



WAKE FOREST
UNIVERSITY

GRADUATE SCHOOL *of*
ARTS & SCIENCES

2022-2023 BULLETIN





WAKE FOREST UNIVERSITY GRADUATE SCHOOL OF ARTS AND SCIENCES

ANNOUNCEMENTS FOR 2022-2023

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The course offerings and requirements of the undergraduate schools are continually under examination, and revisions are expected. This Bulletin presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will remain the same.

Every effort is made to provide advance information of any changes.

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THE UNIVERSITY

Wake Forest University is characterized by its commitment to the liberal arts and professional education, its strong sense of community and engagement in society, and its encouragement of advancing the spirit of *Pro Humanitate*.

As an institution which respects free inquiry and expression, the University is known for upholding the teacher-scholar ideal; expecting exceptional teaching and outstanding research, scholarship and creativity; and promoting faculty interaction with students both in and out of the classroom that nurtures their intellectual and personal development.

Wake Forest University also welcomes the challenges of cultural diversity and pluralism in all their forms and is committed to addressing these challenges through the cultivation of diverse learning communities that reflect the world in which students and faculty live, work and lead.

Background

In 1834, Wake Forest Manual Labor Institute was founded by the Baptist State Convention of North Carolina. Re-chartered in 1838 as Wake Forest College, Wake Forest is one of the oldest institutions of higher learning in the state. The School of Law was established in 1894 and was followed by a two-year medical school in 1902. Wake Forest was a college for men until World War II, when women were admitted for the first time. In 1941, the medical school moved to Winston-Salem to become affiliated with North Carolina Baptist Hospital and was renamed the Bowman Gray School of Medicine.

In 1946, the trustees of Wake Forest and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the College to Winston-Salem, 100 miles to the west. Charles and Mary Reynolds Babcock donated much of the R.J. Reynolds family estate as the site for the campus, and building funds were received from many sources. From 1952 to 1956, the first 14 buildings were constructed in Georgian style on the new campus. The move to Winston-Salem took place in the summer of 1956; the original, or "old" campus, is now home to Southeastern Baptist Theological Seminary.

Following the move, Wake Forest grew considerably in enrollment, programs, and stature and became a university in 1967.

The Charles H. Babcock School of Business Administration, first established in 1948, admitted its first graduate students in 1971. In 1972, the school enrolled only graduate students and the name was changed to the Charles H. Babcock Graduate School of Management; departments of business and accountancy and economics were established in the College. In 1980, the Department of Business and Accountancy was reconstituted as the Wayne Calloway School of Business and Accountancy. In 2009, the Wayne Calloway School of Business and Accountancy and the Charles H. Babcock Graduate School of Management officially merged under the name Wake Forest University Schools of Business, and in 2013, the name was changed to the Wake Forest University School of Business.

The Division of Graduate Studies, established in 1961, is now organized as the Graduate School and encompasses advanced work in the arts and sciences on the Reynolda Campus, the Brookstown campus and the Wake Downtown campus.

In 1997, the medical school was renamed the Wake Forest University School of Medicine. The University in 2001 created a subsidiary entity, Wake Forest University Health Sciences, which operates the Medical School and is governed by a board of directors that includes in its membership University trustees and the Wake Forest University president. In 2016, the School of Medicine moved its medical education programs to Innovation Quarter in downtown Winston-Salem. In 2020, a health system integration arrangement was entered into with Charlotte-based Atrium Health, Inc. and plans were announced to add a second Medical School campus in Charlotte, which will welcome its first students in 2024.

The School of Divinity was established in 1999 and is located on the Reynolda Campus, and the School of Professional Studies was started in 2021 in Charlotte.

Governance

University governance is by an independent Board of Trustees; there are advisory boards of visitors for Wake Forest College, each professional school and Z. Smith Reynolds Library.

Campuses

The College, the School of Business, the School of Law, the Graduate School and the School of Divinity are located on the Reynolda Campus in northwest Winston-Salem. The Wake Forest School of Medicine is located in Innovation Quarter, four miles from the Reynolda Campus, in downtown Winston-Salem. The Brookstown Campus, also located in downtown Winston-Salem, houses select Graduate School programs. The Wake Forest University Charlotte Center, located in that city's acclaimed uptown business district, is home to select graduate business programs and the newly-formed School of Professional Studies, established in 2021. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, at Flow House in Vienna, in Wake Washington on Dupont Circle in Washington, D.C., and in several other places around the world.

Academic Offerings

The College offers courses in more than 40 fields of study leading to the baccalaureate degree.

The School of Divinity offers the master of divinity degree and joint degree programs in law, education, counseling and sustainability in conjunction with other divisions of the University.

The Wake Forest School of Business offers a four-year bachelor of science degree, with majors in accountancy, business and enterprise management, finance, and mathematical business (offered jointly with the Department of Mathematics); and four graduate degree programs: master of science in accountancy (MSA), master of arts in management (MA), master of business administration (MBA), and master of science in business analytics (MSBA).

The School of Law offers the juris doctor, doctor of juridical science degree (SJD), master of studies in law degree (MSL), and master of laws in American law degrees. The school also offers joint JD programs with the School of Business, the School of Divinity and the Graduate School.

In addition to the doctor of medicine degree, the Wake Forest School of Medicine offers, through the Graduate School, programs leading to the master of science and doctor of philosophy degrees in biomedical

sciences. The School of Medicine and the School of Business offer a joint MD/MBA program.

The Graduate School confers the master of arts, master of arts in education, master of arts in liberal studies, and master of science degrees in the arts and sciences and the doctor of philosophy degree in biology, chemistry and physics. The Graduate School also offers an MFA in documentary film and dual degree programs with the School of Medicine and the School of Business. Additionally, the school also offers joint degree programs with the School of Law and the School of Divinity.

Equity in Athletics

The Higher Education Act requires that institutions of higher education make available by October 15 of each year a copy of the Equity in Athletics Disclosure Act annual report to any student who requests one. Please contact the Athletic Department to request a copy of this document.

University Mission and Purpose

Statement of Mission and Purpose

Wake Forest is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in its pursuit of its mission derives from its private, coeducational, and residential character; its size and location; and its Baptist heritage. Each of these factors constitutes a significant aspect of the unique character of the institution.

The University is now comprised of seven constituent parts: Wake Forest College, the Graduate School of Arts and Sciences, the School of Law, the School of Medicine, the School of Business, the School of Divinity, and the School of Professional Studies. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing critical appreciation of moral, aesthetic and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and utilizing knowledge in the service of humanity.

Wake Forest has been dedicated to the liberal arts for over a century and a half; this means education in the fundamental fields of human knowledge and achievement, as distinguished from education that is technical or narrowly vocational. It seeks to encourage habits of mind that ask “why,” that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth. Wake Forest College has by far the largest student body in the University, and its function is central to the University’s larger life. The College and the Graduate School are most singularly focused on learning for its own sake; they therefore serve as exemplars of specific academic values in the life of the University.

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields, as a complement to its primary mission of liberal arts education. This responsibility is fulfilled in the conviction that the humane values embodied in the liberal arts are also centrally relevant to the professions. Professional education at Wake Forest is characterized by a commitment to ethical and other professional ideals that transcend technical skills. Like the Graduate School, the professional schools are dedicated to the advancement of learning in their fields. In addition, they are specifically committed to the application of knowledge to solving concrete problems of human beings.

They are strengthened by values and goals which they share with the College and Graduate School, and the professional schools enhance the work of these schools and the University as a whole by serving as models of service to humanity.

Wake Forest was founded by private initiative, and ultimate decision-making authority lies in a privately appointed Board of Trustees rather than in a public body. Funded to a large extent from private sources of support, it is determined to chart its own course in the pursuit of its goals. As a co-educational institution it seeks to “educate together” persons of both sexes and from a wide range of backgrounds—racial, ethnic, religious, geographical, socio-economic and cultural. Its residential features are conducive to learning and to the pursuit of a wide range of co-curricular activities. It has made a conscious choice to remain small in overall size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Piedmont area of North Carolina engenders an ethos that is distinctively Southern, and more specifically North Carolinian. As it seeks further to broaden its constituency and to receive national recognition, it is also finding ways to maintain the ethos associated with its regional roots.

Wake Forest is proud of its Baptist and Christian heritage. For more than a century and a half, it has provided the University an indispensable basis for its mission and purpose, enabling Wake Forest to educate thousands of ministers and lay people for enlightened leadership in their churches and communities. Far from being exclusive and parochial, this religious tradition gives the University roots that ensure its lasting identity and branches that provide a supportive environment for a wide variety of faiths. The Baptist insistence on both the separation of church and state and local autonomy has helped to protect the University from interference and domination by outside interests, whether these be commercial, governmental, or ecclesiastical. The Baptist stress upon an uncoerced conscience in matters of religious belief has been translated into a concern for academic freedom. The Baptist emphasis upon revealed truth enables a strong religious critique of human reason, even as the claims of revelation are put under the scrutiny of reason. The character of intellectual life at Wake Forest encourages open and frank dialogue and provides assurance that the University will be ecumenical and not provincial in scope, and that it must encompass perspectives other than the Christian. Wake Forest thus seeks to maintain and invigorate what is noblest in its religious heritage.

History and Development

Since 1834, Wake Forest has been an institution dedicated to providing a quality education to young people interested in using their knowledge and talents to better the world around them. Characterized by exceptional teaching, outstanding research and scholarship, and meaningful connection with one another, a Wake Forest education is designed to help develop leaders of character intent on working and living in the spirit of Pro Humanitate (for humanity).

The brief history of Wake Forest is useful in understanding the University as it is today and appreciating the process through which it developed. For more information and a detailed timeline illuminating Wake Forest’s history, please visit WFU Timeline (<https://zsr.wfu.edu/special/collections/archives/wfu-timeline/#event-college-building-construction>).

Chronological History of Wake Forest University

Year	Event
1834	Founded in the town of Wake Forest, North Carolina, as Wake Forest Manual Labor Institute by the Baptist State Convention of North Carolina. Samuel Wait, president
1838	Named Wake Forest College
1845	William Hooper, president
1849	John Brown White, president
1854	Washington Manly Wingate, president
1879	Thomas Henderson Pritchard, president
1884	Charles Elisha Taylor, president
1894	School of Law established
1902	Two-year School of Medicine established
1905	William Louis Poteat, president
1921	First summer session
1927	Francis Pendleton Gaines, president
1930	Thurman D. Kitchin, president
1941	Relocation of the School of Medicine to Winston-Salem and eventual change of name to Bowman Gray School of Medicine and association with the North Carolina Baptist Hospital
1942	Women admitted as undergraduate students
1950	Harold Wayland Tribble, president
1953	Wake Forest becomes a founding member of the Atlantic Coast Conference
1956	Move to Winston-Salem, 100 miles west, in response to an endowment from the Z. Smith Reynolds Foundation. No American college has picked up roots as deep and moved them so far.
1961	Graduate School of Arts and Sciences established
1962	First major private university in the South to integrate with the enrollment of Edward Reynolds
1967	James Ralph Scales, president
1967	Change of name to Wake Forest University
1969	Charles H. Babcock Graduate School of Management established
1974	Purchased Casa Artom in Venice to serve as an academic international house for students
1977	Purchased Worrell House in London to serve as an academic international house for students

1983	Thomas K. Hearn Jr., president
1984	Sesquicentennial anniversary
1986	Established governing independence from the Baptist State Convention of North Carolina
1994	Carnegie Foundation recognizes Wake Forest as a Doctoral II institution, an upgrade that qualifies the University for consideration as a National University according to U.S. News & World Report rankings
1995	School of Business and Accountancy is renamed the Wayne Calloway School of Business and Accountancy
1996	Wake Forest becomes the first college in the history of the U.S. News rankings to advance from classification as a Regional University to a Top-30 National University. It remains the only school to make this jump.
1997	Change of name to Wake Forest University School of Medicine
1998	Purchased Flow House in Vienna to serve as an academic international house for students
1999	Divinity School founded
2005	Nathan O. Hatch, president
2008	Wake Forest announces it will become the first Top-30 National University to no longer require admission applicants to submit standardized test scores. This is a distinction we still hold.
2009	The Wayne Calloway School of Business and Accountancy and the Charles H. Babcock Graduate School of Management officially merged under the name Wake Forest University Schools of Business (now named Wake Forest University School of Business)
2010	Wake Forest begins a 10-year, \$625 million construction effort that enhances academic, residential and athletic facilities.
2012	Opening of Wake Forest University Charlotte Center in uptown Charlotte, N.C.
2013	Farrell Hall opens to house the Wake Forest University School of Business; the first of 10 presidential endowed chairs was created to recognize faculty who represent the teacher-scholar ideal.
2014	Thrive, a comprehensive wellbeing initiative, was launched.

2015	Summer Immersion Program opens for high school students.
2016	The School of Medicine moves its medical education programs to Innovation Quarter in downtown Winston-Salem.
2017	Opening of Wake Downtown, home to new biomedical sciences and engineering programs; opening of the Wake Washington Center at One Dupont Circle, Washington, D.C.; start of a study-abroad program for first-year students in Copenhagen; Wake Forest receives \$70 million for scholarships from the late Porter Byrum (JD '42), the largest gift in the University's history; a new residence hall honoring Maya Angelou (LHD '77) is dedicated; Program for Leadership and Character launched.
2018	Reynolda Cabinet expands to include the chief diversity officer; a three-year project to transform the 1950s Reynolds Gym into a health and wellbeing center is complete.
2019	The President's Commission on Race, Equity and Community is formed to illuminate the University's history and guide action moving forward; the University ranks 4th among U.S. doctoral colleges and universities in percentage of students studying abroad.
2020	President Nathan Hatch, on behalf of the University, apologizes for the University's role in the institution of slavery; Wake Will Lead campaign exceeds its \$1 billion goal, having created more than 50 endowed professorships, funded renovations and new buildings, provided scholarship dollars to 1 in 5 undergraduates, lowered student debt by 30% and added nearly \$400 million to the endowment; a health system integration arrangement is entered into with Charlotte-based Atrium Health, Inc. and plans are announced to add a second Medical School campus in Charlotte.
2021	School for Professional Studies opens in Charlotte; Susan R. Wentz takes office as president on July 1.

Accreditation

Wake Forest University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Questions about the

accreditation of Wake Forest University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org) (<https://bulletin.wfu.edu/university/accreditation/sacscoc.org>).

The College of Arts and Sciences has a number of program-level accreditations, including the following.

- The Department of Chemistry's BS programs are approved by the American Chemical Society (ACS).
- The School Counseling Program and the Clinical Mental Health Program are accredited by CACREP (Council on Accreditation of Counseling and Related Programs). Additionally, the School Counseling Program is accredited by the Council for Accreditation of Education Preparation (CAEP) and by the North Carolina Department of Public Instruction (NCDPI).
- Teacher licensure programs in the Department of Education are approved by the North Carolina Department of Public Instruction (NCDPI).

The School of Business is accredited by the Association to Advance Collegiate School of Business (AACSB International).

The School of Divinity is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS).

The Graduate School has a number of program-level accreditations, including the following.

- The Genetic Counseling Program is accredited by the Accreditation Council for Genetic Counseling.
- The School Counseling Program and the Clinical Mental Health Program are accredited by CACREP (Council on Accreditation of Counseling and Related Programs). Additionally, the School Counseling Program at Wake Forest University is accredited by the Council for Accreditation of Education Preparation (CAEP) and by the North Carolina Department of Public Instruction (NCDPI).

The School of Law is accredited by the American Bar Association (ABA). The School of Law is a member of the Association of American Law Schools, and is listed as an approved school by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and by the Board of Law Examiners and the Council of the North Carolina State Bar.

The School of Medicine is a member of the Association of American Medical Colleges and has a number of program-level accreditation, including the following.

- The Doctorate of Medicine Program is accredited by the Liaison Committee on Medical Education (LCME), the joint accrediting body of the Association of American Medical Colleges and the American Medical Association.
- The Nurse Anesthesia Program (NAP) is accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs (COA).
- The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant Inc. (ARC-PA).

[Internship/Residency](#)

The American Dental Association, Commission on Dental Accreditation accredits Post-Doctoral-Advanced dental education programs (advanced education in general dentistry and general practice residency).

The American Psychological Association, Commission on Accreditation accredits Professional Psychology (IPSY).

Wake Forest University is a member of many major institutional organizations and associations at the national, regional and statewide levels, including the following: The American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, the Council of Graduate Schools in the United States, the Commission on Colleges of the Southern Association of Colleges and Schools, Oak Ridge Associated Universities, Southern Universities Conference, the North Carolina Conference of Graduate Schools, the North Carolina Association of Colleges and Universities, the North Carolina Department of Public Instruction and North Carolina Independent Colleges and Universities. In addition, many offices of the University are members of associations which focus on particular aspects of university administration.

Wake Forest has chapters of the principal national social fraternities and sororities, professional fraternities and honor societies, including Phi Beta Kappa and Sigma Xi. There is an active chapter of the American Association of University Professors on campus.

Buildings and Grounds

The *Reynolda Campus* of Wake Forest, which opened in the summer of 1956 upon the institution's move from its original home near Raleigh, is situated on approximately 340 acres. Its physical facilities consist of more than 80 buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone.

The main Quadrangle, *Hearn Plaza*, is named for Wake Forest's 12th president, Thomas K. Hearn Jr., who served from 1983 to 2005. *Manchester Plaza*, named for benefactors and Wake Forest parents Doug Manchester (P '03, P '06) and Elizabeth Manchester (P '03, P '06), is located on south campus. The *Reynolda Gardens complex*, consisting of about 128 acres and including *Reynolda Woods*, *Reynolda Village*, *Reynolda Gardens*, and *Reynolda House and Museum of American Art*, is adjacent to the campus. The *Graylyn International Conference Center* is nearby.

Wait Chapel, named in memory of Samuel Wait, the first president of the College, seats 2,227. The *Wait Chapel* tower contains the Janet Jeffrey Carlile Harris Carillon, an instrument of 48 bells.

Divinity and Religious Studies Building houses the Department for the Study of Religions and the School of Divinity.

Reynolda Hall, across the upper plaza from Wait Chapel, houses most of the administration, including offices of the President, the Provost, the Dean of the College, the Center for Global Programs and Studies, the Office of Personal and Career Development, and the University Chaplain. It is also home of a large dining facility for the Reynolda Campus.

Benson University Center, named for the father of benefactor Clifton Linwood Benson Jr. ('64), houses the Student Union and is the central hub for student activities, services, and events. The bottom floor of Benson is the home to Pugh Auditorium movie theater and several food venues, and the LGBTQ Center is located on the second floor.

Z. Smith Reynolds Library and its *Edwin Graves Wilson Wing*, named in honor of the Class of 1943 graduate who became a distinguished English professor and administrator at his alma mater, house the main collection of books and documents on the Reynolda Campus. Along with eight floors of open stacks, it has reading and reference rooms for study.

Carswell Hall, named in honor of alumnus and benefactor Guy T. Carswell (1922, LLD '62), houses the Department of Communication and the Annenberg Forum, a large multimedia lecture space.

Winston Hall houses the Department of Biology and *Salem Hall* is home to the Department of Chemistry. Both buildings have laboratories as well as classrooms and special research facilities. The *Olin Physical Laboratory* houses the Department of Physics.

Harold W. Tribble Hall, named for Wake Forest's 10th president, accommodates primarily humanities departments. It has seminar rooms, a philosophy library, and a multimedia lecture space, DeTamble Auditorium.

The *Timothy S. Y. Lam Museum of Anthropology*, named for alumnus, parent, and benefactor Timothy See Yiu Lam ('60, P '93, P '98) houses North Carolina's only museum dedicated to the study of world cultures.

Calloway Center for Mathematics and Computer Science was named in honor of former University Trustee Wayne Calloway ('59, LLD '88, P '95). The building houses the Departments of Mathematics, Statistical Sciences, and Computer Science in Manchester Hall and the Departments of Politics and International Affairs, Economics, and Sociology in Kirby Hall.

Farrell Hall, named for Wake Forest parents and benefactors Michael (LLD '13, P '10) and Mary (P '10) Farrell, broke ground in April 2011 and is home to the School of Business. It hosted its first classes in July 2013 and was formally dedicated in November 2013.

William B. Greene Jr. Hall, named for alumnus and benefactor Bill Greene ('59), houses the Departments of Psychology, German and Russian, French Studies, and Spanish.

James R. Scales Fine Arts Center, named for James Ralph Scales, Wake Forest's 11th president, supports the functions of studio art, theatre, musical and dance performances, and instruction in art history, drama and music. Off its main lobby is the *Charlotte and Philip Hanes Gallery*, a facility for special exhibitions. The art wing includes spacious studios for drawing, painting, sculpture, and printmaking, along with a smaller gallery and classrooms. Adjacent to the art wing is a dance studio for performances and rehearsals. The theatre wing has design and production areas and two technically complete theatres, the larger of traditional design and the smaller for ring productions. The music wing contains classrooms, practice rooms for individuals and groups, the offices of the Department of Music and Brendle Recital Hall for concerts and lectures.

Worrell Professional Center, named for alumnus and benefactor T. Eugene Worrell ('40, LHD '79), houses the School of Law. Recent additions to Worrell in 2016 provided a new home for instruction in the Department of Health and Exercise Science.

The *ROTC Building* is home to the Wake Forest Reserve Officers Training Corps program and military science studies.

Wake Forest Wellbeing Center, comprised of the *Sutton Center* and the *Historic W.N. Reynolds Gymnasium*, was reimagined and officially dedicated in 2018. The *Sutton Center*, named for alumnus and benefactor

Ben Sutton ('80, JD '83, P '14, P '16, P '19), provides a large venue for wellbeing, social and academic gatherings; and *Historic W.N. Reynolds Gymnasium*, named for a prominent member of the family that helped bring the campus to Winston-Salem, has courts for indoor sports, a swimming pool, and Student Health Service.

Wake Forest is home to outstanding athletics facilities designed to enhance the health, wellbeing, and competitive excellence of all Demon Deacon teams.

Adjacent to the *Wellbeing Center* is *Kentner Stadium*, *Manchester Athletic Center*, and the *Kenneth D. Miller Center*, all of which are named for University benefactors. *Kentner* is home to the Demon Deacon field hockey team and the *Manchester* and *Miller Centers* house athletics administration.

The newest facilities on campus opened in September 2019. The *Sutton Sports Performance Center*, also named for Ben Sutton, and the *Shah Basketball Performance Center*, honoring benefactor and alumnus Mit Shah ('91), are dedicated to the strength, conditioning, sport-specific practice, and nutrition of student-athletes.

Spry Stadium, home of Wake Forest men's and women's soccer, is situated across from North Campus housing. Named for the father of benefactor William D. Spry, Jr. (P '97), the facility is one of the best in the country.

McCreary Field House, named for alumnus and benefactor Bob McCreary ('61), opened in 2016, providing indoor practice facilities and weightlifting for all of Wake Forest's intercollegiate sports teams.

The *Arnold Palmer Golf Complex*, named in honor of benefactor and Life Trustee Arnold Palmer ('51, LLD '70), includes the *Dianne Dailey Golf Learning Center*, which opened in 2010 and is named for the coach who led the women's golf program for 30 years, and the *Haddock Golf Center*, completed in 2016 and named for Jesse Haddock ('52, P '68), who coached the Deacons to three NCAA championships in his 32 years of service.

The three largest athletics venues are located 1.3 miles off the Reynolda Campus. *BB&T Field* is the home of the football team; basketball teams play in *Lawrence Joel Veterans Memorial Coliseum*, named after a decorated Vietnam War veteran from Winston-Salem; and baseball's home is *David F. Couch Ballpark*, named for a 1984 graduate and benefactor.

Alumni Hall houses University Advancement, the University Police Department, and the Department of Parking and Transportation.

Porter B. Byrum Welcome Center, named for alumnus and benefactor Porter B. Byrum (JD '42), is at the entrance to Wake Forest. The building allows prospective students and their families an opportunity to learn more about the University and to meet with admissions staff.

The Wake Forest campus has a wide variety of housing options available to students in residence halls named for alumni, faculty, benefactors, and Wake Forest presidents: *Babcock Hall*, *Bostwick Hall*, *Collins Hall*, *Davis Hall*, *Efird Hall*, *Huffman Hall*, *Johnson Hall*, *Kitchin Hall*, *Luter Hall*, *Martin Hall*, *North Campus Apartments*, *Palmer Hall*, *Piccolo Hall*, *Polo Hall*, *Poteat Hall*, *Student Apartments*, *South Hall* and *Taylor Hall*. *Dogwood and Magnolia Residence Halls* opened in August 2013 and are coeducational by floor, wing, or apartment. In January 2014, the *North Dining* facilities opened adjacent to the new residence halls providing alternative dining options to the north side of campus. In January 2017, *Maya Angelou Residence Hall*, named in honor of the distinguished Wake Forest faculty member

and internationally acclaimed poet, opened. It is also home to the Office of Residence Life and Housing and the Deacon OneCard Office.

In January 2017, converted tobacco warehouses became the home of new degree programs in biomedical sciences and engineering. Known as *Wake Downtown*, this academic extension is located a 13-minute shuttle ride from the Reynolda Campus. That same year, the University opened *Wake Washington Center*, a home of academic operations on DuPont Circle in Washington, D.C.

Wake Forest is the only Top-30 national university to own academic-residential houses in three foreign countries. The University purchased *Casa Artom*, located on the Grand Canal in Venice and named for beloved medical school professor Dr. Camillo Artom, in 1974. Three years later, it acquired a London facility and named it *Worrell House* in honor of benefactor T. Eugene Worrell ('40, LHD '79) and his wife, Anne Worrell. And in 1998, *Flow House*, located in Vienna and named in honor of alumnus, benefactor, and Life Trustee Victor I. Flow ('52, P '83) and his wife, Roddy Flow (P '83), became part of the Wake Forest family.

Enrollment

All Schools—Fall 2021

School	Men	Women	Total
Undergraduate Schools	2,502	2,970	5,472
The Graduate School (Reynolda Campus)	229	476	705
The Graduate School (Bowman Gray Campus)	166	259	425
The School of Law	258	370	628
Divinity School	25	44	69
School of Business (Graduate)	480	340	820
The Wake Forest School of Medicine (Includes Physician Assistant, Nurse Anesthesia and Doctor of Nursing Practice)	314	514	828
University Totals	3,974	4,973	8,947

Geographic Distribution—Undergraduates

By State (2021)

State	Number
Alabama	33
Alaska	2
Arizona	11
Arkansas	7
California	206
Colorado	60
Connecticut	215
Delaware	22
District of Columbia	25
Florida	331
Georgia	244
Hawaii	0
Idaho	2
Illinois	166
Indiana	13

Iowa	3
Kansas	7
Kentucky	40
Louisiana	29
Maine	14
Maryland	237
Massachusetts	260
Michigan	20
Minnesota	43
Mississippi	6
Missouri	34
Montana	4
Nebraska	0
Nevada	4
New Hampshire	13
New Jersey	350
New Mexico	3
New York	460
North Carolina	962
North Dakota	0
Ohio	90
Oklahoma	7
Oregon	5
Pennsylvania	211
Rhode Island	15
South Carolina	137
South Dakota	2
Tennessee	120
Texas	182
Utah	2
Vermont	11
Virginia	235
Washington	21
West Virginia	14
Wisconsin	14
Wyoming	2

Countries Represented (Fall 2021)

- Argentina
- Australia
- Austria
- Bahamas
- Bahrain
- Belgium
- Bermuda
- Brazil
- Canada
- China
- Colombia
- Ethiopia
- France
- Germany

- Guatemala
- Hong Kong
- Iceland
- India
- Indonesia
- Ireland
- Italy
- Jamaica
- Mexico
- Netherlands
- Oman
- Pakistan
- Peru
- Philippines
- Saudi Arabia
- South Africa
- South Korea
- Spain
- Sweden
- Switzerland
- Tunisia
- Turkey
- United Arab Emirates
- United Kingdom
- Vietnam

International Students: 497

University Policies

- Family Educational Rights and Privacy Act
- Intellectual Property and Copyright Policies
- Non-Discrimination Statement
- Policy on Sexual Harassment
- Summary of Computing Rights and Responsibilities

Wake Forest University endorses, as a basic principle of University life, the concept of responsible student freedom, which carries with it the recognition by each student of the rights and obligations of other members of the University community.

The University encourages students to conduct themselves as mature men and women and invites them to participate in the formation of rules and to assume major responsibility in judicial decisions. At the same time, all participants in University life must remember that, by the charter of the University, the board of trustees is ultimately responsible for the University and for its operation. Wake Forest also expects its students to abide by local, state, and federal laws, as well as by generally accepted moral standards. Although the University's role is not to duplicate civil law enforcement or judicial action, it may exercise authority for reasons appropriate to its function as an educational institution.

In keeping with its historic concern for students individually and corporately, Wake Forest has a legitimate interest in their welfare in and out of class, on campus and off. The University is concerned with student actions that are inconsistent with student obligations to the educational community. When, in the opinion of the University, the conduct of a student at any place is reprehensible or detrimental to the best interests

of that student, his or her fellow students, or the University, appropriate disciplinary action will be taken.

