology, Otitis Media Research
Debra R. Reinhartsen (71) Augmentative Communication, Low-Incidence Disabilities
Stephanie Sjoblad, Aural Rehabilitation, Hearing Aids and Assistive Devices
Barbara Winslow, Hearing Aid Technologies and Management of Adult Hearing Loss

Research Professors

Joseph W. Hall (53) Audiology and Psychoacoustics Research
Robert W. Peters, Auditory and Speech Perception, Sensation and Perception, Stuttering
Charles Finley (62) Cochlear Implant Processing Strategies
John H. Grose (50) Audiology and Psychoacoustics Research

Instructor

Kathryn Wilson, Childhood Hearing Loss

Adjunct Associate Professors

Emily Buss (90) Psychoacoustic Research
Douglas Fitzpatrick, Anatomy and Physiology of the Auditory System

Adjunct Assistant Professor

Holly Teagle, Cochlear Implants in Children

Adjunct Clinical Instructors

Brian Kanapkey, Dysphagia, Neurogenic Speech Disorders
Holly Teagle, Cochlear Implants in Children

The Division of Speech and Hearing Sciences in the School of Medicine's Department of Allied Health Sciences provides academic and professional education for speech-language pathologists and audiologists. Programs of study are available at the master's and doctoral levels in speech language pathology. Both clinical (Au.D.) and research (Ph.D.) doctoral degrees are offered. The study of speech and hearing requires knowledge in both normal and abnormal speech, hearing, and language. The speech and hearing sciences curriculum provides a multifaceted learning environment including classroom, laboratory, and clinical experiences. Three major tracks of study are possible within the curriculum: audiology, speech-language pathology, and speech and hearing sciences. There are three academic degree programs: 1) a master's degree (M.S.) for entry-level clinical practice of speech-language pathology, 2) a professional doctorate (Au.D.) for entry-level clinical practice in audiology, and 3) a Ph.D. in speech and hearing sciences, for individuals with a background in speech-language pathology or audiology who desire a research degree. All the programs are interdisciplinary, involving clinical and research activities with other University departments and institutions, in addition to the Division of Speech and Hearing Sciences.

The entrance, academic, and residence requirements for the M.S. and Ph.D. degrees correspond to those of The Graduate School. Applicants to the Au.D. program follow the guidelines established by the School of Medicine for that degree program. All students enrolled in professional tracks (M.S. and Au.D.) are prepared to meet licensure and certification requirements necessary for the practice of speech-language pathology or audiology. More complete information describing the graduate program can be obtained on the Web at www.med.unc.edu/ahs/sphs.

Courses for Graduate and Advanced Undergraduate Students

SPHS

530 Introduction to Phonetics (COMM 530) (3). A detailed study of the

International Phonetic Alphabet with emphasis on the sound system of American English. Application of phonetics to problems of pronunciation and articulation. Includes broad and narrow phonetic transcription.

540 Speech Science (COMM 540) (3). Introduction to the science of speech, including production, acoustics, and perception.

570 Anatomy and Physiology of the Speech, Language and Hearing Mechanisms (COMM 570) (3). Anatomy and physiology of the speech-producing and aural mechanisms.

582 Introductory Audiology I (COMM 582) (3). Theory and practice of the measurement of hearing, causative factors in hearing loss, evaluation of audiometric results, and demonstration of clinical procedures.

583 Introduction to Clinical Practice in Speech-Language Pathology and Audiology (3). Introduction to diagnosis and treatment of communication disorders, including articulation, fluency, voice and language, and those resulting from autism and hearing loss.

Courses for Graduate Students

SPHS

701 Introduction to Research in Speech and Hearing (3). Required preparation, statistics course. Experimental and descriptive research designs in speech and hearing sciences, including both group and single subject.

704 Supervised Clinical Experience (1–2). Supervised clinical experience in the practice of speech-language pathology.

706 Clinical Practicum in Audiology (1–21). Supervised clinical experience. May be repeated for credit.

708 Cochlear Implants (3). Prerequisites, SPHS 715 and 811. Examines fundamentals of cochlear implants, candidacy, evaluation, equipment, programming, and performance outcomes.

710 Audiologic Evaluation I (2). Clinical audiology techniques including speech, audiometry, and special auditory tests. Masking is covered in depth, as well as consolidation of clinical skills for diagnostic and rehabilitative purposes.

710L Audiologic Assessment Lab (1). Laboratory exercises in threshold determination, clinical masking and speech recognition testing, all concepts introduced in SPHS 710, Audiologic Evaluation I.

712 Characteristics of Amplification Systems (3). Amplification options for the hearing-impaired; specifically, hearing aid, electroacoustics, and earmold technologies. Additionally, hearing aid selection procedures are presented.

712L Characteristics of Amplification Lab (1). Laboratory activities related to earmolds, hearing aids, and ANSI electroacoustic verification.

715 Anatomy and Physiology of Hearing (3). This course will cover anatomy and physiology of the peripheral hearing system (outer, middle, and inner ear) as well as relevant central pathways.

722 Auditory Perception (3). This course provides an overview of psychoacoustics—the psychology of hearing. Content includes introductory acoustics, normal sound perception, and the perceptual consequences of impaired hearing.

725 Hearing Disorders (3). Prerequisite, SPHS 582. Diseases and disorders of the auditory system and their management.

726 Clinical Issues and Experiences in Audiology (1). Online course covering universal precautions, privacy regulations, clinical practice with diverse cultural groups, report writing, and other aspects of audiology practice.

730 Instrumentation and Calibration (1). Principles of instrumentation relevant to clinical practice including study of electronics, filters, and analog and digital processing.

740 Principles of Prevention, Assessment, and Intervention in Speech-Pathology (3). Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders

741 Neuroanatomy (3). Prerequisite, SPHS 570. A survey of neurological anatomy in relation to clinical speech-language pathology. Topics considered include organization of the CNS, neuroanatomy, neurophysiology, and neurochemistry.

742 Aphasia (3). Prerequisite, SPHS 570. Discussion of adult aphasia and its clinical management, including assessment, diagnosis, prognosis, counseling, and treatment. Combined lectures and laboratories.

743 Pediatric Speech Sound Disorders (3). Prerequisites, SPHS 530 and 570. Course deals specifically with the major diagnostic tests of articulation and the specific management programs associated with each. Thorough examination of the research supporting each test and treatment plan is included.

744 Motor Speech Disorders (3). Prerequisites, SPHS 540 and 570. Assessment and treatment of adults presenting with disorders of motor speech control (i.e., dysarthria, anarthria, and apraxia of speech).

745 Contemporary Professional Issues (1–2). Contemporary professional issues in the practice of speech-language pathology.

748 Voice Disorders (2–4). Assessment and management of children and adults with voice disorders (including laryngectomy).

749 Evaluation and Clinical Management of Persons with Oral-Facial Anomalies (3). Prerequisites, SPHS 540 and 570. In-depth analysis of the embryologic and physiologic bases of oral-facial anomalies and the team approach to assessment and habilitation. Particular emphasis placed upon the following specialties: genetics, plastic surgery, prosthodontics, orthodontics, otolaryngology, and speech-language pathology.

751 Communication Disorders: Global Service Learning (2). This course combines seminars, readings, and service-learning fieldwork, providing students the opportunity to practice and refine language skills for working with culturally and linguistically diverse individuals with communication disorders.

752 Seminar in Medical Speech Language Pathology (3). Discussion of normal aging and language. Assessment and treatment of cognitive and linguistic problems in persons with dementing conditions, right hemisphere dysfunction, and traumatic brain injury.

754 Dysphagia (3). Discussion of the development of the normal swallow, anatomy, and physiology of the swallowing mechanism, and assessment and team management of swallowing disorders.

760 Adult Communication Disorders (3). Overview of communication disorders commonly seen in adult populations. These include disorders of language, cognition, speech and motor control, voice, and fluency.

762 Language and Learning Disorders (3). Course in normal and abnormal learning from a language perspective. Emphasis on evaluation and treatment from a psycholinguistic model.

765 Augmentative and Alternative Communication (3). A comprehensive look at the theoretical and clinical issues related to augmentative/alternative communication. Techniques and strategies to provide effective communication for the severely handicapped are discussed.

802 Problems in Speech and Hearing Sciences (1–3). May be repeated for credit.

803 Audiologic Rehabilitation for Children (3). Covers speech perception and the effects of hearing loss on perception and production of speech as background for understanding assessment and treatment, with an auditory-verbal emphasis. Pediatric assessment and amplification are reviewed.

804 Audiologic Rehabilitation for Adults (3). Theoretical bases and history of audiologic rehabilitation of adults. Also, practical approaches to assessment and therapeutic intervention are presented. The roles of assistive technology and family-based counseling are included.

806 Communication Assessment and Intervention with Children Birth to Five (3). Stages of communication development of children from birth to five years old; clinical issues related to the assessment tools and intervention and planning for children with disabilities and their families.

808 Seminar in Audiologic Rehabilitation (2). Prerequisites, SPHS 712 and 813. Audiologic rehabilitation including counseling, visual speech perception, auditory training, special needs of older adults, and psychosocial aspects of hearing loss will be addressed. Review of technology to enhance communication included.

809 Introduction to Cochlear Implants (1). Introductory information regarding cochlear implant candidacy, an overview of implant components, the evaluation process, surgery, device programming, and initiation of post implantation therapy. Class meets three hours for five weeks.

811 Pediatric Audiology (2). Clinical procedures used in the identification and management of hearing loss in young children.

812 Pediatric Amplification and Assistive Listening Devices (1). Prerequisites, SPHS 712 and 811. This course covers prescriptive formulas for pediatric hearing aid fitting and other variables that must be considered and monitored when working with young children with hearing loss and their families.

813 Fitting and Dispensing of Amplification Systems (3). Prerequisite, SPHS 712. Theoretical and practical approaches to fitting amplification systems and the procedures for dispensing amplification systems to the hearing-impaired.

813L Fitting and Dispensing of Amplification Lab (1). Prerequisite, SPHS 712. Laboratory experiences related to the selection, programming, and fitting of amplification devices to hearing impaired individuals.

814 Auditory Evoked Potentials I (3). Prerequisites, SPHS 710, 715, and 722. This course explores the field of electrophysiologic responses within the auditory and vestibular systems. Auditory brainstem response (ABR), electrocochleography (ECoG), electroencephalography (EEG), and otoacoustic emissions (OAE) are covered.

814L Auditory Evoked Potentials I Lab (1). Prerequisites, SPHS 710, 715, and 722. Elecrophysiologic laboratory exercises to accompany Auditory Evoked Potentials I course.

815 Auditory Evoked Potentials II (2). Prerequisite, SPHS 582. Advanced principles of pediatric audiology and intervention strategies for hearing-impaired children. Procedures for counseling and case management.

816 Occupational and Community Audiology (2). Prerequisite, SPHS 582, Military and industrial audiology and hearing conservation, including physiological and psychological factors.

818 Balance Assessment and Rehabilitation (3). Principles of vestibular function and dysfunction, clinical assessment and management.

819 Educational Audiology (3). Examines the provision of services to school-age children, with special focus on ALDs used by hearing impaired students in school settings and the assessment of central auditory perception.

823 Business Management and Professional Issues (3). Examines healthcare and business models that impact audiology practice. Personnel management, marketing, quality assurance, and service reimbursement for audiology practices will be covered.

824 Audiology Grand Rounds (1). Examines clinical cases from the perspective of presenting symptoms, test results, and clinical outcomes.

825 Embryology and Genetics of Hearing and Deafness (2). Genetics related to developing hearing and balance structures as well as syndromic and nonsyndromic hearing loss and deafness.

830 Independent Study (1–5). This course gives enrolled graduate students in the curriculum an opportunity to pursue research supervised by one or more faculty members, culminating in a written document or special project.

831 Advanced Signal Processing (1). This course will provide information regarding advanced signal processing utilized in digital amplification and cochlear implants.

832 Speech Acoustics (2). Prerequisite, SPHS 833. This course provides information on the fundamentals of speech production, including the acoustic characteristics of normal and disordered speech.

833 Special Topics (3). This is the foundation course in a series related to providing services to children with hearing loss. Six units focus on working with families, speech acoustics, audiological interpretation, instrumentation, foundations of speech and language and early literacy.

834 Counseling and Communication Disorders (3). This course provides a broad overview of contemporary counseling issues in communication disorders. The impact of subject age, life course, and cultural background on interviewing and counseling is included.

836 Audiology Interpretation and Hearing Technologies (4). This course focuses on behavioral and physiologic assessment of hearing in children and how these measures are used in aural habilitation. Fundamentals of hearing instrument technology including the selection and fitting of hearing aids and cochlear implants are addressed.

840 Aging and Communication Disorders (3). This course focuses on medical, psychological, and social theories and aspects of aging as they relate to communication processes and disorders.

841 Seminar in Speech-Language Pathology (0.5–21). Special topics and significant literature in the field of speech pathology.

849 Fluency Disorders (2). Course participants will develop an understanding of evaluation and treatment of acquired and developmental fluency disorders in children and adults through lecture and hands-on practice.

860 Seminar on Early Communication Disorders (3).

861 Seminar in Language and Language Disorders (1–3). Special topics and significant literature in the field of language and language disorders. May be repeated for credit.

863 Listening and Spoken Language Development and Intervention (3). Prerequisites, SPHS 832 and 836. The course focuses on typical development, impact of hearing loss on listening, and spoken language acquisition, assessment, strategies/techniques, and intervention for children birth-five years who are deaf/hard of hearing.

864 Speech and Language Impairments of Children (3). Seminar course exploring categorical classifications of young children and the impact of these categories on assessment and intervention. Common topics include autism, visual impairments, fragile X syndrome, and Down syndrome.

865 Doctoral Seminar in Grant Writing (3).

871 Teaching and Supervision (1). Course regarding teaching of skills and supervision of individuals conducting screening programs. Introduction to teaching and development of assessment tools provides a background for the teaching lab associated with this course.

871L Teaching and Supervision Lab (1). Experience developing and delivering training module, instructional module, and supervising new trainees.

882 Seminar in Speech Science (1–3). Advanced special topics and current research in speech science. May be repeated for credit.

897 Autism Seminar (3). Participants develop knowledge of the major neuropsychological theories of autism and methodological issues in autism research through reading and discussion of literature; participate in developing and presenting autism research projects individually or in groups.

898 Literacy (3). This course provides an overview of literacy development for children birth to eight years old. It will also address the impact of hearing loss on the development of literacy.

900 Research Design (3). Doctoral seminar that introduces the student to principles of quantitative research methodology.

901 Seminar in Single Subject and Survey Research (3). Doctoral student seminar that introduces the student to principles of single subject and survey research methodology.

902 Research in the Context of the Evidence-Based Practice Movement in Early Intervention (3). Overview of the evidence-based practice (EBP) movement in early intervention (EI), definitions of EBP, systems for appraising evidence quality, examination of evidence base for current practices in EI.

950 Research, Resources, and Technologies (2). This course explores the use of computers in research and clinical practice for speech-language pathologists and audiologists.

993 Master's Thesis (3–6).

994 Dissertation (3–9).

Department of Statistics and Operations Research

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EDWARD CARLSTEIN, *Chair*

Professors

Amarjit Budhiraja (2) Probability, Stochastic Analysis, Stochastic Control
Edward Carlstein (3) Nonparametric Statistics, Resampling
Douglas G. Kelly (5) Statistics, Evolutionary Game Theory
Vidyadhar G. Kulkarni (6) Stochastic Models of Queues, Telecommunication Systems, Warranties, Supply Chains
Malcolm Ross Leadbetter (7) Probability, Statistics, Extreme Value Theory
James Stephen Marron (10) Amos Hawley Distinguished Professor. Object-Oriented Data Analysis, Visualization, Smoothing
Andrew Nobel (11) Machine Learning, Data Mining, Computational Genomics
J. Scott Provan (14) Network Design, Linear and Combinatorial Optimization, Bioinformatics
Pranab Kumar Sen (15) Cary C. Boshamer Professor of Biostatistics. Nonparametric Methods, Multivariate Analysis, Sequential Analysis
Richard L. Smith (17) Mark L. Reed Distinguished Professor and Director, Statistical and Applied Mathematical Sciences Institute. Extreme Value Theory, Environmental Statistics, Spatial Statistics

Associate Professors

Jan Hannig (23) Statistics, Fiducial Inference, Stochastic Processes
Chuanshu Ji (4) Financial Econometrics, Computational Materials Science, Monte Carlo Methods
Yufeng Liu (8) Carolina Center for Genome Sciences. Statistical Machine Learning, Data Mining, Bioinformatics, Experimental Designs
Gabor Pataki (12) Convex Programming, Combinatorial Optimization, Integer Programming
Vladas Pipiras (13) Long-Range Dependence, Self-Similarity, Heavy-Tails, Fractional Calculus, Wavelets, Applications to Telecommunications
Haipeng Shen (16) Functional Data Analysis, Time Series, Statistical Modeling of Customer Contact Centers
Serhan Ziya (20) Stochastic Models, Revenue Management, Service Operations

Assistant Professors

Nilay Argon (1) Stochastic Models, Manufacturing and Health Care Applications, Simulation
Shankar Bhamidi (24) Stochastic Processes and Random Networks
Shu Lu (9) Optimization, Variational Inequalities

Lecturer

Charles Dunn, Actuarial Models

Joint Professors

Jason Fine, Biostatistics, Nonparametrics
Joseph Ibrahim, Alumni Distinguished Professor of Biostatistics. Bayesian Methods, Missing Data, Cancer Research
Alan F. Karr, Director, National Institute of Statistical Sciences. Inference for Stochastic Processes, Image Analysis, Engineering Applications of Statistics
Michael Kosorok, Biostatistics
Jayashankar Swaminathan, Benjamin Cone Research Professor, Kenan–Flagler Business School. Supply Chain, Stochastic Models

Adjunct Professors

Kenneth A. Bollen, H.R. Immerwahr Distinguished Professor of Sociology. Comparative Political Structures, Statistics, International Development
Harry L. Hurd, Stochastic Processes, Statistical Inference
Eric Renault, Henry A. Latané Distinguished Professor of Economics. Econometrics, Finance
Robert Rodriguez, Statistical Quality Improvement, Statistical Graphics

Professors Emeriti

Charles R. Baker
George S. Fishman
Gopinath Kallianpur, Alumni Distinguished Professor Emeritus
David S. Rubin
Gordon D. Simons
Walter L. Smith
Shaler Stidham Jr.
Jon W. Tolle

Graduate Degrees in Statistics and Operations Research

The department offers the master of science (M.S.) and doctor of philosophy (Ph.D.) in statistics and operations research (STOR). Each degree encompasses three programs: statistics (STAT), operations research (OR), and interdisciplinary statistics and operations research (INSTORE).

The Ph.D. degree in STOR is designed for students planning a career in teaching or research. This degree requires at least three (but usually four to five) years of full-time graduate study, predicated upon substantial undergraduate mathematical preparation. Research is a central component in the work of doctoral candidates. Research training consists of required core course work as well as electives that are designed to bring students up to date in their research field, and intensive one-on-one work with a faculty member on a specific dissertation topic. Doctoral students who want to pursue academic careers are provided with ample opportunities to teach introductory undergraduate courses, and they are given extensive training to develop their instructional skills. Doctoral students may also participate in paid internships with local industrial employers to gain experience in a business environment. Their professional skills are further enhanced by work on real-world projects with clients in the department's consulting courses. Several courses provide opportunities for students to give technical presentations and refine their communication skills.

The M.S. degree in STOR prepares students for jobs in industry and government, and for further graduate study. The philosophy of the M.S. degree is to train students in the basic theory and applications of statistics and/or operations research. Completion of the M.S. degree typically requires two years of full-time graduate study.

Further information on the graduate degree programs can be obtained from the department's home page on the Web at www.stat-or.unc.edu. Information about the OR, STAT, and INSTORE programs

may also be obtained from the admissions chair of the individual programs, CB# 3260, Hanes Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599.

Application forms for admission and/or financial aid may be obtained by writing to either The Graduate School or to the department. An online application is also available through the Web site of The Graduate School at gradschool.unc.edu. Students can indicate on this application form whether they intend to pursue the degree program in OR, STAT, or INSTORE. Applicants are required to submit scores for both the Aptitude and Advanced Mathematics portions of the Graduate Record Examination (GRE) in support of their application, and a supplementary sheet providing brief course descriptions (including textbook title where applicable) of previous undergraduate and graduate courses in mathematics, probability, and statistics.

Graduate Program in Operations Research

Operations research is concerned with the process of decision-making for the purpose of optimal resource allocation. The spectrum of related activities includes basic research in optimization theory, development of deterministic and stochastic mathematical models as aids for decision-making and application of these models to real world problems. The principal steps in modeling consist of analyzing relationships that determine the probable future consequences of decision choices, and then devising appropriate measures of effectiveness in order to evaluate the relative merits of alternative actions. During the past 50 years, operations research has developed as a mathematical science whose methods of analysis are regularly employed in many diverse industries and governmental agencies.

The operations research faculty consists of a resident faculty and an interdisciplinary faculty, with programs of study that offer considerable opportunity for the pursuit of individual student interests. Specialization is possible in deterministic optimization theory (such as nonlinear and integer programming), in stochastic processes and applied probability (such as queueing theory and simulation) or in an approved area of application (such as management science). The M.S. program is intended for the student who is preparing for a career in industry, government, or consulting. The Ph.D. program emphasizes theoretical depth and is tailored primarily for the student who is preparing for a career in teaching and/or research. Each program includes study of the mathematical foundations of operations research. In either case, the specific program of study for each student is determined to a large extent on an individual basis through consultations with a faculty advisor to obtain a balance between application and theory. Although it is possible for the well-prepared student to complete the M.S. requirements in three semesters, it more typically requires four semesters. The Ph.D. program, including the dissertation, generally requires four or five years beyond the bachelor's degree. The department offers a minor for Ph.D. students in other departments. The department also offers a course sequence that enables qualified UNC–Chapel Hill undergraduates in the mathematical decision sciences B.S. degree program to fulfill the requirements for the M.S. degree in operations research in one additional academic year (beyond the four years required for the undergraduate degree).

Requirements for Admission to Graduate Study in Operations Research

Applicants must have demonstrated a high level of scholastic ability in their undergraduate studies and must satisfy the entrance requirements of The Graduate School. No restrictions are placed on the undergraduate major for admission to the program. However, to be prepared adequately for study in operations research, an applicant should have a good mathematical background, including courses in advanced calculus, linear or matrix algebra, probability and statistics, and the knowledge of a computer language. A student admitted with a deficiency in one or more of these topics must make up for it at the beginning of her or his graduate work. If the deficiency is not severe, this can be accomplished without interrupting the normal program.

Degree Requirements for Operations Research

Candidates for degrees in operations research must meet the general requirements of The Graduate School. Course selections for a degree in operations research are taken from the department's offerings and from the regular offerings of related departments including Biostatistics, City and Regional Planning, Computer Science, Epidemiology, Economics, Health Policy and Management, Information and Library Science, Mathematics, Psychology, the Kenan–Flagler Business School, and the Fuqua School of Business at Duke University.

For more details, see stat-or.unc.edu/programs and click on "Operations Research."

Graduate Program in Statistics

The statistics program offers graduate training leading to the master of science (M.S.) and doctor of philosophy (Ph.D.) degrees. The M.S. degree may be included in the doctoral program.

M.S. Program

The statistics M.S. program provides students with rigorous training in one or more areas of statistics and probability. The program is flexible enough to accommodate students with a variety of backgrounds and a variety of career interests.

The M.S. degree provides a valuable complement to a number of Ph.D. programs in the sciences and social sciences, and enhances the credentials of students in these programs seeking academic or industrial jobs. Over the years, students have completed the statistics M.S. degree concurrently with a Ph.D. in other areas such as economics, sociology, psychology, mathematics, and physics.

The statistics M.S. degree requires 30 credit hours of course work and the completion of a master's project. Students can choose from a wide variety of courses, including a limited number from outside the department. Upon approval of The Graduate School, at most six credit hours may be transferred from another accredited institution, or from within UNC–Chapel Hill for courses taken before admission to the M.S. program.

Ph.D. Program

The Ph.D. program in statistics provides students with a broad-based course of study in applied statistics, theoretical statistics and probability, as well as numerous advanced topic courses. The breadth and depth of the program has served graduates well in their subsequent careers in academia, industry, and government. Doctoral students pursue a wide range of dissertation research topics ranging from applied statistics to theoretical probability. Many students are involved in interdisciplinary research that puts them in regular contact with faculty and students from other disciplines.

Basic Requirements for the Statistics Ph.D.

The Ph.D. degree requires at least 45 semester hours of graduate course work and the successful completion of a doctoral dissertation. To meet the course requirements, students typically take 15 three-credit courses.

Most courses are selected from among those offered by the statistics program, but approved courses from outside the program can also be counted toward the 45-credit minimum.

The Ph.D. curriculum in statistics places strong emphasis on the mathematical foundations of statistics and probability. A sound mathematical preparation is thus an essential prerequisite for admission to the program. An applicant's mathematical background should include a one-year course in real analysis, at least one semester of matrix algebra, and calculus-based courses in probability and statistics.

For more details, see stat-or.unc.edu/programs/statistics/phd.

Applicants for financial aid are considered for assistantships within the department, as well as for various fellowships and limited service awards provided on a competitive University-wide basis by The Graduate School. Assistants perform academically related duties, such as teaching, grading, and leading tutorials. Other awards include merit assistantships, University graduate and alumni fellowships, Pogue fellowships, and Morehead fellowships. Assistantships and fellowships generally include a stipend for the academic year as well as tuition.

Application for admission and financial aid may be made simultaneously simply by indicating on the admission application form a desire to be considered for financial aid.

More detailed information about the statistics program is available on the department's home page (listed above). Specific inquiries should be addressed to the Director of Graduate Admissions, Statistics Program, CB# 3260, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3260.

Statistics Courses for Students from Other Disciplines

A number of STOR courses in probability and statistics are of potential interest to students in other disciplines. At the advanced undergraduate/beginning graduate level, STOR 455 and 456 provide an introduction to applied statistics, including regression, analysis of variance, and time series. STOR 435 and 555 provide introductions to probability theory and mathematical statistics, respectively, at a post-calculus level.

The three graduate course sequences—(664, 665), (654, 655), and (634, 635) —provide comprehensive introductions to modern applied statistics, theoretical statistics, and probability theory, respectively, at a more mathematical level. In each case it is possible to take only the first course in the sequence. Concerning mathematical prerequisites, 664 and 665 require a background in linear algebra and matrix theory, while the remaining courses require a solid background in real-analysis.

INSTORE Program

A new Ph.D. and M.S. program entitled Interdisciplinary Statistics and Operations Research (INSTORE) was established in the fall semester of 2007. The INSTORE program is suitable for students pursuing an interdisciplinary research agenda who want to combine elements from the traditional statistics and operations research programs, or who want to develop significant expertise in the applications of statistics and operations research to some outside area such as genetics, finance, social science, or environmental science. The INSTORE program allows flexibility for adaptively combining statistics, operations research, and external fields of application. However, there are specific tracks that contain suggested sequences of courses allowing students to focus on certain areas of study. For example, there is a track in applied statistics and optimization, a track in computational finance, and a track in business analytics; further tracks are planned in econometrics and in bioinformatics. A mechanism also exists for students to propose their own track (subject to approval by the department's faculty). For detailed descriptions of the content and requirements of the INSTORE program go to stat-or.unc.edu/programs and click on "Interdisciplinary Statistics and Operations Research."

Courses for Graduate and Advanced Undergraduate Students

STOR

415 Deterministic Models in Operations Research (3). Prerequisite, MATH 547. Linear, integer, nonlinear, and dynamic programming, classical optimization problems, network theory.

435 Introduction to Probability (MATH 535) (3). Prerequisite, MATH 233. Introduction to the mathematical theory of probability, covering random variables; moments; binomial, Poisson, normal and related distributions; generating functions; sums and sequences of random variables; and statistical applications.

445 Stochastic Models in Operations Research (3). Prerequisite, BIOS 660 or STOR 435. Introduction to Markov chains, Poisson processes, continuous-time Markov chains, renewal theory. Applications to queueing systems, inventory, and reliability, with emphasis on systems modeling, design, and control.

455 Statistical Methods I (3). Prerequisite, STOR 155. Review of basic inference; two-sample comparisons; correlation; introduction to matrices; simple and multiple regression (including significance tests, diagnostics, variable selection); analysis of variance; use of statistical software.

456 Statistical Methods II (3). Prerequisite, STOR 455. Topics selected from: design of experiments, sample surveys, nonparametrics, time series, multivariate analysis, contingency tables, logistic regression, and simulation. Use of statistical software packages.

465 Simulation Analysis and Design (3). Prerequisite, STOR 435. Introduces concepts of random number generation, random variate generation, and discrete event simulation of stochastic systems. Students perform simulation experiments using standard simulation software.

472 Short Term Actuarial Models (3). Prerequisite, STOR 435. Short term probability models for potential losses and their applications to both traditional insurance systems and conventional business decisions. Introduction to stochastic process models of solvency requirements.

496 Undergraduate Reading and Research in Statistics and Operations Research (1-3). Permission of the director of undergraduate studies. This course is intended mainly for students working on honors projects. May be repeated for credit.

497 Undergraduate Reading and Research in Operations Research (3). Permission of the director of undergraduate studies. This course is intended mainly for students working on honors projects. No one may receive more than three semester hours of credit for this course.

515 Computational Mathematics for Decision Sciences (3). Permission of the instructor. Reviews basic mathematical and computational theory required for analyzing models that arise in operations research, management science, and other policy sciences. Solution techniques that integrate existing software into student-written computer programs will be emphasized.

555 Mathematical Statistics (3). Prerequisite, STOR 435. Functions of random samples and their probability distributions, introductory theory of point and interval estimation and hypothesis testing, elementary decision theory.

582 Neural Network Models for the Decision and Cognitive Sciences (3). Prerequisite, MATH 231, PHIL 155, PSYC 210, or STOR 155 or 215. The interactions between cognitive science and the decision sciences are explored via neural networks. The history of these networks in neuroscience is reviewed and their adaptation to other fields such as psychology, linguistics, and operations research is presented.

612 Models in Operations Research (3). Required preparation, calculus of several variables, linear or matrix algebra. Formulation, solution techniques, and sensitivity analysis for optimization problems which can be modeled as linear, integer, network flow, and dynamic programs. Use of software packages to solve linear, integer, and network problems.

614 Linear Programming (3). Required preparation, calculus of several variables, linear or matrix algebra. The theory of linear programming, computational methods for solving linear programs, and an introduction to nonlinear and integer programming. Basic optimality conditions, convexity, duality, sensitivity analysis, cutting planes, and Karush-Kuhn-Tucker conditions.

634 Measure and Integration (3). Required preparation, advanced calculus. Lebesgue and abstract measure and integration, convergence theorems, differentiation. Radon-Nikodym theorem, product measures. Fubini theorems. Lp spaces.

635 Probability (MATH 635) (3). Prerequisite, STOR 634. Permission of the instructor for students lacking the prerequisite. Foundations of probability. Basic classical theorems. Modes of probabilistic convergence. Central limit problem. Generating functions, characteristic functions. Conditional probability and expectation.

641 Stochastic Models in Operations Research I (3). Prerequisite, STOR 435. Review of probability, conditional probability, expectations, transforms, generating functions, special distributions, and functions of random variables. Introduction to stochastic processes. Discrete-time Markov chains. Transient and limiting behavior. First passage times.

642 Stochastic Models in Operations Research II (3). Prerequisite, STOR 641. Exponential distribution and Poisson process. Birth-death processes, continuous-time Markov chains. Transient and limiting behavior. Applications to elementary queueing theory. Renewal processes and regenerative processes.

654 Statistical Theory I (3). Required preparation, two semesters of advanced calculus. Probability spaces. Random variables, distributions, expectation. Conditioning. Generating functions. Limit theorems: LLN, CLT, Slutsky, delta-method, big-O in probability. Inequalities. Distribution theory: normal, chi-squared, beta, gamma, Cauchy, other multivariate distributions. Distribution theory for linear models.

655 Statistical Theory II (3). Prerequisite, STOR 654. Point estimation. Hypothesis testing and confidence sets. Contingency tables, nonparametric goodness-of-fit. Linear model optimality theory: BLUE, MVU, MLE. Multivariate tests. Introduction to decision theory and Bayesian inference.

664 Applied Statistics I (3). Permission of the instructor. Basics of linear models: matrix formulation, least squares, tests. Computing environments: SAS, MATLAB, S+. Visualization: histograms, scatterplots, smoothing, QQ plots. Transformations: log, Box-Cox, etc. Diagnostics and model selection.

665 Applied Statistics II (3). Prerequisite, STOR 664. Permission of the instructor for students lacking the prerequisite. ANOVA (including nested and crossed models, multiple comparisons). GLM basics: exponential families, link functions, likelihood, quasi-likelihood, conditional likelihood. Numerical analysis: numerical linear algebra, optimization; GLM diagnostics. Simulation: transformation, rejection, Gibbs sampler.

Courses for Graduate Students

STOR

705 Operations Research Practice (3). Prerequisites, STOR 614, 641, and 762. Permission of the instructor. Gives students an opportunity to work on an actual operations research project from start to finish under the supervision of a faculty member. Intended exclusively for operations research students.

712 Mathematical Programming I (3). Prerequisites, MATH 661 or STOR 515, and STOR 614. Permission of the instructor for students lacking the prerequisites. Advanced topics from mathematical programming such as geometry of optimization, parametric analysis, finiteness and convergence proofs, and techniques for large-scale and specially structured problems.

713 Mathematical Programming II (3). Prerequisite, STOR 712. Permission of the instructor for students lacking the prerequisite. Advanced theory for nonlinear optimization. Algorithms for unconstrained and constrained problems.

722 Integer Programming (3). Prerequisite, STOR 614. Permission of the instructor for students lacking the prerequisite. Techniques for formulating and solving discrete valued and combinatorial optimization problems. Topics include enumerative and cutting plane methods, Lagrangian relaxation, Benders' decomposition, knapsack problems and matching and covering problems.

724 Networks (3). Prerequisite, STOR 614. Permission of the instructor for students lacking the prerequisites. Network flow problems and solution algorithms; maximum flow, shortest route, assignment, and minimum cost flow problems; Hungarian and out-of-kilter algorithms; combinatorial and scheduling applications.

734 Stochastic Processes (3). Prerequisite, STOR 435. Discrete and continuous parameter Markov chains, Brownian motion, stationary processes.

743 Stochastic Models in Operations Research III (3). Prerequisite, STOR 642. Intermediate queueing theory, queueing networks. Reliability. Diffusion processes and applications. Markov decision processes (stochastic dynamic programming): finite horizon, infinite horizon, discounted and average-cost criteria.

744 Queueing Networks (3). Prerequisite, STOR 642. Permission of the instructor for students lacking the prerequisite. Jackson networks; open and closed. Reversibility and quasi-reversibility. Product form networks. Nonproduct form networks. Approximations. Applications to computer performance evaluations and telecommunication networks.

754 Time Series and Multivariate Analysis (3). Prerequisites, STOR 435 and 555. Introduction to time series: exploratory analysis, time-domain analysis and ARMA models, Fourier analysis, state space analysis. Introduction to multivariate analysis: principal components, canonical correlation, classification and clustering, dimension reduction.

755 Estimation, Hypothesis Testing, and Statistical Decision (3). Prerequisites, STOR 635 and 655. Bayes procedures for estimation and testing. Minimax procedures. Unbiased estimators. Unbiased tests and similar tests. Invariant procedures. Sufficient statistics. Confidence sets. Large sample theory. Statistical decision theory.