Wake Forest believes in individual freedom, not as a right, but as a responsibility: freedom to be and to become. Attendance at Wake Forest is a privilege, not a right. The University's traditions and principles, accepted by each student in his or her voluntary registration, evolve from the core of this individual concept of freedom and responsibility. Therefore, it is assumed that the student who elects to come to Wake Forest does so with the intent of being, in fact and in spirit, a cooperating member of this community.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

Directory information may be disclosed by Wake Forest for any purpose in its discretion without the consent of the student. Students have the right to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of the student, or as otherwise allowed by FERPA. Any student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with this institution at the Office of the Registrar. Forms are available at that office. If a refusal is not filed, Wake Forest assumes that a student does not object to the release of the directory information designated.

1. **Right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the students of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be made.
2. **The right to request amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. The student should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person serving on the board of trustees; a student serving on an official committee,

such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or a person, company, or governmental unit with whom the University has contracted to perform duties or services involving education records. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The following information regarding students is considered directory information:

- a. name
 - b. address
 - c. telephone number
 - d. electronic mail addresses
 - e. date and place of birth
 - f. major field of study
 - g. enrollment status (undergraduate or graduate, full or part-time)
 - h. grade level
 - i. participation in officially recognized activities and sports
 - j. weight and height of members of athletic teams
 - k. dates of attendance
 - l. degrees and awards received
 - m. the most recent previous educational agency or institution attended by the student, and
 - n. other similar information such as a photograph.
4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is:
Family Policy Compliance Office, U.S. Department of Education
400 Maryland Avenue S.W.
Washington, DC 20202-4605.

Intellectual Property and Copyright Policies

Intellectual Property Policy

Review the policy here (<https://policy.wfu.edu/reynolda-campus-intellectual-property-policy/>).

Copyright Policy

Review the policy here (<https://policy.wfu.edu/copyright-policy/>).

Non-Discrimination Statement

Wake Forest University is committed to diversity, inclusion and the spirit of its motto, *Pro Humanitate*. In adherence with applicable laws and as provided by University policies, the University prohibits discrimination in its employment practices and its educational programs and activities on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability and veteran status.

The following person has been designated to handle inquiries regarding the University's non-discrimination policies:

Title IX Coordinator

Section 504/ADA Coordinator
 titleixcoordinator@wfu.edu
 Reynolda Hall 307 Winston-Salem, NC 27106
 336-758-7258

Assistant Vice President Human Resources
 AskHR@wfu.edu
 2958 Reynolda Road, Winston-Salem, NC 27106
 (336)758-4700

Deputy Title IX Coordinators have also been designated and represent various University schools/divisions. Contact information for each Deputy Coordinator can be obtained from the University's Title IX Coordinator.

Inquiries concerning the application of anti-discrimination laws may be referred to the individuals listed above or to the Office for Civil Rights, United States Department of Education. For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the U. S. Department of Education office that serves your area, or call 1-800-421-3481.

Policy on Sexual Harassment

Wake Forest University expects all members of its community to act in respectful and responsible ways towards each other. Wake Forest University is committed to providing programs, activities and an educational environment free from sex discrimination. This Student Sexual Misconduct Policy sets forth resources available to students, describes prohibited conduct, and establishes procedures for responding to reports of sexual misconduct (including sexual assault, sexual harassment, and other unwelcome sexual behavior).

As a recipient of Federal funds, Wake Forest is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. ("Title IX"), which prohibits discrimination on the basis of sex in education programs or activities. Sexual misconduct, as defined in this Policy, is a form of sex discrimination prohibited by Title IX.

This policy addresses complaints of sexual misconduct where the accused is a student of Wake Forest University. Complaints relating to sexual misconduct by a member of the University faculty or staff may be reported to the University's Title IX Coordinator. Details regarding Wake Forest's policy directed at sexual harassment by employees may be found at <http://www.wfu.edu/hr/policies/II-3.pdf>.

Summary of Computing Rights and Responsibilities

The policy applies to all computer and computer communication facilities owned, leased, operated, or contracted by the University. This includes, but is not limited to, tablets, personal computers, laptops, smart phones, computer networks, computer peripherals, and software, whether used for academic, administration, research or other purposes. This also includes use of University data or access to computer systems by personal devices such as computers, tablets, and smart phones by faculty, staff, students and guests. The policy extends to any use of University facilities to access computers elsewhere.

Wake Forest University provides each of its students and faculty with an email account. Outside of the classroom, email is an important means of communication between faculty, staff, and students. It is the

responsibility of the student to regularly monitor his or her Wake Forest email account for University communications.

Basic Principles. The University's computing resources are for administrative, instructional, educational, and research use by the students, faculty, staff, vendors and contractors of Wake Forest University. Ethical standards which apply to other University activities (Honor Code, Social Regulations and Policies, and all local, state, and federal laws) apply equally to use of University computing resources.

As in all aspects of University life, users of the University's computing resources should act honorably and in a manner consistent with ordinary ethical obligations. Cheating, stealing, making false or deceiving statements, plagiarism, vandalism, and harassment are just as wrong in the context of computing resources as they are in all other domains.

Use of campus resources is restricted to authorized users. For the purposes of this policy, an "authorized user" is defined as an individual who has been assigned a login ID and authentication credentials such as a password for use of computing resources. Authorized users are responsible for the proper use of the accounts assigned to them under their login ID and authentication credentials. Users are also responsible for reporting any activities which they believe to be in violation of this policy, just as students are responsible for reporting Honor Code violations.

Use of these resources must be done:

- *In a manner consistent with the terms under which they were granted access*
- *In a way that respects the rights and privacy of other users; so as not to interfere with or violate the normal, appropriate use of these resources; and*
- *In a responsible manner and consistent with University policies and the workplace and educational environment.*

For faculty, staff, vendors, contractors, and other non-students, limited personal use of University issued computing resources is authorized so long as it does not impact University computers, network, or interfere with work related activities and is not prohibited by this or other policies.

For students, personal activity is allowed as long as it does not interfere with other University computers or network bandwidth and is not prohibited by this or other policies.

Systems Monitoring. This statement serves as notice to all users of campus computing resources that regular monitoring of system activities occurs and users should have no expectation of privacy while on the WFU network or computer systems. Only people engaged in supporting University computing resources are authorized to perform monitoring of systems and only for systems under their control.

Policy Violations. Suspected violation of this policy will be handled through the appropriate University process or office, such as administrative procedures, The Honor and Ethics Council, the Graduate Council, Dean's office, or Human Resources.

Violation of this policy may result in one or more of the following, in addition to any other actions deemed appropriate by the applicable authority:

- *Suspension of one's ability to perform interactive logins on relevant machines on campus.*
- *Suspension of one's ability to use the University's computing resources.*

- *Suspension of one's ability to send or receive email.*
- *Increased monitoring of further computer activity (beyond normal systems monitoring).*

Locating Computing Policy Information and Policy Updates. The above summary is based on the "Policy on Ethical and Responsible Use of Computing Resources". These policies may be updated, shortened, or expanded from time to time.

Full policies can be reviewed online (<https://is.wfu.edu/services/policies-and-standards/>).

University Services

- Global Affairs
- Information Systems
- Libraries
- Parking and Transportation
- Student Health and Wellbeing
- University Police and Safety Services

Global Affairs

- Center for Global Programs & Studies (GPS)
- Center for Immigration Services & Support (ISS)
- Center for Research on Abroad and International Student Engagement (RAISE)

Center for Global Programs & Studies (GPS)

The Center for Global Programs and Studies (GPS) advances a global campus community and cultivates global mindsets through collaborative initiatives, programs, and services for the entire University. A complete list of programs and services offered by GPS is available here (<http://global.wfu.edu>).

Contact Information:

The Center for Global Programs and Studies
Reynolda Hall, Room 116
Phone: 336-758-5938

Global Abroad and Away

Global Abroad and Away (<http://studyabroad.wfu.edu/>) manages the extensive offerings of Wake Forest and Affiliate study away programs and provides advising to all students pursuing these academic opportunities. Other programs and services include:

- Study abroad/away scholarships (<http://studyabroad.wfu.edu/funding/>)
- Passport Assistance
- Community-Based Global Learning (CBGL) programs (<https://global.wfu.edu/staff/international-service/>)
- Cross-Cultural Engagement (CCE) program (<https://global.wfu.edu/global-abroad/cross-cultural-engagement/>)
- Contemporary Global Studies Minor coordination and support (<https://global.wfu.edu/global-campus/international-minors/>)

- Global Trade and Commerce Studies Minor coordination and support (<https://global.wfu.edu/global-campus/international-minors/global-trade-commerce-studies/>)

Global Campus Programs

The Global Campus Programs (GCP) team is responsible for the planning, design, and implementation of programs focused on building a global campus community. The GCP team is both proactive and responsive to developing collaborative programming based on the needs of students, faculty, staff, and campus partners with the goal of enhancing global mindsets. Hallmark programs include: Global Village Living and Learning Community (<https://global.wfu.edu/global-campus/global-villages/>), Global Laureates Academy (<https://global.wfu.edu/global-laureates-academy/>), and the WISE Conference (<https://global.wfu.edu/global-campus/wise-conference/>) for International Educators.

Center for Immigration Services & Support (ISS)

The Center for Immigration Services & Support (ISS) (<https://global.wfu.edu/iss/>) provides visa processing and immigration support to international students, faculty, and staff during their time at Wake Forest and beyond. Through maintaining compliance with immigration regulations and accurate reporting to several federal government agencies, the ISS team ensures Wake Forest can continue to host international students, faculty, and staff on its campuses. ISS organizes many cultural activities and immigration information sessions throughout the year to educate campus stakeholders on various processes and procedures. The experts in ISS also advocate for services that will enhance the experience of our international population on campus.

Center for Research on Abroad and International Student Engagement (RAISE)

The RAISE Center (<https://raisecenter.wfu.edu/>) seeks to understand and enhance the experiences, engagement, and development of abroad and international students. Composed of researchers across multiple institutions, the RAISE Center provides the following opportunities for WFU faculty, staff, and students to engage in research and practice in international education:

- Research on International Student Engagement (<https://raisecenter.wfu.edu/projects/project-rise/>) (Project RISE)
- Academic Research on Education Abroad (<https://raisecenter.wfu.edu/projects/areadatabase/>) (AREA) Database
- Global Accelerator Program (<https://global.wfu.edu/global-outreach/wfugap/>) provides faculty cross-cultural teaching opportunities in China

For more information, please contact raise@wfu.edu

Information Systems

Information Systems (<https://is.wfu.edu/>) supports University instruction, research, and administrative needs through computing and telecommunications services. The University's computing resources serve both academic and business needs. Wake Forest's network infrastructure includes a 10-gigabit-per-second Ethernet backbone, a

mixture of 100-Megabit and 1-Gigabit-per-second switched connectivity to the desktop, and pervasive wireless connectivity in all campus buildings and select outdoor locations.

All students are given a WFU account. This account is maintained as long as the student is enrolled and provides access to networked computer resources such as electronic mail, client software packages, various courseware applications, and administrative services. Students are able to reset their forgotten password or change their expired password through a self-service password management portal, [account.wfu.edu](https://account.wfu.edu/pwm/public/) (<https://account.wfu.edu/pwm/public/>). Eduroam provides a secured WiFi network for visiting students to use their home institution's WiFi credentials to access WiFi network services. Our students can take advantage of this service by using their Wake Forest credentials when visiting other eduroam participating institutions.

All undergraduate students are required to have a laptop with minimum configuration requirements to be able to handle all academic software. Students have the choice to bring their own device or purchase a laptop through the WakeWare (<http://wakeware.wfu.edu>) program. WakeWare provides students the opportunity to purchase a specially selected laptop configured to run academic technology at a negotiated price, bundled with extended warranties and protection, and provided with on-campus support. WakeWare evaluates new models, as available, to offer the most up-to-date technology to our students. WakeWare (<http://wakeware.wfu.edu/>) laptops have been thoroughly tested to ensure compatibility with academic software. Students receiving institutional aid qualify for a grant to cover the full cost of the WakeWare Standard computer and have two years to redeem their grant.

The Service Desk, a service center, located on the main floor of the Z. Smith Reynolds Library provides on-campus support for all IT-related questions and assistance. The Tech Shop, located in the Service Desk, is an authorized Apple, Dell, Lenovo ThinkPad, and Microsoft Surface service center. With extended Service Desk hours, the online help portal, AskDeac (<https://help.wfu.edu/>), as well as Live Chat, there are extensive options for getting IT help. In addition, the IS website (<https://is.wfu.edu/>) provides timely announcements and in depth service-related content.

All students have access to licensed software and tools, via software@WFU (<http://software.wfu.edu>), for coursework, degree projects, and research; including SPSS, a statistical package used for data analysis, forecasting, and financial modeling; Maple; and Matlab, an interactive environment for algorithm development, data visualization, and data analysis.

Students also have access to computing resources outside the University. The University is a member of:

- The Inter-University Consortium for Political and Social Research (ICPSR), located at the University of Michigan. Membership in ICPSR provides faculty and students with access to a large library of data files, including public opinion surveys, cross-cultural data, financial data, and complete census data.
- EDUCAUSE, a national consortium of colleges and universities concerned with computing issues.
- Eduroam, a global wireless network access service for research and education, accessed using Wake Forest credentials.

Information Systems maintains an extensive array of online resources, including the Wake Information Network (WIN), Workday, Banner, and

more, that support University admissions, student registration, grade processing, and other academic applications.

For advanced software with high computing requirements, WFU offers cloud-based virtualization. Engineering, among other departments, utilize a performance Workspace to run software, such as AutoCAD and COMSOL, needed for their Capstone Projects. The Wake Forest University Distributed Environment for Academic Computing (DEAC) cluster, a Linux-based High Performance Computing cluster provides supercomputing services for academic research and coursework. These systems are available to students 24 hours a day through the Wake Forest University Network.

Students have unlimited access and full-time support using the One Button Studio (<https://is.wfu.edu/services/one-button-studio/>), a fully automated video production facility, located in Z. Smith Reynolds Library behind the IS Service Desk. Wake Forest also has a student-run Makerspace, named the WakerSpace (<https://is.wfu.edu/academic-technology/wakerspace/>). The space allows students to not only build physical projects using technology such as 3D printers, laser cutters, and solder stations, but also to learn skills such as podcasting, knitting, sewing, and woodworking through workshop partnerships with Facilities, Information Systems, and other resources across campus. By offering both academic and non-academic programs, the WakerSpace serves a broad range of interests across campus.

Information Systems offers cable television and streaming services. All residence hall rooms are equipped with cable TV connections and/or the ability to stream cable TV. Cable and/or streaming services provide access to campus information, news, weather, select HDTV channels and DVR recording via Stream2 (<https://is.wfu.edu/services/stream2/>).

The expanded cybersecurity strategy and policies (<https://policy.wfu.edu/>), including an annual awareness campaign, KnowBe4 security awareness training, targeted training for departments with high risk, and annual penetration testing to understand vulnerabilities in the university's layered security, maximizes Information Systems' ability to keep the campus community and its assets safe while delivering all the necessary tools and support to ensure successful teaching, learning and working.

Libraries Overview

The libraries of Wake Forest University support instruction and research at the undergraduate level and in the disciplines awarding graduate degrees. The libraries of the University hold membership in the Association of Southeastern Research Libraries.

The Wake Forest University libraries include the Z. Smith Reynolds (ZSR) Library (<https://zsr.wfu.edu/>), located on the Reynolda Campus and supports the undergraduate College, the Wake Forest School of Business, the Graduate School of Arts and Sciences, and the School of Divinity. The Law Library (<http://library.law.wfu.edu/>), housed in the Worrell Professional Center on the Reynolda Campus, serves the School of Law. The Coy C. Carpenter Library (<https://school.wakehealth.edu/Carpenter-Library/>) serves the Wake Forest School of Medicine and is located on the Bowman Gray Campus.

Collections

The three library collections total over 2.7 million titles, including over 1.7 million e-books, more than 150,000 electronic journals and

over 15,000 DVDs as well as streaming media and other formats. The ZSR Library serves as a congressionally designated selective federal depository. The Law Library holds over 45,000 volumes and the Coy C. Carpenter Library holds over 35,000 volumes. The three libraries share an online search portal, which provides access to books, electronic resources, journals and databases. Through interlibrary loan service (<https://zsr.wfu.edu/delivers/ill/>), students, faculty and staff may obtain materials from other libraries at no charge.

Z. Smith Reynolds Library

The Z. Smith Reynolds Library (ZSR) provides comprehensive reference and research services (<https://zsr.wfu.edu/research/>) in-person and online. Research Librarians work with individual classes across the disciplines on research papers and library users can request personal research sessions (<https://zsr.wfu.edu/research/support/sessions/>) with Research Librarians at all phases of their research process. Library faculty also teach elective courses in the fundamentals of research and information literacy and upper-level courses geared towards research in the disciplines and special topics in information. The Digital Initiatives & Scholarly Communication (<https://zsr.wfu.edu/digital-scholarship/>) librarians and staff support and empower faculty scholarship through digital tools, methods, publication, and preservation.

Special Collections & Archives (SCA) (<https://zsr.wfu.edu/special/about/>) in the ZSR Library is the repository for the Baptist Historical Collection of North Carolina, Manuscripts, the Rare Book Collection, and the University Archives (<https://zsr.wfu.edu/special/collections/archives/>). The Baptist Historical Collection contains significant books, periodicals, manuscripts, and church records relating to North Carolina Baptists, as well as the personal papers of prominent ministers, educators, and government officials with ties to Wake Forest. SCA's Manuscripts include the papers of alumnus Harold Hayes (editor of *Esquire* magazine in the 1960s and 1970s) and other alumni, the Maya Angelou Film & Theater Collection, and the records of the Irish Dolmen Press. The Rare Books Collection, which includes the collections of Charles H. Babcock, Charles Lee Smith, and other donors, has collection strengths in 18th-20th century British, American, and Irish literature, African-American history and literature, and the history of material texts. SCA maintains the University Archives which serves as the primary repository for the historical records of Wake Forest University. The University Archives collects, describes, preserves, and exhibits University records (including electronic and born-digital) that contain historical, administrative, legal, or fiscal value. The records include documentation of the student experience, departmental records, and the papers of faculty. All are welcome to use the SCA collections, many of which are available online in SCA Digital Collections (<https://zsr.wfu.edu/special/collections/digital/>). Please contact archives@wfu.edu for access to the collections by appointment or submitting a specific question.

Spaces

The Z. Smith Reynolds library has group study rooms equipped with large screen monitors and individual study carrels that can be booked online (<https://wfu.libcal.com/reserve/>). Publicly available Windows and Macintosh computers are available in the Scholars Commons, and media viewing stations are available in the Media Room. Multimedia equipment, Chromebooks, tablets, and other technology devices may be reserved for checkout. Reference (<https://zsr.wfu.edu/research/support/>) and online chat (<https://zsr.wfu.edu/chat/>) are available to help library visitors to find resources and research assistance. The library has a 118-seat auditorium that is available for use by Wake Forest community groups for programs, lectures, and film screenings.

ZSR houses the Information Systems Service Desk (<https://is.wfu.edu/>), the Center for the Advancement of Teaching (<https://cat.wfu.edu/>), and The Writing Center (<http://writingcenter.wfu.edu/>). The Center for the Advancement of Teaching is a resource center for Wake Forest faculty at all stages of their careers. The Writing Center provides help to guide students through their writing process.

Access

ZSR library is committed to creating an accessible, enriching, and welcoming community space for all.

The library's hours vary by semester and can be found at [zsr.wfu.edu/calendar](https://bulletin.wfu.edu/university/university-services/libraries/zsr.wfu.edu/calendar/) (<https://bulletin.wfu.edu/university/university-services/libraries/zsr.wfu.edu/calendar/>). A room located to the right of the entrance to the library and may be accessed by keycard when the library is closed, offering access to multifunctional printers/copiers/scanners, and the library's bank of touchless smart lockers for pickup of requested materials. The study room on the left of the entrance houses the Camino Bakery (<https://dining.wfu.edu/locations/starbucks-zsr-library/>) coffeeshop. Check out the hours and events calendar (<https://zsr.wfu.edu/calendar/>) to stay up to date. See a full description of the ZSR Library resources and services at zsr.wfu.edu (<https://zsr.wfu.edu/>).

Bowman Gray Campus and Innovation Quarter

All faculty, staff and students in the Wake Forest University Graduate School of Arts and Sciences have full and unrestricted access to the Coy C. Carpenter Library of Wake Forest School of Medicine at its main facility on the first floor of the Gray Building. The Library is centrally located within the Wake Forest-affiliated hospital (Wake Forest Baptist Medical Center), and most of the resources are available online.

Parking and Transportation Motor Vehicle Registration and Fees

Anyone affiliated with the university as faculty, staff or student and wishes to park a vehicle in a university parking lot at any time of day or night, including after 4:00 p.m. weekdays, on weekends and during academic breaks, must register that vehicle with the Transportation and Parking Services office. Alumni and visitors coming to WFU more than once need to register their vehicle. For registration purposes, students, faculty, staff and alumni are defined as:

Student – Anyone enrolled in any class or program at Wake Forest University, including study-abroad programs. Unless formally withdrawn or graduated from the university, students are considered an active student.

Faculty – Assigned teaching responsibilities at Wake Forest University (Does not include students who are teaching assistants).

Staff – Non-faculty Wake Forest employee contracted to work on campus.

Alumni – Graduated from WFU and is not enrolled in a graduate program

Parking permits are not transferable from vehicle to vehicle or person to person. A vehicle is not considered registered until permits have been ordered, picked up and placed on the vehicle, as instructed on the permits.

A person may be asked to relinquish a permit due to a change in the permit holder's role at WFU or due to misuse of the permit.

Parking Options

- First-year students are required to register their vehicle and park off campus in Lot Z5 in the designated area.
- Sophomore students are required to register their vehicle and park off campus in Lot Z2, which is located on the north side of Polo Rd. Parking in the sophomore parking lot (Z2) is limited.
- Junior and senior resident students are required to register their vehicle.
- Commuting upper-class students are required to register their vehicle and have the option to park on campus (on-campus commuter permits are limited and sold on a first-come first-serve basis), off campus (Winston-Salem First and the designated lot in Reynolda Village). Commuting upper-class students may also purchase an evening permit. A waitlist will be available, if/when on-campus or Winston Salem First/Reynolda Village commuter permits sell out. If Parking Services determines space is available in either of these areas at a later time. Additional permits may be offered to those on the waitlist, if your waitlist number is chosen. Students are encouraged to register for a permit, even if on the waitlist. There is no guarantee the waitlist will be honored.
- The evening parking permit is available to those who ride the shuttle to campus from apartment complexes or students who otherwise reside in off-campus housing and walk or bike to campus between 8:00 a.m. and 4:00 p.m., Monday-Friday. The permits must be placed on the vehicle to be considered registered to park on campus after 4:00 p.m. on weekdays and on weekends.

Fees for parking options can be found online (<https://parking.wfu.edu/parking-info/student-parking-information/>) during the vehicle registration process.

Online Registration and Permit Distribution

All permits can be ordered online (<https://wfuparking.t2hosted.com/cmn/>). WFU IDs are required to pick up permits.

First Year Students Permit Distribution Information

- Permits ordered on or before August 9, 2022:
 - **Pickup Date:** August 17, 2022
 - **Pickup Time:** 8:00 a.m. – 4:00 p.m.
 - **Pickup Date:** LJV Coliseum (2825 University Parkway)
- Permits ordered after August 9, 2022:
 - **Pickup Date:** August 19 - August 21
 - **Pickup Time:** 10:00 a.m. – 3:00 p.m.
 - **Pickup Location:** First Assembly Christian School (3730 University Parkway) located on the north side of the church
 - Your Wake Forest ID is required to pick up your permit.
- Permits ordered after August 9, 2022 OR you did not pick up permits on the above dates:
 - **Pickup Date:** Monday, August 22, 2022 and thereafter
 - **Pickup Time:** Mon. – Thurs. 8:30 a.m. – 4:30 p.m. and Friday 8:30 a.m. – 3:00 p.m.
 - **Pickup Location:** Transportation and Parking Services Office in Alumni Hall.
 - Your Wake Forest ID is required to pick up your permit.

- **First-year students Permits Will Not Be Mailed to a Campus P.O. Box.**

Sophomore Students Permit Distribution Information

- Permits ordered on or before August 11, 2022:
 - **Pickup Date:** August 19 - August 21
 - **Pickup Time:** 10:00 a.m. – 3:00 p.m.
 - **Pickup Location:** First Assembly Christian School (3730 University Parkway) located on the north side of the church
 - Your Wake Forest ID is required to pick up your permit.
- Permits ordered after August 11, 2022 OR you did not pick up permits on the above dates:
 - **Pickup Date:** Monday, August 22, 2022 and thereafter
 - **Pickup Time:** Mon. – Thurs. 8:30 a.m. – 4:30 p.m. and Friday 8:30 a.m. – 3:00 p.m.
 - **Pickup Location:** Transportation and Parking Services Office in Alumni Hall.
 - Your Wake Forest ID is required to pick up your permit.
 - **Sophomore students Permits Will Not Be Mailed to a Campus P.O. Box.**

Resident Upper-class Students Permit Distribution Information

- Permits ordered on or before August 10, 2022:
 - **Pickup Date:** August 19 - August 21
 - **Pickup Time:** 10:00 a.m. – 3:00 p.m.
 - **Pickup Location:** First Assembly Christian School (3730 University Parkway) located on the north side of the church
 - Your Wake Forest ID is required to pick up your permit
- Permits ordered after August 10, 2022 OR you did not pick up permits on the above dates:
 - **Pickup Date:** Monday, August 22, 2022 and thereafter
 - **Pickup Time:** Mon. – Thurs. 8:30 a.m. – 4:30 p.m. and Friday 8:30 a.m. – 3:00 p.m.
 - **Pickup Location:** Transportation and Parking Services Office in Alumni Hall.
 - Your Wake Forest ID is required to pick up your permit.
 - **Resident students Permits Will Not Be Mailed to a Campus P.O. Box.**

Undergraduate Commuter, Arts and Sciences Graduate Student or Divinity Student

- Permits ordered on or before August 12, 2022:
 - **Pickup Date:** August 19 - August 21
 - **Pickup Time:** Between 10:00 a.m. and 3:00 p.m.
 - **Pickup Location:** First Assembly Christian School (3730 University Parkway) located on the north side of the church
 - Your Wake Forest ID is required to pick up your permit.
- Permits ordered after August 12, 2022 OR you did not pick up permits on the above dates:
 - **Pickup Date:** Monday, August 22, 2022 and thereafter
 - **Pickup Time:** Monday through Thursday 8:30 a.m. – 4:30 p.m. and Friday 8:30 a.m. – 3:00 p.m.
 - **Pickup Location:** Transportation and Parking Services Office in Alumni Hall.
 - Your Wake Forest ID is required to pick up your permit.

Fines are assessed for violating parking regulations and range from \$25 to \$250. Visitors are subject to all parking rules and regulations (<https://wfuparking.t2hosted.com/cmn/>). Students are responsible for their

visitors. Students will be held financially responsible for citation fines issued to vehicles driven by family members or by friends who use a Wake Forest student's vehicle. Visitors who plan to park on campus for more than one day require a visitor parking pass. Visitor parking passes can be obtained from the Transportation and Parking Services office.

The Transportation and Parking Services office is located in Alumni Hall, Suite 138. Office hours are 8:30 a.m. to 4:30 p.m., Monday through Thursday and 8:30 a.m. and 3:00 p.m. on Friday.

For more information call 336-758-PARK or email (parking@wfu.edu).

Alternative Transportation

Wake Forest Transportation and Parking Services adopted an app that it encourages all shuttle riders to download and begin using immediately. The app, The TransLoc Rider, is designed to make the shuttle service more convenient for all riders.

Deacon's Downtown Shuttle

During the academic year, Deacons Downtown provides evening service beginning at 9:30 p.m. on Thursday. The last downtown pick up is between 1:30 a.m. and 1:45 p.m. Service stops at 2am.

Bicycle

To register your bicycle, go here (<http://parking.wfu.edu/alternativemodes-of-transportation/bicycle-registration/>).

Zipcar

Wake Forest offers a car-sharing program as an alternative to bringing your own car to campus. Zipcars are an affordable option that are available by the hour or by the day. Cars are parked on campus near the first-year residence halls, Parking Lots C and W1.

Student Health and Wellbeing

- Campus Recreation
- CARE Team
- Center for Learning, Access, and Student Success
- Chaplain's Office and Religious Life
- Office of Wellbeing
- Student Health
- University Counseling Center

Campus Recreation

Campus Recreation

The Office of Campus Recreation seeks to enrich the quality of life for students, faculty, and staff by providing a broad program of sports, outdoor, and fitness activities for men and women of all ability levels. Such programs include intramural sports, club sports, Outdoor Pursuits, open recreation, group fitness, and personal training. Campus Recreation is also responsible for managing the Miller Fitness Center and all of the activities within Reynolds Gymnasium. Campus Recreation provides a healthy outlet for every student, and a convenient option for every staff and faculty member in a safe place where the whole person is central each and every day. In support of the gym and the University's extensive wellbeing center facilities, the University is introducing wellness center membership fees for some community members starting September 1. The wellness fee for full-time, Reynolda campus students will be \$150 per semester. Graduate students may opt to have the fee waived online through the Wake Information System (WIN). Graduate

students who elect to opt out of the wellness fee will not have access to campus wellness, recreation and fitness facilities, equipment and related programs, including intramural sports and club sports.

The spouses and live-in partners of Wake Forest University students who have a wellness membership may purchase their own wellness center membership through Campus Recreation.

The Miller Fitness Center houses Campus Recreation's one large group fitness studio. The fitness studio is located on the 4th floor. The Miller Center has two gender-specific locker rooms, each has 12 day-use only lockers and one shower available.

Reynolds Gymnasium is the home of Campus Recreation as well as the Office of Wellbeing, Student Health Service, and the Varsity Athletics Gym. The newly renovated state of the art facility includes the following: Welcome Lobby Desk, Living Room lounge space, Indoor Swimming Pool and Whirlpool, Classrooms, 2 Multipurpose Activity Courts (MAC) with dasher boards and goals, Boulderling and Climbing Wall, 5 Cardio and Strength Training Fitness Spaces, and Locker Rooms.

The Sutton Center is an expansion of Reynolds Gymnasium. Opened in January, 2016 this expansion includes: two full sized gymnasiums with state of the art sound systems, Outdoor Pursuits retail and rental center, Two connector atriums with an abundance of natural light, digital signage, and lounge areas for student interactions. The gymnasiums are lined to accommodate basketball, volleyball and badminton but can be transformed to host receptions, unique competitions and other university & community events.

Intramural sports are competitions between students, faculty, and staff. With undergraduates and graduate students participating every year, competitive games of all levels are offered.

CARE Team

CARE Team

The Campus Assessment, Response and Evaluation (CARE) Team serves the Wake Forest University community by evaluating and responding to disruptive, troubling, or threatening behaviors brought to the attention of the Team. As a part of this work the Team also seeks to help identify members of the Wake Forest community who are in need of support, guidance, or other intervention and to refer them to appropriate campus and community resources. The CARE Team is empowered by the University President to make decisions and take appropriate action in fulfillment of its mission. The Vice President for Campus Life provides administrative oversight for the Team. The CARE Team is composed of representatives from throughout the University who have specific expertise and professional training in the assessment of, and intervention with, individuals who may present a threat to themselves and/or the University community. The CARE Team serves to follow up with persons who display behaviors of concern and connect them with supportive resources as warranted. The CARE Team also educates the campus community about how to identify and promptly report concerning behaviors.

The CARE Team is not tasked with responding to emergencies. If this is an emergency and you are in need of immediate assistance or consultation, contact WFU Police at 336.758.5911 or 911 from a campus phone.

CARE Team Contact Information:
Email (CARE@wfu.edu)

Website (<http://careteam.wfu.edu>)
CARE Team Case Manager – 336.758.2464

Center for Learning, Access, and Student Success

Wake Forest is an equal access institution that admits qualified applicants without regard to disability. When a student with a disability is admitted, the University seeks to accommodate those needs that are determined to be reasonable and that do not compromise the integrity of the curriculum.

The Center for Learning, Access, and Student Success (CLASS) provides study skills training and counseling. Students can learn to read critically, take notes effectively, manage their time, improve their motivation, increase their reading speed, and prepare for tests. Assistance is provided through counseling and individual and group tutoring. Students with a wide range of learning and other documented disabilities may also receive academic support, training, and advocacy through the Center for Learning, Access, and Student Success. Our hours of operation are Monday-Friday, 8:30am-5:00pm (excluding Holidays).

Students with a disability who require accommodations should submit a request and documentation to one of the individuals listed below, depending on the nature of the accommodation requested. The information a student provides will be treated confidentially and will be shared with other administrators or faculty members only to the extent necessary to reach decisions and take actions on requests for accommodations.

Please make an appointment at the Center for Learning, Access, and Student Success once you arrive on campus.

Additional information on disability services is available on the Center's website (<https://class.wfu.edu/>).

If an accommodation is granted, students are responsible for obtaining copies of the accommodation letter from the Center for Learning, Access, and Student Success and for delivering a copy of the letter to their professors at the beginning of each semester.

Regarding medical or mobility issues:

Cecil D. Price, M.D.
Student Health Service
P.O. Box 7386
Winston-Salem, NC 27109
Email (price@wfu.edu)
Phone: 336.758.5218

Regarding learning issues:

Michael Shuman, Ph.D., Director
Center for Learning, Access, and Student Success
P.O. Box 7283
Winston-Salem, NC 27109
Email (shumanmp@wfu.edu)
Phone: 336.758.5929

Chaplain's Office and Religious Life

The Office of the Chaplain and Religious Life seeks to support a diversity of beliefs through the multifaith character of the chaplaincy and its relationship to some 16 religious life affiliates. The office acknowledges

the importance of faith, both in our individual and collective lives, and strives to provide opportunities for members of the Wake Forest community to express and explore their faith in a supportive community. The core work of chaplaincy is rooted in the care of the whole person – body, soul and spirit. As such, a key aspect of our office is to make available pastoral care and advisement for any member of the Wake Forest community – students, staff, faculty, and alumni. This can happen through individual counsel, programming on critical spiritual themes, intervention in medical emergencies, mortality concerns and presiding at key life rituals.

The University Chaplains and Campus Ministers are available for pastoral counseling on a variety of issues. If ongoing counseling is deemed appropriate, referrals to clinically trained therapists in the University Counseling Center may be made.

Chaplains and Campus Ministers also offer spiritual direction or guidance to members of the Wake Forest community seeking to discern God's call in the midst of everyday life and assistance to persons wishing to grow closer to God through disciplines such as prayer, spiritual reading, and meditation.

Location: Suite 8 Reynolda Hall
Phone: 336.758.5210

Office of Wellbeing

Office of Wellbeing

Thrive is a campus-wide initiative – owned by every member of the Wake Forest University community. The Office of Wellbeing leads the campus in making wellbeing a part of every experience in the lives of our students, faculty, and staff. Wellbeing is about much more than physical health. It includes the eight dimensions of wellbeing - emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual.

Wake Forest created Thrive to give students, faculty, and staff, the skills, knowledge, and perspective to maintain a healthy, balanced life. Programs include monthly focus on specific dimensions, bystander interventions, dimension champion awards, Gold Apron cooking, WFU Certified Peer Education Program, mindfulness resources, Signs of Stress, and many other initiatives.

Student Health

Student Health Service

The mission of Student Health Service (SHS) is to ***promote and advance the health and wellbeing for all students.*** A physician-directed medical staff offers primary care services, urgent care, illness care, physical examinations, counseling, limited psychiatric care, allergy injections, immunizations, radiology, gynecological services, pharmacy, laboratory, sports medicine clinic, referral to specialists, and medical information and vaccinations related to travel to international destinations.

Student Health Portal

Students can schedule most appointments online through the Student Health Portal (<https://wfu.studenthealthportal.com/PyramedPortal/>).

The portal serves as a secure place to make appointments, view published labs, print off a copy of your immunization history on file, print receipts, and securely communicate with our clinic. Notifications of appointment reminders and secure messages from the clinic will be sent to your WFU email address. Students should book an appointment

before coming to our clinic either through the Student Health Portal, or by contacting us at apptshs@wfu.edu or 336.758.5218. SHS cannot guarantee the availability of a medical provider if you choose to come to the clinic without an appointment.

Medical Charges

Most services at SHS are covered by the Student Health Fee (learn more (<https://shs.wfu.edu/services/fees/>)). In addition, there are discounted "fee-for-service" charges for medications, laboratory tests, observation care, procedures, and some supplies. Payment can be made via cash, check, Deacon OneCard, Student Blue Insurance (<https://shi.wfu.edu/>), or the charge can be transferred to the student's account in Office of Financial and Accounting Services. Each student is given a copy of the medical charges incurred on the date of service which can be used for insurance filing. SHS does not participate in nor file insurance claims on behalf of the patient.

Radiology

Through a partnership with Atrium Health/Wake Forest Baptist, SHS offers on site X-rays. Through this arrangement, Atrium Health, Wake Forest Baptist will be able to bill your medical insurance for these services. All billing will be handled by Atrium Health/Wake Forest Baptist and the remaining portion after your insurance processes the claim will be your responsibility.

Confidentiality

Student medical records are confidential. Medical records and information contained in the records may be shared with therapists and physicians who are involved in the student's care, and otherwise will not be released without the student's permission except as allowed by law. Students who wish to have their medical records or information released to other parties should complete a release of information form at the time of each office visit or service.

Class Excuses

The responsibility for excusing students from class rests with the faculty. Consequently SHS does not issue excuse notes for students. Students who are evaluated at SHS are encouraged to discuss their situations with their professors. A receipt documenting visits is available to students at checkout. Information concerning hospitalization and prolonged illnesses is sent, with the student's permission, to the appropriate Dean.

Student Insurance Program

Health insurance is required as a condition of enrollment for all degree-seeking* students at Wake Forest University. Students who demonstrate comparable coverage to WFU's health insurance plan and meet our criteria may waive the coverage provided by WFU. *Specific information about the policy plan, process instructions and full information regarding eligibility can be found at shi.wfu.edu (<https://shi.wfu.edu/>).

Inclement Weather

When the University is closed due to inclement weather, SHS may have limited staff and may be able to provide care only for injuries and urgent illnesses. Appointments may be rescheduled.

Retention of Medical Records

Student medical records are retained for 10 years after the last treatment, after which time they are destroyed. Immunization records are kept longer.

*

Certain part-time students are not eligible.

Student Health Information and Immunization Form

All new students are required to complete the Health Information & Immunization Form (<https://prod.wp.cdn.aws.wfu.edu/sites/93/2022/04/2022-23-WFU-HIIF-Form-1.pdf>). The completed form must be received by SHS before July 1 for new students entering fall semester or before January 1 for new students entering spring semester. This form requires information related to documentation of immunizations required by the University and the State of North Carolina (learn more (<https://shs.wfu.edu/new-students/immunization-requirements/>)).

Immunization Policy

North Carolina State Law (G.S. 130A-152) requires documentation of certain immunizations for students attending a North Carolina college or university. Wake Forest University adheres to the State Law, also requiring WFU students to provide documentation of immunizations. Students must submit certification of these immunizations **prior to registration**. Documentation should be on or attached to the completed Health Information & Immunization Form (<https://prod.wp.cdn.aws.wfu.edu/sites/93/2022/04/2022-23-WFU-HIIF-Form-1.pdf>) provided by the Student Health Service in order to assure correct identification of the student. Acceptable documentation is a statement signed by the appropriate official(s) having custody of the records of immunization, such as a physician, county health department director. The State statute applies to all students except those registered in off-campus courses only, attending night or weekend classes, or taking a course load of four credit hours or less.

- **Read the complete immunization policy** at go.wfu.edu/immunizations (<https://go.wfu.edu/immunizations/>)

Immunizations required under North Carolina law must be documented within 30 days following registration. After that time, students with incomplete documentation of immunizations will not be permitted to attend classes. Please note that some series require several months for completion.

University Counseling Center

University Counseling Center

The University Counseling Center, located in 118 Reynolda Hall (Reynolda Campus), provides short-term, time limited counseling and consultation to currently enrolled Reynolda Campus students. All services are confidential, and no fees are charged to students. The Center offers counseling for a variety of concerns including depression, anxiety, personal adjustment, disordered eating, managing stress, sexuality, and relationship issues. The Center is open Monday-Friday from 8:30 a.m. to 5 p.m. (excluding holidays). For more information or to schedule an appointment, call the center at 336.758.5273. More information is also available online (<http://counselingcenter.wfu.edu>). For life-threatening emergencies call 911 from a campus phone or 336.758.5911.

University Police and Safety Services

University Police

To report an emergency dial 911 (on-campus phone) or 336.758.5911.

The Student's Right-to-Know and Campus Security Act requires institutions of higher learning to issue an annual report describing campus security procedures, facilities, policies, crime prevention programs, statistics, and other information. The purpose of the report is to give individuals in the University community the information they need for their personal safety and security while on campus. A copy of this annual report is available online at www.wfu.edu/police/ (<http://www.wfu.edu/police/>). For further information regarding this policy, please call 336.758.3567.

Safety Services

If a safety escort is required after 3 a.m., one can be provided by calling University Police at 336.758.5911, calling 911 from a campus telephone, or utilizing one of the "call-box" telephones found around campus. The safety escort service is provided by either a police officer in a patrol car or a walking security officer. The timeliness of a safety escort's arrival is dependent on the availability of personnel and the number of high-priority calls to which they may already be committed.

Persons requiring ADA assistance or other special transportation needs that prohibit them from using one of the regular shuttle stops should call University Police at 336.758.5911 (ext. 911 on campus) for alternate arrangements.

Wake Forest University provides a safety app, powered by LiveSafe that can be downloaded to your phone or tablet. LiveSafe is a free personal mobile application for Wake Forest University students, staff, and faculty to engage in a two-way conversation with WFU police. With LiveSafe, you can use your cell phone as a personal security device that allows direct access to police, 911 emergency services, emergency location sharing, information sharing with quick tips, and a peer-to-peer SafeWalk tool. Registration with a Wake Forest University email address is encouraged.

Features:

Summon Help – Trigger 911 or the WFU Police Department with the press of a button. Based on your cell phone signal and if your location services is enabled a GPS locator is activated during your call.

SafeWalk (a peer-to-peer tool) – Invite friends and family to temporarily follow your location on a real-time map. They will see your approximate location as you walk to your destination and will know when you get there safely.

Share information – Submit tips or reports about campus safety concerns and live chat with campus safety officials. You can attach a picture, video, or audio and even send it anonymously if you choose.

Access Campus Resources and Emergency Information – Access campus resources, emergency information, and important phone numbers.

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 Chris P. Donahue, *Manakin Sabot, VA*
 John J. Earnhardt, *Menlo Park, CA*
 Polly R. Fields, *Boulder, CO*
 Ajay K. Gupta, *Potomac, MD*
 Karen C. Hess, *Westport, CT*
 Hannah F. Kehaya, *Hobe Sound, FL*
 Sonja M. Kelly, *Hingham, MA*
 Masha Kogan, *Stamford, CT*
 Cathy L. LoDuca, *Briarcliff Manor, NY*
 Scott W. Mohr, *Greenwich, CT*
 Brandt A. Sakakeeny, *Larchmont, NY*
 Martelia C. Sakakeeny, *Larchmont, NY*
 Jamey T. Spencer, *Berkeley, CA*
 William C. Taylor, *Wellesley, MA*
 J. David Vega, *Decatur, GA*
 Charlene L. Warren-Davis, *Sandy Spring, MD*

Wake Forest University School of Business Board of Visitors

Chairperson: Stephen L. Lineberger, *Winston-Salem, NC* & R. Kent Griffin, Jr., *Mount Pleasant, SC*

Terms Expiring June 30, 2023

Mary E.W. Bourne, *Charlotte, NC*
 Michael L. Carter, *West Orange, NJ*
 Brian Cochrane, *New York, NY*
 John E. Cogan, *New York, NY*
 Sharon French, *Summitt, NJ*
 Michael J. Genereux, *New York, NY*
 R. Kent Griffin, Jr., *Mount Pleasant, SC*
 Marybeth Torbert Hays, *Winston Salem, NC*
 Gregory M. Keeley, *Fairfield, CT*
 Stephen L. Lineberger, *Winston-Salem, NC*
 Cathy J. Pace, *Winston-Salem, NC*
 Billy D. Prim, *Winston-Salem, NC*
 Patricia A. Shields, *Montclair, NJ*
 William C. Sinclair, *New York, NY*
 Gerald F. Smith, Jr., *Winchester, VA*
 Ralph M. Snow, III, *Charlotte, NC*
 Anthony W. Thomas, *Little Rock, AR*
 David I. Wahrhaftig, *New York, NY*

Terms Expiring June 30, 2024

Piyush Agrawal, *New York, NY*
 Margaret G. Beasley, *Charlotte, NC*
 Susan M. Benz, *New York, NY*
 Gene Castagna, *New Providence, NJ*
 Rick Diamond, *New York, NY*
 Carmine Di Sibio, *New York, NY*
 Thomas P. Gibbons, *New York, NY*
 Douglas Gilstrap, *Houston, TX*
 Jessica B. Good, *Greensboro, NC*
 Craig A. Gunckel, *Duluth, GA*
 Ameet K. Gupta, *Delhi, India*
 Mark W. Kehaya, *Raleigh, NC*
 Zena Keita, *Oakland, CA*
 Alan J. Kelly, *Breckenridge, CO*
 Steven LaDew, *New York, NY*
 John R. Miller, IV, *New York, NY*
 Phillip J. Neugebauer, *Fairfield, CT*
 Mitchell W. Perry, *Durham, NC*
 Jason Strife, *Charlotte, NC*
 Darren Thompson, *Scottsdale, AZ*
 Howard Upchurch, *Winston-Salem, NC*

Terms Expiring June 30, 2025

John A. Allison, IV, *Lewisville, NC*
 Steven C. Anderson, *Arlington, VA*
 Nevin Chitkara, *Westwood, MA*
 Ann A. Johnston, *Winston Salem, NC*
 Caroline Limehouse, *Atlanta, GA*
 W. Guy Lucas, *Raleigh, NC*
 Andrea Malik Roe, *Atlanta, GA*
 R. Doyle Parrish, *Raleigh, NC*
 Scott M. Purviance, *Charlotte, NC*
 José R. Rodriguez, *Greensboro, NC*
 Brian Sewell, *Brentwood, TN*
 Theodor C. Swimmer, *Charlotte, NC*
 A. Coleman Team, *Winston Salem, NC*
 C. Jeffery Triplette, *Oxford, MS*
 David Vickerman, *Washington, DC*
 William Wang, *Shanghai, China*
 Gregory J. Wessling, *Cornelius, NC*

Eric C. Wiseman, *Greensboro, NC*

Lifetime Member

Janice W. Calloway, *Dallas, TX*

Wake Forest University School of Divinity Board of Visitors

Chairperson: Mark Boyce, *Matthews, NC*

Terms expiring June 30, 2025

Darryl W. Aaron, *Greensboro, NC*
 Cassandra M. Baker, *Macon, NC*
 Jerry H. Baker, *Macon, NC*
 Tabetha Childress, *Kernersville, NC*
 Emily Hull McGee, *Winston-Salem, NC*
 Alan Sherouse, *Greensboro, NC*

Terms expiring June 30, 2024

Shelmer D. Blackburn Jr., *Purlear, NC*
 Mark Boyce, *Matthews, NC*
 Kellie J. Browne, *Winston-Salem, NC*
 Molly Brummett Wudel, *Durham, NC*
 Margaret A. Finnerud, *Riverside, CT*
 Paul T. Flick, *Raleigh, NC*
 Amber T. Harris, *Winston-Salem, NC*
 Richard T. Howerton III, *Winston-Salem, NC*
 Paul Jeanes III, *Princeton, NJ*
 J. Lynn Killian, *Hendersonville, NC*
 A. Maria Nkonge Mugweru, *Chapel Hill, NC*
 Forrest Truitt II, *Winston-Salem, NC*
 Mary Lynn Wigodsky, *Winston-Salem, NC*
 George Williamson, *Katonah, NY*

Terms expiring June 30, 2023

Ann Brinson, *High Point, NC*
 M. Evelyn Curtis, *Marietta, GA*
 Alexis B. Johnson, *Weston, CT*
 Brandon C. Jones, *Madison, MS*
 Nathan E. Kirkpatrick, *Durham, NC*
 Jared G. Lilly, *New York, NY*
 Obinnaya Okwara, *Atlanta, GA*
 Amy Palmer, *Austin, TX*
 Elizabeth O. Seely, *Columbus, OH*

The Administration

Administration reflects leadership as of July 1, 2022. Year following name indicates year of hire.

Administration—Reynolda Cabinet

Susan R. Wente (2021)

President

BS, University of Iowa; PhD, University of California Berkeley

Michele K. Gillespie (1999)

Provost

BA, Rice; MA, PhD, Princeton University

Jane Aiken (2019)

Dean, School of Law
BA, Hollins College; JD, New York University; LLM, Georgetown University

Ashleigh Brock (2021)
Chief of Staff, President's Office
BA, University of Richmond; MA, Michigan State University; PhD, College of William and Mary

Andrew R. Chan (2009)
Vice President, Innovation and Career Development
BA, MBA, Stanford

John Currie (2019)
Director of Athletics
BA, Wake Forest University; MS Tennessee

James J. Dunn (2009)
Special Assistant to the President & CEO, Verger Capital Management, LLC
BS, Villanova

Julie A. Freischlag, MD (2018)
CEO, Wake Forest Baptist Medical Center, Dean of Wake Forest School of Medicine and Chief Academic Officer of Atrium Health Enterprise
BS, University of Illinois; MD, Rush University

Charles Iavocou (2001)
Dean, School of Professional Studies
BS, University of Vermont; PhD, University of British Columbia

Julia Jackson-Newsom (2021)
Senior Advisor for Planning and Partnerships
BA, Wake Forest University; MS, PhD, Penn State University

Shea Kidd Brown (2022)
Vice President for Campus Life
BA, University of Southern Mississippi; MEd, University of Georgia; PhD, University of Memphis

Eric Maguire (2019)
Vice President for Enrollment
BA, Muhlenberg College; MA, Indiana University

Anthony P. Marsh (1996)
Interim Dean of the College
BPE, MEd, Western Australia; PhD, Arizona State

B. Hofler Milam (2010)
Executive Vice President and CFO
BS, MBA, Wake Forest University

James Reid Morgan (1979)
Senior Vice President and General Counsel
BA, JD, Wake Forest University

Mark A. Petersen (2008)
Vice President for University Advancement
BA, Brandeis; MA, University of Southern California

Annette L. Ranft (2022)
Dean, School of Business
BS, Appalachian State University; MS, Georgia Institute of Technology; PhD, University of North Carolina Chapel Hill

José Villalba (2011)
Vice President for Diversity and Inclusion and Chief Diversity Officer

BS, MEd, EdS, PhD, Florida

Jonathan L. Walton (2020)
Dean, School of Divinity
BA, Morehouse College; MDiv and PhD, Princeton Theological Seminary

College

Anthony P. Marsh (1996)
Interim Dean of the College
BPE, MEd, Western Australia; PhD, Arizona State

Rebecca W. Alexander (2000)
Associate Dean for Research and Community Engagement and Director of Academic Planning for Wake Downtown
BS, Delaware University; PhD, University of Pennsylvania

Karen M. Bennett (1985)
Assistant Dean for Academic Advising
BS, Winston-Salem State University; MA, Wake Forest University

Jane H. Caldwell (1999)
Senior Associate Athletic Director; Assistant to the Dean of the College, Student Athlete Academic Services
BS, UNC-Greensboro; MS, Wake Forest University

T. Nathaniel French (1995)
Director, Magnolia Scholars
BA, Wake Forest University; MA, PhD, UNC-Chapel Hill

Adam Friedman (2007)
Director of Academic and Instructional Technology
BA, State University of New York (Geneseo); MAEd, PhD, University of Virginia

Laura Giovanelli (2014)
Associate Dean for Learning Spaces
BA, UNC-Chapel Hill; MFA, North Carolina State University

Mike Haggas (2010)
Assistant Dean of College Development
BA, Clark University

Eric Ashley Hairston (2019)
Associate Dean for Academic Advising
BA, Wake Forest University; MA, PhD, University of Virginia; JD, UNC-Chapel Hill

Anne E. Hardcastle (2002)
Associate Dean for Academic Planning
BA, Texas A&M University; MA, PhD, University of Virginia

Cherise James (2009)
Associate Director of Orientation and Lower Division Programming
BS, University of Florida; MS, Nova Southeastern University; PhD, UNC-Greensboro

Michael Lamb (2016)
Director of the Program for Leadership and Character
BA, Rhodes College; BA, University of Oxford (UK); PhD, Princeton University

Monique O'Connell (2004)
Interim Associate Dean of Faculty
BA, Brown University; PhD, Northwestern University

Seneca Rudd (2011)
Director of Finance and Administration
BS, Appalachian State University

Jackie Sheridan (2020)
Director of Wake Forest Scholars Program
AB, University of Notre Dame; MA, Georgetown University

Erica Still (2007)
Associate Dean for Faculty Recruitment, Diversity, and Inclusion
BA, Temple University; MA, PhD, University of Iowa

Eric Stottlemeyer (2012)
Associate Dean for Interdisciplinary Programs and Experiential Learning
BA, Ohio State University; MA, San Diego State University; PhD, University of Nevada

David F. Taylor (2005)
Assistant Dean for Global Study Away Programs, Center for Global Programs and Studies
BA Princeton; MALS, Wake Forest University

Kimberly Wieters (2007)
Assistant Dean for Finance and Administration
BS, College of Charleston

Provost

Michele K. Gillespie (1999)
Provost
BA, Rice; MA, PhD, Princeton University

Keith D. Bonin (1992)
Associate Provost for Research and Scholarly Inquiry and Professor of Physics
BS, Loyola University; PhD, University of Maryland

Kenneth Gilson (2020)
Assistant Provost for Academic Administration and University Registrar
BA, Wheaton College (IL); MS, UIC John Marshall Law School; EdD, University of Southern California

Philip G. Handwerk (2013)
Assistant Provost of Institutional Research
BA, Wake Forest University; MS, NC State; PhD, Pennsylvania

J. Kline Harrison (1990)
Vice Provost for Global Affairs and Kemper Professor of Business
BS, Virginia; PhD, Maryland

Beth Hoagland (2004)
Assistant Provost for Budget and Finance
BA, UNC-Charlotte

Christina T. Soriano (2006)
Associate Provost for Arts and Interdisciplinary Initiatives, Director of Dance and Associate Professor
BA, Trinity College; MFA, Smith College

José Villalba (2011)
Vice President for Diversity and Inclusion and Chief Diversity Officer
BS, MEd, EdS, PhD, Florida

Graduate School

Dwayne Godwin (1997)

Dean, Bowman Gray Campus
BA, University of West Florida; PhD, University of Alabama (Birmingham)

Bradley T. Jones (1989)
Dean, Reynolda Campus
BS, Wake Forest University; PhD, Florida

Jennifer Rogers (2012)
Associate Dean for Students, Reynolda Campus
BFA, BA, University of North Carolina at Greensboro; MA, Wake Forest University; PhD, Syracuse University

Ron Von Burg (2012)
Associate Dean for Academic Initiative, Reynolda Campus
BS, BA, Arizona State University; MA, PhD, University of Pittsburgh

School of Business

Annette L. Ranft (2022)
Dean, School of Business
BS, Appalachian State University; MS, Georgia Institute of Technology; PhD, University of North Carolina Chapel Hill

Kenneth C. Herbst (2007)
Associate Dean of the Undergraduate Program
BA, Wake Forest University; MA, PhD, University of North Carolina at Chapel Hill

Mark Evans (2014)
Associate Dean of Accountancy
BBA, MBA, Radford University; PhD, Duke

Jeff Camm (2015)
Senior Associate Dean, Business Analytics Program
BS, Xavier; PhD, Clemson

Norma R. Montague (2010)
Senior Associate Dean of the Master of Science in Management Program
BA, MA, NC State; PhD, University of South Florida

Mercy Eyadiel (2011)
Chief Corporate Engagement Officer
BA, Southern Nazarene; MEd, Oklahoma City

Keith Gilmer (2015)
Chief Administrative Officer
BS, Lander University; MBA Vanderbilt University

Sylvia Green (2009)
Chief Marketing Officer
BS, University of Colorado

Matt W. Imboden (2018)
Chief Student Services Officer
BA, MA Wake Forest University

Haresh Gurnani (2015)
Program Director, Mathematical Business
BE, Indian Institute of Technology, New Delhi; MS, PhD, Carnegie Mellon

Bill Marcum (1996)
Program Director, Finance
BA, Furman; MA, UNC-Greensboro; PhD, UNC-Chapel Hill

Bren Varner (2006)
Program Director, Business and Enterprise Management

BS, Wake Forest University; MBA, Virginia

School of Divinity

Jonathan Lee Walton (2019)

Dean

BA, Morehouse College; MDiv, PhD, Princeton Theological Seminary

Kevin Jung (2007)

Associate Dean of Academic Affairs

BA, Seoul Theological University; MDiv, Princeton Theological Seminary; STM, Yale Divinity School; PhD, University of Chicago

School of Law

Jane H. Aiken (2019)

Dean of the School of Law

BA, Holins College; JD, New York University; LL.M, Georgetown

Tanya Marsh (2010)

Vice Dean

BA, Indiana University; JD, Harvard Law School

Richard C. Schneider (1992)

Associate Dean for International Affairs and Professor of Law

BA, Colorado; MA, Yale; JD, New York

Ronald Wright (1988)

Associate Dean of Research

AB, William and Mary; JD, Yale

Christopher Knott (2012)

Associate Dean for Information Services and Technology and Professor of Law

BA, Iowa; MLIS, Indiana; JD, Michigan

Simone Rose (1993)

Associate Dean for Innovation and Entrepreneurship

BS, University of Pennsylvania; JD, University of Maryland

Aurora Edenhart-Pepe (2020)

Chief Administrative Officer

BS, West Chester

Wake Forest School of Medicine

Julie A. Freischlag (2018)

CEO, Wake Forest Baptist Medical Center, Dean of Wake Forest School of Medicine and Chief Academic Officer of Atrium Health Enterprise
BS, University of Illinois; MD, Rush University

Evelyn (Lynn) Y. Anthony (2017)

Senior Associate Dean of Faculty Affairs

BS, University of North Carolina, Chapel Hill; MD, Duke University School of Medicine