756 Design and Robustness (3). Prerequisite, STOR 555. Introduction to experimental design, including classical designs, industrial designs, optimality, and sequential designs. Introduction to robust statistical methods; bootstrap, cross-validation, and resampling.

757 Bayesian Statistics and Generalized Linear Models (3). Prerequisite, STOR 555. Bayes factors, empirical Bayes theory, applications of generalized linear models.

762 Discrete Event Simulation (COMP 762) (3). Prerequisites, STOR 555 and 641. Familiarity with computer programming required. Introduces students to modeling, programming and statistical concepts applicable to discrete event simulation on digital computers. Emphasizes statistical analysis of simulation output. Students model, program, and run simulations.

763 Statistical Quality Improvement (3). Prerequisites, STOR 655 and 664. Methods for quality improvement through process control, graphical methods, designed experimentation. Shewhart charts, cusum schemes, methods for autocorrelated multivariate process data, process capability analysis, factorial and response surface designs, attribute sampling.

765 Statistical Consulting (3). Application of statistics to real problems presented by researchers from the University and local companies and institutes. (Taught over two semesters.)

772 Introduction to Inventory Theory (3). Permission of the instructor. Introduction to the techniques of constructing and analyzing mathematical models of inventory systems.

790 Operations Research and Systems Analysis Student Seminar (1). Survey of literature in operations research and systems analysis.

822 Topics in Discrete Optimization (COMP 822) (3). Prerequisite, STOR 712. Permission of the instructor. Topics may include polynomial algorithms, computational complexity, matching and matroid problems, and the traveling salesman problem.

824 Computational Methods in Mathematical Programming (3). Prerequisites, STOR 712. Permission of the instructor. Advanced topics such as interior point methods, parallel algorithms, branch and cut methods, and subgradient optimization.

831 Advanced Probability (3). Prerequisites, STOR 634 and 635. Advanced theoretic course, covering topics selected from weak convergence theory, central limit theorems, laws of large numbers, stable laws, infinitely divisible laws, random walks, martingales.

832 Stochastic Processes (3). Prerequisites, STOR 634 and 635. Advanced theoretic course including topics selected from foundations of stochastic processes, renewal processes, Markov processes, martingales, point processes.

833 Time Series Analysis (3). Prerequisites, STOR 634 and 635. Analysis of time series data by means of particular models such as autoregressive and moving average schemes. Spectral theory for stationary processes and associated methods for inference. Stationarity testing.

834 Extreme Value Theory (3). Prerequisites, STOR 635 and 654. Classical asymptotic distributional theory for maxima and order statistics from i.i.d. sequences, including extremal types theorem, domains of attraction, Poisson properties of high-level exceedances. Stationary stochastic sequences and continuous time processes.

835 Point Processes (3). Prerequisite, STOR 635. Random measures and point processes on general spaces, Poisson and related processes, regularity, compounding. Point processes on the real line stationarity, Palm distributions, Palm-Khintchine formulae. Convergence and related topics.

836 Stochastic Analysis (3). Prerequisites, STOR 634 and 635. Brownian motion, semimartingale theory, stochastic integrals, stochastic differential equations, diffusions, Girsanov's theorem, connections with elliptic PDE, Feynman-Kac formula. Applications: mathematical finance, stochastic networks, biological modeling.

842 Control of Stochastic Systems in Operations Research (3). Prerequisites, STOR 641 and 642. Review of Markov decision processes. Monotone control policies. Algorithms. Examples: control of admission, service, routing and scheduling in queues and networks of queues. Applications: manufacturing systems, computer/communication systems.

851 Sequential Analysis (3). Prerequisites, STOR 635 and 655. Hypothesis testing and estimation when sample size depends on the observations. Sequential probability ratio tests. Sequential design of experiments. Optimal stopping. Stochastic approximation.

852 Nonparametric Inference: Rank-Based Methods (3). Prerequisites, STOR 635 and 655. Estimation and testing when the functional form of the population distribution is unknown. Rank, sign, and permutation tests. Optimum nonparametric tests and estimators including simple multivariate problems.

853 Nonparametric Inference: Smoothing Methods (3). Prerequisites, STOR 635 and 655. Density and regression estimation when no parametric model is assumed. Kernel, spline, and orthogonal series methods. Emphasis on analysis of the smoothing problem and data based smoothing parameter selectors.

854 Statistical Large Sample Theory (3). Prerequisites, STOR 635 and 655. Asymptotically efficient estimators; maximum likelihood estimators. Asymptotically optimal tests; likelihood ratio tests.

855 Subsampling Techniques (3). Prerequisite, STOR 655. Basic subsampling concepts: replicates, empirical c.d.f., U-statistics. Subsampling for i.i.d. data: jackknife, typical-values, bootstrap. Subsampling for dependent or nonidentically distributed data: blockwise and other methods.

856 Multivariate Analysis (3). Prerequisite, STOR 655. Required preparation, matrix theory, multivariate normal distributions. Related distributions. Tests and confidence intervals. Multivariate analysis of variance, covariance and regression. Association between subsets of a multivariate normal set. Theory of discriminant, canonical, and factor analysis.

857 Nonparametric Multivariate Analysis (3). Prerequisite, STOR 852. Nonparametric MANOVA. Large sample properties of the tests and estimates. Robust procedures in general linear models, including the growth curves. Nonparametric classification problems.

890 Special Problems (1–21). Permission of the instructor.

891 Special Problems (1–21). Permission of the instructor.

892 Special Topics in Operations Research and Systems Analysis (1–21). Permission of the instructor.

893 Special Topics (1–3). Advance topics in current research in statistics and operations research.

910 Directed Reading in Operations Research and Systems Analysis (1–21). Permission of the instructor.

930, 950 Advanced Research (0.5–21). Permission of the instructor.

940, 960 Seminar in Theoretical Statistics (0.5–21). Prerequisite, STOR 655.

970 Practicum (1–15). Students work with other organizations (Industrial/Governmental) to gain practiced experience in Statistics and Operations Research.

992 Master's Substitute for Thesis (3–21). Permission of instructor.

993 Master's Thesis (3–6). Permission of instructor.

994 Doctoral Dissertation (3-9). Permission of instructor.

Curriculum in Toxicology

www.med.unc.edu/toxicology

MARILA CORDEIRO-STONE, *Interim Director*

Professors

Louise M. Ball, Metabolism and Genotoxicity of Environmental Xenobiotics
Thomas W. Bouldin, Neuropathology, Ocular Pathology and Neurotoxicology
Kim R. Brouwer, Pharmacokinetics, Hepatic Transport, Hepatobiliary Disposition, Biliary Excretion, Hepatotoxicity
Lisa A. Carey, Breast Carcinogenesis, Research Translation, Animal Models of Human Diseases, Biomarkers
Stephen G. Chaney, DNA Repair and Platinum Anticancer Drugs
Frank C. Church, Thrombosis and Hemostasis, Breast and Prostate Carcinogenesis, Macromolecular Structure-Function
Rosalind A. Coleman, Diabetes, Obesity, Regulation of Triacylglycerol Synthesis, Glycogen Storage Disease
William B. Coleman, Hepatocarcinogenesis, Tumor Suppressor Genes, Biology of Liver Stem Cells, Cancer Epigenetics
Marila Cordeiro-Stone, DNA Repair and Replication in Human Cells, Mechanisms of Response to DNA Damage
Fulton T. Crews, Neurodegeneration and Chronic Drug-Induced Changes in Brain Signaling Pathways
Channing J. Der, Ras Protein Superfamily, Signal Transduction and Oncogenesis
Marilie D. Gammon, Cancer Epidemiology
Avram Gold, Structure-Reactivity Relationships in Metabolism and Mutagenicity of Polycyclic Aromatic Hydrocarbons
Milan J. Hazucha, Health Effects of Air Pollutants, Human Studies, Mechanisms of Response
David J. Holbrook Jr., Biochemical Toxicology, Xenobiotic Metabolism
David G. Kaufman, DNA Replication, Chemical Carcinogenesis
William K. Kaufmann, DNA Metabolism in Radiation and Chemical Carcinogenesis

Nobuyo N. Maeda, Animal Models of Hyperlipidemia, Atherosclerosis and Cardiomyopathy
Terry Magnuson, Mammalian Genetics, Genomics and Development
Patricia F. Maness, Axon Guidance and Signal Transduction in Nervous System Development
Robert C. Millikan, Cancer, Genetic and Molecular Epidemiology
A. Leslie Morrow, Neurotoxicology and Excitotoxicity of Alcohol
Leena A. Nylander-French, Development of Methods to Monitor and Assess Dermal Exposure to Chemical Carcinogens and Contact Sensitizers
Andrew F. Olshan, Molecular Epidemiology of Cancer, Reproductive and Developmental Outcomes
Winston Campbell (Cam) Patterson, Vascular Biology, Angiogenesis, Protein Folding and Degradation
David B. Peden, Translational and Clinical Research in Environmental Lung Disease
Charles M. Perou, Characterization and Classification of Human Breast Tumors into Subtypes of Biological and Clinical Importance
Daniel Pomp, Genetic Architecture of Complex Traits, Gene-Environment Interactions, Polygenic Mouse Models, Obesity
Bryan L. Roth, Cardiopulmonary Toxicology, Research Translation, Animal Models of Human Diseases, Biomarkers
Marschall S. Runge, Cardiopulmonary Toxicology, Vascular Biology, Thrombosis and Atherosclerosis, Role of Reactive Oxygen Species
Ivan I. Rusyn, Environmental Genomics
R. Jude Samulski, Development of Efficient Viral Vectors for Gene Delivery into Eukaryotic Genes
Aziz Sancar, DNA Repair and Cancer, Structure and Function of DNA Repair Enzymes, Connection between the Circadian Clock and DNA Excision Repair
Norman E. Sharpless, Tumor Suppressor Genes, Genetics of Cancer and Aging
Kathleen K. Sulik, Developmental Toxicology, Embryology
James A. Swenberg, Carcinogenesis, DNA and Protein Adducts, Cell Proliferation, Risk Assessment
Nancy E. Thomas, Molecular Carcinogenesis, Environmental Toxicology, Molecular Epidemiology, Research Translation, Biomarkers
David W. Threadgill, Mammalian Genetics, Systems Genetics, Toxicogenomics, Gene-Environment Interactions, Cancer Susceptibility
Alexander Tropsha, Molecular Modeling, Computer-Assisted Drug Design, Molecular Dynamics of Proteins, Protein Folding
Paul B. Watkins, Mechanistic Toxicology, Hepatotoxicology, Research Translation, Biomarkers
Bernard E. Weissman, Chromatin Remodeling and Epigenetic Alterations in Human Cancer
Elizabeth M. Wilson, Environmental Androgens and Antiandrogens, Androgen Receptor Regulation of Prostate Cancer
Steven H. Zeisel, Nutrients and Brain Development, Choline and Carcinogenesis, Isoflavones and Cancer, Antioxidants and Apoptosis

Associate Professors

Mohanish P. Deshmukh, Molecular Mechanisms of Apoptosis in Neurons and Other Postmitotic Cells
Lee M. Graves, Protein Kinases and Cell Signaling, Regulation of Cell Metabolism and Toxicity
David Neil Hayes, Lung Carcinogenesis, Research Translation, Biomarkers, Computational Toxicology
Ilona Jaspers, Cellular Mechanisms of Air Pollutant Toxicity
Jeffrey M. Macdonald, Metabolomics and Fluxomics Using NMR Spectroscopy and Imaging, Tissue Engineering
Dale A. Ramsden, V(D)J Recombination and DNA Double Strand Break Repair
Scott H. Randell, Identification of Airway Epithelial Stem Cells, Airway Innate Immunity, Pathophysiology of Lung Diseases
W. Kimryn Rathmell, Genetics of Renal Cell Carcinoma
Robert A. Roubey, Developmental and Immunotoxicology, Animal Models of Human Diseases, Biomarkers
Philip C. Smith, Toxicokinetics and Xenobiotic Metabolism, Peptide Analysis and Disposition
Miroslav Styblo, Metabolism and Biological Effects of Essential and Toxic Metals and Metalloids
Cyrus Vaziri, Cell Cycle Responses to Environmental Genotoxins (Benzo[a] pyrene, UV Radiation), DNA Replication and Repair, Genome Stability

Assistant Professors

Rebecca Fry, Metal-Induced Disease, Prenatal Origins of Disease, Toxicogenomics
Mary F. Paine, Drug Xenobiotic Metabolism, Pharmacokinetics, Drug Xenobiotic Interactions

Affiliated Members from Other Research Institutions

CellzDirect, Inc.

Edward L. LeCluyse, Cellular/Molecular Mechanisms Regulating Liver Cytochrome P450 Enzymes Expression

Hamner Institutes for Health Sciences

Melvin E. Andersen, Pharmacokinetic and Pharmacodynamic Modeling of Environmental Compounds
David C. Dorman, Experimental Neurotoxicology, Nasal Toxicology, Pharmacokinetics

Integrated Laboratory Systems

Michael D. Waters, Mutagenesis and Carcinogenesis, Toxicogenomics

National Institute of Environmental Health Sciences

Trevor Archer, Molecular Carcinogenesis, Chromatin Structure, Control of Gene Transcription, Epigenetics
Linda S. Birnbaum, Chemical Disposition of Xenobiotics, Mechanistic Toxicology, Dose-Response and Risk Assessment
Ronald E. Cannon, Cancer Biology, Transgenic Mouse Models
John A. Cidlowski, Apoptosis, Steroids, Glucocorticoid Receptors, Hormone Action, Nucleases, Gene Regulation
Michael DeVito, Development of Models for Cumulative Risk to Endocrine Disruptors
Suzanne Fenton, Environmental Effects on Mammary Gland Development and Function
G. Jean Harry, Developmental Neurotoxicology, Molecular Neuro/Immunotoxicology
Steven R. Kleeberger, Genetic Determinants of Environmental Lung Disease
Ronald P. Mason, Free-Radical Intermediates in the Metabolism of Toxic Chemicals
Robert C. Sills, Molecular Pathology
Hugh A. Tilson Jr., Behavioral Toxicology, Developmental Neurotoxicology
Gregory S. Travlos, Hematology and Clinical Chemistry
Nigel Walker, Risk Assessment, Receptor-Mediated Toxicants, Environmental Contaminants and Mechanisms of Carcinogenesis

North Carolina Biotechnology Center

Kenneth R. Tindall, Molecular Mutagenesis, Somatic Cell Mutation, Role of Mutagenesis in Carcinogenesis

RTI International

Rochelle Tyl, Developmental Toxicology, Immunotoxicology, Animal Models of Human Diseases

U.S. Environmental Protection Agency

James W. Allen, Genetic Toxicology, Toxicogenomics and Epigenetic Mechanisms in Chemical Carcinogenesis
Daniel L. Costa, Cardiopulmonary and Inhalation Toxicology, Health Effects of Air Pollutants
Kevin M. Crofton, Understanding the Consequences of Endocrine Disruption on Neurodevelopment

Robert B. Devlin, Pulmonary Toxicology, Molecular Biology
David Díaz-Sánchez, Translation Research, Environmental Impacts on Human Health, Immunology, Genetic Susceptibility, Epigenetics
M. Ian Gilmour, Pulmonary Toxicology, Immunotoxicology
E. Sidney Hunter, Mechanisms of Developmental Toxicity, Oxidative Stress, Embryonic Stem Cells in Developmental Toxicity
Gary Klinefelter, Male Reproductive Toxicology
Urmila P. Kodavanti, Cardiovascular Diseases and Susceptibility, Air Pollutants, Cardiopulmonary Interactions, Molecular Mechanisms, Genetic and Environmental Factors
Robert Luebke, Modulation of Normal Immune Function by Environmental Agents, Alternative Methods for Screening/Testing Immunotoxicants
Michael C. Madden, Air Pollution Toxicology, Lung Oxidative Stress and Inflammation
Michael G. Narotsky, Developmental Toxicology, Pregnancy Maintenance and Parturition
Stephanie Padilla, Behavioral Toxicology and Neurotoxicology
John M. Rogers, Developmental Toxicology, Teratology, Developmental Biology, Embryology, Nutrition
James M. Samet, Inflammatory Responses to Pollutant Inhalation, Cytokines, Eicosanoids
MaryJane K. Selgrade, Immunotoxicology
Douglas C. Wolf, Chemical Carcinogenesis
Consultant
Ram (T. V.) Ramabhadran, Neurotoxicological Effects of Environmental Pollutants, Cellular Stress Pathways

The Curriculum

The Curriculum in Toxicology administers a degree program leading to the award of the Ph.D. in toxicology. The curriculum is an interdisciplinary program, and its faculty is drawn from various administrative units of the schools of Medicine, Pharmacy, and Public Health. The training faculty also includes scientists at government laboratories on campus or in the Research Triangle Park (e.g., EPA, NIEHS). The research interests of the faculty include most areas of toxicology, with particular emphasis on understanding the links between the environment and health risks, the mode of action of toxicants and disease pathogenesis and how emerging knowledge could be translated into prevention strategies, new therapeutic interventions, and an improved scientific basis for risk assessment. The main areas of research concentration are molecular carcinogenesis, mechanistic toxicology, neurotoxicology, cardiopulmonary toxicology, hepatic toxicology, computational toxicology, developmental toxicology, immunotoxicology, drug and xenobiotic metabolism, and ethanol toxicology. Multidisciplinary efforts are directed at environmental toxicology, systems biology, animal models of human diseases, translational research, and biomarkers.
The faculty generally does not conduct research in the areas of aquatic toxicology, forensic toxicology, the ecological aspects of toxicology, or studies in invertebrate systems. The research activities of the Curriculum in Toxicology are conducted in the laboratory facilities assigned to each faculty member by a participating administrative unit.

Applications

Students with interest in the Ph.D. degree in toxicology must apply for Graduate School admission through the Biological and Biomedical Sciences Program. Applications are considered from students who have received or expect to receive a B.S./B.A. or an M.S. degree in a scientific discipline. A desirable background for predoctoral studies in toxicology includes courses in biological sciences (including histology and animal physiology), in chemistry (including analytical and organic), and in mathematics through calculus, although all of these are not absolutely essential. A strong course in general biochemistry accelerates the student's progress. Applicants are evaluated on the basis of undergraduate (and graduate) academic performance, Graduate Record Examination (GRE) scores, and letters of recommendation. Students are accepted on the basis of their achievement and potential. Prior research experience is strongly considered in the assessment of qualifications for admission.

Requirements for the Ph.D. Degree

The selection of graduate courses is influenced by the student's prior academic background. The academic courses that we consider appropriate for graduate training in toxicology include biochemistry, biostatistics, pathology, pharmacology, toxicology, and two elective courses in the specific areas of the doctoral research. In addition, each predoctoral student is expected to participate in other training activities—i.e., student-centered seminars and laboratory research—prior to selection of the doctoral dissertation project. Attendance and participation in the Curriculum in Toxicology seminar series is also required during the entire training period.

A major requirement for the Ph.D. degree is a doctoral dissertation based on the development of the student's research project. Written and oral examinations are required in the fields of general toxicology and the student's research concentration.

Financial Aid

The curriculum seeks to fund predoctoral students each year. All applicants are considered for financial aid awards.

Courses for Graduate and Advanced Undergraduate Students

TOXC

423 Developmental Toxicology and Teratology (CBIO 423) (2). See CBIO 423 for description.

442 Biochemical and Molecular Toxicology (BIOC 442, ENVR 442) (3). See ENVR 442 for description.

Courses for Graduate Students

TOXC

702 Principles of Pharmacology and Toxicology (PHCO 702) (3). See PHCO 702 for description.

707 Advanced Toxicology (ENVR 707, PHCO 707) (3). Prerequisite, PHCO 702. Permission of the instructor for students lacking the prerequisite. Cellular and physiological basis of toxicity of environmental chemicals, with emphasis on inhalation toxicology, developmental toxicology, immunotoxicology, radiation toxicology, renal toxicology, and neurotoxicology. Three lecture hours per week.

721 Toxicology Seminar II (1). Student-conducted presentations and discussions of recent advances in toxicology; emphasis on critical evaluation of published investigations and on organization and oral delivery of presentations. One hour per week.

722 Toxicology Seminar III (ENVR 722) (1). Presentations by outside invited speakers, local faculty, advanced graduate students, and postdoctoral trainees. Topics will cover all areas of research in toxicology. One hour per week.

760 Toxicokinetics (3). A quantitative examination of the time course of absorption, distribution, metabolism, excretion, and biologic effects of agents of toxicologic interest. Three lecture hours per week.

792 Seminar in Carcinogenesis (PATH 792) (2). See PATH 792 for description.

821 Scientific Writing (1). Doctoral candidacy in toxicology required. Workshops on scientific writing with special emphasis on fellowship applications and the doctoral research proposal. Students work on several written assignments and are expected to complete a draft of their proposals by the end of the semester.

901 Research in Toxicology (3). May be repeated. Students register in this course as they formulate their doctoral research projects.

993 Master's Thesis (3). May be repeated. Hours and credits to be arranged.

994 Doctoral Dissertation (3). May be repeated. Hours and credits to be arranged.

Graduate Minor in Women's Studies

www.unc.edu/depts/wmst/gradminor.html
JOANNE HERSHFIELD, *Chair*

Professors

E. Jane Burns, Feminist Medieval Studies, Courtly Love and Literature, French Feminist Theory, Women, Clothing, and Textiles, Mediterranean Silk Trade, Medieval Pilgrimage
Joanne Hershfield, Mexican Film and Visual Culture, Feminist Film and Visual Studies

Associate Professors

Michele T. Berger, Women and HIV/AIDS, Gender and Political Participation, Feminist Methods, and Multiracial Feminisms
Karen Booth, Sexual and Reproductive Health, Imperialism, Postcolonialism and Globalization, Feminist Policy Studies
Silvia Tomášková, Gender and Science, Archaeology, Prehistoric Art

Assistant Professors

Emily Burrill, Gender and Legal History, Colonial and Postcolonial Africa
Tanya L. Shields, 20th-Century Caribbean Literature, Caribbean Diaspora Studies, Cultural Citizenship, and Social Justice Discourses
Ariana D. Vigil, Contemporary U.S. Latina/o Literatures and Cultures; Transnational Latina/o – Latin American Studies; Queer and Feminist Literature; African American Literature.

Adjunct Professor

Annegret Fauser (Department of Music)

Applications

Contact the chair of Women's Studies.

Requirements for the Minor

Women's Studies offers a graduate minor which requires students to take 15 credit hours in cross-listed courses at the 700 to 899 level. (The chair will consider substitution of 400–699 level courses where appropriate.) Courses must be distributed as follows:

- Nine credit hours in crosslisted courses in two different disciplines outside the student's major. These courses may include theory courses beyond the three-credit requirement.
- Three credit hours in feminist theory; this course may be taken in any department, including the student's major department.
- Three credit hours in a women's studies seminar for graduate minors (WMST 790).

Graduate students minoring in women's studies must include on their doctoral committee a faculty member who teaches women's studies courses.

Courses for Graduate and Advanced Undergraduate Students

WMST

410 Comparative Queer Politics (INTS 410) (3). Prerequisite, WMST 101. Permission of the instructor for students lacking the prerequisite. The prospects of the emerging global movement for equality for sexual minorities are analyzed in light of the histories and practices of local and national queer movements and international organizations and networks that have emerged to link these diverse communities.

415 Women and Mass Communication (JOMC 442) (3). See JOMC 442 for description.

424 Gender Theory and the Study of Religion (RELI 424) (3). See RELI 424 for description.

430 Comparative Studies in Culture, Gender, and Global Forces (AFAM 430, AFRI 430) (4). See AFRI 430 for description.

436 Gender and Science (ANTH 436) (3). Feminist approaches to science; history of scientific constructions of male and female nature; and theoretical approaches to the role of gender in science.

437 Gender, Science Fiction, and Film (COMM 436) (3). The course combines several fields, analyzing the construction of gender through science, science fiction, and film. Students are exposed to science issues as they are represented in popular media.

438 Gender in Practice (ANTH 537, FOLK 537) (3). See ANTH 537 for description.

440 Gender and Culture (ANTH 440) (3). See ANTH 440 for description.

441 The Anthropology of Gender, Health, and Illness (ANTH 441) (3). See ANTH 441 for description.

444 Race, Class, and Gender (SOCI 444) (3). See SOCI 444 for description.

446 American Women Authors (ENGL 446) (3). See ENGL 446 for description.

451 Women in the Visual Arts II (ART 451) (3). See ART 451 for description.

458 Archaeology of Sex and Gender (ANTH 458) (3). See ANTH 458 for description.

475 Philosophical Issues in Gender, Race, and Class (PHIL 475) (3). See PHIL 475 for description.

477 Advanced Feminist Political Theory (POLI 477) (3). See POLI 477 for description.

479 History of Female Sexualities in the West (HIST 479) (3). See HIST 479 for description.

486 Contemporary Russian Women's Writing (RUSS 486) (3). See RUSS 486 for description.

500 Gender and Nation in Europe and Beyond, from the 18th to the 20th Century (HIST 500). See HIST 500 for description.

501 Gender of Welfare (HIST 501) (3). See HIST 501 for description.

537 Women in the Middle East (ASIA 537, HIST 537) (3). See HIST 537 for description.

550 The Social Construction of Women's Bodies (3). Prerequisite, WMST 101. Permission of the instructor for students lacking the prerequisite. Looking specifically at the social and cultural construction of women's bodies, this course considers the ways in which biological difference is imbued with social significance.

553 Theorizing Black Feminisms (3). Prerequisites, WMST 101 and 102. Permission of the instructor for students lacking the prerequisites. Introduction

to the theoretical and practical contributions of African American feminists who maintain that issues of race, gender, sexuality, and social class are central, rather than peripheral, to any history or strategy for bringing about social justice in the United States.

555 Women and Creativity (3). Prerequisite, WMST 101. Permission of the instructor for students lacking the prerequisite. This course will present an overview of the variety and diversity of contemporary American women's experiences of creative expressions. We explore how women have been historically excluded from the arts.

560 Women and Religion in United States History (3). An interdisciplinary consideration of women's roles, behavior, and ideas in the religious life of Americans from 1636 to 1982.

561 Performance of Literature by Women of Color (COMM 561) (3). See COMM 561 for description.

562 Oral History and Performance (COMM 562, FOLK 562, HIST 562) (3). See COMM 562 for description.

563 Introduction to Women's Health and Health Education (3). Permission of the instructor. An overview of women's health emphasizing their specific interest as family and community members, as patients, and as health professionals. Implications for health education practice and research.

568 Women in the South (HIST 568) (3). See HIST 568 for description.

569 African American Women's History (AFAM 569, HIST 569) (3). See HIST 569 for description.

576 The Ethnohistory of Native American Women (HIST 576) (3). See HIST 576 for description.

610 Feminism, Sexuality, and Human Rights (3). Prerequisite, WMST 101. Recommended preparation, at least one other WMST course beyond introductory level. This course examines how feminist, HIV, sex work, and LGBT activists have used, criticized, and transformed the United Nations' human rights discourses in struggles against sexual oppression.

620 Women in Hispanic Literature (SPAN 620) (3). See SPAN 620 for description.

656 Women in Film (COMM 656) (3). This course examines the representations of women in contemporary American film and also considers women as producers of film.

660 Kinship, Reproduction, Reproductive Technology, and the New Genetics (ANTH 660) (3). See ANTH 660 for description.

662 Gender Issues in Planning and Development (PLAN 662) (3). See PLAN 662 for description.

665 Queer Latina/o Literature, Performance, and Visual Art (ENGL 665) (3). See ENGL 665 for description.

666 Queer Latina/o Photography and Literature (ENGL 666) (3). See ENGL 666 for description.

684 Women in Folklore and Literature (ENGL 684, FOLK 684) (3). See ENGL 684 for description.

691H Honors in Women's Studies (3). Prerequisite, WMST 695 or 695H. Permission of the department and the instructor. Writing and completion of an honors essay.

695 Senior Seminar: Principles of Feminist Inquiry (3). Prerequisites, WMST 101 and 102. Required preparation, one additional WMST course. Senior standing or permission of the instructor or the department. An advanced writing-intensive course drawing on a student's interests and background. Major research of specific topics utilizing feminist perspectives.

Courses for Graduate Students

WMST

715 Feminism and Society (ANTH 715) (3). See ANTH 715 for description.

725 Selected Readings in the Comparative or Global History of Women in Gender (HIST 725) (3). See HIST 725 for description.

726 French Feminist Theory (FREN 726) (3). An introduction to feminist literary theory, focusing on feminist writings from France (in translation) and their sources in psychoanalysis and poststructuralism. Anglo-American counterparts and adaptations of the French theorists in the United States will also be treated.

730 Feminist and Gender Theory for Historians (HIST 730) (3). See HIST 730 for description.

735 Readings in the History of Sexuality and Gender (HIST 735) (3). See HIST 735 for description.

751 Gender and Visual Culture (ART 751) (3). See ART 751 for description.

753 Gender, Sickness, and Society (ANTH 753) (3). See ANTH 753 for description.

755 Readings in Medieval and Early Modern Women's History (HIST 755) (3). See HIST 755 for description.

768 Feminist Political Theory (POLI 768) (3). See POLI 768 for description.

770 Readings in Modern European Women's and Gender History (HIST 770) (3). See HIST 770 for description.

775 Advanced Studies in Feminism (PHIL 775) (3).

776 Gender, Race, and Class Issues in Education (EDUC 776) (3). See EDUC 776 for description.

777 Gender, Policy, and Leadership in Education (EDUC 777) (3). See EDUC 777 for description.

790 Graduate Seminar in Women's Studies (3). Explores the complex interaction between women's studies, feminist studies and gender studies as these fields have evolved within and across academic disciplines, intersecting with issues of race, class, ethnicity, masculinity, sexuality, and with practices of queer theory and cultural studies.

796 Graduate Independent Reading and Research (1). Permission of the instructor. Intensive reading and research in a student's chosen area of interest under faculty supervision. Results in a written report.

851 Sociology of Gender (SOCI 851) (3). See SOCI 851 for description.

858 Seminar in Feminist Studies of Film and Television (COMM 858) (3). See COMM 858 for description.

865 Readings in U. S. Women's and Gender History (HIST 865) (3). See HIST 865 for description.

890 Topics in Women's Studies (3). This course allows faculty in WMST to offer graduate-level courses on special topics pertinent to their current research.

975 Seminar on Women's and Gender History (HIST 975) (3). See HIST 975 for description.

Appendix

Alcoholic Beverages

Possession and use of alcoholic beverages is substantially regulated by federal, state, and local laws and ordinances. Within this legal framework, the University's Policy on Student Possession and Consumption of Alcoholic Beverages in Facilities of the University of North Carolina at Chapel Hill sets out the conditions under which alcoholic beverages may be used on University property.

According to North Carolina law

- Generally persons 21 or older may purchase or consume alcoholic beverages and may possess alcoholic beverages at their homes or temporary residences.
- It is against the law for any person under 21 to purchase or possess any alcoholic beverage.
- It is against the law for anyone to sell or give any alcoholic beverage to a person under 21 or to aid or abet such a person in selling, purchasing, or possessing any alcoholic beverage.
- No alcoholic beverages may be sold by any person, organization, or corporation on a college campus except by a hotel or nonprofit alumni organization; a performing arts center; or a University golf course open to the public—all of which facilities must hold an appropriate alcohol permit. Both direct and indirect sales are unlawful.

According to Chapel Hill ordinance, it is against the law for anyone to possess any open container of alcohol on streets, sidewalks, alleys, or any other property owned or controlled by the Town of Chapel Hill.

In addition to following the law, the University's Policy on Student Possession and Consumption of Alcoholic Beverages in Facilities of the University of North Carolina at Chapel Hill sets out special rules about alcohol for students and student organizations. The Office of the Dean of Students will provide copies of the policy and assistance in understanding its full implications. The text of the policy can be accessed on the Web at www.unc.edu/campus/policies/studentalcohol.html.

Under the policy

- Alcohol may not be served or consumed in any University building or open space except as provided in the University's Guidelines for Serving Alcohol at University-Sponsored Events. The guidelines are available on the Web at www.unc.edu/campus/policies/alcohol.html.
- Alcohol may not be possessed or consumed at any campus athletic event or at any performance on campus, and alcohol may not be consumed at any outdoor campus location.
- Common source containers of alcohol (e.g., kegs) are not permitted on campus.
- Students and their guests aged 21 and older may possess and consume alcoholic beverages in individual campus residence hall rooms or apartments on campus, but not in the common areas of a campus residence hall.
- No student activity fees or other University-collected fees may be used to purchase alcohol.
- No other funds of an officially recognized student group deposited or administered through the Student Activities Fund Office may be used to purchase alcohol.
- Student groups are not prohibited from having events off campus at which individual group members aged 21 or older bring or buy their own alcoholic beverages.

Students who violate the policy face mandatory alcohol education, housing sanctions (for violations arising in University Housing), and sanctions including written reprimand, restitution, counseling/referral, and/or educational or community service activities. Student groups who violate the policy face sanctions of written reprimand, restitution, mandatory educational programs or community service, and/or loss of University recognition. Behavior that violates the Code of Student Conduct, state, or federal laws may also be referred to the Student Judicial System, the Emergency Evaluation and Action Committee, and/or state and federal authorities.

Emergency Disciplinary Action

In order to protect University property or members of the University community or to prevent disruption of the academic process, occasionally the University must take emergency action to separate a student from the University. The Chancellor has, therefore, created the Emergency Evaluation and Action Committee. With respect to disciplinary matters, the committee acts only when no other administrative solution, including action by the Student Judicial System, is in its judgment adequate to deal effectively with the situation.

Students whose cases may require action by the committee fall into five categories:

- Applicants for admission or readmission to the University who have been convicted of a crime involving assaultive or felonious behavior, who have a record of violent behavior, or who have a record of academic dishonesty or disciplinary rule violations elsewhere;
- Students whose behavior, on or off campus, is such that their presence in the University, in the judgment of the committee, poses a serious threat of disruption of the academic process or a continuing danger to other members of the University community, or University property;
- Students or applicants who have been arrested and charged with a serious crime of a violent or dangerous nature, or a serious crime that involved placing another person in fear of imminent physical injury or danger, where, in the judgment of the committee, if the students are found guilty, their presence in the University would pose a serious threat of disruption of the academic process or a continuing danger to other members of the University community, or University property;
- Students, charged by the University with a violation of policies concerning illegal drugs, whose continued presence within the University community would, if the charges are true, constitute a clear and immediate danger to the health or welfare of other members of the University community;

- Students whose behavior on or off campus is such that, in the judgment of the committee, they pose a danger to themselves. Full information on the committee and its procedures is available from Student Affairs through the office of the Dean of Students. The text of the committee's policy and procedures is on the Web at www.unc.edu/campus/policies/Emergency%20Evaluation%20and%20Action%20Committee%20Policy-Procedures.pdf.

Equity in Athletics Disclosure Act

Information compiled under the federal Equity in Athletics Disclosure Act is available on request from the Office of the Director of Athletics.

Expulsion

A student who has been expelled from an institution in the University of North Carolina system may not be admitted to another UNC-system school unless the institution that originally expelled the student rescinds that expulsion.

Family Educational Rights and Privacy Act

As a general rule, under the federal Family Educational Rights and Privacy Act (FERPA), personally identifiable information may not be released from a student's education records without his or her prior written consent. Exceptions to this rule are set out in the FERPA regulations and the FERPA policy of the University of North Carolina at Chapel Hill. A few of the exceptions are listed below; others may be found in the University's FERPA policy and accompanying federal regulations.