C. Randall Clinch (2011)

Associate Dean for MD Program Academic Affairs (Interim); Associate Dean Faculty Development; Medical Director, Employee Health; and Professor of Family and Community Medicine

BS, College of New Jersey; DO, University of Medicine and Dentistry of New Jersey - School of Osteopathic Medicine; MS, Wake Forest University

Michael T. Fitch (2018)

Associate Dean for Faculty Affairs, Professor and Vice Chair for Academic Affairs, Emergency Medicine

BS, College of William and Mary; PhD, Case Western Reserve School of Medicine; MD, Case Western Reserve School of Medicine

Beth Gianopulos (2018)

Associate Dean of Faculty Relations and Retention, Senior Counsel, Wake Forest Baptist Medical Center Legal Department, and Assistant Professor of Surgery

JD, Wake Forest University

Gregory L. Burke, MD, MSc (2017)

Senior Associate Dean for Research and Professor of Public Health Sciences and Chief Science Officer

MD, MSc, University of Iowa

Stephen Kritchevsky (2012)

Associate Dean of Research Development and Director of the Sticht Center on Aging

MSPH, PhD, University of North Carolina, Chapel Hill

Donald A. McClain (2016)

Associate Dean for Clinical and Translational Science

MD, PhD, The Rockefeller University, Cornell Medical College

Lynne Wagenknecht (2013)

Associate Dean for Interdisciplinary Research

BS, Lenoir-Rhyne, Dr PH, Alabama-Birmingham

Terry L. Hales, Jr. (2014)

Senior Vice President, Academic Administration and Operations & Executive Vice Dean

BSBA, Appalachian State; MBA, Wake Forest University

Christopher O'Byrne, (2016)

Vice President and Associate Dean of Research Administration and Operations

BA, Stonehill College; MS, Northeastern University

Terri S. Yates (2015)

Vice President and Associate Dean, Healthcare Education Administration
BS, MA, Wake Forest University; PhD, University of North Carolina-Greensboro

James Hoekstra (2018)

Senior Vice President and Associate Dean, Clinical and Academic Network Development

MD, University of Michigan Medical School

Michael P. Lischke (2001)

Associate Dean of Continuing Medical Education and Richard Janeway, MD Distinguished Director, Northwest Area Health Education Center
BA, MPH, Emory; EdD, Temple

Brenda Latham-Sadler (2012)

Associate Dean of Student Inclusion and Diversity

BS, Pace; MD, Wake Forest University

Marcia M. Wofford (2013)

Associate Dean of Student Affairs

BA, Millsaps College; MD, University of Mississippi Medical Center

Avinash (Avi) Shetty, (2015)

Associate Dean of Global Health

MBBS, University of Bombay; MD, University of Bombay

Mitchell Sokolosky (2014)

Associate Dean of Graduate Medical Education, ACGME Designated Institutional Official, Associate Professor, Emergency Medicine MD, West Virginia University School of Medicine

Daryl Rosenbaum (2019)
Associate Dean of Admissions and Student Financial Aid
BA, University of Michigan; MD, Wake Forest University

Modupeola Akinola (2019)
Assistant Dean of Admissions and Student Financial Aid
BS, MB, University of Ibadan Medical School - Nigeria

Marquita Hicks (2019)
Assistant Dean of Student Inclusion and Diversity
Ba, Hendrix College; MD, University of Kansas

Admissions and Financial Aid

Eric Maguire (2019)
Vice President for Enrollment
BA, Muhlenberg College; MA, Indiana University

Karen Vargas (2017)
Dean of Admissions
BA, Haverford College; MSM Rosemont College

Tamara L. Blocker (1999)
Sr. Associate Dean of Admissions - Admissions Operations
BS, Florida State University; MA, University of Central Florida

Dawn E. Calhoun (1999)
Sr. Associate Dean of Admissions - Admissions Programming
BA, MA, Wake Forest University

Paul M. Gauthier (2003)
Associate Dean of Merit-Based Scholarships
BA, Wake Forest University; MA, St. Louis University

Kevin Pittard (2007)
Associate Dean of Admissions
BA, Wake Forest University; MEd, Georgia

Nicole McInteer (2015)
Associate Dean of Admissions
BA, Wake Forest University; PhD, Penn State

Adrian Greene (2018)
Associate Dean of Admissions
BA, MA, Wake Forest University; PhD, UNC-Chapel Hill

Morgan Wehrkamp (2018)
Associate Dean of Admissions
BA, Augustana University; MDiv, Wake Forest University

Susan Faust (2014)
Assistant Dean of Admissions
BA, MA, University of Arkansas at Fayetteville

Lowell Tillett (2014)
Assistant Dean of Admissions
BA, Wake Forest University; JD, Quinnipiac University

Thomas Ray (2014)
Assistant Dean of Admissions, Diversity Admissions
BA, Wake Forest University

Lando Pieroni (2018)
Coordinator, International Admissions
BA, Wake Forest University

Matthew Avara (2017)
Admissions Counselor
BS, Wake Forest University

Addie Folk (2019)
Admissions Counselor
BA, Wake Forest University

Cesar Grisales (2019)
Admission Counselor
BA, Wake Forest University

Yong Su An (2019)
Admission Counselor
BA, Wake Forest University

Michelle White (2019)
Admissions Counselor
BA, Wake Forest University

Christopher R. Franklin (2013)
Admissions Business/Systems Analyst
BS, University of Maryland

Terri E. LeGrand (2005)
Director of Enrollment Compliance & Technology
BS, Iowa State; JD, Wake Forest University

Thomas P. Benza (2006)
Director of Financial Aid
BA, BS, Appalachian State; MA, Wake Forest University

Milton W. King (1992)
Associate Director of Financial Aid
BA, MBA, Wake Forest University

Roberta L. Powell (2007)
Assistant Director of Financial Aid
BA, Asbury College; MS, Kentucky

Lauren Trethaway (2013)
Assistant Director of Financial Aid & Student Employment Coordinator
BS, North Carolina State University

Elizabeth G. Sandy (2013)
Coordinator for Study Abroad, External Scholarships & State Grants
BS, MA, Rider

Lisa A. Myers (1996)
Financial Aid Counselor

Asia Parker (2019)
Financial Aid Counselor
BA, Wake Forest University

Marisa Hernandez (2020)
Financial Aid Counselor
BA, University of North Carolina at Chapel Hill; MSM Wake Forest University

John Royal (2017)
Data Coordinator

BA, Western Carolina University

Rhonda Myrick (2008)
Reporting Analyst III
BS, High Point University; MA, Appalachian State University

Athletics

John Currie (2019)
Director of Athletics
BA, Wake Forest University; MS, Tennessee

Lindsey Babcock (2020)
Deputy Director of Athletics, Internal Operations
BS, Elmira College; MS, West Virginia University

Pete Paukstelis (2019)
Associate Counsel/Senior Athletics Advisor for Strategy & Risk Management
BA, University of Kansas; JD, University of Michigan

Jane Caldwell (1999)
Senior Associate Athletic Director for Student-Athlete Services and Assistant to the Dean of the College
BS, UNC-Greensboro; MA, Wake Forest University

Randy Casstevens (2012)
Senior Associate Athletic Director for Finance
BS, MBA, Wake Forest University

Brad Darmofal (2004)
Senior Associate Athletic Director for Finance
BS, MBA, Wake Forest University

Barry Faircloth (2001)
Senior Associate Athletic Director, Development
BS, Wake Forest University

Murphy Grant (2019)
Senior Associate Athletic Director, Sports Performance/Health Care Administrator
BS, Quincy University; MS, Illinois State University

C. Todd Hairston (2005)
Senior Associate Athletic Director for Compliance
BS, Wake Forest University; MS, Meharry Medical College; PhD, Florida State

Rhett Hobart (2020)
Associate Athletic Director, Fan Engagement and Brand Development
BA, MBA Mississippi State University

Will Pantages (2019)
Associate Athletic Director, Athletic Communications
BA, Baldwin-Wallace College

Michael Piscetelli (2005)
Associate Athletic Director, Principal Gifts
BA, Wake Forest University

Ellie Shannon (2012)
Associate Athletic Director
BS, Grand Valley State; MS, Kansas State

Barbara Walker (1999)
Deputy Director/SWA

BS, MAEd, Central Missouri State

Ashley Wechter (2013)
Assistant Athletic Director, Student-Athlete Development
BS, Wake Forest University

Campus Life

Shea Kidd Brown (2022)
Vice President for Campus Life
BA, University of Southern Mississippi; MEd, University of Georgia; PhD, University of Memphis

Andrea Bohn (1997)
Associate Vice President, Campus Life Finance & Operations
BS, Gardner Webb University

Adam Goldstein (2014)
Associate Vice President & Dean of Students
BA, Indiana University of PA; MEd, University of Georgia; PhD, University of Georgia

Matthew Clifford (2010)
Assistant Vice President & Dean of Residence Life and Housing
BA, Davidson College; MEd, University of South Carolina; EdD, University of North Florida

James D. Raper (2008)
Assistant Vice President, Health & Wellbeing
BA, Colgate University; MAEd, Wake Forest University; PhD, Syracuse University

Regina G. Lawson (1989)
Chief of University Police
BS, UNC-Wilmington

Timothy L. Auman (2003)
University Chaplain
BA, Wofford College; MDiv, Duke University; PhD, Interfaith Seminary/Mahidol University

Cecil D. Price (1991)
Director of Student Health Service
BS, MD, Wake Forest University

Joseph Cassidy (2016)
Executive Director for Campus Fitness & Recreation
BA, Bellarmine University; MS, Eastern Illinois University; MBA, University of Notre Dame

Michael P. Shuman (1997)
Director, Learning Assistance Center and Disability Services
BA, Furman University; MEd, University of South Carolina; PhD, UNC-Greensboro

Marian Trattner (2019)
Interim Director, Office of Wellbeing
BSW, MSW, University of Missouri

Warrenetta Mann (2021)
Director, University Counseling Center
BA, Vanderbilt University; MA, University of Louisville; PsyD, Spalding University

Ashleigh Hala (2021)

Director, Office of Wellbeing
BSW, Wheelock College; MSW, Boston University

Chaplain's Office

Timothy L. Auman (2001)
Chaplain

BA, Wofford College; MDiv, Duke

Kellee Monet (K. Monet) Rice (2012)
Associate Chaplain
BA, Louisiana State; MDiv, Princeton Theological Seminary

K. Virginia Christman (2015)
Associate Chaplain
BA, University of Richmond; MDiv, Fuller Theological Seminary

Elizabeth Orr (2014)
Associate Chaplain, Catholic Life
BA, Stonehill College; MA, Boston College School of Theology and Ministry

Gail H. Bretan (2014)
Associate Chaplain, Jewish Life
BS, Temple University; BBA, Northwood University; MS, University of Arizona; PhD, UNC-Greensboro

Naijla Faizi (2017)
Associate Chaplain, Muslim Life
BS, Wake Forest University; MS University of Pennsylvania

Peggy Beckman (1997)
Office Manager
BA, Central Bible College

Finance and Administration

B. Hofler Milam (2010)
Executive Vice President/CFO
BS, MBA, Wake Forest University

Kenneth Basch (2008)
Executive Director, Wake Forest Properties
BA, Ohio State; MBA, Case Western Reserve

Dedee DeLongpré Johnston (2009)
Vice President, Human Resources and Sustainability
BS, Southern California; MBA, Presidio

Mur K. Muchane (2015)
Vice President, Information Technology/CIO
BA, Warren Wilson College; MS, University of Tennessee

Emily G. Neese (2006)
Vice President, Finance, Strategy and Planning
BS, Wake Forest University

John J. Shenette (2014)
Vice President, Facilities & Campus Services
BS, Central New England College

John K. Wise (2002)
Associate Vice President, Hospitality & Auxiliary Services
BS, Wisconsin (Stout)

Global Wake Forest

J. Kline Harrison (1990)
Associate Vice President
Associate Provost for Global Affairs and Kemper Professor of Business
BS, Virginia; PhD, Maryland

Leigh Hatchett Stanfield (1999)
Executive Director of Global Engagement and Administration
BA, Wake Forest University

David F. Taylor (2005)
Assistant Dean of Global Study Away
BA, Princeton; MALS, Wake Forest University

Jessica A. Francis (2007)
Director of Global Abroad Programs
BA, St. Edward's; MALS, Wake Forest University

Nelson Brunsting (2008)
Director of Global Research & Assessment
BA, Wake Forest University; MA, Victoria University of Wellington, New Zealand; PhD, UNC-Chapel Hill

Kelia Hubbard (2016)
Director of International Student & Scholar Services
BA, UNC-Charlotte; MPA, Grand Canyon University

Steve Seaworth (2017)
Executive Director, INSTEP-WFU Programs
BA (Hons), University of Redlands; MA, University of California - Riverside

Blair Bocook (2017)
Associate Director of International Student & Scholar Services
BA, MA, Marshall

Porshe Chiles (2017)
Associate Director of International Student & Scholar Services
BS, University of Texas, Tyler; MEd, University of North Texas

Janice W. Claybrook (2006)
Assistant Director & Program Coordinator for Global AWAKEnings
BA, UNC-Chapel Hill; MS, UNC-Greensboro

Sandra Lisle McMullen (2012)
Assistant Director for Global Campus Programs
BS, Ball State; MA, Wake Forest University

Silvia Correra (2014)
Assistant to the Associate Provost of Global Affairs
AA, LaGuardia Community College

Tara Grischow (2016)
Senior Advisor for International Students and Scholars
BA, Youngstown State; MA Youngstown State

Greta Smith (2018)
Senior Advisor for International Students and Scholars
BA, UNC-Greensboro

Rayna Minnigan (2017)
International Student Advisor
BS, Shaw University; MS, Georgetown University

Cody Ryberg (2016)
Senior Study Abroad Advisor

BA, Luther College; MS, St. Cloud State

Anna Marter (2016)
Senior Study Abroad Advisor
BFA, Tisch-New York University; MA, SIT Graduate Institute

Marcia Crippen (2017)
Study Abroad Advisor
BA, UNC-Charlotte; MEd, Old Dominion University

Sean McGlynn (2017)
Study Abroad Advisor
BA, Plymouth State

Ashley Brookes (2017)
Study Abroad Advisor
BA, Gettysburg; MA, Boston College

Taylor Burdette (2017)
Study Abroad Advisor
BA, Gettysburg; MA, Boston College

Kim Snipes (2008)
Project Coordinator for Global Campus Programs
Attended Bob Jones

Kara Rothberg (2017)
Program Coordinator for Global Campus Programs
BA, Emory University; MA, Teachers College, Colombia

Sarah Dale (2018)
Data and Records Specialist
BA, Rollins; MS, University of Texas, Austin

Christina Deloglos (2019)
Office Administrator
BA, National Louis University

Sonali Kathuria (2019)
Research Coordinator for Global Research & Assessment
BA, University of North Carolina at Greensboro; BA, North Carolina State University

Graylyn International Conference Center

John K. Wise (2002)
Associate Vice President for Hospitality and Auxiliary Services
BS, Wisconsin (Stout)

Alex Crist (2010)
Director Parking and Transportation
BS, University of Indianapolis

T. Matthew Pack (2004)
Director of Conference Services
BA Kentucky Wesleyan; MA, Murray State

Alyssa Armenta (2015)
Marketing Manager
BA, Salem College

Roger Brown (2015)
Director of Food and Beverage
Northern Arizona University

Shelley Brown (2010)

Director of Sales
BA, Austin Peay State

Mark McFetridge (2006)
Director of Rooms
BS, University of Florida

Information Systems

Mur Muchane (2015)
Vice President for Information Technology & CIO
BA, Warren Wilson College; MS, University of Tennessee

Mary Jones (2015)
Senior Director of IT Finance & Administration
BA, UNC-Chapel Hill

Lynn McGowan (1998)
Senior Director of Client Services
BS, Wake Forest University

Rob Smith (2017)
Senior Director of IT Infrastructure
BA, College of William & Mary, USC-Columbia

Odi Iancu (2009)
Senior Director, Enterprise Systems
PhD, Delft University of Technology, the Netherlands

David Eaton (2019)
Director, Analytics and Data Governance
BS Business Administration, University of North Carolina - Greensboro;
MBA, Queens University

Steve Bertino (2018)
Chief Information Security Officer
BA, Rochester Institute of Technology; AAS, Monroe Community College

Hannah Inzko (2017)
Senior Director, Academic Technology
BA, Pennsylvania State University; MSED, University of Miami

Brent Babb (2015)
Assistant Director IT Infrastructure
AA, ECPI

Marty McGowan (1998)
Assistant Director IT Infrastructure
BS, UNC-Greensboro

Will Tomlinson (2014)
Assistant Director of IT Infrastructure
BA, Elon University

Sarah Wojcik-Gross (2007)
Assistant Director Client Services
BA, Mansfield University; MSED, Elmira College

Mike Greco (2015)
Assistant Director Client Engagement
BS, Lenoir-Rhyne College

Anthony Hughes (2010)
Assistant Director Enterprise Systems
BS, Southern Illinois University

Jeffrey Teague (2011)

Assistant Director Information Security
BS, MS, North Carolina State University

Sophia Bredice (2015)

Assistant Director Client Services
BS, Wake Forest University; MS, University of Virginia

Greg Collins (2013)

Assistant Director of Client Services
BS, East Carolina University

Phil May (1996)

Assistant Director of Workday Engagement
BS, MBA, Wake Forest University

George Campbell (2019)

Assistant Director Analytics & Data Governance
BA, Wake Forest University; MA, Indiana University-Bloomington

Eudora Struble (2015)

Assistant Director Technology Accessibility
BA, University of Colorado - Boulder; MA, University of Chicago

Paul Whitener (2007)

Assistant Director Digital Fabrication & Maker Education
BA, University of North Carolina - Greensboro; AA, Forsyth Technical College

Institutional Research

Philip G. Handwerk (2013)

Director of Institutional Research
BA, Wake Forest University; MS, NC State; PhD, Pennsylvania

Adam Shick (2001)

Associate Director of Institutional Research
BS, US Merchant Marine Academy; MA, Wake Forest University

Sara Gravitt (1996)

Assistant Director of Institutional Research
BS, High Point University

Alexandra Strullmyer (2021)

Data Scientist
BS, DePaul University; MA Wake Forest University

Investments

James J. Dunn (2009)

Senior Adviser to the President and CEO and CIO, Verger Capital Management, LLC
BS, Villanova

Craig O. Thomas (2003)

Managing Director of Investments, Verger Capital Management, LLC
BS, Alfred; MS, Syracuse

Vicki J. West (2006)

Chief Operating Officer, Verger Capital Management, LLC
BA, Lenoir-Rhyne

Jeffrey M. Manning (2015)

Chief Financial Officer, Verger Capital Management, LLC
BS, MS & MBA, Wake Forest University

Legal Department

J. Reid Morgan (1979)

Senior Vice President, General Counsel and Secretary of the Board of Trustees
BA, JD, Wake Forest University

William K. Davis (2012)

Senior Counsel
AB, Davidson; MBA, UNC-Chapel Hill; LLB, Wake Forest University

Anita M. Conrad (1999)

Counsel and Assistant Secretary of the Board of Trustees
BA, Akron; JD, Wake Forest University

Dina J. Marty (2001)

Deputy General Counsel
BA, Drake; JD, Wake Forest University

K. Carter Cook (2004)

Counsel
BS, MBA, JD, Wake Forest University

Brian J. McGinn (2007)

Associate Counsel
BA, JD, Wake Forest University

Peter J. Paukstelis (2019)

Associate Counsel
BA, University of Kansas; JD, University of Michigan

Libraries

Timothy Pyatt (2015)

Dean, Z. Smith Reynolds Library
AB, Duke University; MLIS, NC Central

Lauren Corbett (2008)

Director, Resource Services, Z. Smith Reynolds Library
BA, Davidson College; MLIS, UNC-Greensboro

Thomas P. Dowling (2012)

Director, Technologies, Z. Smith Reynolds Library
BM, MLIS, University of Michigan

James Harper (2012)

Interim Director, Access Services, Z. Smith Reynolds Library
BA, MLIS, University of North Carolina - Greensboro

Molly Keener (2006)

Director, Digital Initiatives & Scholarly Communication, Z. Smith Reynolds Library
BA, UNC-Chapel Hill; MLIS, UNC-Greensboro

Mary Beth Lock (2007)

Associate Dean, Z. Smith Reynolds Library
BS, Wayne State; MLS, NC Central; MALS, Wake Forest University

Rosalind Tedford (1994)

Director, Research and Instruction, Z. Smith Reynolds Library
BA, MA, Wake Forest University; MLIS, UNC-Greensboro

Tanya Zanish-Belcher (2013)

Director, Special Collections and University Archives, Z. Smith Reynolds Library

BA, Ohio Wesleyan; MA, Wright State

Mikhaela Payden-Travers (2018)

Assitant Director, Library and College Development, Z. Smith Reynolds Library

BA, College of William and Mary; MA, University of San Diego

E. Parks Welch III (1991)

Director of the Coy C. Carpenter Library

BS, UNC-Chapel Hill; MBA, Wake Forest University; MLS, UNC-Greensboro

Christopher Knott (2012)

Associate Dean for Information Services and Technology, Professional Center Library

BA, Iowa; JD, Michigan; MLIS, Indiana

Personal and Career Development

Andrew Chan (2009)

Vice President, Innovation and Career Development

BA, MBA, Stanford

Vicki L. Keslar (2009)

Office Operations Manager & Executive Assistant to the Vice President

BS, Indiana University of PA; MPM, Carnegie Mellon

Allison McWilliams (2010)

Director, Mentoring Resource Center & Alumni Career Development

BA, Wake Forest University; MA, PhD, Georgia

Amy Willard (2011)

Assistant Director, Career Education & Coaching

BA, NC State

Caleigh McElwee (2011)

Associate Director, Career Coaching, School of Business

BA, Wake Forest University; MS, EdS, UNC-Greensboro

Shan Woolard (2001)

Assistant Director, Career Education and Coaching

BA, Salem College; MS, UNC-Greensboro

Jessica Long (2014)

Assistant Director, Career Education & Coaching

BA Wake Forest, MS, UNCG

Cheryl Hicks (2014)

Assistant Director, Career Education & Coaching

BS, Texas A&M

Lauren Beam (2010)

Associate Director, Mentoring Resource Center & Alumni Career Development

BA, Wake Forest University; MS, UNC-Greensboro

Patrick Sullivan (1997)

Interim Director, Career Education & Coaching

BA, MBA, Wake Forest University

Heidi Robinson (2011)

Part-time Associate Professor of the Practice in Education

BA, Washington State; MA, Wake Forest University

Dana Hutchens (1991)

Employer Experience Manager

BS, UNC-Greensboro

Amy Bull (2013)

Employer Experience Manager

BS, Grove City College

Amy Wagner (1986)

Office Manager

ShaShawna McFarland (2010)

Receptionist

BS, Winston-Salem State

Rhonda Stokes (2007)

Associate Director, Family Business Center- Charlotte Metro

BA, Georgia

Polly Black (2010)

Director, Center for Innovation, Creativity and Entrepreneurship

BA, Vassar College; MA, Columbia; MBA, Virginia

Elisa Burton (1998)

Program Coordinator, Office of Innovation, Creativity and

Entrepreneurship

BA, High Point

Michael A. Crespi (2004)

Sr. Associate Director, Career Coaching, School of Business

BA, BS, New Hampshire; MBA, Wake Forest University

Lori Sykes (2004)

Associate Director, Corporate Relations

BS, MBA, Appalachian State

Lisa Simmons (2002)

Associate Director, Employer Experience

BS, Rollins College; MALS, Wake Forest University

Mercy Eyadiel (2011)

Associate Vice President, Career Development & Executive Director

Corporate Engagement

BA, Southern Nazarene; MAEd, Oklahoma City

University Advancement

Mark A. Petersen (2008)

Vice President for University Advancement

BA, Brandeis; MA, Southern California

Robert T. Baker (1978)

Senior Associate Vice President, University Development

BA, MS, George Peabody (Vanderbilt)

Melissa N. Combes (1996)

Associate Vice President, Presidential Advancement and Liaison to the Trustees

BA, Washington College; MBA, Wake Forest University

Brett Eaton (2010)

Senior Associate Vice President, Communications and External Relations and Executive Director of Wake Will Lead

BA, Clemson; MBA, American

Michael Haggas (1994)

Assistant Dean of Development, College

BA, Clarke University

Maria Henson (2010)

Associate Vice President and Editor-at-Large Wake Forest Magazine
BA, Wake Forest University

Shaída Horner (1993)

Associate Vice President, Gift Planning
BA, UNC-Chapel Hill; M.Acct., UNC-Chapel Hill; JD, Wake Forest University

Linda Luvaas (2009)

Associate Vice President, Corporate and Foundation Relations
BA, Allegheny College; MA, Duke

Minta A. McNally (1978)

Associate Vice President, Office of Family Engagement
BA, Wake Forest University

William T. Snyder (1988)

Associate Vice President, Alumni and Donor Services
BA, Wake Forest University

Mary Tribble (1982)

Associate Vice President and Senior Advisor for Engagement Strategies
BA, MA, Wake Forest University

T.J. Truskowski (2002)

Executive Director of Development, School of Business
BS, Eastern Michigan University; MBA, Davenport University

Sheila Virgil (1988)

Assistant Dean of Development, School of Divinity
BA, St. John's College; MNO, Case Western Reserve University

Logan Roach (2015)

Assistant Dean of Development, School of Law
BS, Wake Forest University

University Registrar

Kenneth Gilson (2020)

Assistant Provost for Academic Administration and University Registrar
BA, Wheaton College (IL), MS, UIC John Marshall Law School; EdD, University of Southern California

Michael Moore (2019)

Senior Associate Registrar
BA, Ohio University; MBA, Strayer University; PhD, Old Dominion University

Fagueye Ndiaye-Dalmadge (2008)

Assistant Registrar
BS, MBA, Southern Illinois

Damian Patterson (2019)

Data Services Specialist
BA, Bridgewater College

Susan Parrott (2007)

Certification Officer
BA, Duke University; JD, UNC-Chapel Hill

Shemeka Penn (2008)

Assistant Registrar
BA, East Tennessee State; MA, Strayer

Candace Speaks (2010)

Office Manager

Leah Farrow Steele (2021)

Assistant Registrar
BS, High Point University

Sasha Suzuki (2006)

Associate Registrar
BA, MA, Wake Forest University

Richard Titus (2019)

Assistant Registrar
BA, MA, UNC-Greensboro

University Theatre

Jonathan Christman (2019)

Director of University Theatre
AB, Franklin & Marshall College; MFA, University of Massachusetts at Amherst

Evan Shuster (2019)

Technical Director
BA, Susquehanna University; MFA Virginia Tech

Leslie Spencer (2001)

Audience Services Coordinator
BA, Salem College

Alice Barsony (2012)

Costume Studio Supervisor
BFA, Rhode Island School of Design; MFA, UNC School of the Arts

Clare Parker (2018)

Costume and Wardrobe Assistant
BFA, Southern Oregon University; MFA, UNC School of the Arts

Other Administrative Offices

Jarrod Atchison (2010)

Director of Debate
BA, MA, Wake Forest University; PhD, Georgia

Sam L. Beck (2008)

Director, Student Professional Development (EY Professional Development Center, School of Business)
BA, MA, Wake Forest University

C. Kevin Bowen (1994)

Director of Bands
BS, Tennessee Tech; MM, Louisville; PhD, Florida State

Paul Bright (2004)

Director of Art Galleries and Programming
BFA, South Carolina

Jessica Burlingame (2007)

Interim Curator of Art Collections
BA, Edinboro University of Pennsylvania; MA, UNC-Greensboro

Brian Gorelick (1984)

Director of Choral Ensembles
BA, Yale; MM, Wisconsin-Madison; DMA, Illinois

Andrew W. Gurstelle (2015)

Academic Director of the Museum of Anthropology
BA, University of Wisconsin-Madison; MA, PhD, University of Michigan

David Hagy (1995)
Director of Orchestra
BM, Indiana; MM, MMA, DMA, Yale

Katy J. Harriger (1995)
Faculty Director of the Wake Washington Program (Washington, D.C.)
BA, Edinboro State University; MA, PhD, University of Connecticut

Dedee Delongpré Johnston (2009)
Director of Sustainability
BS, Southern California; MBA, Presidio Graduate School

Peter D. Kairoff (1988)
Program Director of Casa Artom (Venice)
BA, California (San Diego); MM, DMA, Southern California

Benjamin T. King (2007)
Director of Interdisciplinary Programs (School of Business)
BA, Virginia; MBA, Wake Forest University

Jonathan A. McElderry (2016)
Assistant Dean of Students and Director of the Intercultural Center
BS, George Mason University; MEd, Ohio University; PhD, University of Missouri

Véronique McNelly (2002)
Faculty Director of the Dijon Program
BA, MA, University of Virginia

Martine Sherrill (1985)
Visual Resources Librarian and Curator of Print Collection
BFA, MLS, UNC-Greensboro

Peter M. Siavelis (1996)
Faculty Director of the Southern Cone Program (Argentina and Chile)
BA, Bradley; MA, PhD, Georgetown

Kathy Smith (1981)
Faculty Director of Worrell House (London)
BA, Baldwin-Wallace University; MA, PhD, Purdue University

Rebecca Thomas
Faculty Director of Flow House (Vienna)
BA, MA, University of California-Los Angeles; PhD, Ohio State University

THE GRADUATE SCHOOL OF ARTS AND SCIENCES

Mission of the Graduate School

The mission of the WFU Graduate School of Arts and Sciences is to train and mentor future leaders in research, teaching and innovation for serving humanity. This embodies the Graduate School's vital role as an engine of discovery that fuels the nation's scholarly and creative enterprise. The Graduate School contributes to the academic reputation of the university by educating the next generation of teachers and scholars and by providing mentors and role models for educating undergraduates. A strong graduate program also helps support faculty research and is critical for faculty recruitment and retention.

We seek to instill in our students a sense of professionalism, which includes the ethical behavior inherent in their professional role, as well as respect for their colleagues, their field, and for society as a whole. We want our students to be critical, independent thinkers and good citizens. They should be motivated to apply their scholastic efforts to enlighten and improve the wellbeing of society. Thus the Graduate School is a key link for collaboration between departments and schools and for achieving WFU's goal of becoming a collegiate university and major academic medical center.

Our values are steadfast and consist of critical thinking, service, diversity, discovery, mentoring, and ethics. These are integral to all our activities in the classroom, the laboratory or other research environments, the broader communities of which we are a part.

Our vision is for the Graduate School to be a diverse community of excellence. We achieve our vision and fulfill our mission through strategic activities that build pillars of excellence in:

- Student experience: to create an optimized learning and mentoring experience that prepares students to lead in any career path.
- Research: to provide high-quality research partnerships for promoting innovation, discovery and creation of value to the community.
- Faculty and staff support: to enable seamless, effective, aligned services for maximizing time and resources for instruction and research.
- Internal and external communication: to celebrate the prominence and value of the Graduate School and the University.

The Graduate School confers the Master of Arts, Master of Arts in Education, Master of Arts in Human Services, Master of Fine Arts, and Master of Science degrees in the arts and sciences and biomedical science, and the Doctor of Philosophy degree. The Graduate School also offers a MD/MS, MD/PhD, PhD/MMS, as well as a MD/MA in bioethics jointly with the School of Medicine, and a PhD/MBA program jointly with the School of Business. In addition, the Graduate School offers an MDiv/MA in bioethics, counseling, or sustainability as well as a MDiv/MAED jointly with the School of Divinity; and a JD/MA in bioethics, religious studies or sustainability jointly with the School of Law. Certificates are offered in Bioethics, Clinical and Population Translational Science, Curriculum, Instruction, and Assessment, Data Science, Interpreting and Translation Studies, Medieval and Early Modern Studies, Structural and Computational Biophysics, and Sustainability.

History of the Graduate School

In accord with the prevailing custom among American colleges during the antebellum period, Wake Forest granted honorary master's degrees to selected alumni.

By 1862, when the College closed temporarily because of the Civil War, twenty-nine such degrees had been awarded. The first announcement of a program of study leading to an earned graduate degree at Wake Forest was made in 1866. Between 1871, when the first degrees earned under the plan were awarded to John Bruce Brewer (grandson of Samuel Wait) and Franklin Hobgood, and 1951, 383 Master of Arts and Master of Science degrees were granted. In 1949 the School of Arts and Sciences discontinued admitting applicants for the Master of Arts degree because the rapid increase in the size of the undergraduate student body following World War II had overloaded the faculty. The School of Medicine did not interrupt its graduate program. The first Master of Science degree conferred by the school after it moved to Winston-Salem was awarded in 1943, and the degree was offered regularly thereafter by the departments of Anatomy, Biochemistry, Microbiology, Pharmacology, and Physiology.

During the fifteen years the College and the School of Medicine were located in different towns, the study of graduate education continued on both campuses. The self-study report adopted by the faculty of the School of Arts and Sciences immediately prior to its move to Winston-Salem recommended that graduate study leading to the Master's degree be resumed as soon as practicable. In 1958 the administration of the School of Medicine, in view of an increasing demand for graduate instruction in basic medical and clinical sciences, appointed a Committee on Graduate Studies for the purpose of reorganizing the graduate program.

As a result of these two parallel studies and in recognition of the need for an institution-wide approach to graduate education, the trustees, on January 13, 1961, established the Division of Graduate Studies and authorized it to grant the Master of Arts degree in the School of Arts and Sciences and the Master of Science and Doctor of Philosophy degrees in the School of Medicine. The first PhD degree was awarded in 1964. In 1967 the Master of Arts in Education degree was added to the graduate program in arts and sciences. A program, leading to the Master of Arts in Liberal Studies, was begun in the summer of 1987. The first PhD program on the Reynolda campus was begun in 1970.

Administration

The Graduate School is administered by two Deans (one on each campus), and a Graduate Council composed of ex-officio administrative officials, twelve faculty members elected by the Graduate School faculty, and two graduate students elected by the Graduate Student Association. Six of the twelve are members of the College of Arts and Sciences (Reynolda campus) and six are members of the Wake Forest School of Medicine faculty (Bowman Gray campus).

Statement of Mission and Purpose

Wake Forest is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in its pursuit of its mission derives from its private, coeducational, and residential character; its size and location; and its Baptist heritage. Each of these factors constitutes a significant aspect of the unique character of the institution.

The University is now comprised of seven constituent parts: Wake Forest College, the Graduate School of Arts and Sciences, the School of Law,

the School of Medicine, the School of Business, the School of Divinity, and the School of Professional Studies. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing critical appreciation of moral, aesthetic and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and utilizing knowledge in the service of humanity.

Wake Forest has been dedicated to the liberal arts for over a century and a half; this means education in the fundamental fields of human knowledge and achievement, as distinguished from education that is technical or narrowly vocational. It seeks to encourage habits of mind that ask “why,” that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth. Wake Forest College has by far the largest student body in the University, and its function is central to the University’s larger life. The College and the Graduate School are most singularly focused on learning for its own sake; they therefore serve as exemplars of specific academic values in the life of the University.

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields, as a complement to its primary mission of liberal arts education. This responsibility is fulfilled in the conviction that the humane values embodied in the liberal arts are also centrally relevant to the professions. Professional education at Wake Forest is characterized by a commitment to ethical and other professional ideals that transcend technical skills. Like the Graduate School, the professional schools are dedicated to the advancement of learning in their fields. In addition, they are specifically committed to the application of knowledge to solving concrete problems of human beings. They are strengthened by values and goals which they share with the College and Graduate School, and the professional schools enhance the work of these schools and the University as a whole by serving as models of service to humanity.

Wake Forest was founded by private initiative, and ultimate decision-making authority lies in a privately appointed Board of Trustees rather than in a public body. Funded to a large extent from private sources of support, it is determined to chart its own course in the pursuit of its goals. As a co-educational institution it seeks to “educate together” persons of both sexes and from a wide range of backgrounds—racial, ethnic, religious, geographical, socio-economic and cultural. Its residential features are conducive to learning and to the pursuit of a wide range of co-curricular activities. It has made a conscious choice to remain small in overall size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Piedmont area of North Carolina engenders an ethos that is distinctively Southern, and more specifically North Carolinian. As it seeks further to broaden its constituency and to receive national recognition, it is also finding ways to maintain the ethos associated with its regional roots.

Wake Forest is proud of its Baptist and Christian heritage. For more than a century and a half, it has provided the University an indispensable basis for its mission and purpose, enabling Wake Forest to educate thousands of ministers and lay people for enlightened leadership in their churches and communities. Far from being exclusive and parochial, this religious tradition gives the University roots that ensure its lasting identity and branches that provide a supportive environment for a wide variety of faiths. The Baptist insistence on both the separation of church and state and local autonomy has helped to protect the University from interference and domination by outside interests, whether these be commercial,

governmental, or ecclesiastical. The Baptist stress upon an uncoerced conscience in matters of religious belief has been translated into a concern for academic freedom. The Baptist emphasis upon revealed truth enables a strong religious critique of human reason, even as the claims of revelation are put under the scrutiny of reason. The character of intellectual life at Wake Forest encourages open and frank dialogue and provides assurance that the University will be ecumenical and not provincial in scope, and that it must encompass perspectives other than the Christian. Wake Forest thus seeks to maintain and invigorate what is noblest in its religious heritage.

Nondiscrimination Statement

Wake Forest University is committed to diversity, inclusion and the spirit of its motto, *Pro Humanitate*. In adherence with applicable laws and as provided by University policies, the University prohibits discrimination in its employment practices and its educational programs and activities on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability and veteran status.

The following person has been designated to handle inquiries regarding the University’s non-discrimination policies:

Title IX Coordinator
Section 504/ADA Coordinator
titleixcoordinator@wfu.edu
Reynolda Hall 307 Winston-Salem, NC 27106
336-758-7258

Assistant Vice President Human Resources
AskHR@wfu.edu
2958 Reynolda Road, Winston-Salem, NC 27106
(336)758-4700

Deputy Title IX Coordinators have also been designated and represent various University schools/divisions. Contact information for each Deputy Coordinator can be obtained from the University’s Title IX Coordinator.

Inquiries concerning the application of anti-discrimination laws may be referred to the individuals listed above or to the Office for Civil Rights, United States Department of Education. For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the U. S. Department of Education office that serves your area, or call 1-800-421-3481.

Libraries Overview

The libraries of Wake Forest University support instruction and research at the undergraduate level and in the disciplines awarding graduate degrees. The libraries of the University hold membership in the Association of Southeastern Research Libraries.

The Wake Forest University libraries include the Z. Smith Reynolds (ZSR) Library (<https://zsr.wfu.edu/>), located on the Reynolda Campus and supports the undergraduate College, the Wake Forest School of Business, the Graduate School of Arts and Sciences, and the School of Divinity. The Law Library (<http://library.law.wfu.edu/>), housed in the Worrell Professional Center on the Reynolda Campus, serves the School of Law. The Coy C. Carpenter Library (<https://school.wakehealth.edu/Carpenter->

Library/) serves the Wake Forest School of Medicine and is located on the Bowman Gray Campus.

Collections

The three library collections total over 2.7 million titles, including over 1.7 million e-books, more than 150,000 electronic journals and over 15,000 DVDs as well as streaming media and other formats. The ZSR Library serves as a congressionally designated selective federal depository. The Law Library holds over 45,000 volumes and the Coy C. Carpenter Library holds over 35,000 volumes. The three libraries share an online search portal, which provides access to books, electronic resources, journals and databases. Through interlibrary loan service (<https://zsr.wfu.edu/delivers/ill/>), students, faculty and staff may obtain materials from other libraries at no charge.

Z. Smith Reynolds Library

The Z. Smith Reynolds Library (ZSR) provides comprehensive reference and research services (<https://zsr.wfu.edu/research/>) in-person and online. Research Librarians work with individual classes across the disciplines on research papers and library users can request personal research sessions (<https://zsr.wfu.edu/research/support/sessions/>) with Research Librarians at all phases of their research process. Library faculty also teach elective courses in the fundamentals of research and information literacy and upper-level courses geared towards research in the disciplines and special topics in information. The Digital Initiatives & Scholarly Communication (<https://zsr.wfu.edu/digital-scholarship/>) librarians and staff support and empower faculty scholarship through digital tools, methods, publication, and preservation.

Special Collections & Archives (SCA) (<https://zsr.wfu.edu/special/about/>) in the ZSR Library is the repository for the Baptist Historical Collection of North Carolina, Manuscripts, the Rare Book Collection, and the University Archives (<https://zsr.wfu.edu/special/collections/archives/>). The Baptist Historical Collection contains significant books, periodicals, manuscripts, and church records relating to North Carolina Baptists, as well as the personal papers of prominent ministers, educators, and government officials with ties to Wake Forest. SCA's Manuscripts include the papers of alumnus Harold Hayes (editor of *Esquire* magazine in the 1960s and 1970s) and other alumni, the Maya Angelou Film & Theater Collection, and the records of the Irish Dolmen Press. The Rare Books Collection, which includes the collections of Charles H. Babcock, Charles Lee Smith, and other donors, has collection strengths in 18th-20th century British, American, and Irish literature, African-American history and literature, and the history of material texts. SCA maintains the University Archives which serves as the primary repository for the historical records of Wake Forest University. The University Archives collects, describes, preserves, and exhibits University records (including electronic and born-digital) that contain historical, administrative, legal, or fiscal value. The records include documentation of the student experience, departmental records, and the papers of faculty. All are welcome to use the SCA collections, many of which are available online in SCA Digital Collections (<https://zsr.wfu.edu/special/collections/digital/>). Please contact archives@wfu.edu for access to the collections by appointment or submitting a specific question.

Spaces

The Z. Smith Reynolds library has group study rooms equipped with large screen monitors and individual study carrels that can be booked online (<https://wfu.libcal.com/reserve/>). Publicly available Windows and Macintosh computers are available in the Scholars Commons, and media viewing stations are available in the Media Room. Multimedia equipment,

Chromebooks, tablets, and other technology devices may be reserved for checkout. Reference (<https://zsr.wfu.edu/research/support/>) and online chat (<https://zsr.wfu.edu/chat/>) are available to help library visitors to find resources and research assistance. The library has a 118-seat auditorium that is available for use by Wake Forest community groups for programs, lectures, and film screenings.

ZSR houses the Information Systems Service Desk (<https://is.wfu.edu/>), the Center for the Advancement of Teaching (<https://cat.wfu.edu/>), and The Writing Center (<http://writingcenter.wfu.edu/>). The Center for the Advancement of Teaching is a resource center for Wake Forest faculty at all stages of their careers. The Writing Center provides help to guide students through their writing process.

Access

ZSR library is committed to creating an accessible, enriching, and welcoming community space for all.

The library's hours vary by semester and can be found at zsr.wfu.edu/calendar/ (<https://bulletin.wfu.edu/graduate/zsr.wfu.edu/calendar/>).

A room located to the right of the entrance to the library and may be accessed by keycard when the library is closed, offering access to multifunctional printers/copiers/scanners, and the library's bank of touchless smart lockers for pickup of requested materials. The study room on the left of the entrance houses the Camino Bakery (<https://dining.wfu.edu/locations/starbucks-zsr-library/>) coffeeshop. Check out the hours and events calendar (<https://zsr.wfu.edu/calendar/>) to stay up to date. See a full description of the ZSR Library resources and services at zsr.wfu.edu (<https://zsr.wfu.edu/>).

Bowman Gray Campus and Innovation Quarter

All faculty, staff and students in the Wake Forest University Graduate School of Arts and Sciences have full and unrestricted access to the Coy C. Carpenter Library of Wake Forest School of Medicine at its main facility on the first floor of the Gray Building. The Library is centrally located within the Wake Forest-affiliated hospital (Wake Forest Baptist Medical Center), and most of the resources are available online.

Technology Information Technology / Academic Computing

Information Systems (<https://is.wfu.edu/>) supports University instruction, research, and administrative needs through computing and telecommunications services. The University's computing resources serve both academic and business needs. Wake Forest's network infrastructure includes a 10-gigabit-per-second Ethernet backbone, a mixture of 100-Megabit and 1-Gigabit-per-second switched connectivity to the desktop, and pervasive wireless connectivity in all campus buildings and select outdoor locations.

All students are given a WFU account. This account is maintained as long as the student is enrolled and provides access to networked computer resources such as electronic mail, client software packages, various courseware applications, and administrative services. Students are able to reset their forgotten password or change their expired password through a self-service password management portal, [account.wfu.edu](https://account.wfu.edu/pwm/public/) (<https://account.wfu.edu/pwm/public/>). Eduroam provides a secured WiFi network for visiting students to use their home institution's WiFi credentials to access WiFi network services. Our students can take

advantage of this service by using their Wake Forest credentials when visiting other eduroam participating institutions.

Students have the option to bring their own computer device or purchase a laptop through the WakeWare (<http://wakeware.wfu.edu>) program. WakeWare provides students the opportunity to purchase a specially selected laptop configured to run academic technology at a negotiated price, bundled with extended warranties and protection, and provided with on-campus support. WakeWare evaluates new models, as available, to offer the most up-to-date technology to our students. WakeWare (<http://wakeware.wfu.edu/>) laptops have been thoroughly tested to ensure compatibility with academic software.

The Service Desk, a service center, located on the main floor of the Z. Smith Reynolds Library provides on-campus support for all IT-related questions and assistance. The Tech Shop, located in the Service Desk, is an authorized Apple, Dell, and Lenovo ThinkPad service center. With extended Service Desk hours, the online help portal, AskDeac (<https://help.wfu.edu/>), as well as Live Chat, there are extensive options for getting IT help. In addition, the IS website (<https://is.wfu.edu/>) provides timely announcements and in depth service-related content.

All students have access to licensed software and tools, via software@WFU (<http://software.wfu.edu>), for coursework, degree projects, and research; including SPSS, a statistical package used for data analysis, forecasting, and financial modeling; Maple; and Matlab, an interactive environment for algorithm development, data visualization, and data analysis.

Students also have access to computing resources outside the University. The University is a member of:

- The Inter-University Consortium for Political and Social Research (ICPSR), located at the University of Michigan. Membership in ICPSR provides faculty and students with access to a large library of data files, including public opinion surveys, cross-cultural data, financial data, and complete census data.
- EDUCAUSE, a national consortium of colleges and universities concerned with computing issues.
- Eduroam, a global wireless network access service for research and education, accessed using Wake Forest credentials.

Information Systems maintains an extensive array of online resources, including the Wake Information Network (WIN), Banner, and more, that support University admissions, student registration, grade processing, and other academic applications.

For advanced software with high computing requirements, WFU offers cloud-based virtualization. Engineering, among other departments, utilize a performance Workspace to run software, such as AutoCAD and COMSOL, needed for their Capstone Projects. The Wake Forest University Distributed Environment for Academic Computing (DEAC) cluster, a Linux-based High Performance Computing cluster provides supercomputing services academic research and coursework. These systems are available to students 24 hours a day through the Wake Forest University Network.

Students have unlimited access and full-time support using the One Button Studio (<https://is.wfu.edu/services/one-button-studio/>), a fully automated video production facility, located in Z. Smith Reynolds Library behind the IS Service Desk. Wake Forest also has a student run Makerspace, named the WakerSpace (<https://is.wfu.edu/academic-technology/wakerspace/>). The space allows students to not only build physical projects using technology such as 3D printers, laser cutters,

and solder stations, but also to learn skills such as podcasting, knitting, sewing, and woodworking through workshop partnerships with Facilities, Information Systems, and other resources across campus. By offering both academic and non-academic programs, the WakerSpace serves a broad range of interests across campus.

Information Systems offers cable television and streaming services. All residence hall rooms are equipped with cable TV connections and/or the ability to stream cable TV. Cable and/or streaming services provide access to campus information, news, weather, select HDTV channels and DVR recording via Stream2 (<https://is.wfu.edu/services/stream2/>).

Calendars

2022-2023 Academic Calendar

On Campus Programs

Fall Semester 2022

Date	Day	Event
August 22	Monday	Classes begin
August 26	Friday	Last day to add first part-of-term classes
September 5	Monday	Last day to add full-term classes
September 7	Wednesday	Last day to drop first part-of-term classes
September 9	Friday	Deadline to file statement of intent to graduate in December
September 20	Tuesday	Deadline for students with "I" grade to submit work to instructor
September 26	Monday	Last day to drop full-term classes
October 5	Wednesday	"I" and "NR" grades changed to "F" for enrolled students
October 7	Friday	Classes end first part-of-term
October 10	Monday	Classes begin second part-of-term
October 13 - 16	Thursday - Sunday	Fall Break
October 18	Tuesday	Last day to add second part-of-term classes
October 28	Friday	Last day to drop second part-of-term classes
October 31 - November 11	Monday - 2 nd Friday	Registration for Spring 2023
November 4	Friday	Deadline to submit thesis or dissertation to Graduate School office for review of format to graduate in December
November 23 - 27	Wednesday - Sunday	Thanksgiving Holiday
December 2	Friday	Last day to defend to graduate in December
December 2	Friday	Classes end
December 5 - 10	Monday - Saturday	Final Examinations

December 9	Friday	Deadline for December graduation requirements including: Submit ETD Student Advisor Agreement to Graduate School office; Submit ETD (electronic thesis or dissertation) to ProQuest; Submit exit survey to Graduate School office
December 30	Friday	Graduation
Spring Semester 2023		
Date	Day	Event
January 9	Monday	Classes begin
January 13	Friday	Last day to add first part-of-term classes
January 16	Monday	MLK Holiday
January 24	Tuesday	Last day to add full-term classes
January 26	Thursday	Last day to drop first part-of-term classes
February 3	Friday	Deadline to file statement of intent to graduate in May
February 7	Tuesday	Deadline for students with "I" grade to submit work to instructor
February 14	Tuesday	Last day to drop full-term classes
February 22	Wednesday	"I" and "NR" grades changed to "F" for enrolled students
February 27	Monday	Classes end first part-of-term
February 28	Tuesday	Classes begin second part-of-term
March 4 - 12	Saturday - 2 nd Sunday	Spring Break
March 13	Monday	Last day to add second part-of-term classes
TBD		Registration for Summer 2023
March 23	Thursday	Last day to drop second part-of-term classes
March 27 - April 7	Monday - 2 nd Friday	Registration for Fall 2023
April 5	Wednesday	Deadline to submit thesis or dissertation to Graduate School office for review of format to graduate in May
April 21	Friday	Last day to defend to graduate in May
April 26	Wednesday	Classes end

April 26	Wednesday	Deadline for May graduation requirements including: Submit ETD Student Advisor Agreement to Graduate School office; Submit ETD (electronic thesis or dissertation) to ProQuest; Submit exit survey to Graduate School office
April 28 - 29	Friday - Saturday	Final Examinations
May 2 - 5	Tuesday - Friday	Final Examinations
TBD	TBD	Hooding and Awards Ceremony
May 15	Monday	Commencement

2022 Summer Calendar (On Campus)

Summer Session I

May 23 – July 1, 2022

Date	Day	Event
*March 14 – May 27		Online Registration
May 23	Monday	Classes begin SSI and full summer
May 27	Friday	Last day to add SSI classes
May 30	Monday	Memorial Day - no classes
June 1	Wednesday	Last day to add full summer classes
June 4	Saturday	Classes meet
June 10	Friday	Deadline to file statement of intent to graduate in August
June 11	Saturday	Classes meet
June 14	Tuesday	Last day to drop SSI classes
June 20	Monday	Juneteenth Holiday - no classes
June 22	Wednesday	Last day to drop full summer classes
June 25	Saturday	Classes meet
June 29	Wednesday	Last day of SSI classes
June 30 - July 1	Thursday - Friday	Final Examinations for SSI classes

Summer Session II

July 6 – August 12, 2022

Date	Day	Event
*March 14 – May 27		Online Registration
July 6	Wednesday	Classes begin SSII
July 8	Friday	Deadline to submit thesis to Graduate School office for review of format to graduate in August
July 12	Tuesday	Last day to add SSII classes

July 14	Thursday	Last day to drop SSII classes
July 16	Saturday	Classes meet
July 27	Wednesday	Deadline to defend to graduate in August
July 30	Saturday	Classes meet
August 3	Wednesday	Deadline for August graduation requirements including: Submit ETD Student Advisor Agreement to Graduate School office; Submit ETD (electronic thesis or dissertation) to ProQuest; Submit exit survey to Graduate School office
August 6	Saturday	Classes meet
August 10	Wednesday	Last day of classes for SSII and full summer
August 11 - 12	Thursday - Friday	Final Examinations for SSII and full summer
August 15	Monday	Graduation

2022-2023 Academic Calendar

Counseling Program (Online)

Fall Semester 2022

Date	Day	Event
August 8-21	Monday-Sunday	Student Orientation Course for New Students
August 22	Monday	First Class Day
August 26	Monday	Last day to add part-of-term 1 courses
September 5	Monday	Last day to add full semester courses
September 7	Wednesday	Last day to drop without academic penalty (part-of-term 1)
September 9	Friday	Last day for withdrawal with pro rata refund (part-of-term 1) Deadline to submit intent to Graduate, December
September 26	Monday	Last day to drop without academic penalty (full semester)
October 2	Sunday	Last day for withdrawal with pro rata refund (full semester)
October 9	Sunday	Last Class Day (part-of-term 1)
October 10	Monday	First Class Day (part-of-term 2)
October 14	Monday	Last day to add part-of-term 2 courses
October 26	Wednesday	Last day to drop without academic penalty (part-of-term 2)

October 31	Monday	Last day for withdrawal with pro rata refund (part-of-term 2)
November 21 - November 27	Monday-Sunday	Thanksgiving Break
December 4	Sunday	Last Class Day
December 8-11	Thursday-Sunday	Residency I (Cohort 24), Residency II (Cohort 21)
December 9	Friday	Deadline to meet December Graduation Requirements – including exit survey and graduation fee
December 30	Friday	Graduation

Spring Semester 2023

Date	Day	Event
December 5-December 18	Monday-Sunday	Student Orientation Course for New Students
January 9	Monday	First Class Day
January 13	Friday	Last day to add part-of-term 1 courses
January 23	Monday	Last day to add full semester courses
January 25	Wednesday	Last day to drop without academic penalty (part-of-term 1)
January 27	Friday	Last day for withdrawal with pro rata refund (part-of-term 1)
February 3	Friday	Deadline to submit intent to Graduate, May
February 13	Monday	Last day to drop without academic penalty (full semester)
February 19	Sunday	Last day for withdrawal with pro rata refund (full semester)
February 26	Sunday	Last Class Day (part-of-term 1)
February 27	Monday	First Class Day (part-of-term 2)
March 3	Friday	Last day to add part-of-term 2 courses
March 6-12	Monday-Sunday	Spring Break
March 20	Monday	Last day for withdrawal with pro rata refund (part-of-term 2)
March 22	Wednesday	Last day to drop without academic penalty (part-of-term 2)
April 23	Sunday	Last Class Day
April 26	Wednesday	Deadline to meet May Graduation Requirements – including exit survey and graduation fee

April 27-April 30	Thursday-Sunday	Residency I (Cohort 25), Residency II (Cohort 22)
May 13	Saturday	Hooding and Awards Ceremony
May 15	Monday	Commencement

2023 Summer Calendar

Counseling Program (Online)

Summer Semester 2023

Date	Day	Event
April 17-April 30	Monday-Sunday	Student Orientation Course for New Students
May 1	Monday	First Class Day
May 5	Friday	Last day to add part-of- term 1 courses
May 15	Monday	Last day to add full semester courses
May 17	Wednesday	Last day to drop without academic penalty (part-of- term 1)
May 19	Friday	Last day for withdrawal with pro rata refund (part- of-term 1)
June 5	Monday	Last day to drop without academic penalty (full semester)
June 8	Thursday	Last day for withdrawal with pro rata refund (full semester)
June 9	Friday	Deadline to submit Intent to Graduate Form for August Graduation
June 18	Sunday	Last Class Day (part-of- term 1)
June 19	Monday	First Class Day (part-of- term 2)
June 23	Friday	Last day to add part-of- term 2 courses
July 5	Wednesday	Last day to drop without academic penalty (part-of- term 2)
July 8	Thursday	Last day for withdrawal with pro rata refund (part- of-term 2)
August 2	Wednesday	Deadline to meet August Graduation Requirements – including exit survey and graduation fee
August 6	Sunday	Last Class Day
August 10-13	Thursday-Sunday	Residency I (Cohort 32), Residency II (Cohort 29)
TBD	TBD	Graduation

Procedures

All students are responsible for familiarizing themselves with the portions of this bulletin that pertain to their course of study. Statements concerning

courses and expenses are not to be regarded as irrevocable contracts between the student and the institution. The university reserves the right to change the schedule of classes and the cost of instruction at any time within the student's term of residence.

Admissions

How to Apply

Information on the application process, as well as a link to the online application may be found on the Graduate School's website at <http://graduate.wfu.edu/admissions> (<http://graduate.wfu.edu/admissions/>).

Eligibility

Undergraduate seniors and graduates of accredited U.S. colleges and universities or recognized foreign institutions may apply for admission to the Graduate School. Undergraduates must complete their degree requirements prior to entering the Graduate School.

Whatever their previous academic training may have been, all applicants should have superior records. This requirement is usually interpreted as at least a B average or standing in the upper quarter of the class or both.

Students with Disabilities

Wake Forest University will consider the application of any qualified student, regardless of disability, based on the selection criteria established by the University which includes personal and academic merit. Upon matriculation, all students will be required to meet the same standards for graduation.

The University endeavors to provide facilities which are in compliance with all laws and regulations regarding access for individuals with disabilities. Additionally, special services are available to reasonably accommodate students with disabilities. For more information on assistance for graduate students, please visit the Center for Learning, Access, and Student Success (<https://class.wfu.edu>).

Admission Categories

Regular Status in a Degree Program. A person with a superior undergraduate record (at least a B average or upper quarter of the class and with the appropriate courses), satisfactory GRE scores (where required), TOEFL or IELTS scores (for international students), and/or good recommendations may apply for regular admission.

Provisional Status in a Degree Program. Provisional admission may be granted in certain circumstances and is limited to not more than one semester of full-time study or its equivalent in part-time study.

Unclassified Non-Degree Graduate Status. Applicants seeking courses for graduate credit, but not wishing to formally seek a graduate degree, may apply for admission as an unclassified or non-degree seeking student. Applicants are required to complete an application, submit the application fee, meet the immunization requirements, and submit an official transcript showing a baccalaureate degree. Instructor approval is required for each course prior to enrollment.