The University will disclose personally identifiable information from a student's education records to officials of another institution in which the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer. The University will also disclose personally identifiable information from a student's education records to officials of another institution in which a currently enrolled UNC–Chapel Hill student is contemporaneously enrolled. It is the policy of the University of North Carolina at Chapel Hill to forward education records upon request to officials of other institutions in these situations without notifying the student of such transfer of records.

If the University takes disciplinary action against a student for conduct that posed a significant risk to the safety or well-being of the student, other students, or members of the University community, the University may disclose information about that disciplinary action to officials of other schools who have been determined to have a legitimate educational interest in the student's behavior. It is the policy of the University of North Carolina at Chapel Hill to disclose this type of disciplinary information to such officials of other schools without notifying the student that the information has been disclosed.

If the University, pursuant to campus disciplinary procedures, finds that a student has committed a violation of the Honor Code that constitutes a crime of violence or a nonforcible sex offense, the University, upon request, discloses the following information: the student's name, the rule or policy that was violated, any essential findings supporting the conclusion that the violation was committed, the disciplinary sanction imposed, the date the sanction was imposed, and the duration of the sanction. The University will release information from a student's education records to school officials who have a legitimate educational interest in the information. The term "school official" includes, but is not limited to, teachers; officials; employees (including employees of the UNC–Chapel Hill Department of Public Safety); contractors of UNC–Chapel Hill to whom the University has outsourced institutional services or functions (for example, the National Student Clearinghouse, Blackboard, entities providing practical or clinical training for students, and other similar or dissimilar contractors); volunteers; UNC–Chapel Hill students who are functioning in an official University capacity (for example, the Honor Court); and employees of the General Administration of the University of North Carolina system. Disclosures may only be made to these individuals and entities if they have a "legitimate educational interest" in the information. They are deemed to have a "legitimate educational interest" in the information if it is in the educational interest of the student in question for the individuals and entities to have the information, or if it is necessary or desirable for them to obtain the information in order to carry out their official duties or their contractual obligations to the University and/or to implement the policies of the University of North Carolina.

The University makes public certain information that has been designated as "directory information" unless the student has notified the Office of the University Registrar to restrict the release of this information. The University considers the following to be "directory information": the student's name; address (local and grade/billing addresses); student e-mail address; telephone listing (local and grade/billing telephone numbers); date and place of birth; county, state, and/or United States territory from which the student entered the University; major field of study; class (first year, senior, etc.); enrollment status (full-time, half-time, or part-time); Person ID Number (PID); anticipated graduation date; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; and the most recent previous educational agency or institution attended by the student. The University also publishes the Campus Directory annually and maintains an online directory that includes faculty, staff, and students. Some professional and graduate student groups publish directories of students in their departments or schools.

Students who do not want any of their directory information to be made public must come in person to the Records area of the Office of the University Registrar (Suite 3100, SASB North) and fill out a Requesting FERPA On Student's Record, Non-Disclosure of Information form. Students completing this form will receive counseling about the effects of placing a FERPA privacy flag on their records. Students who are not within commuting distance of the campus may contact the Records area at (919) 962-0495 for further instructions. Students who choose this option will not be able to receive any information about their records by telephone. Instead, they must come in person and show a photo ID, or send a written request acknowledging that they have placed a restriction on their record but require specific information.

Once set, a FERPA privacy flag will remain on a student's record until the student removes it. To remove a FERPA privacy flag, the student must come in person to the registration area of the Office of the University Registrar (Suite 3100, SASB North) and fill out a Requesting Removal of a Previously Set FERPA Privacy Flag from a Student's Record, Remove Previously Set Restrictions on Release of Information form. Students who are not within commuting distance of the campus may contact the registration area at (919) 962-9851 for further instructions.

Students who wish to block certain information from the directory but do not wish to place a FERPA privacy flag on their records may do this through the portal my.unc.edu in the "Updating Personal Information" section. Checking the "Public" box next to an address or phone number causes that item to be included in the directory. Removing the checkmark from the "Public" box causes the item not to be included in the directory. Students who have questions about restricting information from the directory may contact the registration area at (919) 962-9851.

In order to assure that new students have a meaningful opportunity to request that their directory information not be made public, it is the policy of the University that it will not release directory information about entering undergraduate students until after the last day for late registration for the fall semester.

Receipt of an approved master's thesis or doctoral dissertation in the Graduate School is tantamount to publication, and the thesis or dissertation will be available to the public. Honors theses are also made available to the public through the University Library. Other student papers may be put in campus libraries or otherwise made public in accordance with individual course or program requirements.

The Family Educational Rights and Privacy Act also gives a student the right to inspect his or her education records and to request amendment of those records if they are inaccurate, misleading, or otherwise in violation of the student's privacy rights. To inspect his or her education records, a student must file a written request with the individual who has custody of the records that the student wishes to inspect. To request amendment of his or her records, a student first discusses the matter informally with the records custodian, and if the custodian does not agree to amend the records, he or she will inform the student of applicable appeal rights. Enrolled students may file an appeal with the Student Grievance Committee. Students also have the right to file a complaint with the United States Department of Education alleging that the University has not complied with FERPA.

Questions about FERPA should be addressed to the Office of University Counsel (CB# 9105). The University's FERPA policy and the text of the federal FERPA regulations are available on the Web at www.unc.edu/policies/ferpapol.pdf.

Fireworks, Firearms, and Other Weapons

It is a felony, punishable by fine and/or imprisonment, to possess or carry, openly or concealed, any gun, rifle, pistol, or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine, or powerful explosive on any University campus, in any University-owned or operated facility, or at a curricular or extracurricular activity sponsored by the University. Such conduct also may constitute a violation of the Honor Code.

It is a Class 1 misdemeanor, punishable by fine and/or imprisonment, to possess or carry any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except for personal shaving), fireworks, or any sharp-pointed or edged instrument (except instructional supplies, unaltered nail files, and clips and tools used solely for preparation of food, instruction, and maintenance) upon any University campus or in any University-owned or operated facility. Such conduct may also constitute a violation of the Honor Code.

Policy on Illegal Drugs

Introduction

The Board of Trustees of the University of North Carolina at Chapel Hill, in conformity with the direction of the Board of Governors of the University of North Carolina, hereby adopts this Policy on Illegal Drugs, effective August 24, 1988. It is applicable to all students, faculty members, administrators, and other employees.

Education, Counseling, and Rehabilitation

A. The University of North Carolina at Chapel Hill has established and maintains a program of education designed to help all members of the University community avoid involvement with illegal drugs. This educational program emphasizes these subjects:
   - The incompatibility of the use or sale of illegal drugs with the goals of the University;
   - The legal consequences of involvement with illegal drugs;
   - The medical implications of the use of illegal drugs; and
   - The ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities.

B. The University of North Carolina at Chapel Hill provides information about drug counseling and rehabilitation services available to members of the University community through campus-based programs and through community-based organizations. Persons who voluntarily avail themselves of University services are hereby assured that applicable professional standards of confidentiality will be observed.

Enforcement and Penalties

A. The University of North Carolina at Chapel Hill shall take all actions necessary, consistent with state and federal law and applicable University policy, to eliminate illegal drugs from the University community. The University's Policy on Illegal Drugs is publicized in catalogs and other materials prepared for all enrolled and prospective students and in materials distributed to faculty members, administrators, and other employees.

B. Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as controlled substances in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the University community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the University. It is not "double jeopardy" for both the civil authorities and the University to proceed against and punish a person for the same specified conduct. The University will initiate its own disciplinary proceeding against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the University.

C. Penalties will be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 3 of the *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*; by Section III. D. of the *Employment Policies for EPA Non-Faculty Employees of the University of North Carolina at Chapel Hill*; by regulations of the State Personnel Commission, and the *Disciplinary Procedure of the Staff Personnel Administration Guides (Human Resources Manual for*

SPA Employees); by the *Instrument of Student Judicial Governance*; and by all other applicable provisions of the policies and procedures of the University of North Carolina at Chapel Hill.

D. The penalties to be imposed by the University may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. However, the following minimum penalties shall be imposed for the particular offenses described.

Trafficking in Illegal Drugs

a. For the illegal manufacture, sale, or delivery, or possession with intent to manufacture, sell, or deliver, of any controlled substance identified in Schedule I, North Carolina General Statutes 90–89, or Schedule II, North Carolina General Statutes 90–90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualine), any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

b. For a first offense involving the illegal manufacture, sale, or delivery, or possession with intent to manufacture, sell, or deliver, of any controlled substance identified in Schedules III through VI, North Carolina General Statutes 90–91 through 90–94, (including, but not limited to, marijuana, anabolic steroids, pentobarbital, codeine), the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Because the minimum penalty specified in this section and required by the Board of Governors exceeds the maximum period of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject to the State Personnel Act is discharge.) For a second offense, any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

Illegal Possession of Drugs

a. For a first offense involving the illegal possession of any controlled substance identified in Schedule I, North Carolina General Statutes 90–89, or Schedule II, North Carolina General Statutes 90–90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Because the minimum penalty specified in this section and required by the Board of Governors exceeds the maximum period of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject to the State Personnel Act is discharge.)

b. For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, North Carolina General Statutes 90–91 through 90–94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation. (If this balance for an employee subject to the State Personnel Act exceeds one week, that employee shall be discharged.)

c. For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, administrators, or other employees.

E. Suspension Pending Final Disposition. When a student, faculty member, administrator, or other employee has been charged by the University with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor, or in the Chancellor's absence, the Chancellor's designee, concludes that the person's continued presence within the University Community would constitute a clear and immediate danger to the health or welfare of other members of the University community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

Implementation and Reporting

Annually, the Chancellor shall submit to the Board of Trustees a report on campus activities related to illegal drugs for the preceding year. The report shall include, as a minimum, the following information:

1) A listing of the major educational activities conducted during the year
2) A report on any illegal drug-related incidents, including any sanctions imposed
3) An assessment by the Chancellor of the effectiveness of the campus program
4) Any proposed changes in the Policy on Illegal Drugs

A copy of the report shall be provided to the President, who shall confer with the Chancellor about the effectiveness of campus programs.

Immunization Requirement

Effective July 1, 1986, North Carolina state law requires that no person shall attend a college or university in North Carolina unless a certificate of immunization indicating that the person has received the immunizations required by the law is presented to the college or university on or before the first day of matriculation.

If a student's UNC–Chapel Hill Medical History Form containing the certificate of immunization is not in the possession of the UNC–Chapel Hill Campus Health Service 10 days prior to the registration date, the University shall present a notice of deficiency to the student in question. He or she shall have 30 calendar days from the first day of attendance to obtain the required immunizations. Those persons who have not complied with the immunization requirements by the end of 30 calendar days will be administratively withdrawn from the University.

Military Tuition Benefit

The information in this section comes from three sources: 1) North Carolina General Statutes, Sect. 116–143.3; 2) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*; and 3) *Chancellor's Rules and Procedures for Residence Classification of Students for Tuition*

Purposes and Determination of Eligibility for the Special Military Tuition Benefit. Please refer to the Web site at regweb.oit.unc.edu/residency/index.php for the most recent amendments to the Military Tuition Benefit Law.

Certain members of the Armed Services and their dependent relatives who are not residents for tuition purposes may become eligible to be charged the in-state tuition rate under North Carolina General Statutes Section 116–143.3, the military tuition benefit provision. Any person seeking the military tuition benefit must qualify for admission to UNC–Chapel Hill and must file an application for the benefit with his or her admissions office before the first day of classes of the term for which he or she initially seeks the benefit. The burden of proving eligibility for the military tuition benefit lies with the applicant for the benefit, and the application and all required supporting affidavits must be complete and in proper order before the first day of classes of the term in question. Because of the time involved in securing the necessary affidavits from the appropriate military authorities, prospective applicants for the military tuition benefit are urged to secure application forms from their admissions offices and begin the application process several weeks before the first day of classes of the term for which they seek the benefit.

Eligibility of Members of the Armed Services. To be eligible for this military tuition benefit, the individual must be on active duty and a member of the United States Air Force, Army, Coast Guard, Marine Corps, Navy, North Carolina National Guard, or a reserve component of one of these services and must be abiding in North Carolina incident to active military duty.

Eligibility of Dependent Relatives of Service Members. If the service member meets the conditions set forth above, his or her dependent relatives may be eligible to pay the in-state tuition rate if they share the service member's North Carolina abode, if they have complied with the requirements of the Selective Service System (if applicable), and if they qualify as military dependents of the service member.

Special exceptions apply to military personnel and their dependents if the military person is reassigned outside of North Carolina or retires in North Carolina. Please visit regweb.unc.edu/residency to see the most updated requirements to maintain military tuition benefit eligibility (for both active duty military and their dependents, and National Guard).

For a detailed explanation of the military tuition benefit provision, a complete list of categories of persons who are considered "dependent relatives" for purposes of establishing eligibility for the military tuition benefit, and information about the registration requirements of the Selective Service System, applicants should consult A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes. The Manual is available online at www.northcarolina.edu/legal/residence/committee/manual/index.htm.

Appeals of Eligibility Determinations of Admissions Officers. A student appeal of an eligibility determination made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within 15 working days after the student receives notice of the eligibility determination. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and, on request by the student, is afforded an opportunity to appear and be heard by the committee.

Any student desiring to appeal a determination of the Residence Status Committee must give notice in writing of that fact to the chair of the Residence Status Committee within 10 days of receipt of the committee's decision. The chair will promptly process the appeal for transmittal to the State Residence Committee.

North Carolina Teachers Tuition Benefit

The information in this section comes from two sources: 1) North Carolina General Statutes, Section 116–143.5, and 2) University of North Carolina Administrative Memorandum No. 375, dated October 22, 1997.

Certain North Carolina teachers may become eligible to be charged the in-state tuition rate even if they do not qualify as residents for tuition purposes under General Statutes 116–143.1. These applicants may receive the benefit for courses "relevant to teacher certification or to professional development as a teacher" if approved by the principal of the applicant's school.

To qualify, an applicant must be a teacher or other person paid on the North Carolina teacher salary schedule incident to fulltime employment by a North Carolina public school. "Full-time employment" means the employee's duties qualify him/her for membership in the Teacher's and State Employees' Retirement System or would so qualify the employee if he/she were employed on a permanent basis. Applicants must qualify academically for admission to UNC–Chapel Hill.

Additionally, to be eligible, an applicant must be a North Carolina legal resident (domiciliary) and must have established North Carolina domicile before the commencement of the approved course(s). However, he or she does not have to have been a legal resident for 12 months.

To apply for the benefit, applicants must submit the following documents to the proper admissions office no later than the first day of classes of the term for which this benefit is sought:

- A completed North Carolina Teachers Tuition Benefit application
- A completed "Principal's Declaration for In-State Tuition Benefit for North Carolina Teachers"
- A four-page application for resident tuition status

For a detailed explanation of the teachers' tuition benefit law and to acquire application forms, applicants should contact the appropriate admissions office. The *State Residence Classification Manual* is available online at www.northcarolina.edu/legal/residence/committee/manual/index.htm.

Appeals of eligibility determinations of admissions offices must be in writing and signed by the applicant and must be filed by the applicant with that admissions officer within 15 working days after the applicant receives notice of the eligibility determination. The appeal is submitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The applicant is notified of the date set for consideration of the appeal and, on request by the applicant, is afforded an opportunity to appear and be heard by the committee.

Any applicant desiring to appeal a determination of the Residence Status Committee must give written notice of that fact to the chair of the Residence Status Committee within 10 days of receipt of the committee's decision. The chair will promptly process the appeal for transmittal to the State Residence Committee.

Proration of Tuition

If a student withdraws from the University tuition and fees will be prorated according to the withdrawal refund schedule posted under "Important Dates" on the Web at finance.unc.edu/university-controller/student-account-services/student-billing.html. If a student drops the only course he or she is taking, this constitutes a withdrawal from the University.

Residence Status for Tuition Purposes

The information in this section comes from three sources: 1) North Carolina General Statutes, Sect. 116–143.1, 2) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes,* adopted by UNC August 2010, and 3) *Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.*

The following sections summarize important aspects of the residency law. A complete explanation of the statute and the procedures under the statute is contained in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes* (hereafter referred to as "the Manual"). The *Manual* is available online at www.northcarolina.edu/legal/residence/committee/manual/Residence_Manual_Aug_2010.pdf.

Every applicant for admission is required to make a statement of his or her length of residence in North Carolina. A person who qualifies as a resident for tuition purposes under North Carolina law pays a lower rate of tuition than a nonresident. To qualify for in-state tuition, a legal resident must have been domiciled in North Carolina for at least 12 months immediately prior to the beginning of the term for which classification as a resident for tuition purposes is sought. The student must also establish that his or her presence in the state during such 12-month period was for purposes of maintaining a bona fide domicile rather than for purposes of maintaining a mere temporary residence incident to enrollment in an institution of higher education. "Domicile" means one's permanent home of indefinite duration, as distinguished from a temporary place of abode. Domicile is synonymous with legal residence and is established by being physically present in a place with the concurrent intent to make that place a domicile. To determine intent, the University evaluates an individual's objectively verifiable conduct as an indicator of his or her state of mind.

Procedural Information

General. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence that involved a formal withdrawal from enrollment) is classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual matriculation. In the absence of a current and final determination of the student's residence prior to matriculation, the student is classified as a nonresident for tuition purposes. The institution will thereafter reach a final determination of the student's residence status. Unless a person supplies enough information to allow the admissions officer to classify him or her as a resident for tuition purposes, the person will be classified a nonresident for tuition purposes. A residence classification once assigned (and confirmed pursuant to any appellate process invoked) may be changed thereafter (with a corresponding change in billing rates) only at the beginning of a term.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is required to be treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence classification for tuition purposes. The residence classification of a student by one institution is not binding on another institution.

The North Carolina institutions of higher education will assist each other by supplying residency information and classification records concerning a student to another classifying institution upon request. A student or prospective student who wants the University to consider his or her "resident" classification by another North Carolina public higher education institution must include, with his or her application for resident status, copies of all the information that was before the other institution at the time that institution classified the student a resident for tuition purposes.

Responsibility of Students. Any student who is uncertain about the accuracy of his or her current residence classification for tuition purposes is responsible for securing a ruling by completing an application for resident status and filing it with the admissions officer. The student who subsequently becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, is responsible for immediately informing the Office of Admissions in writing of his or her new status. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

Application Process. A person may apply for resident status by visiting his or her admissions office or by going online to regweb.unc.edu/residency. Also available on the Web site is the *Manual*, which sets forth the requirements of the statute. Applicants for admission who claim eligibility for the in-state tuition rate will complete a brief questionnaire as a part of the online admissions application. If a person has not been living in North Carolina for at least five consecutive years, he or she will be required to complete a more detailed four-page residency application. Enrolled students seeking a change from nonresident to resident status are required to complete a four-page residency application.

When to file an application. All applications for resident status must be filed with the proper admissions office during the filing period posted at regweb.oit.unc.edu/residency. Applications must be received before the fifth working day of the term for which resident status for tuition purposes is sought. Applications for an expired term are not accepted.

After filing a resident status application, a person may receive a letter from his or her admissions office requesting more information in connection with that application. When a student receives such a request, he or she must supply the requested information no later than three weeks after receipt of the request. Failure to supply the requested information within the specified time limit will result in a continuation of the student's nonresident classification unless good cause is shown for such failure.

The admissions office may require an applicant for admission to file a residency application or respond to a request for more information more quickly when residence status is a factor in the admissions decision.

For more details about the residency application process and other important information about the resident status for tuition purposes statute, visit regweb.unc.edu/residency.

Fraudulent Applications. If a student is classified a resident for tuition purposes after submitting falsified residency information or after knowingly withholding residency information, the student's application for in-state tuition status is fraudulent. The institution may re-examine any application suspected of being fraudulent and, if warranted, will

change the student's residence status retroactively to the beginning of the term for which the student originally made the fraudulent application. If this occurs, the student must pay the out-of-state tuition differential for all the enrolled terms intervening between the fraudulent application and its discovery. Further, knowing falsification of responses on a resident status application may subject the applicant to disciplinary action, including dismissal from the institution.

Burden of Proof and Statutory Prima Facie Evidence. A person has the burden of establishing facts that justify his or her classification as a resident for tuition purposes. The balancing of all the evidence must produce a preponderance of evidence supporting the assertion of in-state residence. Under the statute, proof of resident status is controlled initially by one of two evidentiary beginning points which are stated in terms of prima facie evidence.

a. Even if the person is an adult, if his or her parents (or court-appointed guardian in the case of some minors) are not legal residents of North Carolina, this is prima facie evidence that the person is not a legal resident of North Carolina unless he or she has lived in this state the five consecutive years prior to enrolling or reregistering. To overcome this prima facie showing of nonresident, a person must produce evidence that he or she is a North Carolina domiciliary despite the parents' nonresident status.

b. Conversely, if the person's parents are domiciliaries of North Carolina under the statute, this fact constitutes prima facie evidence that the person is a domiciliary of North Carolina. This prima facie showing may also be overcome by other evidence to the contrary. If a person has neither living parents nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

Erroneous Notices Concerning Classification. If a student who has been found to be a nonresident for tuition purposes receives an erroneous written notice from an institutional officer identifying the student as a resident for tuition purposes, the student is not responsible for paying the out-of-state tuition differential for any enrolled term beginning before the classifying institution notifies the student that the prior notice was erroneous.

Grace Period. If a student has been properly classified as a North Carolina resident for tuition purposes and, thereafter, his or her state of legal residence changes while he or she is enrolled in a North Carolina public institution of higher education, the statute provides for a grace period during which the student is allowed to pay tuition at the in-state rate despite the fact that the student is no longer a North Carolina legal resident. This grace period extends for a minimum of 12 months from the date of change in legal residence, and if the 12-month period ends during a semester or academic term in which the student is enrolled, the grace period extends also to the end of that semester or academic term.

Reacquisition of Resident Tuition Status. The prescribed 12-month period of legal residence may be shortened if the person seeking to be classified as a resident for tuition purposes was formerly classified a North Carolina resident for tuition purposes, abandoned North Carolina domicile, and reestablished North Carolina domicile within 12 months after abandoning it. Interested persons should consult their admissions offices for a detailed explanation of the conditions which must be met to qualify under this section.

Appeals. A student appeal of a classification decision made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within 15 working days after the student receives notice of the classification decision. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and on request of the student, he or she is afforded the opportunity to appear and be heard by the committee. Any student desiring to appeal a decision of the Residence Status Committee must give notice in writing of that fact (within 10 days of receipt of the committee's decision) to the chair of the Residence Status Committee, and the chair promptly processes the appeal for transmittal to the State Residence Committee.

Tuition Payment. It is the responsibility of the student to pay tuition at the rate charged and billed while an appeal is pending. In effect, the student who is classified a nonresident at the time of tuition billing pays the nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he or she pays the resident rate. Any necessary adjustments in the rate paid will be made at the conclusion of the appeal.

Application of the Law to Specific Situations

Aliens. Aliens who are permanent residents of the United States, or who hold a visa that will permit eventual permanent residence in the United States, are subject to the same considerations with respect to determination of legal residence as citizens. An alien abiding in the United States under a visa conditioned at least in part upon intent not to abandon a foreign domicile cannot be classified a resident. An alien abiding in the United States under a visa issued for a purpose that is so restricted as to be fundamentally incompatible with an assertion by the alien of bona fide intent to establish a legal residence cannot be classified a resident.

Possession of certain other immigration documents may also allow an alien to be considered for in-state tuition status. For more details, aliens should consult their admissions offices and the *Manual*. Aliens must file a Residence Status Supplemental Form in addition to the forms normally required of applicants for resident status for tuition purposes. Aliens should also provide a copy of the front and back of the document(s) that they claim allow them to remain in the United States and establish a legal residence. More information concerning alien resident status for tuition purposes information and supplemental applications may be found online at regweb.unc.edu/residency.

Married Persons. The North Carolina resident status for tuition purposes statute provides a special provision for legal residents who are married. This provision is called the "spouse-pair" provision. The domicile of a married person, irrespective of sex, is determined by reference to all relevant evidence of domiciliary intent. No person is precluded, solely by reason of marriage to a person domiciled outside of North Carolina, from establishing or maintaining legal residence in North Carolina. No person is deemed, solely by reason of marriage to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina. The fact of marriage and the place of the domicile of the student's spouse are deemed relevant evidence to be considered in ascertaining domiciliary intent.

If a person otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina before the beginning of the term for which resident status is sought, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than 12 months, by reference to the length of the legal residence of the person's spouse, if the spouse has been a legal resident of the state for the requisite 12-month period.

If a person believes that he or she qualifies for the marital status provision, special application procedures must be followed. A separate supplemental spousal residency application should be filed at the same time as the residency form is submitted. The spousal residency application may be filed after an admissions office's initial decision if the student seeks to appeal that decision. The admission office residency decision letter provides instructions on where to file the appeal (with or without a spousal residency application).

Residency applications of persons who are married and claiming the North Carolina "spouse-pair" provision are not to be submitted to the admissions office. They should be filed with the Residence Status Committee Office located in the University Registrar's Office on campus. Applications for the spouse-pair provision are available online at regweb.unc.edu/residency.

Military Personnel. The domicile of a person employed by the federal government, Department of Defense, is not necessarily affected by assignment in or reassignment out of North Carolina. Such a person may establish domicile by the usual requirements of residential act plus intent. No person loses his or her in-state resident status solely by serving in the armed forces outside of the state of North Carolina. See the section entitled "Military Tuition Benefit" for other benefits provided to military personnel and their dependents.

Minors. A minor is any person who has not reached the age of 18 years. Under the common law, a minor child whose parents are not divorced or legally separated is presumed to have the domicile of his or her father. This presumption may be rebutted if a preponderance of the evidence indicates that the mother and father have separate domiciles and that, under the circumstances, the child can fairly be said to derive his or her domicile from the mother. If the father is deceased, the domicile of the minor is that of the surviving mother. If the parents are divorced or legally separated, the domicile of the minor is that of the parent having custody by virtue of a court order; or, if no custody has been granted by virtue of court order, the domicile of the minor is that of the parent with whom he or she lives; or, if the minor lives with neither parent, in the absence of a custody award, the domicile of the minor is presumed to remain that of the father. If the minor lives for part of the year with each parent, in the absence of a custody award, the minor's domicile is presumed to remain that of the father. If the minor has lived in North Carolina for five years as set forth above in "Burden of Proof and Statutory Prima Facie Evidence," subsection a, the common law presumptions do not absolutely control on the issue of the minor's domicile, but they continue to be very strong evidence thereof. In determining residence status for tuition purposes, there are three exceptions to the above provisions:

- If a minor's parents are divorced, separated, or otherwise living apart and one parent is a legal resident of North Carolina, during the time period when that parent is entitled to claim, and does claim, the minor as a dependent on the North Carolina individual income tax return, the minor is deemed to be a legal resident of North Carolina for tuition purposes, notwithstanding any judicially determined custody award with respect to the minor.
- If immediately prior to his or her 18th birthday a person would have been deemed a North Carolina legal resident under this provision but he or she achieves majority before enrolling in a North Carolina institution of higher education, that person will not lose the benefit of this provision if the following conditions are met:
  a. Upon achieving majority the person must act, as much as possible, in a manner consistent with bona fide legal residence in North Carolina; and
  b. The person must begin enrollment at a North Carolina institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at the institution.
- If immediately prior to beginning an enrolled term the minor has lived in North Carolina for five or more consecutive years in the home of an adult relative (other than a parent) who is a legal resident of North Carolina, and if the adult relative during those years has functioned as a de facto guardian of the minor, then the minor is considered a legal resident of North Carolina for tuition purposes. If a minor qualified for resident status for tuition purposes under this provision immediately prior to his or her 18th birthday, then, upon becoming 18, he or she will be deemed a legal resident of North Carolina of at least 12 months' duration.

Even though a person is a minor, under certain circumstances the person may be treated by the law as being sufficiently independent from his or her parents as to enjoy a species of adulthood for legal purposes. If the minor marries or obtains a judicial decree of emancipation under North Carolina General Statutes Section 7A–717, et seq., he or she is emancipated. The consequence, for present purposes, of such emancipation is that the affected person is presumed to be capable of establishing a domicile independent of that of the parents; it remains for that person to demonstrate that a separate domicile has, in fact, been established.

Prisoners. There are special provisions concerning domicile of prisoners. For more information, persons to whom these provisions may apply should consult the *Manual*.

Property and Taxes. Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate; homeownership alone does not necessarily qualify one for the tuition benefit. Students or prospective students who believe that they are entitled to be classified residents for tuition purposes should be aware that the processing of requests and appeals can take a considerable amount of time. One should not apply until they have met the minimum requirements of having an established 12-month domicile along with physical presence.

Benefit for UNC Employees and Related Persons

Full-time, permanent employees of UNC who are legal residents of North Carolina may qualify for the in-state tuition rate even if they do not meet the 12-month requirement.

This provision includes spouses and dependent children of the employee. The employee must be full-time, permanent, and a legal resident of North Carolina. Further, if it is a child who seeks to qualify, the child must be a dependent (as defined by tax dependency laws). Finally, if the person qualifies for this benefit, there is no limit on the number or type of courses for which the classification will apply.

Please visit regweb.unc.edu/residency to learn more about residence status for tuition purposes.

Student Right-to-Know Act

Pursuant to the federal Student Right-to-Know Act, we report that, in 2010–2011, the completion or graduation rate for undergraduates who entered the University of North Carolina at Chapel Hill in 2004 on a full-time basis was 89.3 percent.

Students' Education Records at the University of North Carolina General Administration: Annual Notification of Rights

Certain personally identifiable information about students ("education records") may be maintained at the University of North Carolina General Administration, which serves the Board of Governors of the University system. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information. Whatever their origins, education records maintained at General Administration are subject to the federal Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, the student may request amendment to the record. FERPA also provides that a student's personally identifiable information may not be released to someone else unless 1) the student has given a proper consent for disclosure or 2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent.

A student may file with the United States Department of Education a complaint concerning failure of General Administration or an institution to comply with FERPA.

The policies of the University of North Carolina General Administration concerning FERPA may be inspected in the office at each constituent institution designated to maintain the FERPA policies of the institution. Policies of General Administration may also be accessed in the office of the secretary of the University of North Carolina, General Administration, 910 Raleigh Road, Chapel Hill, NC. Further details about FERPA and FERPA procedures at General Administration are to be found in the referenced policies. Also, see below. Questions about the policies may be directed to the Division of Legal Affairs, The University of North Carolina General Administration, Annex Building, 910 Raleigh Road, Chapel Hill, North Carolina (mailing address Post Office Box 2688, Chapel Hill, NC 27515-2688; telephone: [919] 962-4588).

Tuition Waiver for Family Members of Deceased or Disabled Emergency Workers

The information in this section comes from three sources: 1) North Carolina General Statutes, Section 115B-1 et seq.; 2) University of North Carolina Administrative Memorandum No. 377, dated November 17, 1997; and 3) University of North Carolina Administrative Memorandum No. 385, dated August 6, 1998. Certain family members of emergency workers killed or permanently disabled in the line of duty may become eligible for tuition-free enrollment.

The statute sets out the following requirements that must be met before the waiver can be obtained:

- The deceased or disabled emergency worker (firefighter, volunteer firefighter, law enforcement officer, or rescue squad member) must have been a North Carolina legal resident (domiciliary), in active service or training for active service at the time of death or disability occurring in the line of duty;
- The emergency worker must have been employed by the State of North Carolina or any of its departments, agencies, or institutions, or a county, city, town, or other political subdivision of the State of North Carolina;
- The applicant for the tuition waiver must be either a child or a widow or widower (who has not remarried) of a deceased emergency worker killed in the line of duty, or a spouse or a child (at least age 17, but not yet 24) of an emergency worker who became permanently and totally disabled as a result of a traumatic injury sustained in the line of duty as an emergency worker;
- The applicant must qualify academically for admission to UNC–Chapel Hill, must meet all the requirements of the statute and implementing University regulations, and there must be space available in the course(s) for which he or she intends to register;
- The completed application, with all supporting documents, must be submitted to the proper admissions office no later than the first day of class of the term for which the waiver is sought. If the applicant is under 18 years of age, a parent must also sign; and
- The time period for pursuing a baccalaureate degree is up to 54 months.

The following documents are required as proof of eligibility for this tuition waiver:

To prove permanent and total disability of an emergency worker:

- Documentation of the permanent and total disability from the North Carolina Industrial Commission

To prove cause of death of an emergency worker:

- Certification of the cause of death from the Department of State Treasurer; or
- The appropriate city or county law enforcement agency that employed the deceased; or
- The administrative agency for the fire department or fire protection district funded under the Department of State Auditor; or
- The administrative agency having jurisdiction over any paid firefighters of all counties and cities

To prove the parent/child relationship:

- Applicant's birth certificate or legal adoption papers

To prove the marital relationship:

- Applicant's marriage certificate

The *State Residence Classification Manual* is available online at www.northcarolina.edu/legal/residence/committee/manual/index.htm.

Appeals of eligibility determinations of admissions offices must be in writing and signed by the applicant and must be filed by the applicant with that admissions officer within 15 working days after the applicant receives notice of the eligibility determination. The appeal is submitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The applicant is notified of the date set for consideration of the appeal, and, on request by the applicant, is afforded an opportunity to appear and be heard by the committee.

Any applicant desiring to appeal a determination of the Residence Status Committee must give written notice of that fact to the chair of the Residence Status Committee within 10 days of receipt of the committee's decision. The chair will promptly process the appeal for transmittal to the State Residence Committee.

WEST FRANKLIN STREET
EAST FRANKLIN STREET
COLONY CT.
FRATERNITY CT.
HOOPER LANE
SENLAC ROAD
WEST CAMERON AVENUE
EAST CAMERON AVENUE
BOUNDARY STREET
McCAULEY STREET
VANCE STREET
UNIVERSITY DR.
SOUTH ROAD
LENOIR DRIVE
COBB DRIVE
PAUL GREEN THEATER DRIVE
RALEIGH ROAD
RIDGE ROAD
STADIUM DRIVE
MANNING DRIVE
HOSPITAL DRIVE
EMERGENCY ROOM DRIVE
PAUL HARDIN DRIVE
SKIPPER BOWLES DRIVE
HINTON JAMES DR.
KENAN CENTER DRIVE
WILLIAMSON DRIVE
WILLIAM BLYTHE DRIVE
BERNARD ST.
HIBBARD DRIVE
BRANSON STREET
MASON FARM ROAD
PUREFOY ROAD
WHITEHEAD CIRCLE
OTEYS ROAD
US 15-501 / NC 54 BYPASS
FORDHAM BLVD.
KINGS MILL
PINE LANE
BUTTONS LANE
LAUREL HILL ROAD
FERN LANE
IRIS LANE
GLANDON DRIVE
GIMGHOUL ROAD
COUNTRY CLUB ROAD
PARK PLACE
EAST FRANKLIN
BASNIGHT LANE
CAMERON COURT
KENAN STREET
MALLETTE STREET
SOUTH COLUMBIA STREET
NORTH COLUMBIA STREET
RANSOM STREET
PITTSBORO STREET
DAWSON DR.
N. MEDICAL DRIVE
EHRINGHAUS DR.
US 501 to Pittsboro
to I-40 and MLK Jr. Blvd.
to N.C. 54 and Friday Center
to N.C. Botanical Garden
AREA UNDER CONSTRUCTION
University Square
McCorkle Place
Coker Arboretum
Polk Place
Upper Quad
Lower Quad
The Pit
Memorial Grove
Coker Pinetum and Meeting at the Waters Creek
Davis Library
Wilson Library
Bell Tower
Kenan Stadium
Kenan Fieldhouse Center
Bell Tower Parking Lot
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Woollen
Fetzer Gymnasium
Eddie Smith Field House
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Bryson Field
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Ram Village at Hinton James Dr.
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Odum Village
Student Family Housing
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Chapman
Carroll
Hanes
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Craige Parking Deck
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Running Stream Plant
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Knapp-Sanders
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Bryson Field
Hooker Fields
Eddie Smith Field House
Bell Track & Fetzer Field
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Kenan Fieldhouse Center
Bell Tower
Stone Cultural Center
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N.C. Women's Hospital
N.C. Cancer Hospital
Cardinal Parking Deck
Polamalu Parking Deck
Jackson Deck
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Craige Parking Deck
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Ram Village at Hinton James Dr.
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Dean E. Smith Student Activities Center
Kenan Center
Educational Foundation Parking Deck
Cobb Parking Deck
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Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 9, 2007

Dr. James Moeser
Chancellor
The University of North Carolina at Chapel Hill
103 South Building
Campus Box 9100
Chapel Hill, NC 27599-9100

Dear Dr. Moeser:

The following action regarding your institution was taken at the December 2006 meeting of the Commission on Colleges:

> The Commission on Colleges reaffirmed accreditation. No additional report was requested.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" five years after their reaffirmation review. Institutions will be notified by the President of the Commission regarding its specific due date. For more information regarding the Impact Report, access www.sacscoc.org/commpub1.asp#Policies and click onto "reports Submitted for Committee or Commission Review."

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President
Commission on Colleges

BSW:ch

cc: Dr. G. Jack Allen

NORTH CAROLINA

Institutional Members

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Appalachian State University
Department of Political Science & Criminal Justice
Boone, NC 28608
Accredited through 2016-17

Duke University
Sanford School of Public Policy
Durham, NC 27708

East Carolina University
Department of Political Science
Greenville, NC 27834-4353
Accredited through 2014-15

North Carolina Central University
Public Administration Department
Durham, NC 27707

North Carolina State University
Department of Political Science & Public Administration
Raleigh, NC 27695-8102
Accredited through 2013-14

The University of North Carolina at Chapel Hill
School of Government
Chapel Hill, NC 27599-3330
Accredited through 2016-17

The University of North Carolina at Charlotte
Master of Public Administration Program
Charlotte, NC 28223-0001
Accredited through 2013-14

The University of North Carolina at Greensboro

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
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www.sacscoc.org

January 31, 2011

Dr. Holden Thorp
Chancellor
The University of North Carolina at Chapel Hill
103 South Building
Campus Box 9100
Chapel Hill, NC 27599-9100

Dear Dr. Thorp:

Thank you for your letter of November 23, 2010, providing notification that, effective July 2011, the University will offer the M.B.A.@UNC degree program.

This degree program will be the fifth M.B.A. degree program at the University. It will be offered primarily online, with face-to-face capstones at the end of each term and will be a program for working professionals.

Because the University currently offers other M.B.A. degree programs, has established faculty and other resources to offer this program, and has several other approved graduate programs designed for working professionals delivered in a primarily online format, the addition of the M.B.A.@UNC is judged not to be a substantive change. **We acknowledge notification, will add the information to our files, and request no further information.**

Best regards,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW/ABC:efk

cc: Dr. Lynn E. Williford, Assistant Provost for Institutional Research and Assessment
Dr. G. Jack Allen

NORTH CAROLINA DEPARTMENT OF CULTURAL RESOURCES

Beverly Eaves Perdue, Governor
Linda A. Carlisle, Secretary

Office of Archives and History
Jeffrey J. Crow, Deputy Secretary

July 19, 2011

George R. Roedler, Jr., JD
Manager, Institutional Registration and Licensing
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108

Dear Mr. Roedler:

This letter concerns the disposition of records produced through the online MBA program at the UNC Kenan-Flagler Business School at the University of North Carolina at Chapel Hill.

In the case that the University of North Carolina should cease operations, and, contingent upon the existence of adequate storage space, the North Carolina State Archives would be willing to accept and maintain the student transcripts, financial aid records, and other essential files generated by the university. The State Archives also would provide the services customarily rendered by a registrar for these records.

Please feel free to contact me should you have further questions.

Sincerely,

Jesse R. Lankford, Jr.
State Archivist and Records Administrator

MAILING ADDRESS:
4614 Mail Service Center
Raleigh, NC 27699-4614

Telephone 919-807-7310
Fax 919-733-1354

LOCATION:
109 East Jones Street
Raleigh, NC 27601

State	First/Middle N	Last Name	Email	Agency
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Alaska	Jo Anne	Hayden	joanne.hayden@alaska.gov	Alaska Commission on Postsecondary Education
Arizona	Teri	Stanfill	teri.stanfill@azppse.gov	Arizona State Board for Private Posesecondary Education
Arkansas	Alana	Boles	alana.boles@adhe.edu	Arkansas Department of Higher Education
California	Leeza	Rifredi	leeza.rifredi@dca.ca.gov	California Bureau for Private Postsecondary Education
Colorado	Heather	Delange	heather.delange@dhe.state.co.us	Colorado Department of Education
Connecticut	Amy	Hughes	ahughes@ctdhe.org	State of Connecticut Department of Higher Education
Delaware	Wayne	Barton	wbarton@doe.k12.de.us	Delaware Department of Education
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Florida	Samuel	Ferguson	Susan.Hood@fldoe.org; jeannie.yockeyfine@fld	Commission for Independent Education
Georgia	William C.	Crews	billc@npec.state.ga.us	Nonpublic Postsecondary Education Commission
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Illinois	Bob	Blankenberger	blankenberger@ibhe.org	Illinois Board of Higher Education
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Maryland	Sue A.	Blanshan	sblansha@mhec.state.md.us	Maryland Higher Education Commission
Massachusetts	Claudia R.	Bell	cbell@bhe.mass.edu	Massachusetts Board of Higher Education
Michigan	Michael	Beamish	beamishm@michigan.gov	Michigan Department of Energy, Labor, and Economic Grow
Minnesota	George	Roedler Jr.	george.roedler@state.mn.us	Minnesota Office of Higher Education
Mississippi	Menia	Dykes	mdykes@ihl.state.ms.us	Mississippi Commission on College Accreditation
Missouri	Leroy	Wade	Leroy.Wade@dhe.mo.gov	Missouri Department of Higher Education
Montana	Thomas H.	Gibson	tgibson@montana.edu	Montana University System, Montana Board of Regents
Nebraska	Kathleen	Fimple	kathleen.fimple@nebraska.gov	Nebraska Coordinating Commission for Postsecondary Educa

Nevada	David	Perlman	dperlman@cpe.state.nv.us	Nevada Commission on Postsecondary Education
New Hampshire	Kathryn G.	Dodge	kdodge@pec.state.nh.us	New Hampshire Postsecondary Education Commission
New Jersey	Iris	Duffield	iduffield@che.state.nj.us	New Jersey Commission on Higher Education
New Mexico	Stephanie	Ellis	stephanie.ellis@state.nm.us	New Mexico Higher Education Department
New York	Ellen	Zunon	ezunon@mail.nysed.gov	Office of College and University Evaluation, NYSED
North Carolina	Maggie	Ryan	mryan@northcarolina.edu	The University of North Carolina General Administration
North Dakota	Debra	Huber	dehuber@nd.gov	North Dakota State Board for Career and Technical Educatio
Ohio	Shane	Degarmo	sdegarmo@regents.state.oh.us	Ohio Board of Regents
Oklahoma	Jose	Dela Cruz	jcruz@osrhe.edu	Oklahoma State Regents for Higher Education
Oregon	Jennifer	Diallo	jennifer.l.diallo@state.or.us	Office of Degree Authorization
Pennsylvania	Carol M.	Gisselquist	cgisselqui@state.pa.us	Pennsylvania Department of Education, Postsecondary Educ
Rhode Island	Deanna	Velletri	dvelletri@ribghe.org	Rhode Island Board of Governors for Higher Education
South Carolina	Renea	Eshleman	reshleman@che.sc.gov	South Carolina Commission on Higher Education
South Dakota	Jim	Shekleton	jim.shekleton@sdbor.edu	South Dakota Board of Regents
Tennessee	Stephanie Bella	Chase	stephanie.bellard@tn.gov	Tennessee higher Education Commission
Texas	Fred	White	fred.white@thecb.state.tx.us	Texas Higher Education Coordinating Board
Utah	Marla	Winegar	mwinegar@utah.gov	Utah Division of Consumer Protection
Vermont	Cathy	Hilgendorf	cathy.hilgendorf@state.vt.us	Vermont Department of Education
Virginia	Linda	Woodley	lindawoodley@schev.edu	State Council of Higher Education
Washington	Karen	Oelschlager	kareno@hecb.wa.gov	Washington Higher Education Coordinating Board
Washington	Michael J.	Ball	michaelb@hecb.wa.gov	Washington Student Achievement Council
West Virginia	Mark	Stotler	stotler@hepc.wvnet.edu	Higher Education Policy commission
Wisconsin	David C.	Dies	david.dies@eab.state.wi.us	Wisconsin Education Approval Board
Wisconsin	Blanca Salazar	James	blanca.james@eab.wisconsin.gov	Wisconsin Educational Approval Board
Wyoming	Samantha	Mills	smills@educ.state.wy.us	Wyoming Department of Education

STATE OF NORTH CAROLINA
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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
The University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

We have audited the accompanying financial statements of The University of North Carolina at Chapel Hill, a constituent institution of the multi-campus University of North Carolina System, which is a component unit of the State of North Carolina, and its discretely presented component units, as of and for the year ended June 30, 2011, which collectively comprise the University's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the University's management. Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the UNC Investment Fund, LLC, which represents 41 percent, 45 percent, and 7 percent, respectively, of the assets, net assets, and revenues of the University; nor the financial statements of The Medical Foundation of North Carolina, Inc., The Educational Foundation Scholarship Endowment Trust, and University of North Carolina at Chapel Hill Arts and Sciences Foundation, Inc., the University's discretely presented component units. Those financial statements were audited by other auditors whose reports thereon have been furnished to us, and our opinions, insofar as they relate to the amounts included for those entities, are based on the reports of the other auditors.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of the UNC Investment Fund, LLC, The Medical Foundation of North Carolina, Inc., The Educational Foundation Scholarship Endowment Trust, and University of North Carolina at Chapel Hill Arts and Sciences Foundation, Inc. were not audited in accordance with *Government Auditing Standards*. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit and the reports of other auditors provide a reasonable basis for our opinions.

In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of The University of North Carolina at Chapel Hill and its discretely presented component units as of June 30, 2011, and the respective changes in financial position and cash flows, where

INDEPENDENT AUDITOR'S REPORT (CONCLUDED)

applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

As discussed in Note 19 to the financial statements, the University implemented Governmental Accounting Standards Board Statement No. 59, *Financial Instruments Omnibus*, during the year ended June 30, 2011.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 2, 2011 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit. The report on internal control and compliance has been issued under separate cover in the Financial Statement Audit Report of The University of North Carolina at Chapel Hill published by this office.

The Management's Discussion and Analysis, as listed in the table of contents, is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

The introductory and supplementary information sections, identified in the table of contents, were not audited by us, and accordingly, we do not express an opinion thereon.

Beth A. Wood

Beth A. Wood, CPA
State Auditor

November 2, 2011

MBA@UNC Faculty Qualifications Chart

Name	Class	Class	Role	Status	Degrees earned	Schools attended
Amanda Thomson	Corporate Finance		Coordinating Faculty	Full-time	PhD, MS, MBA	Purdue University
Ashraf Jaffer	Managerial Accounting	Financial Accounting	Coordinating Faculty	Full-time	PhD, MA	London School of Economics
Bill Collins	Leading and Managing		Coordinating Faculty	Full-time	PhD, MS	Georgia Institute of Technology
Bill Weld	Economics	Derivatives	Coordinating Faculty	Full-time	PhD, MS, MBA, AB	Cornell University (PhD, MS, MBA), Harvard university
Chip Snively	Introductory Finance		Coordinating Faculty	Full-time	MBA, BA	Indiana University
Doug Guthe	Analytical Tools	Business Innovation and Technology	Coordinating Faculty	Full-time	MBA, MS, BS	UNC-Chapel Hill, Naval Postgraduate School, United States Naval Academy
Eda Kemahlioglu	Global Supply Chain Management		Coordinating Faculty	Full-time	PhD, MS	Georgia Tech
Mark McNeilly	Global Marketing Strategy		Coordinating Faculty	Full-time	MBA	University of Minnesota
Patty Harms	Business Communication		Coordinating Faculty	Full-time	PhD, MA	Iowa State University
Pranab Majumder	Operations		Coordinating Faculty	Full-time		
Adam Mersereau	Analytical Tools		Lead Faculty	Full-time	PhD, BSE	Massachusetts Institute of Technology, Princeton University
Al Segars	Business Innovation and Technology		Lead Faculty	Full-time	PhD, MBA	University of South Carolina, UNC-Chapel Hill
Alan Neebe	Analytical Tools		Lead Faculty	Full-time	PhD, MS	University of Rochester, Stanford University

Alex Arapoglou	Fixed Income		Lead Faculty	Full-time	MBA, BA	UNC-Chapel Hill, McGill University
Atul Nerkar	Corporate Strategy	Entrepreneurship I	Lead Faculty	Full-time	PhD, MA, MBA	University of Pennsylvania)PhD, MA), Indian Institute of Foreign Trade
Chris Bingham	Strategy		Lead Faculty	Full-time	PhD, MBA	Stanford University, Brigham Young
David Hartzell	Real Estate		Lead Faculty	Full-time	PhD, MA	UNC-Chapel Hill, University of Delaware
Diego Garcia	Derivatives		Lead Faculty	Full-time	PhD, BBA	University of California, Berkeley, Asturias Business School Asturias in Spain
Doug Shackelford	Taxes and Business Strategy		Lead Faculty	Full-time	PhD, BS	University of Michigan, UNC-Chapel Hill
Ed Maydew	Taxes and Business Strategy		Lead Faculty	Full-time	PhD, BBA	University of Iowa, Iowa State University
Heidi Schultz	Business Communication		Lead Faculty	Full-time	PhD, MA	UNC-Chapel Hill, UNC-Charlotte
Jan Benedict Steenkamp	Global Marketing Strategy		Lead Faculty	Full-time	PhD, MA, BA	Wageningen University in the Netherlands
Jay Swaminathan	Global Supply Chain Management		Lead Faculty	Full-time	PhD, MS	Carnegie Mellon University
Jeff Abarbanell	Financial Statement Analysis		Lead Faculty	Full-time	PhD, MA	University of Pennsylvania, University of Illinois
Jennifer Conrad	Introductory Finance		Lead Faculty	Full-time	PhD, MBA	University of Chicago

Larry Chavis	Economics	Lead Faculty	Full-time	PhD, MS, MA	Stanford University, Cornell University (MS,MA)
Mabel Miguel	Leading and Managing	Lead Faculty	Full-time	PhD, MBA	UNC-Chapel Hill, New York University
Arvind Malhotra	Technology and Innovation	Lead Faculty	Full-time	PhD, MS	University of Southern California
Mark Lang	Financial Accounting	Lead Faculty	Full-time	PhD, MBA	University of Chicago
Paolo Fulghieri	Corporate Finance	Lead Faculty	Full-time	PhD, MA	University of Pennsylvania
Robert Bushman	Managerial Accounting	Lead Faculty	Full-time	PhD, BBA, CPA	University of Minnesota, Ohio University
Ted Zoller	Entrepreneurship II	Lead Faculty	Full-time	PhD, MS	Syracuse University, University of Virginia
Wendell Gilland	Operations	Lead Faculty	Full-time	PhD, MBA, AB	Stanford University (PhD, MBA), Harvard University
William Putsis	Marketing Strategy, Analysis, and Development	Lead Faculty	Full-time	PhD, MS	Cornell University
Binyam Taddese	Introductory Finance	Section Faculty	Part-time	MBA, MA, BA	UNC-Chapel Hill, Texas A&M University, Grinnell College
Courtney Wright	Business Communication	Section Faculty	Part-time	MBA, BA	UNC-Chapel Hill
Cynthia Augustine	Analytical Tools	Section Faculty	Part-time	MPH, BS	UNC-Chapel Hill, American University
David Buehler	Economics	Section Faculty	Part-time	PhD	UNC-Chapel Hill
David Spigelman	Economics	Section Faculty	Part-time	PhD, MA	Stanford University

David Wilson	Analytical Tools	Section Faculty	Part-time	PhD, MS	North Carolina State University, University of Kentucky
Denise Esserman	Analytical Tools	Section Faculty	Part-time	PhD, M. Phil, MS	Columbia University (PhD, M. Phil), University of Georgia
Elin Papkov	Business Communication	Section Faculty	Part-time	MBA	UNC-Chapel Hill
Frank Ethridge	Analytical Tools	Section Faculty	Part-time	PhD, MBA, MS	New York University, UNC-Chapel Hill, Northwestern University
Jamie Ridenhour	Analytical Tools	Section Faculty	Part-time	MS	North Carolina State University
Jenny Parker	Business Communication	Section Faculty	Part-time	MBA	UNC-Chapel Hill
Jessica Brack	Operations	Section Faculty	Part-time	MBA	UNC-Chapel Hill
Jessica Siegel	Leading and Managing	Section Faculty	Part-time	PhD	University of Arizona
Joe Bylinski	Managerial Accounting	Section Faculty	Part-time	PhD, MBA	Ohio State University, Northeastern University
Linda Jin	Marketing Strategy, Analysis, and Development	Section Faculty	Part-time	MBA, BS	UNC-Chapel Hill, University of California at Berkeley
Luc Wathieu	Global Marketing Strategy	Section Faculty	Part-time	PMD, PhD, M. Sc. In Management	Harvard Business School, INSEAD (PhD, M. Sc.)
Mike Beeler	Operations	Section Faculty	Part-time	MBA	UNC-Chapel Hill

Mike Meredith	Business Communication	Section Faculty	Part-time	PhD	Bowling Green State University
Morgan Jones	Analytical Tools	Section Faculty	Part-time	PhD, MS, MBA	Stanford University
Myles Hassell	Business Communication	Section Faculty	Part-time	MBA, MA	University of New Orleans
Nathan Furr	Strategy	Section Faculty	Part-time	PhD, MBA	Stanford University, Brigham Young University
Paul Rowe	Operations	Section Faculty	Part-time	PhD, MS, MBA	Mississippi State University, UNC-Chapel Hill, Purdue University
Ron Lazer	Financial Accounting	Section Faculty	Part-time	PhD, MBA, CPA	New York University, Tel-Aviv University
Tanja Snively	Financial Accounting	Section Faculty	Part-time	BA, CPA	Indiana University
Will Rose	Marketing Strategy, Analysis, and Development	Section Faculty	Part-time	MBA	Florida State University
Suri Gurumurthi	Operations	Section Faculty	Part-time	PhD, S.M.	Duke University, MIT

Name	Courses Taught	Academic Degrees Earned	Other Qualifications
Allison, Gregory S.	PUBA 730: Government and Nonprofit Accounting and Reporting	B.A. Accounting	Local government experience
Ammons, David N.	PUBA 752: Productivity in Local Government	Ph.D. Political Science	Local government experience
Berner, Maureen M.	PUBA 719 and 720: Public Administration Analysis and Evaluation I and II	Ph.D. Public Policy	Federal government experience
DeHart-Davis, Leisha	PUBA 723: Human Resource Management	Ph.D. Public Policy	Higher education experience
Henderson, Margaret	PUBA 745: Professional Work Experience; PUBA 756: Nonprofit Management	MPA	Nonprofit experience
Hoyman, Michele	PUBA 722: Politics of Administrative Process	Ph.D. Political Science	
Hughes, Jeffrey	PUBA 780: Applied Environmental Finance	M.D.E.E. Water Resources Engineer	Local government experience
Jacobson, Willow	PUBA 710: Organization Theory	Ph.D. Public Administration	
Millonzi, Kara	PUBA 746: Capital Budgeting & Finance	J.D. Law	
Morgan, Jonathon Q.	PUBA 771: Managing Economic Development	Ph.D. Public Administration	State government experience
Morse, Ricardo S.	PUBA 711: Public Service Leadership	Ph.D. Public Administration	
Nicolet, Todd		Ph.D. Higher Education Administration	
O'Brien, Kelley	PUBA 721: Professional Communications	MPA	Nonprofit and grant writing experience
Rivenbark, William	PUBA 780: Advanced Budgeting & Financial Analysis	Ph.D. Public Administration	Local government experience
Roenigk, Dale J.	PUBA 740: Decision Analysis	Ph.D. City and Regional Planning	
Smith, Karl	PUBA 731: Public Financial Management	Ph.D. Economics	
Stenberg, III Carl W.	PUBA 709: Public Administration Institutions and Values	Ph.D. Political Science	
Stephens, John	PUBA 746: MPA Portfolio	Ph.D. Dispute Resolution	
Szypszak, Charles	PUBA 760: Law for Public Administration	J.D. Law	Legal experience
Tufts, Shannon	PUBA 732: Strategic Information Technology Management	Ph.D. Public Administration	

1. Name, academic rank and title, date of appointment.
Gregory S. Allison, CPA
Senior Lecturer
Initial Appointment – July 1997

2. Academic Degrees:
a. Name of doctoral degree, institution, date, major field of study, and dissertation title.
None
b. Name of master's degree, institution, date, major field of study.
None
c. Name of bachelors degree, institution, date, major field of study.
Bachelor of Arts, Accounting, North Carolina State University, May 1984

3. Primary teaching areas and teaching experience at graduate level (include institutions and dates).
Governmental Accounting and Financial Reporting (PUBA 730)
University of North Carolina, Chapel Hill, Masters of Public Administration Program
Spring Semester 1998 - Present

4. Publications: Articles, books, monographs, manuals, reports or other published material published 2008-2009 and three preceding years.
2005-06
(Book) *Governmental and Nonprofit Accounting: Theory and Practice – Eighth Edition*; Co-authored with Dr. Robert J. Freeman (Texas Tech University) and Dr. Craig D. Shoulders (UNC Pembroke); Published by Prentice Hall
(Book) *2006-07 Finance Calendar of Duties*; Published by UNC School of Government
(Book Chapter) *Accounting, Fiscal Control, and Cash Management*; Published by UNC School of Government for the County Government and Municipal Government On-Line Series
(Article) *A Century of Governmental Accounting and Financial Reporting Leadership*; Co-authored with Dr. Robert J. Freeman (Texas Tech University); Published by Government Finance Officers Association for *Government Finance Review*
2006-07
(Article) *To Tell the Truth: How Much are Governments Promising Their Retirees*; Published by UNC School of Government for *Popular Government*
(Book) *2007-08 Finance Calendar of Duties*; Published by UNC School of Government
2007-08
(Book) *Governmental and Nonprofit Accounting: Theory and Practice – Ninth Edition*; Co-authored with Dr. Robert J. Freeman (Texas Tech University), Dr. Craig D. Shoulders (UNC Pembroke), Dr. Terry K. Patton (Midwestern State University), and Dr. G. Robert Smith, Jr.(Middle Tennessee State University); Published by Prentice Hall
(Book) *2008-09 Finance Calendar of Duties*; Published by UNC School of Government
2008-09
(Article in Progress) *A Systematic Assessment of Financial Condition in Local Government*; Co-authored with Dr. William Rivenbark (UNC School of Government) and Dale Roenigk (UNC School of Government); Published by UNC School of Government
(Article in Progress) *Communicating Financial Condition to Elected Officials in Local Government*; Co-authored with Dr. William Rivenbark (UNC School of Government) and Dale Roenigk (UNC School of Government); Published by UNC School of Government

5. Research: Research projects undertaken in 2008-2009 and three preceding years: In addition to project title, note sponsors, funded or unfunded, research product(s) and dates.
2008-09
Supervising MPA Graduate Student Monica Evans for Fall 2008 and Spring 2009 on project involving complete revision of test banks related to the School's Municipal and County Administration Course and the North Carolina Finance Officers Certification Program; Funded by UNC School of Government

6. Significant practitioner experience, with organizations, titles, dates, and duties.
Auditor, Deloitte Haskins and Sells, July 1984 – June 1988; Audit supervisor for governmental and nonprofit audits, limited corporate/private sector audits, and extensive governmental and nonprofit accounting advising
Finance Director, City of Morganton, NC, July 1988 – November 1992; Managed Finance Department for the City of Morganton, NC, which included responsibilities for accounting and budgeting division, purchasing division, business office and tax collections division, and IT division. Responsible for the management of a $30 million-plus annual operating budget, investment practices for the municipality, and overseeing the annual audit and the preparation of the external financial statements
Assistant Director of Technical Services, Government Finance Officers Association of the United States and Canada, Chicago, Illinois, November 1992 – June 1997; Lead national training seminars in governmental accounting and financial reporting, authored multiple publications in the governmental accounting and financial reporting field, provided technical assistance in governmental finance for professionals nationwide, administered the Association's national Certificate of Achievement for Excellence in Financial Reporting Program.

7. Involvement in academic and professional associations, including selected program and workshop appearances.
Government Finance Officers Association (GFOA)
North Carolina Government Finance Officers Association (NCGFOA)
North Carolina County Finance Officers Association (NCACFO)
North Carolina Local Government Investment Association (NCLGIA)
North Carolina Association of Certified Public Accountants (NCACPA)

Actively involved with the aforementioned professional associations. Served on the Board of Directors for the NCACPA and continue to serve on the Association's Government Committee as an advisor. Serve as a School of Government faculty advisor for NCGFOA and NCLGIA. For all of the above associations, am a regular presenter at the annual and semi-annual conferences (GFOA is a national organization). Have presented for all Associations annually or semi-annually every year since receiving faculty appointment.

8. Selected involvement in public service activities.
Currently serve as VP of Finance (a volunteer role) for the Triangle/Eastern North Carolina Juvenile Diabetes Research Foundation (JDRF) and have been an active member of the local chapter of the JDRF since 2004. Also served on the Executive Committee of the Chapter's Board of Directors.
Served on the Board of Directors for the North Carolina Association of Certified Public Accountants from 2005-2008 and continue to serve on the Association's Government Committee.

9. Selected consulting activities with nature of assignment and dates.
Provide private training for professional associations outside the State of North Carolina in the field of governmental accounting and financial reporting.
Have actively participated on review committees for various governmental accounting and financial reporting publications on a national basis throughout tenure with the School of Government.

1. Name, academic rank and title, date of appointment.

David N. Ammons
Albert Coates Professor of Public Administration and Government
Appointed as Associate Professor, August 1996; appointed as Professor, October 2000.

2. Academic Degrees
a. Name of doctoral degree, institution, date, major field of study, and dissertation title.
Ph.D. University of Oklahoma, 1983, Political Science
Municipal Productivity in High-Quality Service Cities
b. Name of master's degree, institution, date, major field of study.
Master of Public Administration, Texas Christian University, 1973
c. Name of bachelors degree, institution, date, major field of study.
Bachelor of Arts, Texas Tech University, 1971, Government

3. Primary teaching areas and teaching experience at graduate level
University of North Carolina at Chapel Hill (1996-present): —Productivity Improvement in Local Government,I —City and County Management;I
University of Georgia (1987-1996): —Productivity Improvement in Local Government;I
University of North Texas (1983-1987): —Governmental Management,I —Municipal Management,I —Productivity Improvement in Local Government,I —Public Budgeting,I —Administrative Research Methods.I

4. Publications (2008-2009 and three preceding years).
Books
Tools for Decision Making: A Practical Guide for Local Government, Second Edition. Washington, D.C.: CQ Press, 2009.
Leading Performance Management in Local Government (ed.). Washington, D.C.: International City/County Management Association, 2008.
Articles
—Misrepresentation of Staffing Standards for Police,I with Joshua S. Edwards. *State and Local Government Review*, 40 (3) (2008), pp. 186-94.
—Factors Influencing the Use of Performance Data to Improve Municipal Services: Evidence from the North Carolina Benchmarking Project,I with William C. Rivenbark. *Public Administration Review*, 68, No. 2 (March/April 2008), pp. 304-318.
—City Manager and City Administrator Role Similarities and Differences: Perceptions Among Persons Who Have Served as Both.I *American Review of Public Administration*, 38, No. 1 (March 2008), pp. 24-40.
—Benefiting from Comparative Performance Statistics in Local Government,I with William C. Rivenbark and Dale J. Roenigk. *Popular Government*, 72, No. 3 (Spring/Summer 2007), pp. 34-42.
—Gainsharing in Local Government,I with William C. Rivenbark. *Popular Government*, 71, No. 3 (Spring/Summer 2006), pp. 31-37.
—Tenure of City Managers: Examining the Dual Meanings of _Average Tenure,'I with Matthew J. Bosse. *State and Local Government Review*, 37, No. 1 (2005), pp. 61-71.
Book Chapters
—Analyzing Performance Data,I pp. 145-170 in Patria de Lancer Julnes, Frances S. Berry, Maria Aristigueta, and Kaifeng Yang (eds.), *International Handbook of Practice-Based Performance Management* (Sage Publications, 2008).
—Performance Measurement: A Tool for Accountability and Performance Improvement,I Article 16, pp. 1-12 in David Lawrence (ed.), *County and Municipal Government in North Carolina* (Chapel Hill: University of North Carolina/School of Government Press, 2007).
—Benchmarking Performance,I pp. 623-647 in Stephen E. Condrey (ed.), *Handbook of Human Resource Management in Government*, second edition (San Francisco, CA.: Jossey-Bass, 2005).
Reports
Development Review in Local Government: Benchmarking Best Practices, with Ryan A. Davidson and Ryan M. Ewalt. Chapel Hill, NC: School of Government/University of North Carolina, 2009.
Benchmarking for Results, with William C. Rivenbark and Dale J. Roenigk. Chapel Hill, NC: Institute of Government/University of North Carolina, December 2005.
Selected Pre-2005 Publications:
Books
Municipal Benchmarks: Assessing Local Performance and Establishing Community Standards, Second Edition. Thousand Oaks, CA: Sage Publications, 2001. (First edition published in 1996.)
Accountability for Performance: Measurement and Monitoring in Local Government (ed.). Washington, D.C.: International City/County Management Association, 1995.
Recruiting Local Government Executives: Practical Insights for Hiring Authorities and Candidates, with James J. Glass. San Francisco: Jossey-Bass Inc., Publishers, 1989.
City Executives: Leadership Roles, Work Characteristics, and Time Management, with Charldean Newell. Albany, NY: State University of New York Press, 1989.

5. Research projects undertaken in 2008-2009 and three preceding years
Benchmarking the Development Review Process in Local Government, 2006-2008; nine local government sponsors; funded research. Publication: *Development Review in Local Government: Benchmarking Best Practices* (Chapel Hill, UNC School of Government and Alliance for Innovation, 2009).
Misapplication of Standards in Local Government, 2005-2008; unfunded research. Publication: —Misrepresentation of Staffing Standards for Police,I with Joshua S. Edwards. *State and Local Government Review*, 40 (3) (2008), pp. 186-94.
The Use of Performance Measures in Local Government, 2006-2008; unfunded research. Publication: —Factors Influencing the Use of Performance Data to Improve Municipal Services: Evidence from the North Carolina Benchmarking Project,I with William C. Rivenbark. *Public Administration Review*, 68, No. 2 (March/April 2008), pp. 304-318.
Roles of City Managers and City Administrators, 2003-2007; unfunded research. Publication: —City Manager and City Administrator Role Similarities and Differences: Perceptions Among Persons Who Have Served as Both.I *American Review of Public Administration*, 38, No. 1 (March 2008), pp. 24-40.

6. Significant practitioner experience
City of Oak Ridge, Tennessee: Assistant City Manager (1982 to 1983), Director of Research and Budget (1979 to 1982), Director of Administration (1978 to 1979), Assistant to the City Manager (1975 to 1977).
City of Phoenix, Arizona: Management Assistant, City Manager's Office (1974 to 1975).
City of Hurst, Texas: City Secretary (1973 to 1974).
City of Fort Worth, Texas: Administrative Assistant (budget analyst), Research and Budget Department (1972, part time while working toward MPA).

7. Involvement in academic and professional associations
American Society for Public Administration—National Council member (2004 to 2007), Co-Chair of Audit Committee, member of Program Committee for 2006 and 2007 national conferences, and Vice President of the Research Triangle Chapter.
Member of the editorial boards of *Journal of Public Administration Research and Theory*, *Public Performance & Management Review*, and *International Fire Service Journal of Leadership and Management*.
Member of the Alliance for Innovation's Academic Network; the Government Finance Officers Association's Performance Measurement Sourcebook Advisory Committee; the Advisory Council of the Institute of Public Affairs at the University of Texas at Dallas; and the advisory board of the National Center for the Study of Counties.
Member of the National Performance Management Advisory Commission, established by eleven leading state and local government public interest associations.
Elected as a fellow of the National Academy of Public Administration in 2006.

8. Selected involvement in public service activities
Serves as one of three faculty advisers to the North Carolina Benchmarking Project. Provides instructional services to public officials through classes in Chapel Hill and elsewhere, including recent

on-site sessions at the following North Carolina local governments: City of Greenville, Wayne County, Pender County, City of Winston-Salem, Town of Mooresville, Cabarrus County, and Onslow County.

9. Selected Clients served as a consultant since 2005
(primarily instruction on performance measurement): City of Danville, Virginia; Government Finance Officers Association; Inter-American Development Bank; International City/County Management Association; John C. Stennis Institute of Government, Mississippi State University; Marin County, California; Prince George's County, Maryland.

1. Name, academic rank and title, date of appointment.
Maureen Michelle Berner
Associate Professor
Date of Appointment: July, 2005.

2. Academic Degrees:
a. Name of doctoral degree, institution, date, major field of study, and dissertation title.
Ph.D. in Public Policy Analysis, LBJ School of Public Affairs, University of Texas at Austin, December 1998
—*The Structure of the U.S. Federal Budget 1960-1995: Beyond Incrementalism"*
b. Name of master's degree, institution, date, major field of study.
Master of Public Policy, Georgetown University, May 1991, Public Policy
c. Name of bachelors degree, institution, date, major field of study.
Bachelor of Arts, University of Iowa, May, 1989 Honors Major in Global Studies

3. Primary teaching areas and teaching experience at graduate level (include institutions and dates).
School of Government, University of North Carolina at Chapel Hill.
Applied Statistics, Research Methods, and Program Evaluation
July 2005 – present.
School of Government, University of North Carolina at Chapel Hill.
Applied Statistics, Research Methods, Program Evaluation, Policy Analysis, and Budgeting.
July 1998-August 2003.
LBJ School of Public Affairs, University of Texas at Austin
Writing workshops, quantitative analysis review, and an applied policy research project course.
August 1995-May 1998

4. Publications: Articles, books, monographs, manuals, reports or other published material published 2008-2009 and three preceding years.
Statistics Revealed, ICMA Press, (forthcoming) 2009.

—Beer in the Firehouse: A Case Study! Public Productivity and Management Review 2008.

"A Portrait of Hunger, the Social Safety Net, and the Working Poor" with Trina Ozer and Sharon Paynter. Policy Studies Journal, 2008.

—Minority Contracting Programs: A Critical Juncture of Public Policy, Administration, Law, and Statistics.! with Heather Martin and Frayda Bluestein. Public Administration Review, 2007

Research Methods for Public Administration. 5th Edition. With O'Sullivan and Rassel. Addison Wesley Longman. Fall, 2007.

"The Federal Budget's Core and Periphery: Patterns of Budget Outcomes." Public Budgeting, Accounting and Financial Management, Volume 17, Number 4, (PrAcademic Press: Winter 2005) pp. 437-470.

—Where Does the Money Go? County Funding of Welfare in the Wake of Welfare Reform in North Carolina.! Public Budgeting and Finance, Vol. 25, No. 4 (Blackwell Publishing: Winter, 2005) pp. 86-104.