Classification of Admitted Students

Full-Time Status. A student who devotes full-time effort to a graduate program as outlined by his or her faculty committee with a minimum of 9 semester hours of coursework in fall, spring, and summer terms,

including thesis research, is considered a full-time student. Students registered for Grad Fee are also considered full-time.

Part-Time Status. A student registered for less than the above amount of coursework is considered a part-time student. Each program will determine whether it is possible to pursue a degree on a part-time basis.

Continuous Enrollment

Degree-seeking students must have continuous enrollment through the semester in which they graduate. Continuous enrollment may be achieved by registering for courses, including research, internship, or project hours, or by registering for Grad Fee. Failure to maintain continuous enrollment may result in a student being administratively withdrawn from the Graduate School.

Cost of Attendance

Detailed Cost of Attendance is available for Reynolda students at: <http://grad.financialaid.wfu.edu/cost-of-attendance/>

Tuition Schedule

Fee	Amount
Summer Session 2022	\$1,610 (per hour)
Fall 2022/Spring 2023 Sessions	Full-time tuition (minimum 9 hours) \$38,650
	Part-time tuition (per hour) \$1,610
	On-line Programs (per hour) \$1,610

Fees

Fee	Amount
Application Fee	\$80
Audit Fee	\$150 (per hour)
Student Continuation Fee (per term)	\$150
Technology Fee (per semester, excludes on-line programs)	\$75
Wellness Fee (can be waived)	\$382

Tuition Concession

There is a tuition concession plan for faculty and staff of the University and for the spouses of faculty and eligible staff members. If the Graduate School offers a faculty or staff member a scholarship, that scholarship is designated for tuition and the tuition concession benefit will be applied to net remaining tuition and fees after the tuition scholarship has been applied. For further information, contact the Human Resources office.

Tuition for Courses Taken on the Bowman Gray Campus

During fall and spring terms, full-time graduate students may take graduate courses on the Bowman Gray campus without additional tuition. Summer terms are excluded.

Student Graduation Fees

All students pay the graduation fee shown in the fee schedule during the term in which the student graduates. This is a non-refundable fee and is charged once per degree.

University Fees

A Student Health fee of \$264/semester is charged for all full-time students, excluding on-line programs. A Technology fee of \$75/semester is charged to all students, excluding on-line programs. A Student Wellness fee of \$191/ semester is charged to full time students, excluding on-line programs; this fee can be waived in WIN.

Past Due Balances

A student carrying a past-due balance may be restricted from:

- Registering for future semesters
- Receiving an official transcript of academic record
- Receiving regalia and participating in the Hooding ceremony
- Receiving a diploma
- Returning from leave of absence
- Being reinstated as a student

Financial Aid

Full-tuition scholarships, partial-tuition scholarships, fellowships, graduate assistantships, teaching assistantships, and research assistantships are available to qualified students. Assistantships and fellowships may include tuition scholarships as well as a stipend. Students receiving a stipend may be required to work up to 20 hours weekly and carry a normal course load.

Acceptance of an assistantship or fellowship carries with it the obligation to perform duties assigned by the student's department. Some students may be assigned duties outside the department of study. Unsatisfactory performance may result in the withdrawal of the stipend.

Assistantships and fellowships are potentially renewable, but the total number of years a student working toward the master's degree may not exceed two.

The residence life and housing office has a limited number of hall director and compliance advisor positions available to qualified graduate students. Interested students are urged to contact the Office of Residence Life and Housing for more information by visiting the employment section of www.wfu.edu/housing (<http://www.wfu.edu/housing/>).

The Graduate School may award educators teaching full-time in public schools or state-approved, non-public schools a one-half scholarship of the cost of part-time tuition. This policy covers only educators who have a current contract and teach either in grades kindergarten through 12th or in community college institutions.

Student Loans

Students may submit a FAFSA to determine eligibility for the Federal Direct Unsubsidized loan program. A graduate student must be enrolled at least half-time as a degree seeking student to be considered for federal student aid. The Wake Forest University Graduate School of Arts & Sciences FAFSA school code is: E00429.

A student must be in good academic standing and must be making satisfactory academic progress toward the degree to be eligible for a student loan. Unclassified (non-degree seeking), certificate program students, and provisionally accepted students are not eligible for federal financial aid.

Graduate School Scholarship Awards

A limited number of merit-based scholarships are available for highly qualified students. Any student interested in awards should contact their program director for additional information.

Policy on External Compensation

A student supported on a stipend from the Graduate School, faculty grant, student fellowship, or other sources may be allowed to engage in additional compensatory work with permission from his or her advisor, provided the work does not delay or interfere with the duties required for timely completion of the degree. A student who receives a tuition scholarship may engage in outside compensatory work without approval from the Graduate School. All students will be monitored for satisfactory academic progress.

Satisfactory Academic Progress

To determine continuing financial aid eligibility, the financial aid committee evaluates the student's satisfactory academic progress at the end of each term. The receipt of federally controlled aid requires half-time enrollment (4.5 or more hours) in a degree seeking program during the fall and spring semesters. In addition to the enrollment requirements, a minimum cumulative grade point average of 3.0 on work attempted in the Wake Forest University Graduate School of Arts and Sciences is required. Certain programs have higher academic requirements, which are communicated directly to the students by the programs. More detailed information can be found at: <https://grad.financialaid.wfu.edu/policies/>. The Dean may revoke institutionally controlled financial aid for violation of University regulations, including its Honor Code, or for violation of federal, state, or local laws.

Enrollment and Procedures

Student Rights and Responsibilities

The graduate faculty has adopted a formal statement regarding student rights and responsibilities. The statement is a guideline to be used by students with respect to an Honor Code which applies to both teaching and research endeavors. It also includes clearly defined procedures for the handling of student grievances should they arise. This statement may be accessed in the Student Handbook found on the Graduate School website on the following page under the heading **Rules and Policies**: <https://graduate.wfu.edu/reynolda-campus-homepage/>

Honor Code & Grievance Procedures

The graduate faculty has adopted a formal Honor Code to provide guidance for student conduct with respect to academic pursuits. This policy may be accessed at the Graduate School website on the following page under the heading **Rules and Policies**: <https://graduate.wfu.edu/reynolda-campus-homepage/>.

The faculty liaison on the Reynolda campus is the Associate Dean for Students. The names and e-mail addresses of the faculty liaisons can be obtained from the Graduate School office or the Graduate School website on the following page under the heading **Rules and Policies**: <https://graduate.wfu.edu/reynolda-campus-homepage/>.

Graduate School Non-Academic Code of Conduct

The Graduate Faculty has adopted a formal policy to provide guidance for students with respect to non-academic conduct. This policy may be accessed at the Graduate School website on the following page under the heading **Rules and Policies**:

<https://graduate.wfu.edu/reynolda-campus-homepage/>.

Patents Policy

During a student's course of study, he or she may participate in research or other work which leads to an invention or discovery. These inventions or discoveries are the property of the University. The University's Inventions and Patent Policy is applicable to student inventions with respect to the definition of inventions covered, resolution of disputes, and the division of proceeds, including the determination of the inventor(s) share of any proceeds. Under this policy, a program exists to determine patentability and commercial value of each invention. Further information can be found at the Office of Research and Sponsored Programs' website under WFU Reynolda Campus Policies <https://research.wfu.edu/office-information/policies/>.

Copyright Policy

The Copyright Policy of Wake Forest University is intended to:

1. Encourage research and teaching by rewarding the authors of intellectual works, assisting them in implementing their ideas, and by providing a system for the encouragement of scholarship and creative activity;
2. Serve the public interest by providing means through which intellectual works may be made available to the public; and
3. Protect the rights of the University, its faculty, its staff, and its students regarding intellectual works developed at the University.

Further information can be found at the Office of Research and Sponsored Programs' website at <https://is.wfu.edu/copyright-policy/>.

Course Registration

Repeating a Course

A graduate student may repeat a course in which a B- or lower grade has been received. The course may be counted only one time for credit. The higher grade earned will be counted in calculation of grade point average. Both grades will appear on the transcript. In addition, federal financial aid rules dictate that federal aid can only be used twice for the same graded course.

Adding/Dropping a Course

During the Add/Drop period, a student may drop a course without penalty or notation on the transcript. After the Add/Drop period, a student may drop a course with the approval of the Dean of the Graduate School, the program, and the student's faculty advisor. Dropped courses are not counted in determining the grade point average. Students are responsible for officially dropping courses to be eligible for a refund of tuition. Nonpayment for courses for which a student is registered or non-attendance in a registered course does not release the student from financial obligation, nor does it result in a student being dropped from the course.

Auditing a Course

Auditing a course consists of participation in a course without receiving a letter grade or credit hours. When space is available after registration of students enrolled for credit, others may request permission of the instructor to enter the course as auditors. No additional charge is made to full-time students; however, an audit fee is assessed for non-degree seeking students. An auditor is subject to attendance regulations and other requirements of performance established by the instructor. Although an auditor receives no credit, a notation of audit is made on the transcript.

Transfer Credit

Transfer of graduate credits earned at other universities

A graduate course that was completed at another college or university may be considered for transfer credit, provided that the course was taken at an accredited institution in the United States, the course was not taken as part of a previously earned degree, and the grade earned is equivalent to a B or higher. The maximum number of hours that may be transferred toward a master's degree is six and is not limited for PhD degree candidates.

Transfer of graduate credits earned in a graduate degree program at Wake Forest University

A graduate course that was completed in another graduate or professional program may be considered for transfer, provided that the course was not counted toward the first degree and a grade of B or higher was earned. The maximum number of hours that may be transferred is six.

Students intending to follow their mentor and enroll at Wake Forest University

A student intending to follow their mentor from another institution must apply using the standard application processes. Credits may be transferred if the criteria described for the transfer of credits earned at other universities are met, and the student has not yet advanced to candidacy. A student who has advanced to candidacy prior to enrolling at Wake Forest University should also remain a student at their current institution.

Grading

Grade of I

The grade of "I" (incomplete) may be assigned only when a student fails to complete the work of a course because of illness or some other emergency. If the work recorded as "I" is not completed within 30 days after the student enters his/her next semester, not counting the summer session, the grade automatically becomes "F". The instructor must report the final grade to the registrar within 45 days after the beginning of that semester. In no case is a graduate degree awarded to a student who has an "I" on record. Incomplete forms are available at <https://prod.wp.cdn.aws.wfu.edu/sites/275/2019/01/IncompleteGradePolicy.pdf>.

Grade of NR

The grade of NR (Not Reported) must be resolved within forty-five days after the beginning of the student's next enrolled term or will automatically become an F or Unsatisfactory. A degree will not be awarded to a student who has an NR on their record.

Grade of U (Unsatisfactory) in Thesis/ Dissertation Research

A student who receives a U in research may be placed on academic probation even if the student's cumulative GPA is above 2.5. A student who receives a grade of U in research in two consecutive semesters may be dismissed from the Graduate School by the Dean upon recommendation of the program.

Minimum Grade Requirements

A student whose cumulative grade point average (GPA) falls below 2.5 may be placed on academic probation. The student will have one semester to bring their GPA to 2.5 or greater; otherwise, may be dismissed from the Graduate School by the Dean. The GPA is obtained by dividing the total number of grade points earned by the total number of hours attempted, including hours for courses in which the grade earned is an F. Satisfactory/unsatisfactory and pass/fail grades do not factor into the GPA calculation.

Grades Assigned	Grade Points
A Excellent	4.00
A-	3.67
B+	3.33
B Good	3.00
B-	2.67
C+	2.33
C Low Pass	2.00

Grades Assigned	Description
F	Failed (counted as hours attempted)
I	Incomplete (becomes passing grade or F)
P	Pass
S	Satisfactory
U	Unsatisfactory
AUD	Audit
DRP	Official Drop (not counted as hours attempted)
NC	No credit
NR	Grade not reported (becomes passing grade or F)
WD	Withdrew (not counted as hours attempted)
WP	Withdrew passing (not counted as hours attempted)
WF	Withdrew failing (not counted as hours attempted)

Individual programs may require a higher GPA than 2.5 for ongoing enrollment and is stated in their program policies. A student may be dismissed from the Graduate School by the Dean upon recommendation of the program if the student is failing to make adequate progress in research.

PhD candidates must have a GPA of 3.0 at the time of the preliminary examination. The minimum GPA required for graduation is 3.0 for awarded degrees and earned certificates.

Changes in Status

Leave of Absence

A leave of absence allows an enrolled student to interrupt his or her studies for a compelling reason, for example, a medical condition or a personal matter. A leave of absence is defined as a temporary separation from the Graduate School. To be eligible for a leave of absence, students should be in good academic standing, fulfilling research, service and course obligations. Students must submit a Request for a Leave of Absence form to the Graduate School office. The form also requires international students to obtain approval from the International Student and Scholar Services office.

The maximum time for a leave of absence is one year and will not be granted retroactively. A student must withdraw from current registered course(s) before requesting a leave. A leave of absence is only granted between terms.

Students must submit a request to return to the Graduate School office at least one month prior to the beginning of that term. If a decision has been made not to return the student should inform the Graduate School office. Failure to petition to return will result in withdrawal and the student will need to reapply for admission.

Unless allowed by the funding agency or source supporting the student's stipend, a student may not qualify for stipend support during a leave of absence. In all cases, the guidelines provided by the supporting agency will apply. Students are encouraged to consult the agency program officials to determine the specific guidelines governing leaves of absence.

Approved leaves automatically extend milestone deadlines by the length of the leave. This includes university and departmental requirements such as the qualifying exam deadline and prospectus deadline for PhD students, and the degree deadline. Leaves do not exempt students from meeting the residency requirement.

Students may not fulfill any degree requirements including work on a thesis, dissertation, or other degree requirements during the time on leave.

In order to facilitate communication between the student and the Graduate School, access to the campus network will be continued during the leave but will be deactivated if the student does not return.

Students must consult with their health insurance provider about the status of their policy while on leave. Students who have contracted for health insurance through the university should immediately contact the Student Health Insurance Coordinator. Health insurance is subject to federal and state laws and regulations.

Students on an approved leave are not eligible for federal financial aid, including Federal Direct Loans. In some cases, student loans may not be deferred for the entirety of a leave. Students should contact the Financial Aid office for more information.

Accommodation for Students of Faculty who Leave the Institution

In the case where a student has advanced to candidacy, and their faculty advisor leaves the institution prior to completion of their degree, the Thesis/Dissertation Committee is responsible for recommending an appropriate plan for the completion of the degree. The plan should address the following: support of stipend and research funding (including lab space), designation of a primary mentor, and designation of a manager to carry out the plan. This plan must be submitted within six weeks of the faculty member's resignation and approved by the Dean.

In the case where a student has advanced to candidacy and chooses to leave the institution with their faculty advisor, the student will be required to register for Grad Fee until degree completion. In the case where a student has not yet advanced to candidacy and chooses to leave the institution with their faculty advisor, the student will be required to withdraw and transfer to the new institution.

Withdrawal from the University

Students planning to withdraw must complete the withdrawal form (<https://prod.wp.cdn.aws.wfu.edu/sites/275/2017/12/Withdrawal.pdf>), which requires obtaining appropriate signatures and submission to the Graduate School office. Students who leave without following this procedure will receive a grade of F, or U if appropriate, in each course in progress. Students who were issued a Graduate School laptop are required to return it to Information Systems. Students will receive tuition refunds according to the stated schedule. Withdrawals must be approved, and students must turn in their identification card and laptop before claiming refunds. Recipients of Title IV federal financial aid should refer to the Return of Financial Aid Funds Policy and the Schedule of Adjustments for Withdrawal at <http://grad.financialaid.wfu.edu/policies/>. A student who withdraws by the drop date as established by the academic calendar will have a grade of WD (withdrawn) assigned for courses in progress. A student who withdraws after the drop date will be assigned a grade of WP (withdraw-passing) or WF (withdraw-failing) for each course in progress. The withdrawal date for a student enrolled on campus will be determined by the date of last active participation. The withdrawal date for a student enrolled in an on-line program will be determined by the last time the student participated in an online discussion or made contact with a faculty member. Simply logging into a course is not determinative of participation in the course.

Reinstatement

A student who has withdrawn and plans to return within one academic year must request reinstatement to the Graduate School office at least one month prior to the semester in which they want to re-enter. To be reinstated the student must be in good academic standing and receive approval from the graduate program and the Dean of the Graduate School. The time spent while withdrawn will not count in the maximum time allotted for the degree. After one academic year students planning to re-enter must reapply for admission by the application deadline and must be recommended by the program and accepted by the Dean of the Graduate School.

If a student is approved for readmission within a five-year period, previous coursework may count towards the degree requirements with the recommendation of the program and the approval of the Dean. If the student re-enters after a five-year period, previous courses will not count towards the degree requirements.

Administrative Withdrawal

A student may be administratively withdrawn under the following circumstances:

- Failure to pay tuition
- Tenure exceeds the maximum length
- Failure to maintain continuous enrollment
- Failure to attend classes or conduct research for a significant period
- Honor code determination recommends withdrawal
- Non-academic code of conduct determination recommends withdrawal

Dismissal

A student who is failing to make satisfactory academic progress, determined based on the GPA, multiple Unsatisfactory research grades, or as determined by the program, may be dismissed from the Graduate School.

Refunds

Refund of Charges Policy and Return of Financial Aid Funds Policy

A student who officially withdraws or is granted continuous enrollment status during a semester may be entitled to a refund of tuition and dining charges depending on the student's date of withdrawal, and/or date of continuous enrollment status. Online Counseling Programs are refunded according to the Refund Policy for Online Counseling Programs.

Tuition refunds are based on the date of official withdrawal or the effective date of continuous enrollment status. Please refer to the official "Schedule of Refunds for Withdrawal or Continuous Enrollment" for the respective semester of enrollment. Refunds will be reduced by the amount of any outstanding charges on a student's account. If refunded charges leave a credit balance on the student account, the student is responsible for completing an online student refund request at (<http://finance.wfu.edu/sfs/student-refund/>) or the credit balance will remain on the student account and will be applied for future semesters. If the credit is a direct result of Title IV aid, the credit is automatically refunded to the student.

Vehicle registration fees will not be refunded unless the issued permit is returned to Transportation and Parking Services before the first day of class. Students graduating or studying abroad for spring semester may receive a prorated refund of the vehicle registration fee by returning the issued permits to the Transportation and Parking Services office.

Fall & Spring Semesters - Schedule of Refunds for Withdrawal or Continuous Enrollment

Official Date	Tuition Refunded
Before semester begins	100% tuition (-) deposit
First week of semester	85%
Second week of semester	75%
Third week of semester	50%
Fourth week of semester	30%
Fifth week of semester	20%
After fifth week of semester	0%

Summer Sessions I & II (6 week sessions) - Schedule of Refunds for Withdrawal or Continuous Enrollment

Official Date	Tuition Refunded
First three class days	100% tuition, less deposit
Fourth class day	75%
Fifth class day	50%
Sixth class day	25%
After sixth class day	0%

Full Summer Session (12 week session) - Schedule of Refunds for Withdrawal or Continuous Enrollment

Official Date	Tuition Refunded
First five class days	100% tuition, less deposit
Sixth - Ninth class day	75%
Tenth - Twelfth class day	50%
Thirteenth - Fifteenth class day	25%
After fifteenth class day	0%

There are no refunds for mandatory fees after the first class day in a semester as reflected in the academic calendar.

Students are responsible for officially dropping courses to be eligible for an adjustment. Nonpayment for classes for which you are registered or non-attendance in a registered class does not release you from financial obligation and will not drop you from the class.

A student using scholarships, grants, or loans to help pay educational expenses, whose account was paid-in-full prior to withdrawal, is likely to owe the University after withdrawal. Return of Title IV funds are handled in accordance with federal law. Please refer to Wake Forest's official Refund of Charges and Return of Financial Aid Funds Policy. Students should consult the Office of Financial Aid for more information.

Tuition, fees, housing, dining and all other charges will not be refunded when a student is suspended or expelled from the University as a result of a conduct or honor code violation. Return of Title IV funds are handled in accordance with federal law.

* Refunds will be reduced by the amount of any outstanding charges on a student's account.

Pursuant to The Veterans Benefits and Transition Act of 2018

GI Bill® and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) may attend a course of education or training for up to 90 days from the date the beneficiary provides:

A certificate of eligibility, or a "statement of benefits" obtained from the VA's eBenefits web site, or a valid VAF 28-1905 form for Chapter 31 authorization purposes, provided that the student beneficiary provides such documentation to the appropriate VA Certifying Official no later than the first day of a course of education, and provided that the student provides any additional payment amount due that is the difference between the amount of the student's financial obligation and the anticipated amount of the VA education disbursement to Wake Forest University.

This policy allows a student to attend the course until the VA provides payment to Wake Forest University. Wake Forest University will not

impose a penalty, or require the beneficiary to borrow additional funds to cover tuition and fees due to late payments from the VA.

University Disruption Refund Policy

Circumstances may arise during a semester that cause significant disruptions to University operations and result in the University closing the campus. These circumstances include, without limitation, extreme weather, fire, natural disaster, war, labor disturbances, loss of utilities, riots or civil commotions, epidemic, pandemic, public health crisis, power of government, or any other circumstance like or unlike any circumstance mentioned above, which is beyond the reasonable control or authority of the University.

In the event of a significant disruption to University operations either:

- During a semester that results in the University closing campus for the remainder of the semester;
- At the beginning of a semester that delays or prevents the University opening campus; or
- During a semester that results in the University closing campus temporarily during the semester

The University will issue refunds for housing and dining charges and wellness and parking fees to students where applicable and according to the refund schedule below. There will be no refunds for tuition or Student Health, Student Activity, or any other fees paid by or on behalf of students. Refunds (if applicable) will be calculated at the end of the semester.

This policy applies to significant disruptions where the University closes campus. It does not apply where students officially withdraw from the University or are officially granted continuous enrollment status during a semester. Refunds, if any, in those circumstances are governed by the University's Refund of Charges Policy.

Fall & Spring Semesters - University Disruption Refund Schedule

Number of Whole or Partial (Sunday-Saturday) Weeks When Campus is Open	Refund Percentage
0	100%
1	85%
2	78%
3	71%
4	64%
5	57%
6	50%
7	43%
8	36%
9	29%
10	22%
11	15%
12	10%
13	No Refund
14	No Refund
15	No Refund
16	No Refund

Summer Sessions I & II (6 week sessions) - University Disruption Refund Schedule

Number of Whole or Partial (Sunday-Saturday) Weeks When Campus is Open	Refund Percentage
0	100%
1	75%
2	50%
3	25%
4	No Refund
5	No Refund
6	No Refund

Full Summer Session (12 week session) - University Disruption Refund Schedule

Number of Whole or Partial (Sunday-Saturday) Weeks When Campus is Open	Refund Percentage
0	100%
1	85%
2	75%
3	65%
4	55%
5	45%
6	35%
7	25%
8	15%
9	No Refund
10	No Refund
11	No Refund
12	No Refund

The statements concerning expenses are given as information to prospective students. They should not be regarded as forming a contract between the student and the University. The costs of instruction and other services outlined here are those in effect on the date this material was printed. Wake Forest University may change the cost of instruction and other services at any time.

Student Wellness

Student Health Service

The mission of Student Health Service (SHS) is to ***promote and advance the health and wellbeing for all students***. A physician-directed medical staff offers primary care services, urgent care, illness care, physical examinations, counseling, limited psychiatric care, allergy injections, immunizations, radiology, gynecological services, pharmacy, laboratory, sports medicine clinic, referral to specialists, and medical information and vaccinations related to travel to international destinations.

Student Health Portal

Students can schedule most appointments online through the Student Health Portal (<https://wfu.studenthealthportal.com/PyramedPortal/>).

The portal serves as a secure place to make appointments, view published labs, print off a copy of your immunization history on file, print receipts, and securely communicate with our clinic. Notifications

of appointment reminders and secure messages from the clinic will be sent to your WFU email address. Students should book an appointment before coming to our clinic either through the Student Health Portal, or by contacting us at apptshs@wfu.edu or 336.758.5218. SHS cannot guarantee the availability of a medical provider if you choose to come to the clinic without an appointment.

Medical Charges

Most services at SHS are covered by the Student Health Fee (learn more (<https://shs.wfu.edu/services/fees/>)). In addition, there are discounted "fee-for-service" charges for medications, laboratory tests, observation care, procedures, and some supplies. Payment can be made via cash, check, Deacon OneCard, Student Blue Insurance (<https://shi.wfu.edu/>), or the charge can be transferred to the student's account in Office of Financial and Accounting Services. Each student is given a copy of the medical charges incurred on the date of service which can be used for insurance filing. SHS does not participate in nor file insurance claims on behalf of the patient.

Radiology

Through a partnership with Atrium Health/Wake Forest Baptist, SHS offers on site X-rays. Through this arrangement, Atrium Health, Wake Forest Baptist will be able to bill your medical insurance for these services. All billing will be handled by Atrium Health/Wake Forest Baptist and the remaining portion after your insurance processes the claim will be your responsibility.

Confidentiality

Student medical records are confidential. Medical records and information contained in the records may be shared with therapists and physicians who are involved in the student's care, and otherwise will not be released without the student's permission except as allowed by law. Students who wish to have their medical records or information released to other parties should complete a release of information form at the time of each office visit or service.

Class Excuses

The responsibility for excusing students from class rests with the faculty. Consequently SHS does not issue excuse notes for students. Students who are evaluated at SHS are encouraged to discuss their situations with their professors. A receipt documenting visits is available to students at checkout. Information concerning hospitalization and prolonged illnesses is sent, with the student's permission, to the appropriate Dean.

Student Insurance Program

Health insurance is required as a condition of enrollment for all degree-seeking* students at Wake Forest University. Students who demonstrate comparable coverage to WFU's health insurance plan and meet our criteria may waive the coverage provided by WFU. *Specific information about the policy plan, process instructions and full information regarding eligibility can be found at shi.wfu.edu (<https://shi.wfu.edu/>).

Inclement Weather

When the University is closed due to inclement weather, SHS may have limited staff and may be able to provide care only for injuries and urgent illnesses. Appointments may be rescheduled.

Retention of Medical Records

Student medical records are retained for 10 years after the last treatment, after which time they are destroyed. Immunization records are kept longer.

*

Certain part-time students are not eligible.

Student Health Information and Immunization Form

All new students are required to complete the Health Information & Immunization Form (<https://prod.wp.cdn.aws.wfu.edu/sites/93/2022/04/2022-23-WFU-HIIF-Form-1.pdf>). The completed form must be received by SHS before July 1 for new students entering fall semester or before January 1 for new students entering spring semester. This form requires information related to documentation of immunizations required by the University and the State of North Carolina (learn more (<https://shs.wfu.edu/new-students/immunization-requirements/>)).

Immunization Policy

North Carolina State Law (G.S. 130A-152) requires documentation of certain immunizations for students attending a North Carolina college or university. Wake Forest University adheres to the State Law, also requiring WFU students to provide documentation of immunizations. Students must submit certification of these immunizations **prior to registration**. Documentation should be on or attached to the completed Health Information & Immunization Form (<https://prod.wp.cdn.aws.wfu.edu/sites/93/2022/04/2022-23-WFU-HIIF-Form-1.pdf>) provided by the Student Health Service in order to assure correct identification of the student. Acceptable documentation is a statement signed by the appropriate official(s) having custody of the records of immunization, such as a physician, county health department director. The State statute applies to all students except those registered in off-campus courses only, attending night or weekend classes, or taking a course load of four credit hours or less.

- **Read the complete immunization policy** at go.wfu.edu/immunizations (<https://go.wfu.edu/immunizations/>)

Immunizations required under North Carolina law must be documented within 30 days following registration. After that time, students with incomplete documentation of immunizations will not be permitted to attend classes. Please note that some series require several months for completion.

Counseling Center

The University Counseling Center, located in 117 Reynolda Hall (Reynolda Campus), provides short-term counseling and consultation to currently enrolled Reynolda Campus students. All services are confidential, and no fees are charged to students.

The Center offers counseling for a variety of concerns including depression, anxiety, personal adjustment, disordered eating, managing stress, sexuality, and relationship issues.

The Center is open Monday-Friday from 8:30 a.m. to 5:00 p.m. whenever the University is operating. A crisis counselor is available by phone after-hours and on weekends 365 days a year by calling the University Counseling Center: 336-758-5273. For more information visit <https://counselingcenter.wfu.edu/>.

Requirements for Degrees

Degrees Offered

The Graduate School of Arts and Sciences offers graduate programs leading to the Master of Arts, Master of Arts in Education, Master of Arts in Human Services, Master of Fine Arts, Master of Science, and Doctor of Philosophy degrees.

Degree Completion

Each degree requires a minimum of 30 semester credit hours. The minimum GPA required for graduation is 3.0 for awarded degrees and earned certificates. The total allowable time for completion of master's degrees must not exceed six years. The total allowable time for completion of doctoral degrees must not exceed seven years.

Thesis/Dissertation Committee Composition

For Master's degrees: When required a thesis is written under the supervision of the student's advisory committee. The committee must have no fewer than three members, including the advisor from the program, a second reader from within the program who serves as the committee chair, and a third reader from outside the program or from the student's area of concentration.