—A Case Study of Program Evaluation in Local Government: Building Consensus through Collaboration.! with Matt Bronson. Public Productivity and Management Review, Vol. 28, No. 3 (M.E. Sharpe, Inc.: March 2005) pp. 309-325.

—The Shifting Pattern of Government Support: Food Stamps and Food Bank Usage in North Carolina! with Kelly O'Brien. Voluntary and Non-Profit Sector Research Vol. 33, No. 4 (Sage Publications: December 2004) pp. 655-671.

—Learning Through Action: How MPA Public Service Team Projects Help Students Learn Research and Management Skills! with Gordon P. Whitaker. Journal of Public Affairs Education, Vol. 10, no. 4 (The National Association of Schools of Public Affairs and Education: 2004) pp. 279-294.

"State of the States: A Review of State Requirements for Citizen Participation in Local Government Budgeting." With Sonya Smith. State and Local Government Review, Vol. 36, No. 2 (Carl Vinson Institute of Government: Spring 2004) pp. 140-50.

"Current Practices for Involving Citizens in Local Government Budgeting: Moving Beyond Method" Public Administration Quarterly, Vol. 27, No. 4 (Winter 2004) pp. 411-432.

Research Methods for Public Administration. 4th Edition. With O'Sullivan and Rassel. Addison Wesley Longman. Spring 2002.

—Program Evaluation in Local Governments: Building Consensus through Collaboration.I With Matt Bronson. Popular Government (University of North Carolina School of Government: Winter 2002)

"So You Want to Do a Survey?" with Ashley Bowers and Laura Heyman. Popular Government (University of North Carolina School of Government: Summer 2002) pp. 32-43.

"Citizen Participation in Local Government Budgeting." Popular Government (University of North Carolina School of Government: Summer 2001) pp. 32-40.

5. Research: Research projects undertaken in 2008-2009 and three preceding years: In addition to project title, note sponsors, funded or unfunded, research product(s) and dates.
North Carolina Hunger Pilot Project 2008-2009, funded in part by the Center on Poverty, Work and Opportunity, University of North Carolina School of Law and the Center for Urban and Regional Studies, University of North Carolina at Chapel Hill. It is also a collaboration with the Food Bank of Central and Eastern North Carolina. Research projects are anticipated to be several papers, conferences and formal reports to practitioner and policy organizations.

6. Significant practitioner experience, with organizations, titles, dates, and duties.
Evaluator, US General Accounting Office 1991-1995

7. Involvement in academic and professional associations, including selected program and workshop appearances.
Government Finance Officers Association, member

American Evaluation Association, member

American Society for Public Administration, member

North Carolina Local Government Budget Association

National Association of Schools of Public Administration and Affairs, Best Dissertation Committee, Fall 2006

Faculty Fellow, Center for Urban and Regional Urban Studies, University of North Carolina at Chapel Hill, Fall 2005 – present.

Association for Budgeting and Financial Management, Executive Committee, 2001-2005

Association for Budgeting and Financial Management, Recording Secretary for Executive Committee, 2003-2004

Association for Budgeting and Financial Management, Curro Student Paper Award Committee, 2004

Association for Budgeting and Financial Management, Howard Award Committee, 2003

Association for Budgeting and Financial Management, Program Committee, 2000 Annual Conference

8. Selected involvement in public service activities.
Member, Dean's Advisory Committee, School of Government, UNC-Chapel Hill, 2006-present

Member, Faculty Recruitment Committee, School of Government, UNC-Chapel Hill, 2006-present

Member, Faculty Advisory Committee for Karl Smith, School of Government, UNC-Chapel Hill, 2005-present

Member, Faculty Advisory Committee for Rick Morse, School of Government, UNC-Chapel Hill, 2005-present

Member, Faculty Advisory Committee, Civic Education Consortium, School of Government, UNC-Chapel Hill, 2005-present

Member, MPA Curriculum Review Committee, School of Government, UNC-Chapel Hill, 2006-present

Chair, sub-committee on Curriculum for Elected Officials, School of Government, UNC-Chapel Hill, 2005

Formal Advisor for 18 public administration majors, University of Northern Iowa, fall 2004-2005

Chair, American Politics/Public Administration Faculty Committee, University of Northern Iowa, fall 2004 - 2005

Member, Curriculum Committee, Department of Political Science, University of Northern Iowa, 2004-2005

Chair, Dean's Information/Instructional Technology Advisory Committee, School of Government, UNC-Chapel Hill, 2001-2002

Chair, MPA Information Technology Committee, School of Government, UNC-Chapel Hill, 1999-2001

Member, Dean's Program Planning Committee, School of Government, UNC-Chapel Hill, 1999-2003

Member, Undergraduate Summer Internship Committee, School of Government, UNC-Chapel Hill, 1998-2001

Member, MPA Academic Policy Committee, 1998-2003; subcommittee on Review of Budgeting and Financial Management Courses, 1998-1999; subcommittee on Review of Analytic Core Courses, School of Government, UNC-Chapel Hill, 1998-1999

Member, MPA Capstone Paper Review Panels and Advisor, School of Government, UNC-Chapel Hill, 1998-2003

Advisor to the North Carolina Performance Measurement Project, School of Government, UNC-Chapel Hill, 1998-2003

Member, Recruitment Committee for the Performance Measurement Project faculty position, School of Government, UNC-Chapel Hill, 1998-1999

Manuscript Reviewer, State and Local Government Review, 2007

Outside member, Capstone Paper Committee for Master of Public Administration students, University of North Carolina at Chapel Hill, 2003- 2005

Member, Steering Committee, The Changing Face of Iowa: Social and Behavioral Sciences Outreach to the Community, University of Northern Iowa, 2004-2005

Member, Curriculum Advisory Committee for doctoral student in Public Policy Analysis Program, UNC-Chapel Hill, 2000-2003

Proposal Reviewer, Sloan Foundation, 2000-2001, 2004

Manuscript Reviewer, Journal of Politics, fall, 2000

Book Proposal Reviewer, Roxbury Press, 2004

9. Selected consulting activities with nature of assignment and dates.
(most of these are un-paid)
Supervising Evaluator, Evaluation of Services provided by Councils of Government in North Carolina, 2008-present

Lead Evaluator, Evaluation of Land Acquisition Process, North Carolina Trust for Public Land, 2007

Lead Evaluator, Evaluation of Educational Service Provision Model for Children Who are Blind or Visually Impaired and/or Deaf or Hard of Hearing in the State of North Carolina, North Carolina Department of Public Instruction and Office of Educational Services, Department of Health and Human Services, 2007

Lead Evaluator, Evaluation of Citizen Informed Performance Measurement Project, North Carolina League of Municipalities, 2006-2007

Supervising Evaluator, Evaluation of North Carolina Office of Sentencing Services, 2006-present

Lead Evaluator, Evaluation of North Carolina Prisoner Services, 2005-2007

Supervising Evaluator, Evaluation of Motor Fleet Vehicle Take Home Policy, Police Department, City of Wilson, 2006-present

Northeast Iowa Food Bank, 2004-present. I serve as an advisor to this non-profit for a series of internal program evaluations.

National Trust for Public Lands, 2004-2007. I served as a methodological advisor to this non-profit for a national study of water quality and water treatment costs at water plants.

1. Name, academic rank and title, date of appointment.
Michele Hoyman
Associate Professor of Political Science and Master of Public Administration Program Adjunct Faculty, 1998 – Current

2. Academic Degrees:
a. Name of doctoral degree, institution, date, major field of study, and dissertation title.
Doctor of Philosophy, University of Michigan, 1978, Political Science,
"Civil Rights Compliance of Labor Unions."
b. Name of master's degree, institution, date, major field of study.
Master of Arts, University of Michigan, 1974, Political Science.
c. Name of bachelors degree, institution, date, major field of study.
Bachelor of Arts, Antioch College, 1972, Sociology.

3. Primary teaching areas and teaching experience at graduate level (include institutions and dates).

Economic Development: Community Economic Development, University of North Carolina – Chapel Hill, 1999 to present.
Public Sector Labor Relations, University of North Carolina – Chapel Hill, 2008; Government Regulation of Industrial Relations for ILIR, University of Illinois, 1979- 1981.
Bureaucracy: Politics of the Administrative Process, University of North Carolina – Chapel Hill, 1999 to present.
Personnel: Human Resources for the Public Sector, University of Missouri – St. Louis, 1981 to 1997.

4. Publications: Articles, books, monographs, manuals, reports or other published material published 2008-2009 and three preceding years.
(Co-Author with C. Farcy). It Takes a Village: A Test of the Creative Class, Social Capital and Human Capital Theories. *Urban Affairs Review*, 2009.
(Co-Author with J. Weaver and M. Weinberg). Rural Prison Sitings in North Carolina: Competition and Community Leaders' Attitudes. In D.J. Watson and J.C. Morris (Eds.), *Building the Local Economy: Cases in Economic Development*. Athens, Georgia: Carl Vinson Institute of Government, University of Georgia, 2008.
(Co-Author with M. Weinberg). The Process of Policy Innovation: Prisons as Rural Economic Development. *Policy Studies Journal*, Vol. 34, No. 1, 2006.
Sexual Harassment in the Public Sector: An Emerging Issue for Public Personnel Management, In S. Condrey (Ed.), *Handbook for Personnel Management*, 2004. (Complete revision of article for the new edition).
Prisons in N.C.: Are they a Rational Strategy for Rural Economic Development? *International Journal of Economic Development*, Vol. 4, No. 1, 2002.

Power Steering: Economic Development and the Transformation of Rural America. Lawrence, Kansas: University Press of Kansas, 1997.

Working Women: The Potential of Unionization and Collective Action. *Women's Studies International Forum*, Vol. 12, No. 1, 1989.

(Co-Authored with L. Stallworth). Participation in Local Unions: A Comparison of Black and White Members. *Industrial and Labor Relations Review*, Vol. 40, No. 3, 1987.

Alternative Models of Policy Compliance With Civil Rights Legislation. *Law and Policy*, Vol. 8, No. 1, 1986.

(Co-Authored with L. Stallworth). Suit Filing by Women: An Empirical Analysis. *Notre Dame Law Review*, Vol. 62, Issue 1, 1986.

(Co-Authored with L. Stallworth). The Arbitration of Discrimination Grievances in the Aftermath of Gardner-Denver: A Labor Management Perspective. *Arbitration Journal*, Vol. 39, No. 3, 1984.

(Co-Authored with D. Linowes). Data Confidentiality, Social Research and the Government. *Library Trends*, Vol. 31, Winter 1982.

(Co-Authored with L. Stallworth). Arbitrating Discrimination Grievances in the Wake of Gardner Denver. *Monthly Labor Review*, 1983. (Reported in November 18, 1983

Summary of Daily Labor Report p. 1 and in *Fair Employment Practices* Nov. 17, 1983 p. 3).

(Co-Authored with R. Robinson). Interpreting the New Sexual Harassment Guidelines. *Personnel Journal*, 1980.

(Co-Authored with Lamont Stallworth). Who Files Suits and Why: An Empirical Portrait of the Litigious Worker. *University of Illinois Law Review*, Vol. 1981, No. 1, 1981.

5. Research: Research projects undertaken in 2008-2009 and three preceding years: In addition to project title, publications resulting from that.
(Co-Author with J. Weaver and M. Weinberg). Final Research Report on Economic Impact of Prisons on Rural Communities. Report to NC Rural Economic Development Center, September 2005. Funded by NC Rural Economic development Center.

6. Significant practitioner experience, with organizations, titles, dates, and duties.
Midwest School for Women Workers, Taught Arbitration, July 17-19, 2009 University of Mo.-St. Louis, St. Louis, Mo.

Midwest School for Women Workers, Taught Arbitration, July 27-Aug. 2, 2007, University of Iowa, Iowa City, Iowa.

Midwest School for Women Workers, Taught Arbitration, July 2006 One week long. University of Illinois- Chicago Circle Campus, Chicago, Il.

Grievance and Arbitration Instructor July 13- July 17, 2003, Southern School for Union Women through the auspices of University of Alabama – Birmingham, Center for Labor Education And Research

Midwest School for Women Workers Co-Taught Arbitration Summer 2001, Kansas City, Mo.

7. Involvement in academic and professional associations, including selected program and workshop appearances.
(With L. Stallworth —Use of Apology in Arbitral Decision Making: A Policy Capturing Study). National Academy of Arbitrators Educational Meeting in Seattle, Washington, October 4, 2008.

—Arbitration: A Mockery! a workshop presented at Labor Employment Relations Association Arbitration conference: Arbitration: The Good, the Bad and the Ugly Saint Louis LERA chapter at Southern Illinois University- Edwardsville, May 7, 2008.

(With L. Stallworth and D. Kershaw). Importance of an Apology in Resolving Disputes in Labor Arbitration Cases, paper presented on Judicial Panel on Norms Doctrine and Policy, April 3, 2008 at Midwest Political Science Association, April 3, 2008.

(With B. Desmaras and W. Jacobson). —Public Personnel Policy and Legislative Influence! Paper presented at the annual meeting of the American Political Science Association, Chicago, IL, August 29-September 2, 2007.

(With C. Faricy). —The Creative Class: An Empirical Analysis of Economic Growth and Development in American Cities from 1995-2004!, presented at the Midwest Political Science Association conference, in Chicago, Illinois, April 20-23, 2006.

(With C. Faricy). Critique of Richard Florida's Creative Class, brownbag talk presented in research series in School of Government, University of N.C.- Chapel Hill, N.C. March 23, 2006.

Remarks on Florida's Creative Class, prepared for Working Group for Office of Economic and Business Development, University of N.C. – Chapel Hill, N.C. September 23, 2005.

(With J. Weaver and A. Sprung). —Community Decision-Making and Innovation!, paper presented at the Midwest Political Science convention, April 7-10, 2005.

8. Selected involvement in public service activities.
Abatements: Testimony before the House Finance Committee of the North Carolina General Assembly, May 1999 on the proposed amendments to the Lee act (tax incentives)

Member, Vision 2030 (Governor's initiative) Taskforce on Innovation (North Carolina) 2001

Board Member, Carolinas Labor-Management Conference association, 2005-2008

9. Selected arbitration activities with nature of assignment and dates.
Roster of Federal Mediation Conciliation Service panel of arbitrators, 1990 to present

Arbitrator on U.S. Postal Service -APWU Central States Expedited Panel (April 1988 to 1989), encompassing Michigan and Illinois; was renewed on the panel three times

Expedited Discharge Panel Anheuser Busch Brewery and Bottlers, IBEW and ten other unions - 1994 - 1996

Arbitrator on Panel for Expedited Arbitration, U.S. Postal Service - A.P.W.U. Plains States, 1996 -1998 (North Dakota, South Dakota, Minnesota, Wisconsin)

Bell South – Communications Workers of America Southern Region Expedited Panel (Discharge and Discipline cases) 2003 to 2006

Womack Medical Center, Ft Bragg and American Federation of Government Employees Panel, 2006-2007.

1. Name, academic rank and title, date of appointment.
Jeffrey Hughes
Lecturer (6/2008)
Director of Environmental Finance Center (8/2003)

2. Academic Degrees:
a. Name of doctoral degree, institution, date, major field of study, and dissertation title.

None
b. Name of master's degree, institution, date, major field of study.

Masters of Science in Environmental Engineering, 1992, UNC School of Public Health, Water Resource Engineering
c. Name of bachelors degree, institution, date, major field of study.
Bachelors of Science in Engineering, Duke University, 1985, Energy

3. Primary teaching areas and teaching experience at graduate level (include institutions and dates).
Environmental Finance and Public Finance Courses for the UNC School of Government MPA Program (2003 to Present)

4. Publications: Articles, books, monographs, manuals, reports or other published material published 2008-2009 and three preceding years.
Revenuesheds vs. Watersheds. Presentation of financial and geospatial analysis of watershed protection revenue sources at Southeast Watershed Roundtable. August 2007.

National Trends in Wastewater Finance. Plenary speaker at Cape Cod Wastewater Conference. April 2007.

An Overview of Water and Sewer Rates, Rate Structures and Rate Setting Practices in North Carolina (with multiple authors). Report on a survey of 277 North Carolina utilities' rates and rate setting practices. April 2007.

Water and Wastewater Enterprises in North Carolina. Lead author for chapter within Municipal and County Administration Publication. April 2007.

Water and Sewer Rates in Georgia. Co-author of paper accepted for presentation at Georgia State Water Resources Conference. March 2007.

Combined Sewer Overflow Financial Capability Assessment Guideline Analyses Report (with Andrew Sawyer and other Environmental Finance Advisory Board (EFAB) Work Group Members). Lead author for EFAB Task Force report submitted to US Environmental Protection Agency outlining recommended changes to EPA's national policy for evaluating community ability to pay. February 2007.

The Painful Art of Financial Leadership. Keynote address to Annual Meeting of National Association of Clean Water Agencies (NACWA). January 2007.

Affordability of Sewer Service. Panelist for Affordability Session at Annual Meeting NACWA. January 2007.

Story Behind the Revenues. Lead author of joint School of Government/NC League of Municipalities report summarizing financial management and rate setting practices. November 2006.

Strategic Revenue Planning. Presentation (with Kara Millonzi) at Southeast Stormwater Association First Annual Conference in Charlotte. November 2006.

Financial Analysis of Residential Water and Sewer Rates (with Shadi Eskaf and Richard Thorsten). Presentation and paper at the International Water Congress. Beijing, China. September 2006.

Taxes versus Fees: The Great Debate. Presentation to local, state, federal, and non-profit representatives at the 2006 Southeast Watershed Roundtable Conference in Asheville. August 2006.

Drinking Water and Wastewater Infrastructure in Appalachian Counties of Ohio. Presentation given to US Senate Committee of the Environment and Public Works. April 2006.

An Overview of Water and Sewer Rates, Rate Structures and Rate Setting Practices in North Carolina (with multiple authors). Report on a survey of 277 North Carolina utilities' rates and rate setting practices. March 2006.

5. Research: Research projects undertaken in 2008-2009 and three preceding years: In addition to project title, note sponsors, funded or unfunded, research product(s) and dates.
Targeted Watershed
Capacity Building Grant ($605,000). Two-year USEPA grant to strengthen capacity of southeastern communities to protect and restore their watersheds. Project team includes 3 universities (UNC, NC State, and Auburn) and several non-profit service providers. Principle Investigator (PI). October 2007 to September 2009.

Environmental Finance Center Core Funding ($2 Million multiple grants). Technical assistance grant to provide environmental finance assistance to state and local officials. Funded by US Environmental Protection Agency. Co-PI and Project Manager. October 2001 to September 2009.

Assessing the Impact of Customer Usage Patterns on Revenue Practices and Policies ($48,000). Applied research project to study customer water and wastewater usage and revenue strategies among NC utilities. Funded by Urban Water Consortium (Consortium of 11 large NC local government utilities). PI. May 2006 to June 2008.

Landfill Capacity Analysis ($58,000 multiple grants). Applied research project involving geospatial analysis of landfill capacity and future solid waste management trends and scenarios. Funded by NC Department of Solid Waste Management. PI. September 2004 to June 2008.

Sustainable Finance Policy Support Tools ($85,500). Project to develop software, analytical, and graphical tools that promote utility sustainable finance policies and decisions. Funded by Office of Water Management, US Environmental Agency (subcontract through Boise State University). PI. August 2006 to June 2008.

Improved State Infrastructure Coordination ($40,000). Funded by NC Rural Economic Development Center. National study of state infrastructure funding coordination models. Design of national training program on infrastructure coordination. PI. September 2005 to August 2006.

Utility Rate and Rate Setting Practices Survey ($50,000). Funded by NC Water Resources Research Institute and the Urban Water Consortium. Implementation of Rate and Rate-Setting Practices Survey, and delivery of rate-setting educational programs. PI. September 2005 to November 2006.

Financial Management Workshops for Governing Boards ($65,000 multiple grants). Funded by Southeast Technical Assistance Center (Mississippi State University). Program to deliver customized financial management sessions to governing boards. Training includes presentation of EFC prepared financial management best practice case studies. PI. January 2006 to March 2007.

Appalachia Water and Wastewater Services Assessment ($187,000). Funded by the Appalachian Regional Commission. Comprehensive study of service provision for the Appalachian Regional Commission, public infrastructure funding, and local utility financial management planning techniques. Study included two major surveys, hundreds of interviews, and development of detailed utility financial management case studies. PI. January 2004 to December 2006.

6. Significant practitioner experience, with organizations, titles, dates, and duties.
August 2000 to May 2003. Environmental Finance Specialist, RTI International, Research Triangle Park, NC.

August 1999 to July 2000. Water Policy Advisor, RTI International, Warsaw, Poland. Managed USAID-funded project designed to increase access to capital markets for Polish local governments.

October 1996 to August 1999. Director of Public Works, Chatham County, NC. Managed all aspects of department charged with the provision of solid waste and water services; oversaw 35 county staff, 40 contract staff, and two active citizens' committees.

October 1993 to October 1996. Municipal Environmental Services Specialist, RTI International, Research Triangle Park, NC. Project management responsibilities included organization and delivery of technical assistance and training activities.

February 1991 to October 1993. Independent Consultant, multiple countries within Africa. Multiple extended advising and training assignments throughout Africa focusing on environmental management.

August 1989 to January 1991. Research Assistant, Water Resources Engineering Program, Department of Environmental Sciences, School of Public Health, University of North Carolina at Chapel Hill. Statistical and policy analyst for several water and wastewater economic studies.

June 1988 to August 1989. Energy Conservation Consultant. Sud Associates, Durham, NC. Responsible for modeling energy usage and conducting commercial/institutional energy conservation audits.

7. Involvement in academic and professional associations, including selected program and workshop appearances.
Environmental Finance Center Network. Network of nine university applied research and community outreach centers. President (2008), Vice-President (2007) and Secretary (2006).

USEPA Environmental Finance Advisory Board. Standing expert witness to board charged with providing environmental finance advice to EPA and EPA administrator. 2003 to Present.

North Carolina Water Treatment Facility Certification Board. Governor appointee to state certification board. Vice –Chairman (2007). 2005 to Present.

Water 2030 Technical Advisory Board. Member of technical advisory committee carrying out comprehensive statewide utility planning effort. March 2005 to February 2006.

AWWA Finance and Management Committee. Long-time active member of state section of AWWA. Active member of committee charged with developing financial management programs for members. 2004 to Present.

Council of Infrastructure Finance Authorities. Active member of national infrastructure funding organization. Responsible for developing educational programs at national conferences. 2005 to Present

8. Selected involvement in public service activities.
I consider most of what I do in my job to be public service.

9. Selected consulting activities with nature of assignment and dates.
General Environmental Finance Advising. Answer phone calls and email inquiries concerning environmental planning, engineering, and finance questions from finance directors, public works staff, managers, and elected officials.

Listserv Management. Co-developed and moderate (with Stacey Berahzer) two listservs (Stormwater and Water Management).

Mills River Watershed Organizations. Provide on-going financial planning support to a group of local government and community organizations in the Mills River Watershed. December 2007 to Present.

Camden County. Serve on project team hired by Golden Leaf Foundation to advise county on the creation of eco-industrial park. January 2008 to present.

Environmental Protection Agency. Serve as standing expert witness on Environmental Finance Advisory Board charged with providing finance advice to senior Environmental Protection Agency Managers. 2004 to present.

Fayetteville Public Works Commission. Help business manager and customer service manager prepare analysis for board review of water and sewer rates. August 2007.

State Water Infrastructure Commission. On-going research and policy assistance provided to state commission charged with improving statewide funding practices. August 2006 to present.

Florida Keys Water Quality Protection Program Steering Committee. On-going support to committee charged with overseeing water quality protection efforts for the Florida Keys Marine Sanctuary.

Advising local governments on wastewater financing issues. Evaluation of financing scenarios. December 2006 to present.

NC Infrastructure Public Funding Agencies. Staff and convene NC Water Infrastructure Funders' Forum, a program to promote coordination among state's major funding programs and representatives. June 2005 to present.

Yadkin Valley Sewer Authority. Funding and policy assistance related to the establishment of new regional wastewater service provider. January 2006 to present.

1. Name, academic rank and title, date of appointment.
Willow S. Jacobson
Associate Professor,
Date of appointment: August 1, 2003

2. Academic Degrees:
a. Name of doctoral degree, institution, date, major field of study, and dissertation title.
Doctor of Philosophy in Public Administration, Syracuse University,2003
Receptivity to Change in the Public Sector: Two Federal Case Studies
b. Name of master's degree, institution, date, major field of study.
Masters of Science, Public Policy and Management, University of Oregon, June 13, 1998
c. Name of bachelors degree, institution, date, major field of study.
Bachelor of Science, Planning, Public Policy, and Management, University of Oregon, December 14, 1996

3. Primary teaching areas and teaching experience at graduate level (include institutions and dates).
Primary teaching areas: Human Resource Management, leadership, and change
School of Government, Master of Public Administration Program
Assistant/Associate Professor, 2003-Present
University of Connecticut, Master of Public Administration Program
Instructor, 2002-2003

4. Publications: Articles, books, monographs, manuals, reports or other published material published 2008-2009 and three preceding years.
Jacobson, Willow S. and Christine A Kelleher, Cynthia J. Bowling. —A Woman's Touch? Gendered Networks in State Administration‖. The *Journal of Public Administration Research and Theory*: Forthcoming.
Jacobson, Willow —Creating a Motivated Workforce: How Organizations Can Enhance and Develop PSM‖. Public Personnel Management. Forthcoming.
Jacobson, Willow —Preparing for Tomorrow: A Case Study of Workforce Planning in North Carolina Municipalities.‖ Public Personnel Management. Forthcoming.
Jacobson, Willow. 2009. —Chapter 12: Planning for Today and Tomorrow: Workforce Planning‖ in *Public Personnel Administration: Prospects and Problems*. Richard Kearny, Steven Hays, and Jerrell Coggburn, editors
Jacobson, Willow S., Ellen Rubin, and Amy Donahue. 2008.—Integrating Labor Relations and Human Resource Management: Impacts on State Workforces,‖ *International Review of Public Administration*. Volume 13, Number 2.
Jacobson, Willow S. and Donna Warner. 2008. —Leading and Governing: A Model for local Government Education,‖ *Journal of Public Affairs Education*. Volume 14 Number 2
Donahue, Amy, Willow Jacobson, Mark Robbins, Ellen Rubin, and Sally Selden. —Management and Performance Outcomes in State Government‖ in The Art of Governance: Analyzing Management and Administration. 2007. Laurence E. Lynn, Jr. and Patricia W. Ingraham, Editors Georgetown University Press.
Selden, Sally and Willow Jacobson. 2007. —Chapter Four: Government's Largest Investment—Human Resource Management in States, Cities, and Counties — in In Pursuit of Performance: Management systems in State and Local Government. Patricia Ingraham Editor. John Hopkins Press.
Jacobson, Willow. —Two's Company, Three's a Crowd, and Four's a Lot to Manage: Supervising in Today's Intergenerational Workplace‖ Popular Government. Vol. 73, No. 1, Fall 2007.
Jacobson, Willow. —Workforce Planning: Who Will Be There to Serve?‖ Popular Government. Vol. 72, No. 2, Winter 2007
Jacobson, Willow. 2007. —Managing Multiple Generations‖ The Governing Management Letter (http://www.governing.com/manage/eletter/bg0207wj.htm) February 2007

5. Research: Research projects undertaken in 2008-2009 and three preceding years: In addition to project title, note sponsors, funded or unfunded, research product(s) and dates.
ICMA text on workforce planning

6. Significant practitioner experience, with organizations, titles, dates, and duties.
Research Associate, The New Jersey Initiative, 2001-2002, Syracuse University

Research Associate, Government Performance Project, 1998-2002, Syracuse University -- Syracuse, NY

7. Involvement in academic and professional associations, including selected program and workshop appearances.
Host Selection Committee, 10th Biennial Meeting of the Public Management Research Association, 2007
Academic Conference Presentations
—Has the field lost its interdisciplinary and engaged roots?: A Critique of the field of Public Administration,‖ Minnowbrook III, September 2008
—A Women's Touch: Gendered Networks in State Administration‖. Public Management Research Conference. October 2007.
—How Much Have Women Advanced in Government?‖ National Association of Schools of Public Affairs and Administration. October 2007.
—Crossing the Great Divide: Managerial Authority and Legislative Influence over Bureaucracy‖. American Political Science Association meetings, August 2007
—What's Age Got to Do With It?: The Impact of Younger Supervisors‖. Mini-Research Conference Public Management. May 2006
—Images of Leadership: Views from the Trenches‖ 8th Public Management Research Conference, September 2005.

8. Selected involvement in public service activities.
Teaching for North Carolina Local and State Government Officials (illustrative examples only):
Managing a Multiple Generational Workforce presentation to the Town of Cary, May 2 and 9, 2008

Preparing for the Future Succession Planning for the 2008 Child Health Update, May 1 , 2008

Managing Multiple Generations for Managing the State's Workforce Preparing for the Challenge of the 21st Century, April 30, 2008

Managing Performance, Strategies to Improve Performance for the Public Defender Management and Leadership Program, April 24, 2008

Ask This Question! Strategies and Tactics for Employee Interviewing, Selection and Employee Management for the Annual N.C. Local Health Directors' Legal Conference, April 16, 2008

Preparing for Tomorrow: Workforce and Succession Planning for the North Carolina Society of Certified Public Managers Spring Workshop, April 8, 2008

Managing Multiple Generations: Colleagues and Clients for Magistrates Spring Conference, March 10, 2008

Planning for Tomorrow presentation to the Public Health directors Leaders in Transition Program, February 27, 2008

Performance Appraisals: the Good, the Bad, the Confusing for the North Carolina Local Government Investment Association Winter Conference, February 12, 2008

Managing Multiple Generations presentation for the Elected Board of the Town Morganton, February 9, 2008

Preparing for the Future Succession Planning for Management and ,Supervisions for Public Health Nurse Supervisors and Directors, February 7,2008

Managing Multiple Generations for Management and Supervisions for Public Health Nurse Supervisors and Directors, February 7, 2008

Nexters to Matures: Managing Multiple Generations in Hot Topics Seminar for North Carolina General Assembly Staff workshop, February 5, 2008

Performance Appraisals: The Good, the Bad, the Confusing for Wayne County Citywide Workshop, January 28, 2008

Managing A Multi-Generational Workforce for Lumber River Council of Government Annual Advance Program, January 18, 2008

9. Selected consulting activities with nature of assignment and dates.
Frequent short-term consultation by email and telephone with state and local public officials regarding human resource management and workforce planning issues.

1. Name, academic rank and title, date of appointment.
Jonathan Q. Morgan
Assistant Professor
January 2004

2. Academic Degrees:
a. Name of doctoral degree, institution, date, major field of study, and dissertation title.
Ph.D., North Carolina State University, May 2003, Public Administration
The Role of Regional Industry Clusters in Urban Economic Development: An Analysis of Process and Performance.
b. Name of master's degree, institution, date, major field of study.
MPA, Clark Atlanta University, May 1995, Public Administration
c. Name of bachelors degree, institution, date, major field of study.
B.A. University of Virginia, May 1991, Economics

3. Primary teaching areas and teaching experience at graduate level (include institutions and dates).
Economic Development, UNC School of Government, 2004-present

4. Publications: Articles, books, monographs, manuals, reports or other published material published 2008-2009 and three preceding years.
What we know about Economic Development Incentives. Popular Government, Winter 2009 issue.

Questions about Tax Increment Financing in North Carolina (with Joseph Blocher). Community and Economic Development (CED) Bulletin, No. 5, August 2008.

The Relationship between Industry Clusters and Metropolitan Economic Growth and Equality. 2007. International Journal of Economic Development 9(4): 307-375.

Economic Development (Article 26), in County and Municipal Government in North Carolina, David Lawrence, ed., 2007. Chapel Hill, NC: UNC Institute of Government. With David Lawrence, 17 pages.

Community Development and Affordable Housing (Chapter 8), in Managing Local Government Services, Carl Stenberg, ed., 2006. Washington, DC: International City/County Management Association (ICMA). With Anita Brown-Graham, 32 pages.

Clusters and Competitive Advantage: Finding a Niche in the New Economy, Popular Government, Spring/Summer 2004, vol. 69, no. 3, 12 pages.

Legislative Action in Community and Economic Development. CED Bulletin, Issue No. 2, 2004. With Anita Brown-Graham, 7 pages.

Research: Research projects undertaken in 2008-2009 and three preceding years: In addition to project title, note sponsors, funded or unfunded, research product(s) and dates.
Small Towns, Big Ideas: Case Studies in Small Town Community Economic Development, 2007. Directed this contract-funded research for the NC Rural Economic Development Center. Edited case studies and final report written by Will Lambe. 227 pages.

Economic Impact of the Environmental Protection Agency (EPA) on the Research Triangle Region, 2005. Served as Principal Investigator on this contract-funded technical report (with Jennifer Lobenhofer and Alex Ashton), 24 pages.

6. Significant practitioner experience, with organizations, titles, dates, and duties.
Economic Development Director, Regional Technology Strategies, Inc., Carrboro, NC, September 2000 – October 2002.
Director of Economic Policy & Research, North Carolina Department of Commerce, Raleigh, NC, December 1998 – August 2000.
Research & Policy Director, North Carolina Institute of Minority Economic Development, Durham, NC, October 1997 – November 1998.

Research Associate, North Carolina Institute of Minority Economic Development, Durham, NC, September 1995 - September 1997.

7. Involvement in academic and professional associations, including selected program and workshop appearances.
Professional Memberships:
Pi Alpha Alpha National Honor Society for Public Affairs and Administration
North Carolina Economic Developers Association
International Economic Development Council
ACCRA - The Council for Community and Economic Research
American Society of Public Administration
International City/County Management Association
Conference Presentations:
The Role of Local Government in Economic Development: Survey Findings from North Carolina. Paper presented at the Southeastern Conference of Public Administration (SECOPA) September 2006, Athens Georgia.
The Relationship between Industry Clusters and Metropolitan Growth and Equality. Paper presented at the Southeastern Conference on Public Administration (SECOPA), October 2004, Charlotte, NC.
Industry Clusters and Urban Economic Development: The Role of the Local Socio-Institutional Context. Paper presented at the Annual Meeting of the Urban Affairs Association, April 2004, Washington, DC.

8. Selected involvement in public service activities.
None

9. Selected consulting activities with nature of assignment and dates.
Pathways to Possibilities, Cumberland County Economic Development Action Plan, May-October 2008. Served as Faculty Advisor.

Wilkes Knowledge Coalition Economic Development Training Curriculum, Wilkes Community College; local leaders in Wilkes, Alleghany, and Ashe counties, Date: 05/01/2005 to 10/31/2005.

Analyzing the Economic Impact of the Environmental Protection Agency on the Research Triangle Region, Environmental Protection Agency - RTP, Date: 05/15/5005 to 08/31/2005.

Advisor for MPA class project-Economic Development Situational Analysis, Tim Barth, Town Manager, Town of Spindale, Date: 03/26/2004 to 04/30/2004.

Presentation of Economic Development Situational Analysis at Economic Development Planning Retreat (with MPA student), Sampson County Economic Development Commission, Date: 06/03/2004 to 06/03/2004.