For the PhD degree: The examining committee for the dissertation must have no fewer than five members, including the program director, or a graduate faculty member chosen by the program director, the student's advisor, another member of the department, a representative from a related area from within or outside the department, and a member from outside of the major department; this last member represents the Graduate Council and serves as the chair of the committee.

For all degrees: All members of the student's advisory or examining committee should be members of the graduate faculty. With the approval of the advisor, a student may recommend a person who is not on the graduate faculty to serve as a voting member. The program director or advisor must justify the participation of this person based on research, publications, and/or professional activities in an email to the Dean of the Graduate School requesting approval. This email should include the proposed committee members' curriculum vitae.

Final Examination Assessment

The defense must take place by the stated deadline on the academic calendar, or the student will be required to register for a subsequent semester to have their degree conferred. The examination validates the work stated in the thesis/dissertation and demonstrates knowledge in the related areas. The possible committee decisions are unconditional pass, pass upon rectifying minor deficiencies, pass upon rectifying major deficiencies, and fail. If a student fails, they may be reexamined only once.

Unconditional Pass

If all committee members agree that the student has passed unconditionally, there is consensus to pass the examination. The committee chair will sign and submit the ballot to the Graduate School office.

Pass Upon Rectifying Minor Deficiencies

If reservations are expressed by committee members, the chair of the committee will ensure that the reservations are communicated

to the student and the Dean by signing and submitting the ballot to the Graduate School office. The student and the advisor are jointly responsible for ensuring that the thesis/dissertation is modified to address the committee's reservations.

Pass Upon Rectifying Major Deficiencies

If reservations are expressed by committee members, the chair of the committee will ensure that the reservations are communicated to the student and the Dean by signing and submitting the ballot to the Graduate School office. The student and the advisor are jointly responsible for ensuring that the thesis/dissertation is modified to address the committee's reservations.

Fail

If, in the opinion of more than one member of the examining committee, the student has failed the examination, there is no consensus to pass. The chair of the committee will advise the student that the thesis/dissertation fails to meet the requirements of the Graduate School. The chair will ensure that the student knows the reason(s) for failure and will submit the ballot to the Graduate School office. If the student resubmits or submits a new thesis/dissertation for consideration, at least three members will be drawn from the original committee. If the modified or new thesis/dissertation fails to meet the requirements, the student will be dismissed.

Requirements for Master's Degrees

Programs of study leading to the master's degree are offered in Bioethics, Biology, Chemistry, Communication, Computer Science, Counseling, Documentary Film, Education, English, Health and Exercise Science, Interpreting and Translation Studies, Liberal Arts Studies, Mathematics and Statistics, Physics, Psychology, Religious Studies, and Sustainability.

Residence Requirements

In general, a minimum of one academic year of full-time work (or the equivalent in Wake Forest online instruction) is required.

General Course Requirements

Required coursework must be taken for a grade and cannot be taken as Pass/Fail. GRAD courses cannot be used toward degree requirements. Students should consult with individual programs for specific course requirements.

Foreign Language or Special Skills Requirement

Some programs may require students to demonstrate a reading knowledge of an appropriate foreign language or competency in one or more special skills. Students should consult with individual programs for special skills requirements.

Admission to Degree Candidacy

A student is admitted to degree candidacy by the Dean after recommendation by the program. The student must have satisfactorily met any foreign language or special skills requirement and is expected to complete the degree requirements during the semester candidacy has been approved.

Thesis Requirement

Students should verify with their program if a thesis is required. If applicable, six of the hours required for the degree are allocated to thesis research. Thesis research courses are graded S (Satisfactory) or U (Unsatisfactory). If a U is assigned, the course must be repeated, and an S earned before the degree can be awarded. A student who receives

a grade of U in research in two semesters may be dismissed from the Graduate School upon recommendation of the program.

Requirements for the Doctor of Philosophy Degrees

Programs of study leading to the Doctor of Philosophy degree are offered in Biology, Chemistry, and Physics.

Residence Requirement

In general, a minimum of three years of full-time study, of which at least two must be in full-time residence at the University (or the equivalent in Wake Forest online instruction) is required.

Course Requirements and Advisory Committee

The number of required courses is not prescribed by the Graduate School. Students should consult individual programs for specific requirements. Courses required by programs cannot be taken as Pass/Fail. The advisory committee is appointed by the program director and consists of the student's advisor and a minimum of two other members of the graduate faculty.

Foreign Language or Special Skills Requirement

Some programs may require students to demonstrate either a reading knowledge of one or more appropriate foreign languages, or competence in one or more special skills. Students should consult with individual programs for special skills requirements.

Preliminary Examination

The preliminary examination, conducted by the program, is typically administered near the end of the student's second year and must be passed at least twelve months prior to degree completion. The examining committee must include at least three members, one of whom represents a related concentration area. The written examination(s) should cover all areas of concentration and collateral studies. There may also be an oral examination in which any faculty member invited may participate. The committee passes or fails the student and notifies the Graduate School of the results. In case of failure, the committee may recommend that the candidate be dropped from the program. A reexamination may be allowed after six months from the date of the first examination. A student may be reexamined only once. PhD candidates must have a GPA of 3.0 at the time of the preliminary examination.

Admission to Degree Candidacy

A student is admitted to degree candidacy by the Dean after recommendation by the program. The student must have satisfactorily met any foreign language or special skills requirement and is expected to complete the degree requirements during the semester candidacy has been approved.

Dissertation Requirement

Under the supervision of an advisor committee, the candidate prepares a dissertation embodying the results of investigative efforts in the field of concentration. Dissertation research courses are graded S (Satisfactory) or U (Unsatisfactory). If a U is assigned, the course must be repeated, and an S earned before the degree can be awarded. A student who receives a grade of U in research in two semesters may be dismissed from the Graduate School upon recommendation of the program.

Programs

Degree Programs

- Bioethics (BIE)
 - Bioethics, MA
- Biology (BIO)
 - Biology, MS
 - Biology, PhD
- Chemistry (CHM)
 - Chemistry, MS
 - Chemistry, PhD
- Communication (COM)
 - Communication, MA
- Computer Science (CSC)
 - Computer Science, MS
- Counseling (CNS)
 - Counseling, MA
- Documentary Film Program (DOC)
 - Documentary Film, MA
 - Documentary Film, MFA
- Education (EDU)
 - Education, MAED
- English (ENG)
 - English, MA
- Health and Exercise Science (HES)
 - Health and Exercise Science, MS
- Interpreting and Translation Studies (ITS)
 - Interpreting and Translation Studies, MA
- Liberal Arts Studies (LBS)
 - Liberal Arts Studies, MA
- Mathematics (MTH)
 - Mathematics, MS
- Physics (PHY)
 - Physics, MS
 - Physics, PhD
- Psychology (PSY)
 - Psychology, MA
- Religious Studies (REL)
 - Religious Studies, MA
- Statistics (STA)
 - Statistics, MS
- Sustainability (SUS)
 - Sustainability, MA

Dual Degrees

- Bioethics, BA/BS & MA Five Year Program
- Bioethics, JD/MA
- Bioethics, MD/MA
- Bioethics, MDiv/MA
- Computer Science, BS & MS Five Year Program
- Counseling, MDiv/MA
- Education, MDiv/MAED
- MD/PhD
- PhD/MBA
- Religious Studies, JD/MA

- Sustainability, JD/MA
- Sustainability, MDiv/MA

Certificates

- Bioethics, Certificate
- Curriculum, Instruction, and Assessment, Certificate
- Data Science, Certificate
- Interpreting and Translation Studies, Certificates
- Medieval and Early Modern Studies, Certificate
- Structural and Computational Biophysics (SCB), Certificate
- Sustainability, Certificate

Contact information for all programs and certificates of study may be found on our website at Reynolda Campus Academic Programs and Contacts (<https://graduate.wfu.edu/reynolda-campus-academic-programs-and-contacts/>).

Degree Programs

- Bioethics (BIE)
 - Bioethics, MA
- Biology (BIO)
 - Biology, MS
 - Biology, PhD
- Chemistry (CHM)
 - Chemistry, MS
 - Chemistry, PhD
- Communication (COM)
 - Communication, MA
- Computer Science (CSC)
 - Computer Science, MS
- Counseling (CNS)
 - Counseling, MA
- Documentary Film Program (DOC)
 - Documentary Film, MA
 - Documentary Film, MFA
- Education (EDU)
 - Education, MAED
- English (ENG)
 - English, MA
- Health and Exercise Science (HES)
 - Health and Exercise Science, MS
- Interpreting and Translation Studies (ITS)
 - Interpreting and Translation Studies, MA
- Liberal Arts Studies (LBS)
 - Liberal Arts Studies, MA
- Mathematics (MTH)
 - Mathematics, MS
- Physics (PHY)
 - Physics, MS
 - Physics, PhD
- Psychology (PSY)
 - Psychology, MA
- Religious Studies (REL)
 - Religious Studies, MA
- Statistics (STA)

- Statistics, MS
- Sustainability (SUS)
 - Sustainability, MA

Bioethics (BIE)

Master of Arts

Overview

Bioethics provides an educational opportunity at the graduate level for current and future professionals and others throughout the country interested in bioethics, including health care providers, researchers in biomedicine and the life sciences, lawyers, and professionals in religion, health and research administration, and the biotechnology industry. The goal of the MA in Bioethics is to equip graduates to practice and teach about bioethics as integral to the work of medicine and biotechnology, health care, and the basic sciences, and to undertake exemplary bioethics-related research and scholarship. The program encompasses clinical ethics, research ethics, and health policy and administration.

The program has two characteristic emphases: **bioethics in social context**, and **bioethics and biotechnology**. First, a general emphasis on the social, cultural, and policy contexts that shape all bioethics questions and issues is visible throughout the curriculum. Although the importance of incorporating the humanities, the social sciences, and even the arts may seem obvious, this is not a component of most bioethics education elsewhere. Second, a focus on bioethics and biotechnology takes advantage of Wake Forest University's strong and growing presence in this area. Research and clinical practice in nanomedicine, genomics, pharmacogenetics, molecular and cell therapies, and the like is ongoing not only here at Wake Forest University but elsewhere in North Carolina.

The program has particular emphases without declaring particular specializations. This is in part because bioethics education is by its nature fundamentally generalist. Students receive broad exposure to ideas, discussion, scholarly literature, and experience, as well as a set of intellectual skills to be developed and practiced widely before being turned to special areas of interest.

Students are required to follow the student handbook of the school(s) through which they are enrolled. To continue in a dual or five year program, a student must remain in good academic standing with the respective School (Wake Forest College, Divinity, Law or Medicine) and the Graduate School of Arts and Sciences.

The degree requires 30 credit hours; 24-26 hours of coursework with an average grade of B or above plus either 4 hours of capstone project OR 6 hours of thesis research. At least 12 of the 24 hours must be in courses numbered 700 or above. The remaining 12-14 hours may be in either 600 or 700 level courses. All work must be completed within six years of the date of initial enrollment in the graduate program.

For additional degree requirements, see Requirements for Degrees.

Programs

- Bioethics, MA
- Bioethics, BA/BS & MA Five Year Program
- Bioethics, JD/MA
- Bioethics, MD/MA

- Bioethics, MDiv/MA
- Bioethics, Certificate

Courses

BIE 619. Concepts of Health and Disease. (2-3 h)

Concepts of health, disease and disability shape discussions in bioethics and health policy. This course examines and critically evaluates competing conceptions of health and disease. The implications of adopting different understandings of health and disease for bioethics and health policy will be explored.

BIE 690. Special Topics. (1-3 h)

Study of bioethics topics not covered in the regular curriculum. Topics may be drawn from any theory or content area in the field of bioethics. May be repeated for a maximum of 6 hours.

BIE 701. Historical Foundations of Bioethics. (2, 3 h)

This elective explores the origins of bioethics thought, through examination of core concepts in philosophy, moral theory, social and cultural studies and law and policy. Topics may include, for instance the ancient Greeks, Confucius, and key religious teaching on health, the civil rights movement; the history of scientific medicine; and the legal conceptualization of medical practice. This course expands and extends students' knowledge of the contemporary history of bioethics as incorporated into various aspects of their required courses.

BIE 702. Biomedical Research Ethics. (3 h)

A historical and conceptual survey of ethical, regulatory, and policy issues in biomedical research. Emphasis will be place on research involving human subjects. Master of Arts students are required to take any 2 of the following 3 courses: Clinical Ethics, Biomedical Research Ethics, and Public Policy, Medicine, and Justice.

BIE 703. Bioethics Theory. (3 h)

An investigation of the main theoretical approaches to contemporary bioethics and their philosophical foundations. Each approach will be examined critically and students will explore how each approach informs analysis of contemporary issues in bioethics.

BIE 704. Public Policy, Medicine and Justice. (3 h)

An examination of the organization of medicine and biomedical science in the U.S. today. The relationships between scientific and medical institutions and the implementation of public policies are critically analyzed in light of the requirements of the principle of justice. Topics include conflicts of interest, broadly understood, within and between institutional and professional actors; the regulation of medical practice; access to health care; and the balance between the public good and market forces. Master of Arts students are required to successfully complete two of the following courses: BIE 702, 704, or 705.

BIE 705. Clinical Ethics. (3 h)

This course will focus on "ethics at the bedside" and will make extensive use of case studies. The course will begin with sessions on the role of ethics in health care, the theoretical tools of bioethics, and the relationships among law, culture, and clinical ethics. The course will then review the moral foundations of therapeutic relationships, and it will conclude with examinations of moral issues encountered in health care at the beginning and at the end of life. Master of Arts students are required to take any 2 of the following 3 courses: Clinical Ethics, Biomedical Research Ethics, and Public Policy, Medicine and Justice.

BIE 706. Learning and Doing Bioethics: Methods, Professionalism, and Communication. (1-3 h)

A seminar on bioethics topics of interest featuring Wake Forest University and invited external faculty, with additional student presentations. Participants engage with presenters and scholarly literature on a variety of aspects of bioethics, including, but not limited to, the scholarly and professional practice of bioethics, the role of empirical scholarship in bioethics and related disciplines, the relationship of bioethics to advocacy and policy, and bioethics communication and mediation. May be repeated for credit up to a maximum of 6 hours.

BIE 707. Learning and Doing Bioethics: Methods, Professionalism, and Communication. (1-3 h)

A seminar on bioethics topics of interest featuring Wake Forest University and invited external faculty, with additional student presentations. Participants engage with presenters and scholarly literature on a variety of aspects of bioethics, including, but not limited to, the scholarly and professional practice of bioethics, the role of empirical scholarship in bioethics and related disciplines, the relationship of bioethics to advocacy and policy, and bioethics communication and mediation. May be repeated for credit up to a maximum of 6 hours.

BIE 708. Research Methods. (2 h)

An introduction to the methods, concepts and tools used in quantitative and qualitative empirical research in bioethics. Students will develop skills in the design, conduct, interpretation, and evaluation of bioethics research.

BIE 709. Ethics of Health Communication. (3 h)

This course explores: 1) how the phenomena of conscience, acknowledgement, and out metaphysical desire for perfection inform the status of communication ethics; 2) how communication ethics is a necessary concern for bioethics scholars, policymakers, researchers, and others interested in assessing the ongoing debate over the benefits and burdens of biotechnology; and 3) how biotechnology influences our collective understanding of human dignity.

BIE 710. Global Bioethics. (2, 3 h)

A comparison of American bioethics with the views of other societies and cultures, including western and non-western perspectives and developed and developing world perspectives. Topics may include: individualism vs. the community, reproductive freedom, organ transplantation, definitions and views of death, access to medical advances, and the use of human subjects in medical research. Other issues include health disparities, justice in research, and the role of humanitarian aid in promotion of global health.

BIE 711. Current Topics in Clinical and Biomedical Research Ethics. (2, 3 h)

An in-depth critical examination of selected topics of current interest in clinical and research ethics. Topics are identified by staff and students. Examples of pertinent topics include human pluripotent stem cell research; assisted-reproduction; research without consent; the sale of human organs; pandemic and biodefense preparedness; synthetic body parts and transhumanism; genetic enhancement; regenerative medicine and biogerontology. May be repeated for credit up to a maximum of 6 hours.

BIE 713. Law, Medicine, and Ethics. (2, 3 h)

An examination of the relationships between law and medicine, including the legal regulation of medical practice, concepts of medical malpractice, medical neglect, informed consent and legal competence, confidentiality and privacy, and definitions of death. The ethical implications of the intersection of law and medicine will be critically analyzed. This course is cross listed as LAW 524.

BIE 715. Bioethics and Religion. (2, 3 h)

This course explores fundamental themes, methods, and issues in religious bioethics. It seeks to determine the ways that religious approaches offer distinctive, complementary or overlapping perspectives with secular approaches. Specific topics will include assisted reproductive technologies, family planning and abortion, genetic therapy and enhancement, withholding life-sustaining treatment, suicide and euthanasia and justice issues in the allocation of health care resources. The course will combine lectures and discussions with analysis of cases.

BIE 717. Ethics, Economics, and Health Policy. (3 h)

The course examines ethical and justice aspects of social decision-making and market allocation mechanisms in the context of health care, health policy, and population health.

BIE 721. Research Independent Study. (1-3 h)

Students may work with a faculty member on a project of mutual interest. May be repeated for credit up to a maximum of 6 hours.

BIE 722. Research Independent Study. (1-3 h)

Students may work with a faculty member on a project of mutual interest. May be repeated for credit up to a maximum of 6 hours.

BIE 723. Bioethics at the Movies. (2 h)

A critical examination of the bioethical issues raised in selected full length feature films. The goal of this course is to increase students' ability to think critically about complex issues, paying close attention to relevant details.

BIE 725. Health Care Law & Policy. (2, 3 h)

This course examines the public policy and legal dimensions of the financing and regulation of health care delivery. Its focus is on how medical institutions (hospitals, insurers, HMOs) are structured and regulated, and how these institutions relate to their physicians and patients. Ongoing debate over health care reform is a main focus. The dominant theme is how law shapes and responds to the rapid economic and structural changes that are taking place in the health care sector. This course is cross-listed as LAW 525.

BIE 727. Performable Case Studies in Bioethics. (2-3 h)

Students will develop a bioethics case study and present it as a dramatic reading with audience discussion at semester's end. From an initial prompt (e.g. subject matter, situation, incident) and associated readings, the work will be implemented in three phases of approximately equal length: 1) discussion and analysis of the prompt and readings; 2) student presentations of additional research, either individually or in teams, and concomitant discussion and analysis, from ethical, social, legal and policy perspectives; and 3) script (case) development during in-class writing sessions. The overarching goal is to exploit the unique ability of dramatic art to engage complex, multifaceted issues in ways that are neither nebulous nor propagandistic, and to highlight the relationship between process, close analysis, art and scholarship in bioethics.

BIE 729. Bioethics as a Profession. (2 h)

A critical examination of the scholarly literature both in and about bioethics. Topics may include the ethics of the profession of bioethics, controversies concerning the role of bioethics professionals, and the standards and evaluation of practitioners of bioethics.

BIE 731. Bioethics at Work: The IRB. (1-3 h)

Provides students with the opportunity to experience and understand human research oversight by attending Institutional Review Board (IRB) meetings, reviewing submitted protocols, and considering the ethical issues arising therein. Students assigned to a single IRB for a single semester will receive 1 credit. They will attend monthly meetings, meet periodically with course faculty and staff, and meet with IRB senior staff at the beginning and end of the semester. Students are also required to maintain and submit a journal of commentary on meetings and protocols and the ethical issues arising therein and an end of semester paper. Initial enrollment must be concurrent with enrollment in BIE 702: Biomedical Research Ethics or LAW 677/BIE 777: Health Related Research. Additional credits may be earned by students who attend the meetings of more than one IRB or who continue attendance during the summer terms and/or in the fall semester. Course may be repeated up to a maximum of 3 hours. Co-requisite - BIE 702 or LAW 677/BIE 777 or POL.

BIE 733. Bioethics at Work: The Clinical Context. (1-3 h)

This course is designed to introduce students to central clinical ethics activities in health care facilities, including ethics consultation, ethics policy development and review, and continuing education in bioethics. In addition to weekly seminar classes, students will attend meetings of the Wake Forest Baptist Medical Center Clinical Ethics Committee and its standing subcommittees and continuing education conferences in bioethics. Students will meet with a variety of health care professionals to learn about their contributions to clinical ethics, will observe the process of clinical ethics consultation at WFBMC, and will study and practice ethics consultation skills. P-BIE 705.

BIE 737. Genetics and Bioethics. (3 h)

An exploration of some of the ethical issues generated by the acquisition and application of knowledge about the human genome. Topics include eugenics, confidentiality, gene therapy, genetic testing of minors, genetic testing of adults, and ownership of genetic information.

BIE 739. Neuroethics. (3 h)

This course introduces students to basic philosophical and ethical issues in neuroethics. In this course we explore two branches of neuroethics: the ethics of neuroscience and the neuroscience of ethics. The ethics of neuroscience investigates the ethical implications of the application of neurotechnology for individuals and society, and the neuroscience of ethics attempts to answer traditional ethical questions through neuroscience. In the first half of the course, we study issues related to the ethics of neuroscience such as brain privacy (mind reading), brain manipulation, and cognitive enhancement, and in the second half we review contemporary neuroscientific results bearing on ethical issues like personal identity, free will, and the nature of normative judgments. This course is cross-listed as THS 790.

BIE 741. Narrative and Bioethics. (3 h)

This team-taught course provides bioethics students with an overview of the different ways in which narratives of diverse types are instrumental to bioethics thinking. Four to six faculty will teach individual course units of 2-3 sessions, addressing topics including but not limited to: illness narratives; bioethics in fiction and film; performable case studies addressing bioethics issues; the voice of the medical case presentation; narrative reading and narrative writing; bioethics in the news; and the ethics of "thick description." Involvement of multiple faculty enables critical reflection on narrative from a variety of disciplinary perspectives common to bioethics.

BIE 757. Biotechnology Law & Policy. (2, 3 h)

This course surveys a range of legal and public policy topics in biotechnology, such as: FDA regulation of drugs and devices, regulation of medical research, products liability, insurance coverage of pharmaceuticals, intellectual property, and genetics. This course is cross-listed with the School of Law (LAW 657).

BIE 777. Health Related Research: Law, Regulation and Policy. (2 h)

The course explores the regulatory framework and the policy issues that animate health-related research. Topics include public health and quality improvement research, genetic research, health-related behavioral and social science research, first-in-human trials, and international considerations. This course is cross-listed at LAW 677.

BIE 790. Biotechnology and Ethics. (3 h)

With the convergence of medicine, nanotechnology, computer science, molecular biology, genetic engineering, and business, biotechnologies are emerging not only as an important provider of life-saving and life-enhancing treatments but also a fast-growing and very profitable industry. This course explores some of the major ethical issues related to the current and proposed uses of biotechnologies with particular attention to the reasons and arguments that are often used to support various views on the use of biotechnology.

BIE 791. Thesis Research. (1-6 h)

Research directed toward fulfilling the thesis requirement. May be repeated for up to a total of 6 credits. P-POI.

BIE 792. Thesis Research. (1-6 h)

Research directed toward fulfilling the thesis requirement. May be repeated for up to a total of 6 credits. P-POI.

BIE 794. Bioethics and Law. (2, 3 h)

This course involves applying principles of bioethics in scientific and medical scenarios from the perspective of the legal system to see how the bioethics principles affect decision-making and strategy in the litigation and legislative processes. This course is interactive in nature, and involves the use of simulation and role-playing to help understand and address emerging bioethics issues in areas including informed consent, genetic testing, biomedical experimentation, and end of life decisions. This course is cross-listed as LAW 594.

BIE 795. Capstone Project. (1-4 h)

Work towards completing a capstone project. P- at least nine BIE credits or at least six credits of core courses (BIE 702, 703, 704, 705, 706/707), unless otherwise approved.

Faculty

Program Co-Directors Nancy King and Mark Hall

Bioethics, MA

Degree Requirements

The degree requires 30 credit hours; 24-26 hours of coursework with an average grade of B or above plus either 4 hours of capstone project OR 6 hours of thesis research. At least 12 of the 24 hours must be in courses numbered 700 or above. The remaining 12-14 hours may be in either 600 or 700 level courses. All work must be completed within six years of the date of initial enrollment in the graduate program.

For additional degree requirements, see Requirements for Degrees.

Biology (BIO)

Master of Science, Doctor of Philosophy Overview

The Department of Biology offers programs of study leading to the MS and PhD degrees. For admission to graduate work, the department requires an undergraduate major in the biological sciences or the equivalent, plus at least four semesters of courses in the physical sciences. Any deficiencies in these areas must be removed prior to admission to candidacy for a graduate degree.

Research opportunities include behavioral ecology, biochemistry and molecular biology, biological oceanography, biomechanics, cell biology, ecology, epigenetics, evolution, genomics, microbiology, neurobiology, physiology, population genetics, sensory biology, and systematics. For specific faculty interests and descriptions of field sites and research resources, please visit the departmental website <http://biology.wfu.edu>.

At the master's level, the department emphasizes broad training rather than narrow specialization, and combines coursework with thesis research. At the doctoral level, few specific requirements are prescribed. Individual programs are designed for each student at both levels under the guidance of the student's faculty adviser, advisory committee and departmental graduate committee. Enrollment in the graduate program is open only to students whose interests are reflected by the areas of expertise represented by the faculty. Prospective applicants are encouraged to correspond with faculty members whose areas of research interest are compatible with their own. Additional information is available from the Biology Program Director.

Study leading to the MS degree was inaugurated in 1961. The PhD degree program began in September 1970. A departmental graduate committee consisting of Biology department faculty and an appointed graduate student representative oversees all aspects of the graduate program from application review to acceptance to matriculation.

Programs

- Biology, MS
- Biology, PhD
- MD/PhD
- PhD/MBA
- Structural and Computational Biophysics (SCB), Certificate

Courses

BIO 601. Topics in Biology. (1-4 h)

Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated for credit.

BIO 602. Topics in Biology. (1-4 h)

Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated for credit.

BIO 603. Topics in Biology. (1-4 h)

Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated for credit.

BIO 604. Topics in Biology. (1-4 h)

Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated for credit.

BIO 605. Topics in Biology. (1-4 h)

Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated for credit.

BIO 607. Biophysics. (3 h)

Introduction to the structure, dynamic behavior, and function of DNA and proteins, and survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods are emphasized. Kim-Shapiro.

BIO 608. Biomechanics. (3 h)

Analyzes the relationship between organismal form and function using principles from physics and engineering. Solid and fluid mechanics are employed to study design in living systems.

BIO 608L. Biomechanics Lab. (1 h)

Laboratory study of biomechanics. P or C-BIO 608.

BIO 609. Comparative Anatomy. (4 h)

Study of the vertebrate body from an evolutionary, functional, and development perspective. Labs emphasize structure and function, primarily through the dissection of representative vertebrates.

BIO 610. Community Ecology and Global Change. (4 h)

An advanced ecology course covering mechanisms that determine the dynamics and distribution of plant and animal assemblages and their responses to and roles in global change. Lectures focus on ecological principles and theory. Lab includes local field trips and discussion of the primary literature. Weekend field trips to Outer Banks and mountains.

BIO 611. Ecology & Conservation Biology of Coral Reefs. (4 h)

In-depth study of the various biotic and abiotic components that come together to structure ecosystem function and biodiversity at all spatial scales in one of Earth's most productive and diverse environments, yet one most threatened by human use and climate change. Lab component is a one-week field trip over Spring Break.

BIO 613. Herpetology. (4 h)

Lecture course on the biology of reptiles and amphibians, emphasizing the unique morphological, physiological, and behavioral adaptations of both groups, and their evolutionary histories and relationships. Two local field trips are planned.

BIO 615. Population Genetics. (3 h)

Study of the amount and distribution of genetic variation in populations of organisms, and of how processes such as mutation, recombination, and selection affect genetic variation. Lectures present both an introduction to theoretical studies and discussion of molecular and phenotypic variation in natural populations.

BIO 615L. Population Genetics Lab. (1 h)

Uses computer modeling and simulation, and experiments using populations of fruit flies and other model organisms as appropriate. P or C-BIO 615.

BIO 616. Biology of Birds. (4 h)

Lecture plus lab course emphasizing ecological and evolutionary influences on the physiology, behavior, diversity, and population biology of birds, and case studies in conservation biology.

BIO 617. Plant Physiology & Development. (3 h)

Examines the growth, development, and physiological processes of plants. The control of these processes is examined on genetic, biochemical, and whole plant levels.

BIO 617L. Plant Physiology and Development Lab. (1 h)

Consists of structured experiments and an independently designed research project. P or C-BIO 617.

BIO 623. Animal Behavior. (3 h)

Survey of laboratory and field research on animal behavior.

BIO 623L. Animal Behavior Lab. (1 h)

Laboratory study of animal behavior. P or C-BIO 623L.

BIO 624. Hormones and Behavior. (3 h)

Introduction to the hormonal regulation of behavior in a broad range of animals, including humans and invertebrates. Topics include reproductive behavior, parental behavior, social behavior, sex differences, aggressive behavior, stress, mood, and the regulations of molting in insects. Fahrbach.

BIO 627. Mycology: Biology of Fungi. (4 h)

Introduces fungi, their evolution and natural taxonomy; cell and molecular biology; genetics, mating and development; primary and secondary biochemistry; and their interactions with other organisms and the environment. Lab introduces culturing, microscopic and molecular techniques.