1. Name, academic rank and title, date of appointment.
Ricardo S. Morse
Assistant Professor of Public Administration & Government
July 2006

2. Academic Degrees:
a. Name of doctoral degree, institution, date, major field of study, and dissertation title.
Doctor of Philosophy, Virginia Tech, May 2004, Public Administration / Public Affairs
"Community Learning: Process, Structure, and Renewal"
b. Name of master's degree, institution, date, major field of study.
Master of Arts, Brigham Young University, April 1998, Public Policy
c. Name of bachelors degree, institution, date, major field of study.
Bachelor of Arts, Brigham Young University, April 1998, Public Policy

3. Primary teaching areas and teaching experience at graduate level (include institutions and dates).
Teaching and Research Areas: Public Administration, Community and Regional Collaboration, Citizen Participation, Public Leadership, UNC-Chapel Hill, 2006-

4. Publications: Articles, books, monographs, manuals, reports or other published material published 2008-2009 and three preceding years.
Morse, Ricardo S., and Terry F. Buss, eds. 2008. *Innovations in Public Leadership Development*. Armonk, N.Y.: M.E. Sharpe. 372 pages.
Morse, Ricardo S., and Terry F. Buss. 2008. —Introduction.| In *Innovations in Public Leadership Development*, eds. Ricardo S. Morse and Terry F. Buss, 3-18. Armonk, N.Y.: M.E. Sharpe.
Morse, Ricardo S. 2008. —Developing Public Leaders in an Age of Collaborative Governance.| In *Innovations in Public Leadership Development*, eds. Ricardo S. Morse and Terry F. Buss, 79-100. Armonk, N.Y.: M.E. Sharpe.
Morton, Lois W., Yu-Che Chen, and Ricardo S. Morse. 2008. —Small Town Civic Structure and Interlocal Collaboration for Public Services.| *City and Community* 7 (1): 45-60.
Altman, Lydian, and Ricardo S. Morse. 2008. —Creating Their Own Futures: Community Visioning and North Carolina Local Governments.| *Popular Government* 73 (2): 20-35.
Larkin S. Dudley and Ricardo S. Morse. 2008. —Learning about Deliberative Democracy in Public Affairs Programs.| In *Deliberation and the Work of Higher Education: Innovations for the Classroom, the Campus, and the Community*, eds. John Dedrick, Harris Dienstfrey, and Laura Grattan, 165-190. Dayton, Ohio: Kettering Foundation Press.
Morse, Ricardo S., Terry F. Buss, and C. Morgan Kinghorn, eds. 2007. *Transforming Public Leadership for the 21st Century*. Armonk, N.Y.: M.E. Sharpe. 375 pages.
Morse, Ricardo S., and Terry F. Buss. 2007. —The Transformation of Public Leadership.| In *Transforming Public Leadership for the 21st Century*, eds. Ricardo S. Morse, Terry F. Buss, and C. Morgan Kinghorn, 3-19. Armonk, N.Y.: M.E. Sharpe.
Morse, Ricardo S., and collaborators. 2007. —Wilson 20/20 Community Vision: Report and Recommendations.| School of Government, Chapel Hill, North Carolina. 114 pages.
Morse, Ricardo S. 2007. —Mary Follett, Prophet of Participation.| *International Journal of Public Participation* [On-line] 1 (1): Feature Article (17 pages). Available at http://www.iap2.org/associations/4748/files/Journal_Issue1_FolletbyMorse.pdf.
Morse, Ricardo S. 2006. —Community Learning: The Process and Structure of Collaborative Engagement.| In *Modernizing Democracy: Innovations in Citizen Participation*, eds. Terry F. Buss, F. Stevens Redburn, and Kristina Guo, 49-77. Armonk, N.Y.: M.E. Sharpe.
Morse, Ricardo S. 2006. —Community Learning in Practice: Insights from an Action Research Project in Southwest Virginia.| In *Modernizing Democracy: Innovations in Citizen Participation*, eds. Terry F. Buss, F. Stevens Redburn, and Kristina Guo, 78-103. Armonk, N.Y.: M.E. Sharpe.
Morse, Ricardo S., Jeanne Warning, and Paul W. Brown. 2006. —Catalytic Leadership: Reconsidering the Nature of Extension's Leadership Role.| *Journal of Extension* [On-line] 44 (2): Article 2FEA9 (10 pages). Available at http://www.joe.org/joe/2006april/a9.shtml

Morse, Ricardo S. 2006. —Prophet of Participation: Mary Follett and Public Participation in Public Administration.I *Administrative Theory and Praxis* 28 (1): 1-32.
Morse, Ricardo S., Larkin S. Dudley, James Armstrong, and Dong Won Kim. 2005. —Learning and Teaching about Deliberative Democracy: On Campus and in the Field.I *Journal of Public Affairs Education* 11 (4): 325-336.
Morse, Ricardo S. 2005. —The Olive Tree Project: Preliminary Findings and Results.I Prepared for the Iowa Department of Management, Ames, Iowa.
Morse, Ricardo S. 2005. —Governance, Community, and Governing Iowa's Counties and Cities.I *The Iowa County*, November, 4-5.
Morse, Ricardo S. 2005. —The Olive Tree Project.I *The Iowa County*, November, 5.
Morse, Ricardo S. 2005. —Governance, Community, and Governing Iowa's Counties and Cities.I *Cityscape*, December, 8.

5. Research: Research projects undertaken in 2008-2009 and three preceding years: In addition to project title, note sponsors, funded or unfunded, research product(s) and dates.
Kettering Foundation. Deliberative Democracy Seminar Research Grant. $5,000. Co-principal investigator (with Larkin S. Dudley). May, 2006. Produced book chapter (see above).

Institute for Science and Society. —Collaborative Infrastructure, Information Technology, and Public Service Provision.I $7,000. Co-Principal Investigator (with Yu-Che Chen and Lois Wright Morton). October 2005 – June 2006. Produced *City and Community* article (see above).

Iowa Local Government Innovation Fund / Boone County and Poweshiek County, Iowa. —The Olive Tree Project: Helping Citizens (Re)Define Their Communities.I $63,850. Principal Investigator. September 2004 – August 2005. Produced report (see above).

6. Significant practitioner experience, with organizations, titles, dates, and duties.
Institute for Policy Outreach, Virginia Tech (Blacksburg, VA), Research Associate and Project Manager, January 2001 – May 2004.
Managed $500,000 project involving several university departments, the Virginia Department of Transportation, two local governments, and various consultants. Led university consultant team in the design and implementation of a major community outreach initiative which included the production of a community dialogue booklet and facilitation of dozens of community meetings.
Office of the Executive Vice President, Virginia Tech (Blacksburg, VA), Research Assistant, August 1998 – January 2001.
Worked under direction of Vice President of Budget and Financial Management Dwight Shelton. Created and maintained database of IPEDS benchmarking data; performed comparative analyses of financial and performance indices; collaborated with other analysts on special projects such as a review of library expenditures and the development of a model for operations and maintenance funding.
Office of the County Administrator, County of Roanoke (Roanoke, VA), Summer 2006.
Completed special projects for County Administrator, including a feasibility study and an impact analysis of proposed federal legislation for ISTEA reauthorization. Assisted planning staff and citizen advisory group on corridor revitalization project. Represented County at Virginia Municipal League meetings

7. Involvement in academic and professional associations, including selected program and workshop appearances.

Invited presentation, —Engaging Citizens in Community Design!, North Carolina Chapter of the American Society of Landscape Architects Fall Conference, October 24, 2008. Salisbury, North Carolina.
—Piloting the Collaborative Governance Course at UNC.I Presentation given at the NASPAA Annual Conference, October 16, 2008. Charleston, South Carolina.
—Integrative Leadership in Western North Carolina.I Invited paper presentation at the research symposium Integrative Leadership: Crossing Boundaries for the Common Good, hosted by the Center for Integrative Leadership at the University of Minnesota, October 5-7, 2008. Minneapolis, Minnesota.
Invited participant (one of 55 out of 120 nominated) in the Preconference Workshop for New Scholars as part of Minnowbrook III. Blue Mountain Lake, NY, September 3-5, 2008. Prepared an individual critique paper prior to workshop and worked on collective critiques with groups of colleagues that were then presented in the opening plenary of the main Minnowbrook III Conference in Lake Placid.
—Integrative Leadership in Western North Carolina.I Paper presented as part of Symposium Panel on Integrative Leadership at the Academy of Management Annual Meeting, August 12, 2008. Anaheim, California.
"Creating Public Value through Regional Collaboration: The Role of Catalytic Leadership." Presentation given at the 69th Annual Conference of the American Society for Public Administration, March 10, 2008. Dallas, Texas.
Panel Organizer and Moderator, "Transformational Public Leadership: Improving Public Organizations and Communities." 69th Annual Conference of the American Society for Public Administration, March 10, 2008. Dallas, Texas.
—Developing Public Leaders in an Age of Collaborative Governance.I Paper presented at the 3rd Transatlantic Dialogue, workshop track Leading the Future of the Public Sector. Sponsored by the American Society for Public Administration and the European Group of Public Administration. May 31 – June 2, 2007. Newark, Delaware.
—Public Service Leadership: From the Inside-Out.I Presentation given at the 67th Annual American Society for Public Administration National Conference, April 1-4, 2006. Denver, Colorado.
Panel Organizer and Chair, —Transforming Public Leadership in the 21st Century.I 67th Annual American Society for Public Administration National Conference, March 31 - April 4, 2006. Denver, Colorado. —Facilitating Interlocal Collaboration: Community and the Soft Skills of Public Management.I Paper presented at the 8th Public Management Research Conference, September 29 – October 1, 2005. Los Angeles, California.

8. Selected involvement in public service activities.
ICMA Editorial Advisory Board (three year term), 2007-2010
Manuscript Reviewer for several publications, including *Administration & Society*

9. Selected consulting activities with nature of assignment and dates.
Co-facilitator (w/ Whitaker) of City Council Workshop on Citizen Advisory Council Program for Raleigh City Council, March 13, 2008.

rincipal Investigator, Wilson 2020 Community Vision. September 2006—July 2007. Led and coordinated project team that is facilitated county-wide planning effort. Wilson, North Carolina. ($40,000)
Ongoing consulting with the Kettering Foundation, Dayton, Ohio, since 2001. Most recently participated in the foundation's Deliberative Democracy Seminar and contributed to edited volume on deliberative engagement and higher education.
Facilitator, Iowa Agency Watershed Coordination Meeting. November 7, 2005. Organized by EPA Region 7. Facilitated discussion among representatives from four agencies on collaborative watershed management. Des Moines, Iowa.

1. Name, academic rank and title, date of appointment.
William C. Rivenbark
Associate Professor of Public Administration and Government
July 2005

2. Academic Degrees:
a. Name of doctoral degree, institution, date, major field of study, and dissertation title.
Ph.D. in Public Administration, Mississippi State University, December 1995
"The Tax Incidence of Casino Gaming in Mississippi"
b. Name of master's degree, institution, date, major field of study.
Master of Public Administration, Auburn University at Montgomery, March 1993
c. Name of bachelors degree, institution, date, major field of study.
Bachelor of Science in Business Administration, Auburn University, March 1989, Business Management

3. Primary teaching areas and teaching experience at graduate level (include institutions and dates).
Public Budgeting and Financial Management
University of North Carolina at Chapel Hill
Spring 2000 – Spring 2008

4. Publications: Articles, books, monographs, manuals, reports or other published material published 2008-2009 and three preceding years.
Articles
Rivenbark, William C. and Eric J. Peterson. 2009 A Balanced Approach to Implementing the Balanced Scorecard. *Popular Government*.
Kelly, Janet M. and William C. Rivenbark. 2007 Budget Theory in Local Government: The Process-Outcome Conundrum. *Journal of Public Budgeting, Accounting & Financial Management*
Ammons, David N. and William C. Rivenbark. Factors Influencing the Use of Performance Data to Improve Municipal Services: Evidence from the North Carolina Benchmarking Project. *Public Administration Review*, 68(2): 304–318.
Rivenbark, William C. 2007. Financial Forecasting for North Carolina Local Governments. *Popular Government*, 73(1): 6–13.
Rivenbark, William C. 2007. Using Cases to Teach Financial Management Skills in MPA Programs. *Journal of Public Affairs Education*, 13(2): 451–459.
Rivenbark, William C., David N. Ammons, and Dale J. Roenigk. 2007. Benefiting from Comparative Performance Statistics in Local Government. *Popular Government*, 72(3): 34–42.
Rivenbark, William C. and Janet M. Kelly. 2006. Performance Budgeting in Municipal Government. *Public Performance & Management Review*, 30(1): 35–46.
Rivenbark, William C. 2006. Evolutionary Theory of Routine: Its Role in Results-Based Management. *Journal of Public Budgeting, Accounting, and Financial Management*, 18(2): 223–240.
Ammons, David N. and William C. Rivenbark. 2006. Gainsharing in Local Government. *Popular Government*, 71(3): 31–37.
Rivenbark, William C. and Paul W. Menter. 2006. Building Results-Based Management Capacity in Nonprofit Organizations: The Role of Local Government. *Public Performance & Management Review*, 29(3): 255–266.
Rivenbark, William C. and Dale J. Roenigk. 2006. The MAP Approach to Performance Management in Local Government. *Government Finance Review*, 22(3): 28–34.
Rivenbark, William C. 2005. A Historical Overview of Cost Accounting in Local Government. *State and Local Government Review*, 37(3): 217–227.
Rivenbark, William C. and David N. Ammons. 2005. Rewarding Greater Accountability with Increased Managerial Flexibility in Davidson County. *Popular Government*, 70(2): 12–19.

Book Chapters
Rivenbark, William C. 2008. Performance Budgeting in Local Government. In *Performance Management and Budgeting*, edited by F. Stevens Redburn, Robert J. Shea, and Terry F. Buss, 135–148. Armonk, NY: M.E. Sharpe.

Rivenbark, William C. 2007. A Manager's Toolbox. In *Managing Local Government Services*, edited by Carl W. Stenberg and Susan Lipman Austin, 391–411. Washington, DC: ICMA.
Vogt, A. John and William C. Rivenbark. 2006. Budget Preparation and Enactment. In *County and Municipal Government in North Carolina*, edited by David M. Lawrence, 15.1–15.43. Chapel Hill, NC: School of Government.

Applied Research
Millonzi, Kara A. and William C. Rivenbark. Phased Implementation of the 2007 and 2008 Medicaid Funding Reform Legislation in North Carolina. *Local Finance Bulletin*. University of North Carolina at Chapel Hill, Number 38, September 2008, 19 pages.
Millonzi, Kara A. and William C. Rivenbark. Analyzing the Financial Impact of the 2007 Medicaid Funding Reform Legislation on North Carolina Counties. *Local Finance Bulletin*. University of North Carolina at Chapel Hill, Number 37, November 2008, 18 pages.
Rivenbark, William C., Shea R. Denning, and Kara A. Millonzi. 2007 Legislation Expands Scope of Project Development Financing in North Carolina. *Local Finance Bulletin*. University of North Carolina at Chapel Hill, Number 36, November 2007, 15 pages.
Rivenbark, William C. and Shea R. Denning. Project Development Financing: Combating Blight and Promoting Economic Development through Tax Increment Funding. *Local Finance Bulletin*. University of North Carolina at Chapel Hill, Number 35, October 2006, 14 pages.
Rivenbark, William C., David N. Ammons, and Dale J. Roenigk. *Benchmarking for Results*. University of North Carolina at Chapel Hill: School of Government, December 2005, 25 pages.

5. Research: Research projects undertaken in 2008-2009 and three preceding years: In addition to project title, note sponsors, funded or unfunded, research product(s) and dates.
Working with Jack Vogt and Justin Marlowe (University of Kansas) on the 2nd edition of *Capital Budgeting and Finance: A Guide for Local Governments*. Washington, DC: ICMA.
Working with the Local Government Commission, along with Dale Roenigk and Greg Allison, on how to analyze the financial condition of counties and municipalities in North Carolina using a dashboard approach.

6. Significant practitioner experience, with organizations, titles, dates, and duties.
Fiscal Administrator, December 1998 – June 1999, City of Greenville, South Carolina
Interim Finance Director, January 1998 – November 1998 , City of Greenville, South Carolina
Financial Analyst, April 1996 – December 1997, City of Greenville, South Carolina
Research Analyst/Research Assistant, August 1993 – March 1996, Institute of Government, Mississippi State University
Branch Manager/Loan Officer, July 1989 – December 1992, AmSouth Bank, Montgomery, Alabama

7. Involvement in academic and professional associations, including selected program and workshop appearances.
American Society for Public Administration
Government Finance Officers Association
North Carolina Local Government Budget Association

8. Selected involvement in public service activities.
Serve on the editorial board of the *Journal of Public Budgeting, Accounting & Financial Management* (January 2008 – Present).
Serve on the editorial board of *Public Administration Quarterly* (January 2001 – Present)
Serve as an advisor on the Government Finance Officers Association's Standing Committee on Budgeting and Fiscal Policy (May 1, 2006 – Present)
Serve as a budget reviewer for the Government Finance Officers AssociationDistinguished Budget Presentation Awards Program (July 1999 – Present).
Serve on the editorial board of *State and Local Government Review* (January 2009 – present).

9. Selected consulting activities with nature of assignment and dates.
Work with local governments on an ongoing basis in their efforts to implement performance management and budgeting systems.

1. Name, academic rank and title, date of appointment.
Dale Roenigk
Lecturer
Benchmarking Director
Sept 1, 2007

2. Academic Degrees:
a. Name of doctoral degree, institution, date, major field of study, and dissertation title.
Ph.D., City and Regional Planning, UNC-Chapel Hill, May 1997
—*What Difference Does a Plan Make? Examining the Role of Local Land Use Plans and Planners in the Adoption of Nonstructural Flood Mitigation.*"
b. Name of master's degree, institution, date, major field of study.
c. Name of bachelors degree, institution, date, major field of study.
B.A., Public Policy Studies, Duke University, May 1982

3. Primary teaching areas and teaching experience at graduate level (include institutions and dates).
Lab Instructor and Teaching Assistant for Development Impact Assessment – UNC Dept of City and Regional Planning 1994 and 1995
Advanced Program Evaluation – UNC School of Government 2006 and 2007
Decision Modeling – UNC School of Government 2008
Decision Analysis – UNC School of Government 2009

4. Publications: Articles, books, monographs, manuals, reports or other published material published 2008-2009 and three preceding years.
—Communicating Financial Condition to Elected Officials in Local Governmentl, forthcoming in Popular Government with Greg Allison and William Rivenbark.
—Conceptualizing Financial Condition in Local Governmentl forthcoming with Greg Allison and William Rivenbark
Final Report on City Services for Fiscal Year 2006-2007, UNC School of Government, February 2008.
—Benefiting from Comparative Performance Statistics in Local Governmentl Popular Government, with David Ammons and William Rivenbark, Summer 2007, pp. 34-42.
Final Report on City Services for Fiscal Year 2005-2006, UNC School of Government, February 2007.
Final Report on City Services for Fiscal Year 2004-2005, with William Rivenbark, UNC School of Government, February 2006.
—A MAP Approach to Performance Measurement in Local Governmentl, Government Finance Review, with William Rivenbark, June 2006, pp. 28-34
Benchmarking for Results, with William Rivenbark, UNC School of Government, December 2005.
—Client Profile Statistical Report", N.C. Department of Health and Human Services, Division of Mental Health, Developmental Disabilities, and Substance Abuse Services, 2002. 38 separate reports with one for each mental health area program in the state.
—Report to the Governor and the General Assembly on the Willie M. Programl, N.C. Department of Health and Human Services, Division of Mental Health, Developmental Disabilities, and Substance Abuse Services, 1998, 1999, and 2000.
—Willie M. Services Statistical Report on Client Outcomes and System Characteristics,l North Carolina Department of Health and Human Services, Division of Mental Health, Developmental Disabilities, and Substance Abuse Services, 1998 and 1999, 39 separate reports with one for each mental health area program in the state.
—Willie M. Services Statistical Report on Finances and Services,l North Carolina Department of Health and Human Services, Division of Mental Health, Developmental Disabilities, and Substance Abuse Services, 1998 and 1999, 39 separate reports with one for each mental health area program in the state.
"Enhancing Plan Quality: Evaluating the Role of State Planning Mandates for Natural Hazard Mitigation," Journal of Environmental Planning and Management, Vol. 39, No. 1, 1996, pp. 76-96 (with Philip Berke, Edward Kaiser, and Raymond Burby).
"Federal Disaster Relief and Local Government Financial Condition" International Journal of Mass Emergencies and Disasters, August 1993, Vol. 11, No. 2, pp. 207-225.

Evaluation of Urban Stormwater Maintenance in North Carolina, Water Resources Research Institute of The University of North Carolina, June 1992 (with Robert Paterson, Maureen Heraty, Edward Kaiser, and Ray Burby).
Sharing Environmental Risks, Westview Press: Boulder, CO, 1991 (with Raymond Burby, Beverly Cigler, Steven French, Edward Kaiser, Jack Kartez, Dana Weist, and Dale Whittington).

5. Research: Research projects undertaken in 2008-2009 and three preceding years: In addition to project title, note sponsors, funded or unfunded, research product(s) and dates.
North Carolina Local Government Performance Measurement Project. 2005 to present. Ongoing project funded by local municipalities to collect and report on performance measures for municipal services. Annually produces a performance benchmarking report and conducts two best practices sessions of varying municipal services.

Financial Condition Assessment in Local Government. An unfunded project to develop a conceptual model for measuring financial condition in local governments and to implement the model for measuring financial condition for all local governments in NC.

6. Significant practitioner experience, with organizations, titles, dates, and duties.
N.C. Division of Mental Health, Developmental Disabilities and Substance Abuse Services. 1997 to 2005. Planner/Evaluator.

Willie M. Program 1997-1999
Program Evaluation 1999-2003
Branch Head for Program Evaluation 2001-03
Quality Improvement Team 2003-2005
Lewin and Associates, 1982-1987. Research Associate. Washington, D.C. Consulting firm doing policy analysis research for public and private clients. Research associate responsible for assorted analytical duties. Projects including strategic planning for teaching hospitals, indigent care financing, evaluation of private sector health care initiatives, and dissemination of health care policy research.

7. Involvement in academic and professional associations, including selected program and workshop appearances.
North Carolina Local Government Budget Association

Served on Planning Committee from 2005 to present
Presented at Budget Association Conferences in Dec 2006, July 2007, and Dec 2007
SECOPA, Conference Session on Benchmarking Projects Sept 2007

8. Selected involvement in public service activities.
Presentation to the NC Community Transportation Conference, —Getting Ready for Performance Managementl, Sept 2007

9. Selected consulting activities with nature of assignment and dates.
Advising the Michigan League of Municipalities on Setting Up a Benchmarking Project, March 2008

Advising a Consortium of Local Governments from New England on Setting Up a Benchmarking Project, January 2007

1. Name, academic rank and title, date of appointment.

Karl Smith,
Assistant Professor
July 1, 2007

2. Academic Degrees:
a. Name of doctoral degree, institution, date, major field of study, and dissertation title.
Ph.D. ,Economics, North Carolina State University, December 5, 2007
"Economics, The Prior Trap"
b. Name of master's degree, institution, date, major field of study.
c. Name of bachelors degree, institution, date, major field of study.
BS, Economics, North Carolina State University, 2000

3. Primary teaching areas and teaching experience at graduate level (include institutions and dates).
Economics, Public Finance, UNC-Chapel Hill, January 3, 2008 - Present

4. Publications: Articles, books, monographs, manuals, reports or other published material published 2008-2009 and three preceding years.
none

5. Research: Research projects undertaken in 2008-2009 and three preceding years: In addition to project title, note sponsors, funded or unfunded, research product(s) and dates.
The Prior Trap, 2005 – 2007
Losses From Trade, 2008

6. Significant practitioner experience, with organizations, titles, dates, and duties.
None

7. Involvement in academic and professional associations, including selected program and workshop appearances.
The Prior Trap 2007, George Mason University, Public Choice Series

8. Selected involvement in public service activities.
Presentations on revenue and incidence effects of alternative modifications of the North Carolina state tax structure to numerous public audiences

9. Selected consulting activities with nature of assignment and dates.
Fiscal Modernization Committee, Analysis of Sales Tax Bas Expansion, 2006 - 2007

Corporate Tax Reform Panel, Analysis of Corporate Tax Incentives, 2008

Creating a Computerized System for Projecting County Revenues through a GUI, 2006 - 2008

1. Name, academic rank and title, date of appointment.
Carl W. Stenberg
Professor of Public Administration and Government
Director, Master of Public Administration Program
Appointed September 2003

2. Academic Degrees:
a. Name of doctoral degree, institution, date, major field of study, and dissertation title.
Ph.D., Political Science, State University of New York at Albany, 1970
"Tripartite Federalism"
b. Name of master's degree, institution, date, major field of study.
Master of Public Administration, State University of New York at Albany, 1966
c. Name of bachelors degree, institution, date, major field of study.
BA, Political Science, Allegheny College, 1965

3. Primary teaching areas and teaching experience at graduate level (include institutions and dates).
University of Virginia, 1989-1995
State and Local Government
University of Baltimore, 1996-2003
Intergovernmental Administration
Bureaucracy and the Political Process
Innovations in Public Management
Problem-Solving in Public Administration (MPA Capstone Course)
University of North Carolina at Chapel Hill, 2003-Present
Managing Public Policy (MPA Capstone Course)
Managing Local Government Services
City and County Management

4. Publications: Articles, books, monographs, manuals, reports or other published material published 2008-2009 and three preceding years.
Edited Books:
Managing Local Government Services: A Practical Guide (Washington, DC: International City/County Management Association, 2007), with Susan Lipman Austin

Articles and Book Chapters:
—Voter-Ownedl Elections in North Carolina: The Evolution of Public Financing of Campaigns,l with Philip Rogers and Sarah Waterman. *Popular Government* (Winter 2009)
—Governmental Fragmentation and Metropolitan Governance: Does Less mean More? The Case of Governing the Baltimore Region,l with Donald F. Norris and Tonya Zimmerman. *Who Will Govern Metropolitan Regions in the 21st Century?*, Don Phares, ed., New York: M.E. Sharpe, 2009
—Fragmented Structures and Blurred Boundaries: Strategies for Regional Governance,l, Iwan Morgan and Philip Davies, eds., *The Federal Nation: Perspectives on American Federalism* (New York: Palgrave MacMillan, 2008)
—Block Grants and Devolution: A Future Tool? In Timothy J. Conlan and Paul L. Posner, eds., *Intergovernmental Management for the Twenty-First Century* (Washington, DC: Brookings Institution Press, 2008)
—The Community Development Balancing Act: Reconciling Expectations for a Hybrid Block Grant,l *Journal of Public Budgeting, Accounting & Financial Management*, Vol. 20, No. 1 (Spring 2008)
—From Local Managers to Community Change Agents: Lessons from an Executive Leadership Program Experience,l in Ricardo S. Morse and Terry F. Buss, eds., *Innovations in Public Leadership Development* (Armonk, NY: M.E. Sharpe, 2008)
—Managing the Challenge of Change,l in Carl W. Stenberg and Susan Lipman Austin, eds., *Managing Local Government Services: A Practical Guide* (Washington, DC: International City/County Management Association, 2007)
—Federalism, Intergovernmental Relations, and Intergovernmental Management: The Origins, Emergence, and Maturity of Three Concepts Across Two Centuries of Organizing Power by Area and Function,l in Jack Rabin, W. Bartley Hildreth, and Gerald J. Miller, eds., *Handbook of Public Administration* (New York: Marcel Dekker, Inc. 3rd edition, 2007), with Deil S. Wright.
—Leading and Governing in Council-Manager Counties and Cities,l in David Lawrence, ed., *County and Municipal Government in North Carolina* (Chapel Hill, NC: UNC School of Government, 2007)
—Running Clean in the American States: Experience with Public Funding of Elections,l in Philip Davies and Bruce Newman, eds., *Winning Elections with Political Marketing* (Oxford: The Haworth Press, 2006)
—Reflections on Intergovernmental Re-balancing: Back to the Future,l in Keon S. Chi, ed., *The Book of the States* (Lexington, KY: The Council of State Governments, 2005)

5. Research: Research projects undertaken in 2008-2009 and three preceding years: In addition to project title, note sponsors, funded or unfunded, research product(s) and dates.
Manuscripts Accepted for Publication
—Continuity and Change: A Ranking of Key Issues Affecting U.S. Intergovernmental Relations The 1995-2005 Period,l with Carol S. Weissert and Richard Cole (Accepted by *Publius: The Journal of Federalism*)
—American Federalism, Intergovernmental Relations, and Intergovernmental Management: Decades of Administrative Relevance Preceding Governance, Collaboration, and Networking,l with Deil S. Wright and Chung-Lae Cho (Accepted for the *Public Administration Review* Foundation Series)
—The Changing Landscape of Intergovernmental Relations and Multi-Level Governance in the United States,l in Edoardo Ongaro, Andrew Massey, Marc Holzer, and Ellen Wayenberg, eds., *Governance and Intergovernmental Relations in the European Union and the United States: Theoretical Perspectives* (UK: Edward Elgar), with Deil S. Wright and Chung-Lae Cho

6. Significant practitioner experience, with organizations, titles, dates, and duties.
Executive Director, The Council of State Governments, Lexington, KY, 1983-1989
Assistant Director for Policy Implementation, U.S. Advisory Commission on Integovernmental Relations, Washington, DC, 1977-1983
7. Involvement in academic and professional associations, including selected program and workshop appearances.
National Academy of Public Administration
Elected Fellow, 1984-Present
Member, Board of Directors, 2000-2005
Chair, Board of Directors, 2002-2004
Chair, National Public Service Awards Selection Committee, 2006-2008
American Society for Public Administration
President, 1990-1991
At-Large Member, National Council, 1984-1987
President, National Capital Area Chapter, 1982-1983
8. Selected involvement in public service activities.
Chair, Study Commission on Public Funding of Campaigns in Maryland, 2002-2004

Co-founder and Advisory Board Member, Virginia Institute of Political Leadership, 1993-1996

Staff Director, Governor's Commission on Campaign Finance Reform, Government Accountability and Ethics (Virginia), 1992

President, Virginia Alliance for the Public Service, 1991-1992

9. Selected consulting activities with nature of assignment and dates.
School of Government faculty liaison for professional development to North Carolina City/County Management Association, 2003- Faculty Data Sheets: Nucleus Faculty 46

1. Name, academic rank and title, date of appointment.
John B. Stephens
Associate Professor of Public Administration and Government
Date of appointment: July 1, 2003

2. Academic Degrees:
a. Name of doctoral degree, institution, date, major field of study, and dissertation title.
Ph.D., Conflict Analysis and Resolution, George Mason University, 1997
Conflicts over Homosexuality in the United Methodist Church: Testing Theories of Conflict Analysis and Resolution
b. Name of master's degree, institution, date, major field of study.
Master of Philosophy, The City University, London, England, 1984
Department of Systems Science - International Relations Concentration
c. Name of bachelors degree, institution, date, major field of study.
Bachelor of Arts, Political Science and Philosophy, Earlham College, 1982

3. Primary teaching areas and teaching experience at graduate level (include institutions and dates).
Primary Teaching areas:
Public Dispute Resolution
Citizen Participation
Teaching experience at graduate level:
1995-1999, Antioch University, MacGregor School, M.A. in Conflict Resolution Program
1999-present, School of Government, University of North Carolina at Chapel Hill

4. Publications: Articles, books, monographs, manuals, reports or other published material published 2008-2009 and three preceding years.
Stephens, 2008. Citizen Outreach by North Carolina Judicial Branch Officials: Comparison of Three Projects, Other Info: Public Management Bulletin #3. Stephens. 2007. Consensus Building and Leadership. In *Transforming Public Leadership for the 21st Century*, Ricardo S. Morse, Terry F. Buss, and C. Morgan Kinghorn, (eds.), Armonk, N.Y.: M.E. Sharpe. 22 pages. Stephens and Maureen Berner. 2006. Citizens' Involvement. County and Municipal Government in NC (Article 9). Chapel Hill: School of Government. 15 pages. 50% contribution. Stephens, 2007. —Do it Yourself Citizen Participation?! *PA Times 30:2* (February). 1 page. Stephens, John B. (ed.). 2007. Hands on the Pulse, Eyes on the Future. *Popular Government*, Vol. 72, No. 3. School of Government, University of North Carolina at Chapel Hill: Summer. 8 pages. Stephens, 2007. Consensus Building and Leadership: The Contributions of Public Conflict Resolution Practitioners. *ACR Environment and Public Policy Section Quarterly* (Summer). 7 pages. Stephens, [reprint] 2007. Do it Yourself Citizen Participation. *ACR Environment and Public Policy Section Quarterly* (Summer). 2 pages

5. Research: Research projects undertaken in 2008-2009 and three preceding years: In addition to project title, note sponsors, funded or unfunded, research product(s) and dates. Consensus Building and Leadership – unfunded. Book Chapter, 2007-present. Evaluation of 2005 Asheville-Buncombe Water Mediation – sponsored by Environmental Finance Center, UNC-CH. Report by Dr. Steven Smutko (NC State University) and Lynn Maguire (Environmental Finance Center) – IRB designed by Stephens, but since Stephens was the mediator (and thus a variable), I could not be the primary investigator. Report in final edits, October 2008. Collaboration and Ethics – unfunded; 2 conference presentations, 2007-present. Citizen Participation and deliberative democracy – unfunded. 2006-present.

6. Significant practitioner experience, with organizations, titles, dates, and duties.
Ohio Commission on Dispute Resolution and Conflict Management (state government agency), 1991-96, Research Director, Trainer and Newsletter editor

Legislative Correspondent, U.S. Representative Phil Sharp, Washington, D.C., 1985

7. Involvement in academic and professional associations, including selected program and workshop appearances.
October 4, 2008 – University and College Centers as Platforms for Deliberative Democracy, at Conference of the National Coalition on Dialogue and Democracy, With Dr. Martin Carcasson (Colorado State University) and Dr. Windy Lawrence (University of Houston – Downtown).
Annual Conference Program Chair, January-May, 2008 Environment and Public Policy Section, Association for Conflict Resolution. Conference: May 19 - Tucson.
March 16, 2008 – U.S. Presidential Election System and 2008 Campaign - University of Electric Sciences and Technology of Chengdu, China, (approximately 500 students)
March 20, 2008 – U.S. Presidential Election System and 2008 Campaign - Xiamen University, China (guest lecturer in regular course, approximately 25 students)
March 21, 2008 - How the United States uses mediators and facilitators in environmental disputes, Xiamen University, China (Campus-wide Lecture approximately 40 students and faculty)
Association for Conflict Resolution, Environment and Public Policy Section – Leadership Council, 2004-07 (Co-Chair, 2005-07)
Association for Conflict Resolution - 2007 Annual Conference Planning Committee - member. February-October, 2007.
Board of Advisors, Dispute Resolution Institute, School of Law, North Carolina Central University, 2007-present.

8. Selected involvement in public service activities.
Marshall Scholarship Committee, UNC-Chapel Hill, (2002-present)

Social Action Committee, Judea Reform Congregation, Durham, North Carolina (2005-present)

9. Selected consulting activities with nature of assignment and dates.
Negative effects of hog industry on community health. Advising on planning community forums and negotiations with hog industry leaders. Consulted with the nonprofit Duplin Environmental Health Awareness Program. 09/28/2007 to 02/26/2008.

Standards or rules for citizens appointed to municipal boards. Consultant to Michael Brandt, Summerfield Town administrator. 04/22/2008 to 05/15/2008

School-County budget disputes. Information Clearinghouse and advisor to North Carolina county attorneys, school board attorneys, Resident Superior Court Judges, and others. Date: 06/01/2008 to 06/30/2008. (Recurring, June-August 2004-present).

Durham Community Forum - Bail and Public Safety. Planning Committee member and event facilitator – request from Durham County Judicial Branch officials: 10/02/2006 to 06/15/2007. Forum held on the evening of April – panel of 8 experts and about 90 citizens in audience who asked questions and responded to exercises.

1. Name, academic rank and title, date of appointment.
Charles Szypszak
Professor of Public Law and Government
July 15, 2005

2. Academic Degrees:
a. Name of doctoral degree, institution, date, major field of study, and dissertation title.
J.D., University of Virginia School of Law, 1986
b. Name of master's degree, institution, date, major field of study.
M.A., History, San Diego State University, 1982
c. Name of bachelors degree, institution, date, major field of study.
B.A., History, University of Southern California, 1979

3. Primary teaching areas and teaching experience at graduate level (include institutions and dates).
Law for Public Administration, School of Government, U.N.C-Chapel Hill, Since 2006
Real Estate Transactions, Franklin Pierce Law Center, 2000-2004

4. Publications: Articles, books, monographs, manuals, reports or other published material published 2008-2009 and three preceding years.
Legal Aspects of Public Administration, Jones and Bartlett Publishers, forthcoming

Eminent Domain for North Carolina Local Governments, Law And Practice, School of Government, University of North Carolina at Chapel Hill (2008)

North Carolina Guidebook for Registers Of Deeds, School of Government, University of North Carolina at Chapel Hill (2007)

Notary Public Guidebook for North Carolina, School of Government, University of North Carolina at Chapel Hill (2006)

Real Estate (N.H. Practice Series) (2003 and annual supplements)

Real Estate Records, the Captive Public, and Opportunities for the Public Good, 43 Gonzaga Law Review (2008)

North Carolina's Real Estate Recording Laws: The Ghost of 1885, 28 N.C. Central Law Journal (2006)

Property Acquisition, Sale, and Disposition and Register of Deeds , in County And Municipal Government in North Carolina, School of Government, University of North Carolina at Chapel Hill (2007) (with D. Lawrence)

Registers of Deeds, Land Records, and Notaries, in North Carolina Legislation 2007, School of Government, University of North Carolina at Chapel Hill (2007)

Registers of Deeds, Land Records, and Notaries, in North Carolina Legislation 2006, School of Government, University of North Carolina at Chapel Hill (2006)

Registers of Deeds, Land Records, and Notaries, in North Carolina Legislation 2005, School of Government, University of North Carolina at Chapel Hill (2005)

When is Plat Review Certification Required?, Land Records Bulletin No. 32, School of Government, University of North Carolina at Chapel Hill (October 2006)

Land Records Metamorphosis, Popular Government, School of Government, University of North Carolina at Chapel Hill, Winter 2005, at 4

Session Law 2005-123, Land Records Bulletin No. 31, School of Government, University of North Carolina at Chapel Hill (September 2005)

Beyond the Rule of Law, N.H. Bar Journal 46 (Winter 2005)

Other selected significant publications in earlier years.
Public Registries and Private Solutions: An Evolving American Real Estate Conveyance Regime, 24 Whittier Law Review 663 (2003)

Jural Entities, Real Parties in Controversy, and Representative Litigants: A Unified Approach to the Diversity Jurisdiction Requirements for Business Organizations, 44 Maine Law Review 1 (1992)

Statutes of Limitations Under the F.T.C.A.: A Synthesis and a Proposal, 28 Harvard Journal on Legislation 1 (1991) (equal contribution with K. Sinclair)

The Protection, Salvage, and Preservation of Underwater Cultural Resources in the Chesapeake Bay, 4 Va. J. Natural Resources Law 373 (1985)

5. Research: Research projects undertaken in 2008-2009 and three preceding years: In addition to project title, note sponsors, funded or unfunded, research product(s) and dates.
Applied research into the laws of other states and countries to craft legislation in North Carolina at the request of the Register of Deeds Association to reform problematic laws governing public real estate record indexing and recording, and to enable electronic recording of real estate instruments. Bills enacted with the support of banking and bar association legislative committees and state agencies. (Since 2005)

Current legislative reform research includes laws governing security instrument satisfaction records and indexing standards. (Since 2007)

National and state-wide survey and analysis of comparative real estate recording laws and practices. (2007-08)

Ongoing research for Law for Public Administration textbook (Since 2007)

6. Significant practitioner experience, with organizations, titles, dates, and duties.
Director and Shareholder, Orr and Reno, P.A., Concord, New Hampshire (1987-2005). Attorney with general practice firm with about thirty-five attorneys. Counsel and advocacy in real estate and commercial matters. Tried cases in state and federal courts and argued cases before the New Hampshire Supreme Court, U.S. Court of Appeals, and other tribunals.

Law Clerk to Circuit Judge Hugh H. Bownes, U.S. Court of Appeals for the First Circuit (1986-87). Research and opinion drafting for criminal and civil appeals.

Law Intern to Judge Herbert J. Stern, U.S. District Court, Newark, New Jersey (1984). Research and opinion drafting for federal trial court.

7. Involvement in academic and professional associations, including selected program and workshop appearances.
—Real Estate Recording Practices,I Alaska Recorders Conference (Anchorage, Alaska 2008)
North Carolina Association of Registers of Deeds Conferences: —Rerecordingl and —Indexing Challengesl (Raleigh, N.C. 2008); —Changes in Register Lawl (Pinehurst, N.C. 2005); —Difficult Register Issuesl and —Changes in Notary Laws Affecting Registersl (Raleigh, N.C. 2006); —Changes in Register Lawsl (Fayetteville, N.C. 2006); —Register's Function in Verification,I —Rerecording Issuesl and —Bar Issues Concerning Registersl (Raleigh, N.C. 2007)
—Approaching and Implementing Changes in the Law Affecting Registers,I International Association of Clerks, Recorders, Election Officials, and Treasurers (San Francisco, 2006)
—Building the Rule of Law: Lessons from Russian-American Exchange,I John Sloan Dickey Center for International Understanding, with Fulbright Association (Dartmouth College, 2004)
—Real Property in Russia,I Russian American Rule of Law Consortium (Boston, 2004)
New Hampshire-Vologda Rule of Law Partnership in Vologda, Russia: —Philosophy of Government as Expressed in U.S. Declaration of Independence,I at Russian Academy of Government Service, —Private Property Ownership,I at Vologda State Pedagogical University, —Alternative Dispute Resolutionl and —Use of Expert Witnesses in Adversary Proceedings, at Oblast Arbitrage Court, and —Trade Secrets and Intellectual Property,I at Vologda Region Chamber of Commerce (2004); —Legal Problems in American Real Property Tax Appraisal,I at Vologda State Pedagogical University, and —Resolution of Abatement

Disputes,l at Oblast Arbitrage Court (2002); —Law of Mortgages,l at Oblast Regional Judicial Conference, and Vologda City Hall (2001); —Title Registration,l at Oblast Land Records Department (2000), —Enforcement of Civil Judgments,l at Oblast Regional Judicial Conference (1999)
Basic School for Registers of Deeds Register's role in property transactions; registration requirements, satisfaction and security instruments; registering plats; marriage licenses; register of deeds office; and common difficult issues
Advanced Program for Registers of Deeds Making decisions in the absence of clear legal direction, liability and risk management; public records, introduction to real property law for non-lawyers, advanced topics, and ethics and values
Notary Instructors' School, North Carolina Department of Secretary of State Acknowledgment certificates and notary role in transactions
North Carolina Mappers' School Basic real estate law and law of listing for property taxation
Numerous workshops on various real-property related topics (approx. 50 students in each of 6-8 sessions annually)

8. Selected involvement in public service activities. International Association of Clerks, Recorders, Election Officials, and Treasurers (since 2006) Speaking and consultation on emerging land registration issues United Nations Economic Commission for Europe, Working Party on Land Administration (since 2008) Speaking and consultation on security of real property interest issues. New Hampshire-Vologda Rule of Law Project (1999-2005) Volunteer member of delegation of judges and administrators in U S A I D exchange program; collaboration with Russian justice department and other agencies in Vologda, Russia, chaired program for reform of real property and mortgage laws with regional land administrators and commercial court judges; organized and presented programs in Russia and the U.S. on real property, intellectual property, enforcement of judgments, and other subjects. Officer, U S Marine Corps (1979-83) Intelligence officer and platoon commander. Attained the grade of captain. Served in various locations in the U.S. and Pacific. Officer's Candidate School Leadership Award (1st in class); Basic School Honor Graduate; Navy Achievement Medal; Snedeker Leadership Award

9. Selected consulting activities with nature of assignment and dates. Respond to frequent daily inquiries from registers of deeds and their deputies and assistants, state judges, other state and local government public officials, attorneys, lending institutions, and the public on issues regarding real estate instrument recording, register of deeds operations, notaries public, eminent domain, and general real property issues. Provide advice in connection with problems in registration of real estate transactions throughout the state Work with register of deeds committees, county tax committees, state agencies, and other groups on education programs and legislative proposals, including drafting of bills that have been enacted into law Visit register of deeds offices throughout the state for consultations. (Since 2005)

Kelley T. O'Brien

104 Keith Road • Carrboro, NC 27510
(919)962.8273
obrien@sog.unc.edu

CREDENTIALS SUMMARY

Proven leader and administrator, adept at developing mutually beneficial, cross-sector partnerships and leading organizational change. Excellent strategic thinker and program planner with a keen attention to detail and strong project management skills. Successful grant proposal writer and fundraiser. Proficient in data analysis and development of policy materials grounded in research.

PROFESSIONAL EXPERIENCE

Director for Strategy and Innovation, School of Government, The University of North Carolina at Chapel Hill, 2012 — present

- Lead the School of Government's strategic planning efforts, including overseeing ongoing data collection and facilitating the implementation of established strategic priorities.
- Manage projects related to innovation, i.e., the development of mobile apps and creation of a matrix-model of staffing support.

North Carolina Civic Education Consortium, School of Government, The University of North Carolina at Chapel Hill, 2002 — 2012

Director 2005 — Present

- Oversaw the daily operations of a statewide continuing education program for educators and public officials; responsibilities included recruitment, hiring, and evaluation of diverse teams of employees, interns, and graduate assistants.
- Worked with Advisory Board to set the program's strategic direction; oversaw program development, including collaborative efforts, implementation, and evaluation.
- Developed and monitored annual budgets up to $500,000; oversaw daily financial operations.
- Secured funding from private, government, and corporate sources.
- Served as a spokesperson for state and national civic education efforts; drafted policy and issue briefs to advance the program's mission.

Assistant Director 2004 — 2005

Civic Index Project Director 2002 — 2004

Adjunct Instructor, School of Government, The University of North Carolina at Chapel Hill, 2009 — Present

- Design and teach a graduate course in professional communications.
- Design and teach grant proposal writing and grant management courses and webinars for graduate students and local government professionals.

Grant Writing Consultant, Carrboro, North Carolina, 2009 — Present

- Provide project planning and grant proposal writing services to government and non-profit clients.

Associate Director, Durham Workforce Partnership, Durham, North Carolina, 2001 — 2002

- Developed and oversaw school-to-career programs in Durham Public Schools; initiated successful partnerships between schools and businesses in the medical, technology, and construction sectors.
- Transitioned the organization to an independent 501(c)(3) nonprofit.
- Responsible for daily financial operations including creating accounting system, overseeing $110,000 budget, and managing financial aspects of the organization's dissolution.

EDUCATION

Master of Public Administration and Certificate in Nonprofit Management, The University of North Carolina at Chapel Hill, 2001
Thesis: *Welfare Reform, Food Stamps, and The Food Bank of North Carolina's Member Emergency Food Providers: An Analysis of Food Substitution Effects*

Bachelor of Arts, cum laude, with honors, Honors Interdisciplinary Studies, Phi Beta Kappa, The University of Georgia, 1998

SELECT PUBLICATIONS

O'Brien, Kelley, "Youth Civic Engagement: Measuring Social Capital," *Community and Economic Development in North Carolina and Beyond* (blog), January 31, 2012, http://ced.sog.unc.edu/?p=3754

O'Brien, Kelley. "Engaging North Carolina's Generation Z in Civic Life." 2011 Institute for Emerging Issues Faculty Fellow Paper. http://www.ncsu.edu/iei/index.php/tools-resources/publications

O'Brien, Kelley, "2011 Data on NC Civic Engagement Released," *Community and Economic Development in North Carolina and Beyond* (blog), November 8, 2011, http://ced.sog.unc.edu/?p=3523

O'Brien, Kelley, "Improving Civic Assets: The Civic Mission of Schools," *Community and Economic Development in North Carolina and Beyond* (blog), August 30, 2011, http://ced.sog.unc.edu/?p=3316

O'Brien, Kelley, "Developing Your Community's Civic Capital: Increasing Opportunities for Youth Involvement," *Community and Economic Development in North Carolina and Beyond* (blog), January 18, 2011, http://ced.sog.unc.edu/?p=2532

Stephens, John, Morse, Ricardo, and O'Brien, Kelley. *Public Outreach and Participation*. Chapel Hill: School of Government, The University of North Carolina at Chapel Hill, 2010.

O'Brien, Kelley, "North Carolina Civic Health Index Measures Our Civic Capital," *Community and Economic Development in North Carolina and Beyond* (blog), November 13, 2010, http://ced.sog.unc.edu/?p=2398

O'Brien, Kelley. 2010 North Carolina Civic Health Index. Publication of the National Conference on Citizenship. Washington, D.C. 2010.

Berner, Maureen and O'Brien, Kelley. "The Shifting Pattern of Food Security Support: Food Stamp and Food Bank Usage in North Carolina." *Nonprofit and Voluntary Sector Quarterly*. December 2004

OTHER LEADERSHIP

Kids Voting North Carolina Board of Directors, Greensboro, North Carolina, 2005 — Present

Board Chair	2007 — 2008
Board Treasurer	2005 — 2007

Dean's Advisory Council, School of Government, The University of North Carolina at Chapel Hill, 2008 — 2011

Strategic Planning Committee, School of Government, The University of North Carolina at Chapel Hill, 2007 — 2009

Rotary Group Study Exchange, Champagne and Burgundy, France, 2007

Todd A. Nicolet

414 S Fourth Street
Mebane, NC 27302

Phone: (919) 843-7310
Email: tnicolet@sog.unc.edu

Work Experience

February 2012 to present: UNC-Chapel Hill. **Director of MPA@UNC** at the School of Government. Responsible for the development and growth of a large-scale, high quality online master's degree program. Oversee faculty roles in program as well as admissions, support, and career services.

August 2008 to present: UNC-Chapel Hill. **Associate Dean for Operations** at the School of Government. In addition to serving as chief information officer, responsible for operational management of five operational groups representing, including IT, Publications, Program Support, Registration, and Library divisions.

May 2007 to August 2008: UNC-Chapel Hill. **Associate Dean for Information Technology** at the School of Government. Responsible for strategic and operational management of technology initiatives and staff at the School. Member of the School's senior leadership team.

July 2005 to April 2007: UNC-Chapel Hill. **Associate Director for Operations** for Instructional and Information Systems at the School of Public Health. Responsible for managing information technology initiatives including classroom technology, distance education, website development, desktop support, and server infrastructure. Supervise management team for five distinct operational groups representing over 30 employees. Accountable for fiscal and operational success of department.

August 2002 to July 2005: UNC-Chapel Hill. **Manager**, Online Instruction Group for the School of Public Health. Responsible for managing team efforts to support development and deployment of online instruction programs using Blackboard, WebCT, Helix, and Breeze as well as custom applications developed in ColdFusion, HTML, and Oracle. Supervised staff of Instructional Designers, Web Developers, and Multimedia Specialists. Implemented transition to project-based management for entire Instructional and Information Systems Department.

August 2003 to December 2004: UNC-Chapel Hill. **Adjunct Faculty** for the Health Policy and Administration Department at the School of Public Health. Responsible for development and teaching of Computers in Healthcare Administration, a required course for undergraduate majors.

Publications and Conferences

Nicolet, Todd. "Social Networking as an Instructional Tool." Proceedings of the 2008 UNC Teaching and Learning with Technology Conference, Raleigh, NC.

Nicolet, Todd; Chapman, Diane. "Using the Project Approach to Online Course Development." The Technology Source, March/April 2003. Available online at http://ts.mivu.org/default.asp?show=article&id=1027.

Nicolet, Todd. "Continuity of Operations: People, Collaboration and Creativity." North Carolina Digital Government Summit, September 2009, Raleigh, North Carolina.

Tufts, Shannon; Nicolet, Todd; Lee, Mandell. "Enterprise Web 2.0" CIO Forum and Executive IT Summit, December 2008, Raleigh, North Carolina.

Nicolet, Todd; Gatti, Evan. "Slide Projector, Data Projector, ARTstor, and More?: Rethinking Pedagogical Practice and Technology Talk" Innovation in Instruction, August 2007, Elon, North Carolina.

Nicolet, Todd; Rogers, G. Philip. "Managing a Large-Scale CMS-Driven Web Redesign Project: Challenges and Lessons Learned." UNC CAUSE Conference, November 2006,

New Bern, NC.

Nicolet, Todd. "The Future of Online Learning: Using Internet Video to Educate the Public Health Workforce." American Public Health Association Annual Meeting, November, 2004, Washington D.C.

Nicolet, Todd. "Future Instructional Technologies in Public Health: The Promise of Internet Video." ASPH Conference – Charting the Future of Flexible Learning in Public Health, June, 2004, Tampa, FL.

Zelman, William; Nicolet, Todd; Calleson, Jerry. "Face-to-Face from Home: Teaching and Collaborating Using Internet Video." UNC Teaching and Learning with Technology Conference, March 2004, Charlotte, NC.

Nicolet, Todd; Calleson, Jerry. "Developing Simulations for Technology-Based and Enhanced Courses." UNC Teaching and Learning with Technology Conference, March 2003, Greensboro, NC.

Nicolet, Todd; Chapman, Diane. "Developing Scalability in Online Learning through Project Management and Modular Course Development" AECT International Conference, November 2002, Dallas, TX.

Nicolet, Todd; Porto, James. "Creating Reusable Instructional Technology with Core Concept Clips" EdTech, September 2002, Raleigh, NC.

Chapman, Diane; Nicolet, Todd. "Promoting Scalability and Collaboration in Online Learning" UNC Teaching and Learning with Technology Conference, April 2002, Greensboro, NC.

Hale, Kirsten; Nicolet, Todd. "Moving Beyond the Walls: Creating New Pedagogical Practices with a Discussion Forum." Educause, October 1999, Long Beach, CA.

Abels, Kimberly; Nicolet, Todd; Cadwell, Suzanne; Kearsley, Chad. "Articulating Pedagogies for Asynchronous Web-based Technology: Four Narrators, One Story." CCCC Annual Convention, April 1998, Chicago, IL.

Selected Teaching

PUBA 719 – Public Administration Analysis and Evaluation I: Fall 2011. Taught unit on qualitative methodology.

PUBA 733 – Strategic Information Technology Management: Fall 2011. Co-taught 1.5 credit course with Shannon Tufts.

CIO School: November 4, 2011. Preparing to be in the Role of CIO.

Operating in the Digital Age: A Review of the Legal and Practical "E-Issues" Facing Local Governments: March 5, 2010. Social Networking at the School of Government.

CIO School (3 hrs): March 26, 2009. What Does a CIO Communicate? Communication Principles. Creating Change through Communication.

Education

University of North Carolina at Greensboro
Ph.D. in Higher Education Administration

University of North Carolina at Chapel Hill
M.A. in English

Eckerd College, St. Petersburg, Florida
B.A. in Literature, minor in Philosophy (High Honors)

2302 Faucette Mill Road
Hillsborough, N.C. 27278-8608
919/644-1850

Margaret Henderson

Education:
Master of Public Administration, 1992
The University of North Carolina at Chapel Hill, Chapel Hill, North Carolina

Bachelor of Business Administration, 1976
Angelo State University, San Angelo, Texas

Professional Experience:

1999 - present — **Director, The Public Intersection Project**
School of Government, The University of North Carolina at Chapel Hill
CB #3330 Knapp Building, Chapel Hill, NC 27599-3330
www.publicintersection.unc.edu

Adjunct Professor, The Masters in Public Administration Program
The University of North Carolina at Chapel Hill
Courses include "Nonprofit Management" and "Nonprofit-Government Relationships"

1999 – 2003 — Consultant/Trainer, Mind*Full*
Consulting in the *Art* of Nonprofit Management

1992 – 1999 — Executive Director
Orange County Rape Crisis Center
P.O. Box 4722, Chapel Hill, N.C. 27278 919/968-4647

1989-1990 — Duke Temporary Services
Duke University, Durham, N.C.

1987-1988 — Independent Contract Work in Human Services, San Angelo, Texas

1982-1986 — Director of Community Education, Bookkeeper
Planned Parenthood of the Concho Valley, San Angelo, Texas

1978-1982 — Income Assistance Caseworker
Texas Department of Human Services, San Angelo, Texas

Other Relevant Experience:

2006-present — NC Statewide Sexual Violence Prevention Team
NC Department of Health and Human Services, Division of Public Health

State Committee Member
Domestic & Sexual Violence Sub-Committee,
The Crime Victims' Service Committee of the Governor's Crime Commission
2009-2011 Chaired work group charged with making recommendation in response to the charge: "What is the fairest way to allocate funding for basic sexual assault and domestic violence services across the state?"

2003-2008 — Community Committee
Orange County Human Service Funders
(Orange County, Chapel Hill, Carrboro, United Way, Triangle Community Foundation)

1995-1999 — State Committee Member
Appointed by Governor Jim Hunt to serve on the STOP Violence Against Women State Committee through the Governor's Crime Commission

1992-1999 — Officer of the Board of Directors
Association of Community Agencies, Chapel Hill, N.C.
M.P.A. Alumni Association, UNC- Chapel Hill, N.C.
North Carolina Coalition Against Sexual Assault, Raleigh, N.C.
Triangle Management Assistance Program, Research Triangle Park, N.C.

1991-1992 — M.P.A. Internship
The Orange County Manager's Office and the Orange County United Way
Task Force for the Future of Human Services

Sample Training Events and Conference Presentations:

- "Effective Organization and Leadership," NC STEP Program, NC Rural Center.
- "Building Community Capacity to Stop Domestic and Sexual Violence," Seven one-day workshops held across NC.
- Panel Presentation, "Grantmakers as Partners in Policy Change," National Conference for Grantmakers for Effective Organizations, Atlanta.
- "Working with Others to Design a Stronger Future," 2-day workshop for state sexual assault coalitions, Cleveland.
- "Navigating Nonprofit-Local Government Relationships," Course typically offered through the School of Government.
- "Building Community Capacity to Meet Public Needs," 2-day workshop for The Microenterprise Project of the NC Rural Center, Asheville.
- "Getting from What You Have to What You Want," A conference presentation at the annual MPA conference, Chapel Hill.
- "Working With and Evaluating Nonprofits," presentation at the NC Association of County Commissioners' annual conference, Fayetteville.
- "The Possibilities of Partnership," a series of leadership development workshops in Hyde County, NC.
- Facilitate the 2nd Year MPA Students Re-Orientation Retreat, UNC-Chapel Hill.

Public Sector Facilitations 2005-2011 (with Lydian Altman and solo):

Nonprofit organizations or community/campus/professional collaborations:

- Alamance Family Justice Center
- American Indian Center
- Campus Compact
- Carnivore Preservation Trust
- Cohaire Tribal Council
- Community Cares of NC Network
- Indigent Defense Services
- MDC
- NC Council of Community Programs
- NC Justice Center
- NC Rails-to-Trails
- NC STEP Program
- NC Theatre
- PREVENT
- Quit Now NC!
- Southern Piedmont Community Cares Program

Governmental organizations:

- Asheville Area Riverfront Commission
- Asheville City Council
- CenterPointe Mental Health Authority, Winston-Salem
- Chapel Hill 2020
- Currituck Board of County Commissioners
- Davidson County Department Directors and Manager
- Durham County Health Department
- Goldsboro-Wayne County Transportation Authority
- Guilford County Commissioner's sub-committee on nonprofit funding
- Laurinburg City Council
- Laurinburg City Department Directors and Manager
- NC African American Heritage Commission
- Commissioners
- NC Employment Security Commission
- NC State Highway Patrol
- Orange County Human Service Advisory Commission
- Orange County Department Directors and Manager
- Orange Water Sewer Authority
- Raleigh Police Department
- Rocky Mount Manager and Department Directors
- Town of Chapel Hill
- Town of Manteo
- Town of Roxboro
- Town of Salisbury
- Town of Washington
- Town of West Jefferson
- Union County Board of County Commissioners
- Warren County Board of

Cross-organizational planning efforts:

- Animal Services within Catawba County
- Building Integrated Communities (High Point, Orange County)
- NC Institute of Medicine, state trauma system
- NC Public Health - Hospital Association
- Pathways to Progress, Fayetteville and Cumberland County
- Town of Wendell & Chamber of Commerce
- Wilkesboro and North Wilkesboro
- Wilson 2020

Sexual Assault/Domestic Violence program or community planning efforts:

- Alamance County Family Violence
- Caldwell County
- Catawba Family Guidance
- Orange County Family Violence
- Orange County Rape Crisis Center
- NC Coalition Against Sexual Assault
- Rape Crisis of Catawba County
- Sampson County, U-CARE
- Union County
- Mecklenburg County
- Moore County
- Hoke County
- Warren County

Publications:

"Blind Reporting of Sexual Violence," FBI Law Enforcement Bulletin, by Sabrina Garcia and Margaret Henderson, June 1999, pp. 12-16. http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/1999-pdfs/jun99leb.pdf

"Hiring a Director for a Small Community-Based Nonprofit Agency: A Step-by-Step Guide," by Margaret Henderson and Kurt Jenne, Summer 2000, Popular Government. http://www.sog.unc.edu/pubs/electronicversions/pg/pgsum00/article4.pdf

"Evolution of a Nonprofit, Part 1: Determining the Organization's Orientation," by Margaret Henderson, Popular Government, Vol. 70, No. 1, Fall 2004. http://www.sog.unc.edu/pubs/electronicversions/pg/pgfall04/article2.pdf

"Evolution of a Nonprofit, Part 2: A Suggested Process for Change," by Margaret Henderson. Popular Government, Fall 2004, published online at http://ncinfo.sog.unc.edu/pubs/electronicversions/pg/pgfall04/article2p2.pdf

Contributions to case studies in Board Member, published by BoardSource:

- "Your Money or Your Mission," September 2003, Volume 12, Number 6.
- "Who's the Boss?" November 2004, Volume 13, Number 7.

"Options for Reporting Sexual Violence: Developments Over the Past Decade," FBI Law Enforcement Bulletin, by Sabrina Garcia and Margaret Henderson, May 2010. www2.fbi.gov/publications/leb/2010/may2010/violence_feature.htm

"Nonprofits Should Fall Back, Regroup," guest editorial Philanthropy Journal, June 22, 2011. http://www.philanthropyjournal.org/news/opinion/nonprofits-should-fall-back-regroup

"Using Volunteers in Local Governments," Southern City, published by the NC League of Municipalities, Volume LXII, No. 1, January 2012, p. 7.

Publications co-authored with Lydian Altman-Sauer and Gordon Whitaker, as a part of The Public Intersection Project, www.publicintersection.unc.edu:

- "A Brief Guide to Local Government: Twenty Questions Nonprofits Often Ask," booklet published by the Institute of Government, Summer, 2000
- "Strengthening Relationships between Local Governments and Nonprofits," Popular Government, Vol. 66, No. 2, Winter 2001.
- (An expanded version of the above article was published in an Italian academic journal.) "Il consolidamento delle relaioni tra le O np e gli enti locali; l'esperienza della Carolina del Nord, Maggio Guigna, 2002, Azienda Pubblica: Teora e prolemi di management.
- "IOG Project Supports Local MH Reform Planning," County Lines, April, 2002, p.7.
- "Deciding to Fund Nonprofits: Key Questions," Summer, 2002, Popular Government.
- "Accountability in Local Government-Nonprofit Relationships," IQ Report, Volume 35, number 5, May 2003, International City-County Management Association.
- "Establishing Mutual Accountability in Nonprofit–Government Relationships," Popular Government, Vol. 69, No. 1, Fall 2003.
- "Community Problem-Solving," Philanthropy Journal, February 24, 2004.
- "Mutual Accountability Between Governments and Nonprofits, *Moving Beyond 'Surveillance' to 'Service,'*" The American Review of Public Administration, Volume 34, Number 2, June 2004, SAGE Publications.
- "Working Together," Philanthropy Journal, August 10, 2004. (Guest column)
- "Collaboration Calls for Mutual Accountability," Public Management, Volume 86, Number 11, December 2004, pp. 16-20.
- "Unhealthy Dependence," Philanthropy Journal, December 28, 2004.
- "Economic Impact," Philanthropy Journal, April 11, 2005.
- "Building Community Capacity to Meet Public Needs," Popular Government, Vol. 70, No. 2, Winter 2005.

- "Focus: Partners in Public Service. Strengthening Relationships between Local Governments and Nonprofits," Reshape, issue #19, Summer 2006, pp 2-11.
- The Public Intersection Toolkit, UNC School of Government, September, 2006, 135 pages. A collection of exercises and resources for facilitators of cross-organizational efforts to collaborate to solve shared problems.
- "Organization of Sexual Assault Programs," the final report of a survey project sponsored by the NC Governor's Crime Commission and conducted in North Carolina during 2005-2006.
- "Sexual Assault and Domestic Violence: The Community's Role in Weaving a Safety Net," Popular Government, Vol. 73, No. 2. Winter 2008.
- "Set Clear Expectations for Collaboration," Philanthropy Journal, May 24, 2010. http://www.philanthropyjournal.org/news/set-clear-expectations-collaboration
- "Working with Nonprofit Organizations," a pamphlet in the Local Government Board Builders Series, by Margaret Henderson, Lydian Altman, Suzanne Julian, Gordon P. Whitaker, and Eileen Youens, UNC School of Government, 2010.
- "Positive Problem-Solving: How Appreciative Inquiry Works," InFocus, ICMA Press, vol. 43, Number 3, 2011. Also co-authored with Sallie Lee.
- "Invite Youth To Engage With Local Government Elected Officials, Staff," County Lines, published by the North Carolina Association of County Commissioners, December 2011, p. 4.
- "Identifying Shared Interests in Our Community," Southern City, published by the NC League of Municipalities, Volume LXII, No. 2, February 2012, p. 4.
- "Redesigning for a Regional Approach," Southern City, published by the NC League of Municipalities, Volume LXII, No. 4, April 2012, p. 11.

LEISHA DeHART-DAVIS
Associate Professor and Doctoral Program Director
Department of Public Administration
University of Kansas
4525 Grove Dr.
Lawrence, KS 66049
Cell: 785.766.1554

CURRICULUM VITAE

Research Interests

Effective Organizational Rules, Workplace Diversity

Educational Data

Ph.D.	Public Policy, Georgia Institute of Technology, August 2000
M.S.	Public Policy, Georgia Institute of Technology, 1993 Environmental Policy Concentration
B.A.	Interdisciplinary Studies, University of South Carolina, 1986

Academic Experience

University of North Carolina-Chapel Hill
May 2012-

University of Kansas

July 2011-May 2012	Doctoral Program Director
2009- May 2012	Associate Professor of Public Administration
2002-2009	Assistant Professor of Public Administration

Georgia Institute of Technology

1997-2002	Research Associate II Air Quality Laboratory School of Civil and Environmental Engineering
1993-1997	Research Associate I Air Quality Laboratory, School of Earth and Atmospheric Sciences
1992-1993	Graduate Research Assistant Air Quality Laboratory, School of Earth and Atmospheric Sciences
1991-1992	Graduate Research Assistant, School of Public Policy

Peer-Reviewed Publications

Published

Nesbit, Rebecca, Stephanie Moulton, Scott Robinson, Craig Smith, Leisha DeHart-Davis, Mary K. Feeney, Beth Gazley, and Yilin Hou. "Wrestling with Intellectual Diversity in

Public Administration: Avoiding Disconnectedness and Fragmentation While Seeking Rigor, Depth, and Relevance." *Journal of Public Administration Research and Theory* 21, no. suppl 1 (2011): i13-i28.

JPART 2010 Virtual Reader inclusion of DeHart-Davis, Leisha. 2009. Green Tape: A Theory of Effective Organizational Rules. *Journal of Public Administration Research and Theory* 19 2: 361-384.

Feeney, Mary K., and Leisha DeHart-Davis. 2009. Bureaucracy and Public Employee Behavior: A Case of Local Government. *Review of Public Personnel Administration* 29 4. 311-326.

DeHart-Davis, Leisha 2009 Green Tape and Public Employee Rule Abidance: Why Organizational Rule Attributes Matter *Public Administration Review* 69 5.: 901-910.

DeHart-Davis, Leisha. 2009. Can Bureaucracy Benefit Organizational Women? An Exploratory Study. *Administration and Society* 41 3.:340-363.

Shannon Portillo, Leisha DeHart-Davis. 2009. Gender and Organizational Rule Abidance. *Public Administration Review* 69 2.:339-347.

DeHart-Davis, Leisha. 2009. Green Tape: A Theory of Effective Organizational Rules. *Journal of Public Administration Research and Theory* 19 2.:361-384. (Also in JPART Virtual Reader 2010, http://jpart.oxfordjournals.org/)

DeHart-Davis, Leisha. 2007. The Unbureaucratic Personality *Public Administration Review* Vol. 67, No. 5, pp. 892-903.

DeHart-Davis, Leisha, Marlowe, Justin & Pandey, Sanjay K. 2006. Gender Dimensions of Public Service Motivation *Public Administration Review* Vol. 66, No. 6, pp. 873-887.

Zia, A., B. G. Norton, D. S. Noonan, M. O. Rodgers, and L. DeHart-Davis. 2006. A Quasi-Experimental Evaluation of High-Emitter Non-Compliance and Its Impact on Vehicular Tailpipe Emissions in Atlanta, 1997-2001. *Transportation Research Part D* 11 1.: 77-96.

DeHart-Davis, Leisha; G. Kingsley 2005. Managerial Perceptions of Privatization: Evidence from a State Department of Transportation *State and Local Government Review* Vol. 37, No. 3, pp 228-241.

DeHart-Davis, Leisha and R. Guensler 2005. Employers as Mediating Institutions in Public Policy: The Case of Commute Option Programs *Policy Studies Journal* Vol. 33, No. 4, pp. 675-697

DeHart-Davis, Leisha and S. Pandey. 2005. Red Tape and Public Employees: Does Perceived Rule Dysfunction Alienate Managers? *Journal of Public Administration Research and Theory*, Vol. 15, No. 1, pp. 133-148.

Corley, Elizabeth. L.DeHart-Davis, M. Rodgers 2003. Inspection/Maintenance Program Evaluation: Replication of the Denver Step Method for an Atlanta Fleet *Environmental Science and Technology*, Vol. 37, No. 12, pp. 2801-2806.

DeHart-Davis, Leisha, E.Corley, M. Rodgers. 2002. Evaluating Vehicle Inspection/Maintenance Programs Using Onroad Emissions Data: The Atlanta Reference Method, *Evaluation Review*, Vol. 26, No. 2, pp. 111-146.

DeHart-Davis, Leisha and B. Bozeman 2001. Regulatory Compliance and Air Quality Permitting: Why Do Firms 'Overcomply?', *Journal of Public Administration Research and Theory*, Vol. 11, No. 4, pp. 471-508.

Bozeman, Barry and L. DeHart-Davis 1999. Red Tape and Clean Air: Title V Air Pollution Permitting Implementation as a Test Bed for Theory Development *Journal of Public Administration Research and Theory* Vol. 9, No. 1, pp. 141-177.

Research Grants and Contracts

"Diversity Perspectives in a Local Government Workplace: A Test of Construct Validity", General Research Fund Grant from the University of Kansas, July 2010 to June 2011, $3500

DeHart-Davis, Leisha. Unified Government Workplace Study. $21,178. Unified Government of Kansas City, KS. Invited sole source contract. April 2009-June 2010.

Can Bureaucracy Be Beneficial? American Association of University Women American Fellowship, Short-Term Research Grant. July 2006-July 2007. $6,000.

Rules and Public Employees, University of Kansas New Faculty Grant. February 2004-February 2006. $7,950.

Commute Options Study of Atlanta Employers, Georgia Department of Transportation and Federal Highways Administration. January to July 2003. $123,514. (Principal Investigator of Value Pricing Sub-Project entitled Commuter Choice Insurance Incentive Pilot Program)

Strategies to Strengthen Consultant Management in GDOT, Georgia Department of Transportation. March 2002-May 2003. $211,000 (Co-Principal Investigator with Gordon Kingsley)

Evaluating Atlanta's Enhanced Automobile Inspection/Maintenance Program, Georgia Department of Natural Resources. July 1999 to September 2001. $250,000 (Co-Principal Investigator)

Automobile Emissions Testing Program Evaluation for the Environmental Council of States, Georgia Department of Natural Resources. July 1998 to June 1999. $100,000 (Principal Investigator)

Public Policy Analysis for the Air Protection Branch, Georgia Department of Natural Resources. January to June 1998. $20,000. (Principal Investigator)

Evaluating Atlanta's Basic Inspection/Maintenance Program, Georgia Department of Natural Resources. 1996-1997. $100,000. (Research Associate)

Public Policy Analysis for the Air Protection Branch, Georgia Department of Natural Resources. January to December 1996. $50,000. (Co-Principal Investigator)

Assessing Compliance Burden from Implementation of Title V Permitting Rules and Regulations: Impact on the Adoption of Innovative Pollution Prevention Technologies. U.S. Environmental Protection Agency. October 1995 to October 1997. $260,000 (Research Associate)

Assessing Barriers to University Industry Cooperation. Georgia Environmental Technology Consortium. 1995. $20,000. (Principal Investigator)

Select Professional Service

Fulbright Specialist Program Reviewer, 2010-2011

Editorial Boards, *Journal of Public Administration Research and Theory* (2011-2013), *State and Local Government Review* (2005-2008)

Academy of Management
- Professional Development Workshop Chair (2009 and 2012)
- Doctoral Consortium Coordinator (2008)
- Liaison to American Political Science Association (2009-2011)

Select Practitioner Presentations

"Green Tape: Organizational Rules That Work" Class Presenter to KU Public Management Center Emerging Leaders Academy, August 6, 2010.

"Diversity and Bureaucracy: What's Demographics Got To Do With It?" Workshop Delivered To Certified Public Manager Conference, May 19th, 2010.

"Green Tape: Creating Effective Organizational Rules", Roundtable Presentation at the 60th City/County Management Conference, Lawrence, Kansas. April 28, 2008.

"Creating Ethical Organizational Hierarchy" Speech to the Certified Public Manager Networking Conference, Topeka State Capitol, April 17, 2008

"Green Tape: Creating Effective Organizational Rules", Presentation to the Mid-America Regional Council's Leadership Academy for Local Government Executives. Kansas City, MO, July 18, 2007.

"Gender and Bureaucracy: A Paradoxical Relationship" Lunchtime Speaker. The Missouri - Kansas Convention & AAUW-MO Annual Business Meeting, Park University, Parkville, MO, April 21, 2007.

"Green Tape: Creating Effective Organizational Rules", Presentation to the Mid-America Regional Council's Leadership Academy for Local Government Executives. Kansas City, MO, July 13, 2006.

"The Secret Life of Rules: How Policies and Procedures Affect Your Employees", Roundtable Presentation at the 57th City & County Management Conference, Lawrence, KS, April 29, 2005.

"Diagnosing Red Tape: Discerning Useful from Useless Procedures in Your Organization" Presentation to the Mid-America Research Institute's Leadership Academy for Local Government Executives. Kansas City, MO, June 13, 2003.

"Taming Red Tape While Building Communities: Discerning Useful from Useless Procedure in Your Organization" Presentation for 54th Annual City & County Management Conference at the University of Kansas, April 25, 2003.

"Taming Red Tape: Discerning Useful from Useless Paperwork" Presentation for the Sixty Minute Speakers Series, Edwards Campus of the University of Kansas, April 24, 2003.

Awards and Recognitions

2010 John C. Wright Graduate Mentor Award

2009 Kemper Teaching Award

2008 Venture Challenge Faculty Fellowship

SHANNON HOWLE TUFTS

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EDUCATION

2004 **North Carolina State University** **Raleigh, NC**
Ph.D. in Public Administration, Concentration in Information Systems
Dissertation: Managing the Human Side of IT: A Public-Private Comparison--Examining Critical Success Factors Through the Eyes of the CIO

2000 **University of North Carolina at Charlotte** **Charlotte, NC**
Master of Arts in Public Administration
- Department of Political Science and Public Administration

1997 **University of North Carolina at Chapel Hill** **Chapel Hill, NC**
Bachelor of the Arts International Studies

PROFESSIONAL EXPERIENCE

RESEARCH AND TEACHING

UNC School of Government **Chapel Hill NC**

Assistant Professor, UNC School of Government *December 2010-Present*
Director, Center for Public Technology *June 2005-Present*
Lecturer, UNC School of Government *September 2005-December 2010*
E-Government Research Associate, Center for Public Technology *December 2000-June 2005*

Core MPA Faculty Member
- Strategic Information Management, Fall 2007-present
- Project Management, Spring 2006
- Policy Analysis, Fall 2005
- Program Evaluation, Spring 2004
- Introduction to Policy Evaluation Methods, Fall 2004

Design, implement and instruct the UNC School of Government Certified Government Chief Information Officers™ program series
- First local government certification for CIOs in nation (offered in NC, SC, TN).
- First state government certification for CIOs in nation.
- First national certification for CIOs (through International Government Management Information Sciences Association)

Design, implement and instruct the UNC School of Government Certified Educational Chief Technology Officers™ program and Superintendent's Leader for the 21st Century™ certificate series (first in nation)

Principal Investigator/Evaluator for North Carolina's Broadband Technology Opportunities Program funds (funded four-year research grant, $1 million)

Offer various other technology-related courses across the nation, including but not limited to:

- Social Media and Employee Rights
- Disaster Recovery and Business Continuity
- Budgeting for IT
- Securing Your Enterprise
- Service-Aligned IT Investments

Perform outreach services, including technology consulting, survey design, and best practices identification for local governments throughout North Carolina, including but not limited to City of Jacksonville, Town of Cary, Alexander County, Wayne County, Haywood County, and City of Burlington

Teach IT sections in variety of UNC School of Government courses, including the Judicial College, Newly Elected Legislators Program, Municipal and County Administration, Advanced Register of Deeds Certification, and Property Tax Assessors Annual Conference.

Work on collaborative ventures to increase communication and information dissemination between public, private, and nonprofit sectors, as well as individuals.

Perform grant preparation, including federal, state, and nonprofit applications.

- Major contributor on two successful NTIA Broadband Technology Opportunities Program grant applications
- Major contributor on two successful proposals that received funding from US Department of Commerce's Technology Opportunities Program

North Carolina State University—Raleigh NC ***Fall 2004***

- Responsible for designing and teaching:
  - *State and Local Government (with Service Learning Enhancement)*
  - *American Government*

Adjunct Instructor ***Summer 2004***

University of North Carolina at Charlotte—Charlotte NC

- Responsible for designing and teaching:
  - *Information Systems for Public Administration*

PUBLICATIONS AND PRESENTATIONS

SAMPLE PUBLICATIONS LIST (NOT EXHAUSTIVE)

Citizen Engagement 2.0: An Analysis of Official City Facebook Pages to Determine Antecedents to Digital Civic Engagement. Under Review at *HICSS/IEEE Journal*, June 2012.

The Effect of Attending Professional IT Meetings on Perceptions of Workplace Competencies for CIS Students. Co-Authored with Barbara Jo White, Michael Taylor, Angela Grube. *Issues in Information Systems Journal*, forthcoming.

To Post or Not to Post: Social Media and Employee Rights. Co-authored with Willow Jacobson. *Review of Public Personnel and Administration*, forthcoming 2012.

Golden LEAF Rural Broadband Initiative Evaluation Annual Report. Chapel Hill, NC: UNC School of Government: December 2011.

Technology Performance Metrics for State Government. *CIO Leadership for State* Governments, Alan R. Shark (ed.), Public Technology Institute, Washington DC: 2011.

Images of Leadership: Views from the Trenches. Co-authored with Willow Jacobson. *Journal of IT Management*, May 2010.

E-Government: An Overview. *Modern Public Information Technology Systems: Issues and Challenges*, G. David Garson (ed.), Hershey, PA: Idea Group Press, 2007.

Local Government Information Technology (Article 24), *County and Municipal Government in NC*, Chapel Hill, NC: UNC School of Government, 2007.

American local governments: confronting the e-government challenge. Co-author with Maureen Brown. *Local Electronic Government: A Comparative Study*, Helmut Druke (ed.), Routledge, 2005.

Humanizing IT: Advice from the Experts. Co-author with G. David Garson. Hershey PA: Idea Group Press, 2004.

A Primer on E-Government. *Encyclopedia of Information Science and Technology, Volume I-III*, Hershey, PA: Idea Group Press, 2004.

Facilitating E-Government Through Training. *Encyclopedia of Information Science and Technology, Volume I-III*, Hershey, PA: Idea Group Press, 2004.

E-Government: Privacy and Security Concerns in the 21st Century. *The Handbook of Information Security*, Hossein Bidgoli (ed.), John Wiley & Sons, Inc., 2003

E-Government: An Overview. *Public Information Technology: Policy and Management Issues*, G. David Garson (ed.), Hershey, PA: Idea Group Press, January 2003.

Residual Sum of Squares. *Encyclopedia of Social Science Research Methods*. Michael Lewis-Beck, Alan Bryman, and Tim Futing Liao (eds.). Thousand Oaks, California: Sage, 2003.

Analyzing Information Technology Investments in State Government. Co-authored with William Rivenbark and Kevin FitzGerald. *Social Science Computer Review*, Volume 21, No. 4, Winter 2003.

Assessing the Technological Capacity of Local Governments in North Carolina. *Popular Government*, UNC School of Government, Fall 2002.

SAMPLE REPORTS AND WHITE PAPERS LIST (NOT EXHAUSTIVE)

Orange County Strategic Information Technology Plan, March 2012.

Nash County Strategic Information Technology Plan, February 2011.

Greensboro Strategic Information Technology Plan, May 2011.

An Examination of IT Privatization for the State of North Carolina, October 2010.

Guidelines for Contracting for Cloud Computing, December 2010.

City of Fayetteville Strategic Information Technology Plan, July 1, 2010.

Robeson County Strategic Information Technology Plan, May 2010.

Pender County Strategic Information Technology Plan, July 2008.

City of Burlington Strategic Information Technology Plan, June 2008.

NC DENR Full Cost Accounting Report, June 2008.

Alexander County Strategic Information Technology Plan, March 2008.

Haywood County Strategic Information Technology Plan, December 2007.

Town of Cary Strategic Information Technology Plan, July 2007.

Town of Chapel Hill Connectivity Report, July 2007.

Making the Case for Wireless, March 2007.

City of Newton Strategic Information Technology Plan, December 2006.

City of Jacksonville Strategic Information Technology Plan, August 2006.

NC DENR IT Management Audit, July 2006.

Citizen Satisfaction with the Town of Carrboro (survey designed, implemented, analyzed, and monograph produced). UNC School of Government

ACADEMIC CONFERENCE PRESENTATIONS

"Images of Leadership from the Trenches: CIOs and Leadership." The Eighth National Public Management Research Conference, September 2005. Co-authored with Willow Jacobson, paper presented by Willow Jacobson.

"Private Not-for-Profit Marketability Factors" American Society for Public Administration, March 2006. Co-presenter and co-author with Douglas Bailey.

"Managing the Human Side of IT: A Public-Private Comparison." Presenter at Southeastern Conference on Public Administration (SeCoPA), October 2004.

"Assessing E-Government Innovation in US Municipalities." Presenter at the American Society for Public Administration 65th National Conference, March 2004.

"Achieving the Benefits of E-Government? An Examination of the Family Support Act of 1988." The Seventh National Public Management Research Conference, October, 2003. Co-authored paper with Maureen Brown and Jeffrey Brudney, paper presented by Maureen Brown.

"Stakeholder Engagement in Local Government Information Technology Projects." Presenter at American Society for Public Administration 64th National Conference, March 2003.

"Early Childhood Education Programs: Evaluating Smart Start in NC," Co-authored with Hunter Bacot. Presenter at Southwestern Political Science Association, March 2001.

SELECTED SERVICE TO THE PROFESSION

ICE GOV Program Committee, 2012

HICSS Program Committee, 2012

Dissertation Committee for Todd Nicolet, UNC-Greensboro, 2009-2011

Thesis Chair for Andreea Gatman, Modul University, Austria, 2009-2011

UNC MPA Thesis Committee Chair and Member, multiple students, 2004-2012

North Carolina Local Government Information Systems Association Faculty Liaison, 2004-present

Southeastern Association of Telecommunications Officers and Administrators Liaison, 2007-present

Information Technology Infrastructure Management Association Advisory Board Member, 2007-2009

Board Member of North Carolina Political Science Association, 2005-2006

Chair of Wake County Information Technology Advisory Committee, 2005-2007

SELECTED HONORS, AWARDS, AND APPOINTMENTS

IBM Business of Government Research Stipend	June 2012
Empower Award, conferred by MCNC	November 2010
Top 25 Doers, Dreamers, and Drivers, *Government Technology*	March 2010
UNC School of Government Gladys Coates Teaching Excellence Award Nominee	Spring 2010, Spring 2008
ITIM Association Advisory Board Member	2006 to present
Hewlett Packard Higher Education Advisory Council Member	2006 to present
Digital Government Summit Advisory Council Member	2004 to present
UNC IT Awards Nominee	2005

UNC
SCHOOL OF GOVERNMENT

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August 2, 2011

Iowa College Student Aid Commission
Postsecondary Registration Administrator
603 East 12th St., 5th Floor
Des Moines, IA 50319

To Whom it May Concern,

The University of North Carolina is fully committed to offering a high quality online education to students in the state of Iowa. In the unlikely event that the program would close, the web platform, resources, and delivery methods for the program would be available until degree completion so long as the student continues to progress within the University's deadlines for time to degree. Advising, counseling, and student support for the students affected by the close of the program would be conducted by our academic and student support advisors to ensure that each student has an individual degree completion plan and time line.

UNC would follow the policy for "Closing Out an Institution or Program: Teach-Out Agreements" from the Southern Association of Colleges and Schools (SACS). This policy requires UNC to pursue one of the following options:

1. The institution teaches out currently enrolled students; no longer admits students to programs; and terminates the program, the operations of a branch campus, or the operations of an institution after students have graduated.
2. The institution enters into a contract for another institution or organization to teach out the educational programs or program. Such a teach-out agreement requires Commission approval.

In either case, UNC would make every effort to ensure that enrolled students are supported until degree completion. Student records would be maintained by the North Carolina State Archives.

Best Regards,

Todd Nicolet
Associate Dean of Operations
Director, MPA@UNC

Student Grievance Policy and Procedures
University of North Carolina at Chapel Hill

(adopted November 1994, amended June 2004, April 2008, July 2009, May 2010)

The Student Grievance Committee of The University of North Carolina at Chapel Hill hears student grievances and appeals in cases arising under the following laws and policies:

The UNC-Chapel Hill Policy Statement on Non-Discrimination establishes that it is "the University's policy not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression." The complete text of the Policy Statement on Non-Discrimination, including a list of contacts to whom concerns and questions may be presented, can be found at http://www.unc.edu/campus/policies/nondiscrim.html .

The UNC Chapel Hill Policy on Prohibited Harassment and Discrimination (http://www.unc.edu/campus/policies/prohib_harass_and_discrim.html) provides an avenue for any University student who feels that he/she has been harassed or discriminated against based on his/her race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression; his/her good faith reporting of allegations of prohibited harassment or discrimination; or his/her participation in an investigation of alleged prohibited harassment or discrimination. Because of the sensitive nature of alleged prohibited harassment or discrimination, students are encouraged to make reasonable efforts to have their concerns addressed and resolved either informally or through the Administrative Review Process set out in the Policy on Prohibited Harassment and Discrimination. Students may obtain information regarding the Policy on Prohibited Harassment and Discrimination from the Office of the Dean of Students or from the EEO/ADA Office.

A University student who has pursued the Administrative Review Process but believes that his/her complaint has not been appropriately resolved through that process may appeal the outcome of the Administrative Review to the University's Student Grievance Committee.

Alternatively, a University student who feels that he/she has been harassed or discriminated against based on one or more of the grounds listed above may proceed directly through this Student Grievance Policy and Procedures without first pursuing Administrative Review..

The federal **Family Educational Rights and Privacy Act of 1974** (20 U.S.C. 1232g, et seq.) provides in part that an educational institution shall provide a student "an opportunity for a hearing by such agency or institution...to challenge the content of such

student's education records, in order to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy rights of students...." The Student Grievance Committee is also charged with conducting these hearings. Students may obtain information regarding FERPA from the FERPA officer in the Office of University Counsel.

This document establishes the jurisdiction, membership, and procedures of the Student Grievance Committee.

I. Jurisdiction

The procedures herein shall be used only when a student at UNC-Chapel Hill (hereinafter "grievant") initiates a grievance against a UNC-Chapel Hill employee, including faculty, EPA non-faculty, staff, and student employees (when acting in the role of an employee) or contractor, that involves one of the following policies or laws[1]:

A. The UNC Chapel Hill Policy on Prohibited Harassment and Discrimination

B. The Family Educational Rights and Privacy Act of 1974 (FERPA)

II. Membership

A. Composition

The Student Grievance Committee shall be composed of the following:

1. three faculty members;

2. three staff members;

3. four student members; and

4. the Committee Chair.

In the event of a grievance within the jurisdiction of the Committee, the Committee Chair shall appoint three members to serve as a hearing panel, as

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[1] If a student has a grievance against another student who was not acting in the role of a University employee at the time of the incident in question, the matter should be reported either to the Office of the Dean of Students or the Student Attorney General for handling in accordance with the Instrument of Student Judicial Governance.

All other grievances of students against University faculty, EPA non-faculty, or students will be handled in accordance with applicable University policy (e.g., grade appeals).

established in section III.D., herein. The Committee Chair may serve as one of the panel members.

B. Selection

The Committee Chair and the faculty and staff members of the Student Grievance Committee shall be appointed by the Chancellor and shall serve at the pleasure of the Chancellor. In addition to the above-listed required members of the Committee, the Chancellor may also appoint faculty and staff alternate members . Alternate members serve in the event that there are insufficient available members of either group to appoint a panel.

The student members of the Committee shall be the students who currently hold the following positions in Student Government:

1. Student Body President;

2. President of the Graduate and Professional Student Federation;

3. Speaker of the Student Congress; and

4. Chief Justice of the Student Supreme Court.

C. Training

All new Committee members will receive training in the laws and policies applicable to the matters within the Committee's jurisdiction, including this policy.

III. Grievance Procedures

A. Filing a Grievance

1. Substance of Grievance

Any grievance filed must be in writing and signed by the grievant. A grievance must contain, at a minimum:

(a) a specification of how the law or policy identified in Section I of this policy was allegedly violated;

(b) a brief summary of the evidence supporting the allegations and a brief summary of the arguments that the grievant would present at a hearing;

(c) the date of the last incident involved in the alleged violation(s);

(d) information about the grievant's attempts to resolve the grievance with the department head, dean, or administrative official most directly empowered to make adjustments, and information about the results of those attempts, including a copy of the Administrative Review findings, if applicable; and

(e) identification of the individual respondent or respondents against whom the grievance is directed.

2. Timeliness of Grievance

(a) Policy on Prohibited Harassment and Discrimination: **A student who first elected to proceed under the Policy on Prohibited Harassment and Discrimination has thirty (30) calendar days from the date of notification of the Administrative Review findings to file a grievance** if he/she feels that the Administrative Review failed to produce a satisfactory resolution.

(b) FERPA: With regard to FERPA issues, **a student has thirty (30) calendar days, from the date of notification that the University has decided not to amend his/her education records, to file a grievance.**

The Student Grievance Committee will not consider a grievance based on incidents that occurred more than 180 days before the grievant informed the administrative official most directly concerned of the allegation of prohibited harassment or discrimination. If the last incident involved in the alleged violation occurred less than 180 days before the filing of the grievance, the Committee may consider one or more of the prior incidents involved in the alleged violation if there is a demonstrated connection between the incidents.

3. Where to file

Grievances alleging a policy violation, as set out in section I.A. above, should be filed with the Dean of Students' office (CB# 5100, 450 Ridge Road, Suite 1106, Student Academic Services Building, Chapel Hill, NC 27599-5100). FERPA grievances should be filed with the FERPA officer (CB# 9105, 110 Bynum Hall, 222 East Cameron Avenue, Chapel Hill, NC 27599-9105) as set out in section I.B. above. Upon receipt, the Dean of Students or applicable officer shall forward the grievance to the Chair of the Student Grievance Committee.

4. Response to a Grievance

Upon receipt of a grievance, the Chair will send a copy of the grievance to the respondent, along with a letter requesting the respondent's written response. The respondent must file a response with the Chair within ten working days after receipt of the Chair's letter. For good cause shown, the Chair may grant an extension of time for the respondent to file a response and will notify the grievant in writing of the approved extension.

It is permissible to transmit correspondence related to a grievance by email. However, hard copies of the following essential documents must also be sent by U.S. or campus mail or delivered by hand or by a package delivery service such as FedEx or UPS: the original grievance, the letter notifying the respondent of the grievance with a copy of the grievance; the respondent's response to the grievance; the grievant's rebuttal of the response, if any; and the panel's written decision.

B. Committee Hearings

When a grievance is referred to the Committee through its Chair, the Chair shall appoint a panel of three members of the Committee to hear the grievance. When the Committee Chair serves as a panel member, he or she may vote in the panel's decision-making process. If the Committee Chair is not participating on a particular panel, he or she will designate a panel member to chair the panel, and that panel member shall also be allowed to vote in the panel's decision-making process. A decision of any panel shall be considered a decision of the Committee. If possible, the panel shall include one staff, one faculty, and one student member. In every case there will be one student on the panel.

If the panel finds either that the grievance does not fall within the jurisdiction of the Student Grievance Committee or that the grievance does not contain the minimum elements set forth in Section III.A., the panel will decline to hear it, and will notify the grievant in writing of its decision. Such decisions are not appealable.

If the panel finds that the grievance does fall within the Committee's jurisdiction and contains the minimum elements set forth in Section III.A., the panel chair will schedule a hearing on the grievance. If the panel chair experiences significant difficulty in finding a time when the grievant, respondent, and panel members are all available for a hearing, he or she will notify the grievant and respondent of the delay.

1. The panel Chair is responsible for the conduct of the hearing, including, among other things, limiting questioning and testimony to relevant issues.

2. During a hearing, the grievant and the respondent shall have the following rights:

(a). The right to be represented and/or advised by legal counsel and the right to have a non-lawyer support person present;

(b). The right to present the testimony of witnesses and other evidence relevant to the grievance;

(c). The right to cross-examine witnesses; and

(d). The right to examine all submitted documents and other evidence, subject to confidentiality protections that may apply.

3. The panel is not bound by federal or state rules of evidence, but shall make all decisions based on the relevant evidence submitted and/or presented as part of the proceeding.

4. A recording or other official record shall be kept of all proceedings in which evidence is presented.

5. When hearing grievances alleging

a. disability, where the circumstances alleged would be covered by the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act;
b. gender, where the circumstances alleged would be covered by Title IX;
c. race, color or national origin where the circumstances alleged would be covered under title VI of the Civil Rights Act; or
d. FERPA violation(s)

the panel shall observe all procedures contained in the specific law or regulations. To the extent that this document conflicts with the specific law or regulations, the law or regulations shall control.

C. Decisions

1. Upon the conclusion of the hearing, the panel shall decide whether the preponderance of the evidence submitted or presented as part of the proceeding demonstrates that the respondent has violated the law or policy at issue.

2. If the majority of the panel finds that no law or policy has been violated, the panel shall dismiss the grievance and inform the grievant and the respondent of the outcome.

3. When applicable, if a majority of the panel finds that the Policy on Prohibited Harassment and Discrimination has been violated, the panel shall consult with the EEO/ADA Officer for additional information about the respondent's past record, if any, in similar situations and may consider that information in reaching its decision about the recommendations to be made to administrative officials. A summary of such information shall be included in the panel's recommendations of appropriate adjustments. The panel's recommendations shall also be decided by majority vote. Although course and assignment grades may be introduced as evidence of discrimination, the Committee is not empowered to order, or recommend a grade change.

4. The panel shall forward its written report of the matter and its findings to the appropriate University official who is most directly empowered to make any adjustment. If that official does not act upon the panel's recommendations within a reasonable time, the panel Chair shall forward the recommendations to the Chancellor for consideration.

5. Following the hearing, the panel shall provide written notification of its findings and recommendations to the respondent and other appropriate parties. Due to the requirements of State law concerning privacy of personnel records, the panel shall provide the grievant with written notification of its findings that does not include the summary of any prior reports about the respondent set out in section III.D.1. above, if applicable. For the same reason, the grievant shall be informed whether the panel recommended disciplinary action against the respondent but shall not be provided any specific information about the recommended action.

D. Time Frame

The consideration of a grievance, including solicitation and receipt of responses and rebuttals, if any, formal hearings, and notification of recommendations, ordinarily will be completed within sixty days after the Chair's receipt of the formal complaint. Said sixty-day period shall not include Spring Break or semester breaks. Should the grievance be brought at a time when the sixty-day period will extend into summer, the committee will attempt to proceed on a normal schedule, but if this cannot be accomplished due to protracted summer absences of the Chair, grievant, respondent(s), material witnesses, and/or panel members, the Chair will notify all parties that the process will be held in abeyance until the beginning of the fall academic term.

E. Further Proceedings

1. Employees
Respondents who wish to pursue an appeal from the results of the grievance proceeding may consult the Office of the Provost (faculty) or

the Office of Human Resources (SPA or EPA non-faculty employees) for information about the appropriate appeal route, if any.

2. Students

Students with grievances alleging discrimination on the basis of

a. disability, where covered by the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act;

b. gender, where covered by Title IX;

c. race, color or national origin where covered under the Civil Rights Act; or

d. FERPA

may also have the right to file a complaint with designated federal agencies. For more information about applicable federal complaint procedures, students should consult the Chair of the Committee.

3. Appeals

With the exceptions noted in subsections 1 and 2 above, there is no further appeal from a decision of the Student Grievance Committee.

No: W00812740
Date: 10/31/2012

IOWA

SECRETARY OF STATE

504RFN-445225
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

ACKNOWLEDGEMENT OF DOCUMENT FILED

The Secretary of State acknowledges receipt of the following document:

Certificate of Authority

The document was filed on Oct 30 2012 11:10AM, to be effective as of Oct 30 2012 11:10AM.

The amount of $25.00 was received in full payment of the filing fee.

STATE OF IOWA 1846 SEAL SECRETARY OF STATE

MATT SCHULTZ / SECRETARY OF STATE

Printed on Recycled Paper

NORTH CAROLINA
Department of the Secretary of State

CERTIFICATE OF EXISTENCE

I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify that

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

is a constituent institution of the University of North Carolina duly created under the laws of the State of North Carolina, having been enacted by the North Carolina General Assembly the 11th day of December, 1789.

I, FURTHER certify that Session Laws were enacted as follows:

Vol. XXV, Chapter XX, ***The State Records of North Carolina,*** Creation of the University of North Carolina.

Session Law 1931 c. 202, Consolidation of the University of North Carolina, North Carolina State College of Agriculture and Engineering, and the North Carolina College for Women into the University of North Carolina.

Session Law 1963 c. 448, Those three campuses shall be designated respectively "The University of North Carolina at Chapel Hill, North Carolina State University of the University of North Carolina at Raleigh, and the University of North Carolina at Greensboro."

Session Law 1971 c. 1244, The University of North Carolina System is created with the University of North Carolina at Chapel Hill named as one of the constituent institutions.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 10th day of October, 2012.

Elaine F. Marshall

Secretary of State

Scan to verify online.

Certification# 93259327-1 Reference# 11198804-gs Page: 1 of 1
Verify this certificate online at www.secretary.state.nc.us/verification

START HERE GO FURTHER FEDERAL STUDENT AID

School Default Rates FY 2009, 2008, and 2007

RETURN TO RESULTS

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2009	FY2008	FY2007
002974	University of North Carolina - Chapel Hill 102 South Building Chapel Hill NC 27599-9100	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	**Default Rate**	0.5	0.7	0.9
					No. in Default	19	23	25
					No. in Repay	3316	3050	2526
					Enrollment figures	31772	30303	31155
					Percentage Calculation	10.4	10.1	8.1

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2008 CDR Year will use 2006-2007 enrollment).

Current Date : 06/25/2012

ies NATIONAL CENTER FOR EDUCATION STATISTICS

COLLEGENavigator

University of North Carolina at Chapel Hill

103 South Bldg Cb 9100, Chapel Hill, North Carolina 27599

General information:	(919) 962-2211
Website:	www.unc.edu
Type:	4-year, Public
Awards offered:	One but less than two years certificate Bachelor's degree Postbaccalaureate certificate Master's degree Post-master's certificate Doctor's degree - research/scholarship Doctor's degree - professional practice
Campus setting:	City: Small
Campus housing:	Yes
Student population:	29,137 (18,430 undergraduate)
Student-to-faculty ratio:	14 to 1

View Full Map

IPEDS ID: 199120
OPE ID: 00297400

⊕ GENERAL INFORMATION

⊕ TUITION, FEES, AND ESTIMATED STUDENT EXPENSES

⊕ FINANCIAL AID

⊕ NET PRICE

⊕ ENROLLMENT

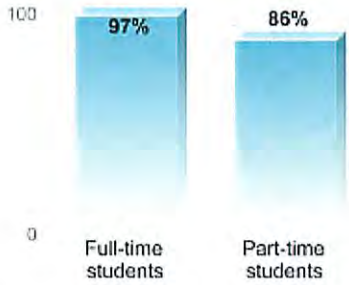
⊕ ADMISSIONS

⊖ RETENTION AND GRADUATION RATES

FIRST-TO-SECOND YEAR RETENTION RATES

Retention rates measure the percentage of first-time students who are seeking bachelor's degrees who return to the institution to continue their studies the following fall.

RETENTION RATES FOR FIRST-TIME STUDENTS PURSUING BACHELOR'S DEGREES



Percentage of Students Who Began Their Studies in Fall 2010 and Returned in Fall 2011

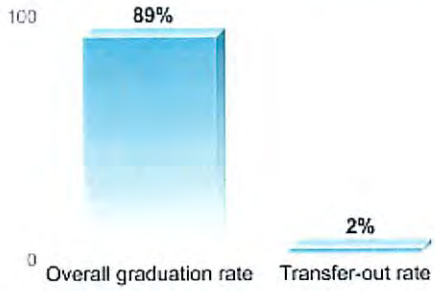
OVERALL GRADUATION RATE AND TRANSFER-OUT RATE

The overall graduation rate is also known as the "Student Right to Know" or IPEDS graduation rate. It tracks the progress of students who began their studies as **full-time, first-time degree- or certificate-seeking students** to see if they complete a degree or other award such as a certificate within 150% of "normal time" for completing the program in which they are enrolled.

Some institutions also report a transfer-out rate, which is the percentage of the full-time, first-time students who transferred to another institution.

Note that not all students at the institution are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate. **At this institution, 84 percent of entering students were counted as "full-time, first-time" in 2011.**

OVERALL GRADUATION AND TRANSFER-OUT RATES FOR STUDENTS WHO BEGAN THEIR STUDIES IN FALL 2005

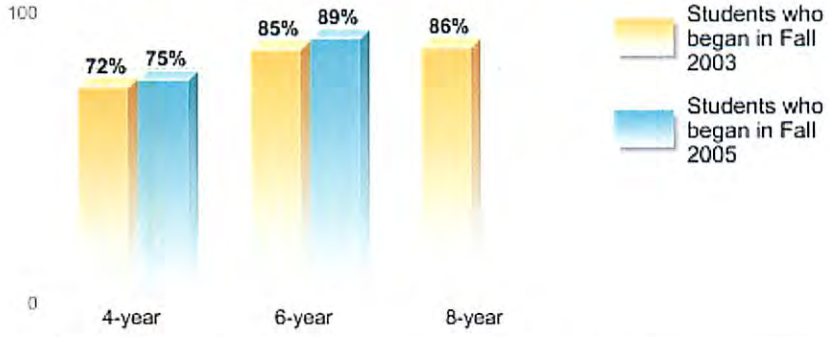


Percentage of Full-time, First-Time Students Who Graduated or Transferred Out Within 150% of "Normal Time" to Completion for Their Program

BACHELOR'S DEGREE GRADUATION RATES

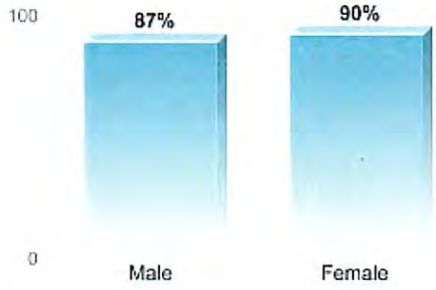
Bachelor's degree graduation rates measure the percentage of entering students beginning their studies full-time and are planning to get a bachelor's degree and who complete their degree program within a specified amount of time.

GRADUATION RATES FOR STUDENTS PURSUING BACHELOR'S DEGREES



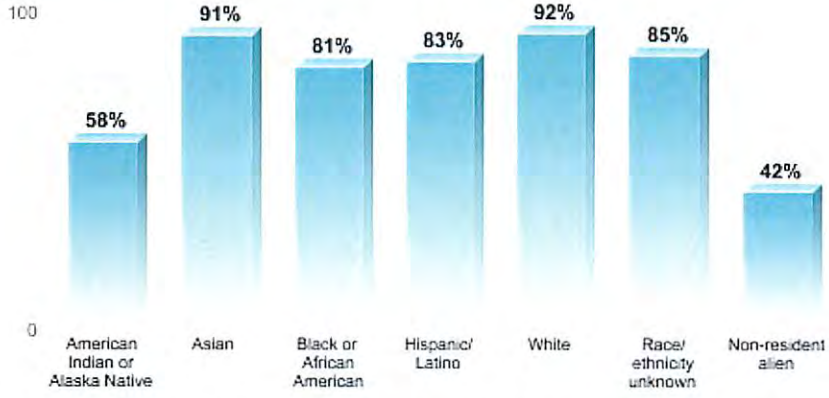
Percentage of Full-time, First-time Students Who Graduated in the Specified Amount of Time

6-YEAR GRADUATION RATE BY GENDER FOR STUDENTS PURSUING BACHELOR'S DEGREES



Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2005 and Received a Degree or Award Within 150% of "Normal Time" to Completion for Their Program

6-YEAR GRADUATION RATE BY RACE/ETHNICITY FOR STUDENTS PURSUING BACHELOR'S DEGREES



Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2005 and Received a Degree or Award Within 150% of "Normal Time" to Completion for Their Program

⊕ PROGRAMS/MAJORS

⊕ VARSITY ATHLETIC TEAMS

⊕ ACCREDITATION

⊕ CAMPUS SECURITY

⊕ COHORT DEFAULT RATES

National Center for Education Statistics - http://nces.ed.gov
U.S. Department of Education