BIO 628. Biology of Aging. (3 h)

Explores mechanisms of aging, and effects of aging on cellular and physiological processes in a range of organisms.

BIO 629. Conservation Biology. (3 h)

Lectures, readings, and discussions examining biological resources, their limitations and methods for sustainability. Genetic, aquatic, terrestrial, and ecosystem resources will be examined.

BIO 630. Land and Natural-Resources Management. (3 h)

Provides a fundamental understanding of land and resource management. The major focus is on federal oversight and policies but state, local, non-profit, and international aspects are included.

BIO 632. Microbiology. (4 h)

Structure, function, and taxonomy of microorganisms with emphasis on bacteria. Topics include microbial ecology, industrial microbiology, and medical microbiology. Lab emphasizes microbial diversity through characterizations of isolates from nature.

BIO 633. Vertebrates. (4 h)

Systematic study of vertebrates, with emphasis on evolution, physiology, behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies. Weigl.

BIO 634. Parasitology. (4 h)

Survey of protozoan, helminth, and arthropod parasites with a focus on cellular biology, life cycles, host-parasite relationships, and public health implications. Laboratory emphasizes microscopy-based techniques for examining parasite morphology and intracellular structures.

BIO 635. Insect Biology. (4 h)

Study of the diversity, structure, development, physiology, behavior, and ecology of insects. Conner.

BIO 635S. Insect Biology. (4 h)

A five-week course taught during the summer. A study of the diversity, structure, development, physiology, behavior, and ecology of one of the most diverse taxa on earth. Course location and field trip destinations to be announced each summer. P-POI. Conner.

BIO 636. Development. (3 h)

A study of the molecular, cellular, and anatomical aspects of embryonic development of invertebrate and vertebrate organisms.

BIO 636L. Development Lab. (1 h)

Laboratory study of the molecular, cellular, and anatomical aspects of embryonic development of invertebrate and vertebrate animals. P or C-BIO 636.

BIO 638. Plant Diversity. (3 h)

Explores the diversification of plants in the context of convergent evolution, functional processes and ecological importance.

BIO 638L. Plant Diversity Lab. (1 h)

Plant diversity lab. P or C-BIO 638.

BIO 639. Principles of Biosystematics. (4 h)

Exploration of the current theoretical and practical approaches to the study of macroevolution in plants and animals. Topics include theory and methods on constructing evolutionary trees, sources of data, and cladistic biogeography. Kron.

BIO 640. Ecology. (4 h)

Interrelationships among living systems and their environments, structure and dynamics of major ecosystem types, contemporary problems in ecology. Weigl.

BIO 641. Marine Biology. (3 h)

Introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms.

BIO 641L. Marine Biology Lab. (1 h)

Marine biology lab. P or C-BIO 641.

BIO 642. Oceanography. (4 h)

Introduces the geological, physical, chemical, and biological processes that govern the global oceans and their role in climate change. Lab focus is on tools and research questions pertinent to the field of biological oceanography.

BIO 646. Neurobiology. (3 h)

Introduces the structure and function of the nervous system including the neural basis of behavior.

BIO 646L. Neurobiology Lab. (1 h)

Laboratory emphasizing electrophysiological techniques with experiments from the cellular to the behavioral level. Students will design and complete their own projects. P or C-BIO 646.

BIO 648. Physiological Plant Ecology. (3 h)

Provides a fundamental understanding of how plants have adapted to the stresses of their habits, particularly in harsh or extreme environments such as deserts, the alpine, the arctic tundra, and tropical rain forests.

BIO 648L. Physiological Plant Ecology Lab. (1 h)

Physiological plant ecology lab. P or C-BIO 648.

BIO 649. Tropical Biodiversity of the Amazon and Andes. (4 h)

Intensive field course in tropical biodiversity focusing on ecosystems, natural resource management, and conversation. Students will travel to major tropical biomes in the vast tropical wildernesses of Andean and Amazonian Peru. Lectures emphasize the basic ecological principles important in each ecosystem. Field-based labs focus on student-designed projects. Offered in the summer only. POI required.

BIO 652. Developmental Neuroscience. (4 h)

Focuses on the development of neural structures and the plasticity of the mature nervous system. Special attention is given to experimental model systems, particularly *Drosophila melanogaster*. The labs feature molecular, immunocytochemical, and cell culture techniques for the study of neurons. Fahrbach.

BIO 653. Functional Neuroanatomy. (3 h)

An introduction to the gross and cellular anatomical organization of the vertebrate central nervous system. Attention is given to relating structure to function, the anatomical basis of neuropathologies, and modern approaches in neuroanatomy and imaging.

BIO 656. Ecology and Resource Management of Southeast Australia. (4 h)

Intensive field-oriented course focusing on ecosystems, natural resource management and environmental conservation of southeastern Australia. Students travel to major biomes including sub-tropical rainforests, coral reefs, and the Australian urban environment. Labs are field-based with some consisting of study-designed field projects. Taught only in summers in Australia.

BIO 657. Bioinspiration and Biomimetics. (3 h)

Explores the way in which biological mechanisms can inspire new technologies, products, and businesses. The course combines basic biological and entrepreneurial principles. Also listed as ESE 657.

BIO 658. Biogeography. (3 h)

Study of geographic variation and distribution of organismal diversity using theoretical, historical and ecological information with specific applications to conservation and sustainability.

BIO 658L. Biogeography Lab. (1 h)

Introduces methods of analysis related to the study of biogeography. P or C-BIO 658.

BIO 660. Metabolic Diseases. (3 h)

Explores genetic and biochemical pathways in the context of inborn errors of metabolism.

BIO 662. Immunology. (3 h)

Study of the components and protective mechanisms of the immune system. Kuhn.

BIO 663. Sensory Biology. (3 h)

Lecture course that examines a variety of sensory systems. Emphasis is on sensory physiology, although other aspects of sensory systems, e.g. molecular biology and anatomy, are also covered. Silver.

BIO 663L. Sensory Biology Lab. (1 h)

Laboratory emphasizing electrophysiological and behavioral techniques to examine sensory systems. Students will design and complete their own projects. P or C-BIO 663.

BIO 665. Biology of the Cell. (3 h)

Lecture and lab course on recent advances in cell biology. Lectures emphasize analysis and interpretation of experimental data in the primary literature, focusing on topics such as the large scale architecture of the cell, targeting of macromolecules, cell-cell communication, cell signaling, and the control of cell division. The labs introduce basic techniques in cell biology and leads to an independent project. Tague.

BIO 665L. Biology of the Cell Lab. (1 h)

Laboratory course introducing basic techniques in cell biology, leading to an independent project. P or C-BIO 665.

BIO 667. Virology. (3 h)

Designed to introduce students to viruses, viral/host interactions, pathogenicity, methods of control and their use in molecular biology, including gene therapy. Curran, Lord.

BIO 668. The Cell Biological Basis of Disease. (3 h)

Examines defects in basic cellular mechanisms that may lead to disease.

BIO 668L. The Cell Biological Basis of Disease Lab. (1 h)

Lab uses advanced microscopic and histological techniques to investigate basic properties of cells. P or C-BIO 668.

BIO 669. Cancer Biology. (3 h)

Analysis of molecular and cellular mechanisms that transform normal cells, trigger abnormal proliferation, and lead to tumor formation. Emphasis is on the biological basis of cancer, with some exploration of clinical and social consequences.

BIO 670. Biochemistry: Macromolecules and Metabolism. (3 h)

Lecture course introducing the principles of biochemistry, with an emphasis on the experimental approaches that elucidated these principles. Major topics include structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. Muday.

BIO 670L. Biochemistry Lab. (1 h)

Overview of biochemical approaches to study structure and function of macromolecules. Cannot receive credit for both BIO 670L and 671L. P or C-BIO 670.

BIO 671L. Advanced Biochemistry Lab. (1 h)

Emphasizes approaches for isolation and analysis of enzymes. Cannot receive credit for both BIO 670L and 671L. P or C-BIO 671.

BIO 672. Advanced Molecular Biology. (3 h)

Presents molecular mechanisms by which stored genetic information is expressed including the mechanisms for and regulation of gene expression, protein synthesis, and genome editing. Emphasizes analysis and interpretation of experimental data from the primary literature.

BIO 672L. Advanced Molecular Biology Lab. (1 h)

Introduces modern methods of molecular biology to analyze and manipulate expression of genes and function of gene products. P or C-BIO 672.

BIO 674. Neuropharmacology. (3 h)

An introduction to how pharmacological agents affect cellular and molecular functions in the nervous system of normal and disease states. Lecture and case studies will be used to examine topics including drugs targeting mood and emotion, memory and dementia, and movement disorders. Drugs of abuse and the neurological basis of addiction will also be evaluated.

BIO 679. Introduction to Geographic Information Systems (GIS). (4 h)

Lecture and laboratory course that introduces the concepts and uses of GIS as a mapping and analytical tool. Lectures cover the history of GIS, GIS data structures and sources of data, map projections, GIS tools, applications, and resources. Exercises include example of GIS applications in environmental modeling, socio-demographic change and site suitability analyses.

BIO 680. Biostatistics. (3 h)

Introduction to statistical methods used by biologists, including descriptive statistics, hypothesis testing, analysis of variance, and regression and correlation. R. Browne.

BIO 681. Epigenetics. (3 h)

Studies the molecular mechanisms for inheritance of genome modifications. Uses primary literature to explore the environmental and developmental signals that influence epigenetic controls of gene expression and disease.

BIO 681L. Epigenetics Lab. (1 h)

Provides hands-on experiences with genome editing and molecular genetics to address the function and expression of genes. P or C-BIO 681.

BIO 682. Molecular Signaling. (3 h)

Examines the molecular and biochemical mechanisms by which hormones, neurotransmitters, and other signaling molecules act to change growth, development, and physiological and behavioral responses of organisms with a focus on discussion of primary literature.

BIO 683. Genomics. (3 h)

Examines the architecture, expression, and evolution of genomes. Uses current primary literature to examine the functional and evolutionary dynamics of genomes and the modern analytic techniques used to investigate genome-wide phenomena.

BIO 683L. Genomics Lab. (1 h)

Introduces analytic methods and interpretation of genome wide data through practical tutorials. P or C-BIO 683.

BIO 684. Molecular Evolution. (3 h)

Study of the evolutionary analysis of biological sequences in population genetic and phylogenetic contexts. Explores statistical and bioinformatic techniques for investigating population evolution, molecular adaptations, and reconstruction of evolutionary history through primary literature.

BIO 684L. Molecular Evolution Lab. (1 h)

Introduces evolutionary analytic methods and interpretation of molecular data through practical tutorials. P or C-BIO 684.

BIO 685. Bioinformatics. (3 h)

Introduction to computational approaches essential to modern biological inquiry. Approaches may include large biological dataset analyses, sequence similarity and motif searches, and analysis of high-throughput genomic technologies. Emphasizes interdisciplinary interaction and communication. Also listed as CSC 685 and PHY 685.

BIO 687. Computational Systems Biology. (3 h)

Introduction of concepts and development of skills for comprehension of systems biology problems, including both biological and computational aspects. Topics may include genome-wide transcriptomic analysis, protein interaction networks, large-scale proteomics experiments, and computational approaches for modeling, storing, and analyzing the resulting data sets. Emphasizes interdisciplinary interaction and communication.

BIO 688. Methods in Molecular Genetics. (4 h)

Hybrid lecture/laboratory course gives students a hands-on introduction to a diverse array of techniques commonly used in molecular genetics laboratories.

BIO 701. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 702. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 703. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 704. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 705. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 706. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 707. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 708. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 711. Directed Study in Biology. (1 h)

Reading and/or laboratory problems carried out under and by permission of a faculty member. Staff.

BIO 712. Directed Study in Biology. (1 h)

Reading and/or laboratory problems carried out under and by permission of a faculty member. Staff.

BIO 715. Foundations of Physiology. (1-4 h)

Covers classical and current topics and techniques in comparative physiology. Format varies from seminar to a full laboratory course. Staff.

BIO 716. Signal Transduction. (2 h)

Focuses on the mechanisms of inter- and intra-cellular communications. Topics range from receptors to signaling molecules to physiological responses. Largely based on the primary literature and requires student presentation of primary research articles. C. Browne, Muday, Tague.

BIO 717. Developmental Mechanism. (2 h)

Seminar course examining the molecular, biochemical, and cellular mechanisms of animal and/or plant development. Relevant topics selected from the current literature are discussed in lecture and presentation formats. C. Browne, Tague, Muday.

BIO 718. Gene Expression. (2 h)

Seminar covers gene expression in eukaryotic and prokaryotic systems. Topics range from transcription to translation to other aspects of gene regulation. Emphasis is on the experimental basis of understanding the mechanisms of gene expression. Students present, in seminar format, appropriate papers from literature. All students participate in discussion and evaluation of presentations. Tague, C. Browne, Curran, Muday.

BIO 720. Integrative Biology I. (3 h)

Inquiry into the fundamentals of scientific thought and practice in the biological sciences. Course will emphasize key biological theories and contemporary techniques in the context of current literature. Each semester will be based on three thematic areas chosen by a committee of faculty and students to encompass a breadth of areas of biological knowledge and integrate biological subdisciplines.

BIO 721. Integrative Biology II. (3 h)

Inquiry into the fundamentals of scientific thought and practice in the biological sciences. Course will emphasize key biological theories and contemporary techniques in the context of current literature. Each semester will be based on three thematic areas chosen by a committee of faculty and students to encompass a breadth of areas of biological knowledge and integrate biological subdisciplines.

BIO 725. Plant Genetics. (1, 2 h)

Covers various aspects of plant genetics in a seminar format. Topics range from classical Mendelian genetics to genomics and bioinformatics, depending on the interests of the students. Students present the results, conclusions, and significance of appropriate papers from the literature. All students participate in discussion and evaluation of presentation. Muday, Tague.

BIO 726. Plant Physiology. (1, 2 h)

Covers various aspects of plant physiology and hormones in a seminar format. Topics range from auxin transport to properties of light within the leaf. Students present the results, conclusions, and significance of appropriate papers from the literature. All students participate in discussion and evaluation of presentations. Muday, Smith.

BIO 727. Plant Evolution. (1, 2 h)

Covers various aspects of plant evolution in a seminar format. Topics range from problems in phylogeny reconstruction and patterns of diversity to major evolutionary innovations in various plant groups. Students present the results, conclusions, and significance of appropriate papers from the literature. All students participate in discussion and evaluation of presentations. Kron, Silman.

BIO 728. Plant Ecology. (1, 2 h)

Covers various aspects of plant ecology in a seminar format. Topics vary depending on graduate student interest. Students present the results, conclusions, and significance of appropriate papers from the literature. All students participate in discussion and evaluation of presentations. Silman, Smith.

BIO 735. Foundations of Evolutionary Genetics. (2 h)

Inquiry into the fundamental concepts in genetic evolution through discussion of foundational primary literature. Topics explored include population genetic processes, speciation and extinction.

BIO 740. Physiological Ecology. (4 h)

Introduction to evolutionary/ecological physiology, with emphasis on the interactions between organisms and major abiotic factors of the environment including water balance-hydration, gaseous exchange-respiration, temperature tolerance-thermal physiology. Dimock.

BIO 757. Techniques in Mathematical Biology. (3 h)

Offers students a framework for understanding the use of mathematics in both biological theory and empirical research. Emphasis is on practical applications of mathematical techniques, and learning by doing. A central goal is to give students tools to use in their own research. Topics covered include continuous and discrete population models, matrix models, stochastic models, life-history theory, and fitting models for data. Mathematical skills are taught and refreshed, but knowledge of basic calculus is required. Silman, Anderson, Baxley.

BIO 762. Immunology. (4 h)

Humoral and cellular immune responses are examined to understand the basic immunobiology of vertebrates with special emphasis on cell-cell interactions and immunoregulation. Labs introduce students to basic methods in immunological research. Kuhn.

BIO 763. Cellular and Molecular Interactions Between Hosts and Parasites. (3 h)

Examines the responses of animal hosts in attempting to immunologically and non-immunologically reject/control both endo- and ecto-parasites and responses of these parasites to the host environment. Consists of lectures and student presentations and requires a comprehensive review article by students. Kuhn.

BIO 767. Foundations of Ecology. (3 h)

A graduate seminar focusing on understanding the seminal developments in the field of ecology and then tracing their intellectual impacts on the modern literature.

BIO 775. Microscopy for the Biological Sciences. (4 h)

An introduction to the various types of light, confocal, and electron microscopy. Students will learn technical and theoretical aspects of microscopy, methods of sample preparation, digital image acquisition and analysis and the preparation of publication quality images. The course will emphasize practical applications of microscopy, microscopy experimental design, and hands-on use of microscopes and digital imaging systems. Students will be expected to design and conduct a microscopy project and present their results to the class. Additionally, students will be expected to participate in class discussions regarding newly emerging microscopy techniques in various biological disciplines.

BIO 777. Biophysical Ecology. (4 h)

Designed to introduce students to the interactions of the organism with the physical environment. Sunlight, temperature, water availability and humidity, wind and longwave radiation (greenhouse effect) strongly influence an organism's growth and reproductive potential. Differences in heat and mass transfer to and from the organism, plus corresponding organism responses in structure, physiology, and behavior to changes in the local environment, are addressed. These same principles are also important to the design of energy-efficient homes (passive solar), clothing design (Gortex), outdoor survival and gardening, to name only a few of humankind's everyday activities. Smith.

BIO 778. Advanced Ecology. (4 h)

Covers current research in the field of ecology with a focus at the community level. Experimental design, data analysis, and interpretation are emphasized. Silman.

BIO 779. Molecular Techniques in Evolution and Systematics. (4 h)

Lecture and lab course that explores molecular methods that are basic to many disciplines within biology, especially ecology, evolution, and systematics. Labs focus on the acquisition of molecular techniques, including allozyme electrophoresis, mitochondrial plastid, and nuclear DNA restriction fragment length polymorphism analysis, gene amplification, PCR (polymerase chain reaction), direct and/or cycle sequencing, and RAPDs (randomly amplified polymorphic DNAs). Kron.

BIO 780. Advanced Systematics. (3 h)

A primary literature-based course that covers various subdisciplines within systematics including cladistic biogeography, history and theory of systematics, analytical techniques and database management of systematic data.

BIO 781. Statistical Models and Data in R. (4 h)

Provides an introduction to statistical modeling and data management in the R computer language. The course objectives are to introduce student to: (i) methodologies for the design and analysis of ecological and organismal experiments, (ii) programming with an emphasis on good coding and data management habits, and (iii) producing figures and reproducible workflows for publication.

BIO 783. Teaching Skills & Instructional Development. (3 h)

Introduction to teaching college-level science courses. Emphasis is on: defining and achieving realistic course goals; mechanics of selecting, developing and refining topics for lecture or laboratory; effective presentation strategies; and creating an active learning environment. Students develop a teaching portfolio containing course syllabi, lecture outlines, and student-ready laboratory materials. Format combines didactic lectures, individual projects, and group discussions and critiques. Course meets for two, 2-hour periods each week. D. Johnson.

BIO 785. Teacher-Scholar Professional Development I. (1 h)

Training in professional skills for early-career biological scientists through interactive discussion and exercises. Topics include scientific ethics and professional practices, scientific publishing, and scientific communication.

BIO 786. Teacher-Scholar Professional Development II. (1 h)

Training in professional skills for early-career biological scientists through interactive discussion and exercises. Topics include grant preparation and submission, professional bias and discrimination in the sciences, career paths, and job interviewing.

BIO 789. Research Seminar. (1 h)

Introduction to scientific presentation skills through active participation in scientific seminars and symposiums, discussion, and exercises. May be repeated for credit.

BIO 791. Thesis Research I. (1-9 h)

Staff.

BIO 792. Thesis Research II. (1-9 h)

Staff.

BIO 891. Dissertation Research I. (1-9 h)

Staff.

BIO 892. Dissertation Research II. (1-9 h)

Staff.

Faculty

Program Director James B. Pease

Chair Erik C. Johnson

Reynolds Professor Susan E. Fahrbach

Andrew Sabin Family Foundation Presidential Chair in Conservation

Biology Miles R. Silman

Charles H. Babcock Chair of Botany William K. Smith

Charles M. Allen Professor of Biology Gloria K. Muday

Professors David J. Anderson, T. Michael Anderson, Miriam A. Ashley-Ross, James F. Curran, Susan E. Fahrbach, Wayne L. Silver, Clifford W. Zeyl

Associate Professors Sarah M. Esstman, Ke Reid, James B. Pease, Brian W. Tague

Assistant Professors Regina J. Cordy, Josh Currie, Sheri A.

Flöge, Nicholas Kortessis

Teaching Professors A. Daniel Johnson, Pat C.W. Lord

Associate Teaching Professors Diana R. Arnett, Anna Kate Lack

Assistant Teaching Professor Andrew St. James

Biology, MS

Master of Science Degree Requirements

The degree requires 30 credit hours; 24 hours of coursework with an average grade of B or above plus 6 hours of thesis research. At least 12 of the 24 hours must be in courses numbered 700 or above. The remaining 12 hours may be in either 600 or 700 level courses.

For additional degree requirements, see Requirements for Degrees.

Biology, PhD

Doctor of Philosophy Degree Requirements

Students have no minimum required number of course hours. Courses taken are selected in consultation with the Advisory Committee. The degree requires an average grade of B or above, plus a minimum of 6 hours of dissertation research.

For additional degree requirements, see Requirements for Degrees.

Chemistry (CHM)

Master of Science, Doctor of Philosophy Overview

The Department of Chemistry offers programs of study leading to the MS and PhD degrees. Opportunities for study in courses and through research are available in analytical, biological, inorganic, organic, and physical chemistry. Research plays a major role in the graduate program. Since the number of graduate students is limited, the research program

of the individual student is enhanced by close daily contact with the faculty.

All applicants for graduate work in the department are expected to offer as preparation college level fundamental courses in general, analytical, organic, inorganic, and physical chemistry; physics; and mathematics through one year of calculus. During registration all new graduate students take qualifier examinations covering the fields of analytical, biological, inorganic, organic, and physical chemistry. Programs of study are in part determined by the results of these examinations, and deficiencies are to be remedied during the student's first academic year.

For the MS degree, the student is expected to undertake a broad program of coursework at an advanced level and to complete successfully an original investigation. This investigation must be of the highest quality but necessarily limited in scope. Students who hold assistantships typically spend 2-3 years in residence for the completion of this degree.

For the PhD degree, individual programs are designed for each student under the guidance of the student's faculty adviser and advisory committee and with the approval of the graduate committee.

The University preliminary examination requirement is satisfied by successful completion of a series of written cumulative examinations and by presentation of two research proposals, one of which is the dissertation research project. Each student is to present at least one departmental seminar on the results of his or her dissertation research. The student must present a dissertation and pass an examination on it as prescribed by the Graduate School, and other University requirements must be satisfied.

The chemistry program participates in the Interdisciplinary Graduate Track in Structural and Computational Biophysics. For more information, refer to the pages in this bulletin regarding the program.

The original graduate program, which led to the MS degree, was discontinued in 1949. The present MS program was begun in 1961, the PhD in 1972.

Graduate courses offered by the Department of Chemistry are from the following list. Not all courses are offered every year.

Programs

- Chemistry, MS
- Chemistry, PhD
- MD/PhD
- PhD/MBA
- Structural and Computational Biophysics (SCB), Certificate

Courses

CHM 621. Intermediate Organic Chemistry. (3 h)

Survey of advanced topics in organic chemistry including stereochemistry, conformational analysis, reaction mechanisms, organometallic chemistry and asymmetric synthesis.

CHM 623. Organic Analysis. (4 h)

The systematic identification of organic compounds.

CHM 624. Medicinal Chemistry. (3 h)

This course is an introduction to drug targets, mechanism, design, and synthesis. Topics of study include the review of biomolecular structure and function; druggable/targetable enzymes and signaling networks; the replisome- and transcriptome as targets; molecular and cellular pharmacology, molecular mechanism of action at the target level; drug metabolism and pharmacokinetics/pharmacodynamics. A significant portion of the course will be devoted to drug discovery, which includes design, SAR, optimization, synthetic methodologies, computer-assisted drug design; QSAR; prodrugs and "bench-to-bedside", approaches.

CHM 625. Organic Synthesis. (4 h)

Reagents for and design of synthetic routes to organic molecules.

CHM 626. Organic Synthesis. (4 h)

Reagents for and design of synthetic routes to organic molecules.

CHM 634. Chemical Analysis. (3, 4 h)

Theoretical and practical applications of modern methods of chemical analysis. C-CHM 641.

CHM 641. Physical Chemistry. (3, 4 h)

Fundamentals of physical chemistry.

CHM 642. Physical Chemistry. (3, 4 h)

Fundamentals of physical chemistry.

CHM 644. Physical Chemistry. (3, 4 h)

Fundamentals of physical chemistry.

CHM 648. Electronic Structure Theory and Computational Chemistry. (3 h)

Introduction to quantum mechanical foundation of electronic structure theory and its application to problems in computational chemistry.

CHM 651. Special Topics in Biochemistry. (3 h)

Fundamentals of biochemistry, with particular emphasis on mechanistic analysis of metabolic pathways, enzymatic activity, and drug action.

CHM 656. Chemical Spectroscopy. (1.5 h)

Fundamental aspects of the theory and application of chemical spectroscopy, as found in the areas of analytical, inorganic, organic, and physical chemistry. Emphasis varies. Seven week courses. P-CHM 642 or 644, 661 or POI. May be repeated for credit.

CHM 657. Chemical Spectroscopy. (1.5 h)

Fundamental aspects of the theory and application of chemical spectroscopy, as found in the areas of analytical, inorganic, organic, and physical chemistry. Emphasis varies. Seven week courses. P-CHM 642 or 644, 661 or POI. May be repeated for credit.

CHM 661. Inorganic Chemistry. (3, 4 h)

Principles and reactions of inorganic chemistry. C-CHM 641.

CHM 662. Nanochemistry in Energy and Medicine. (3 h)

New optoelectronic science and technologies, often involving nanotechnologies, photochemistry, and laser are revolutionizing many fields for solar energy conversion has inspired many researchers across different chemical, physical and engineering disciplines. Implementation of new laser-based optical techniques, photochemistry, and nanotechnology concepts have enabled dramatic progress in biomedical science where their potential is still developing rapidly. The goal of this course is to familiarize students with advanced topics in nanomaterials science, nanosynthesis, photochemistry, energy conversion, optoelectronics, and biomedical photonics. In this course nanomaterials structures, nanodevices, and time-resolved (fs-ms) photochemical processes involved in energy conversion and biomedical applications will be discussed. The energy and optoelectronic materials sections cover a broad range of different systems including organic, inorganic molecular materials, polymers, and semiconductors, applied in energy conversion and optoelectronics. The photochemical processes in these optoelectronic systems will be described. This includes light-driven optical, electronic, and chemical processes in a broad range of materials such as organic molecular materials, metal-organic dyes, polymers and semiconductors, that govern the behavior of optoelectronic and photovoltaic devices. Practical applications, device schemes, different generations, and recent progress in the field will be overviewed. The use of ultrafast laser techniques for the photochemical understanding of optoelectronic materials and interfaces will be covered. The application of nanomaterials and laser spectroscopy techniques in biomedical imaging (biomedical photonics) will be discussed. This includes nanodevices such as biosensors, drug delivery/release systems, for biomedical applications. The laser biomedical imaging techniques and optoelectronic approaches for clinically monitoring of early disease states and molecular diagnostics will be discussed.

CHM 664. Materials Chemistry. (3 h)

A survey of inorganic-, organic-, bio-, and nano-materials, including hybrid materials and applications.

CHM 664L. Materials Chemistry Lab. (1 h)

Synthesis of inorganic and organic based materials and their characterization. Lab-four hours.

CHM 666. Chemistry and Physics of Solid State Materials. (3 h)

Design, synthesis, structure, chemical and physical properties, and the application of solid state materials.

CHM 670. Biochemistry: Macromolecules and Metabolism. (3 h)

A lecture course introducing the principles of biochemistry, with emphasis on the experimental approaches that elucidated these principles. Major topics include structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways.

CHM 673. Biochemistry Protein and Nucleic Acid Structure and Function. (3 h)

Special topics in biochemistry including catalytic mechanisms of enzymes and ribozymes, use of sequence and structure databases, and molecular basis of disease and drug action. P-CHM 670 or POI.

CHM 676. Biophysical Chemistry. (3 h)

Introduction to a variety of technologies (e.g. thermochemistry, electrochemistry, spectrometry, and spectroscopy) for determining physical properties of biomolecules. From these properties, the biological function can be more readily understood and leveraged for medical gain. In addition to problem sets, students will have opportunities to hone science communication skills through a writing assignment and oral presentation. P-CHM 670 or POI.

CHM 681. Chemistry Seminar & Literature. (0.5 h)

Discussions of contemporary research and introduction to the chemical literature and acquisition of chemical information. May be repeated for credit. Pass/Fail only.

CHM 682. Chemistry Seminar & Literature. (0.5 h)

Discussions of contemporary research and introduction to the chemical literature and acquisition of chemical information. May be repeated for credit. Pass/Fail only.

CHM 701. Advanced Physical Chemistry. (3 h)

An accelerated survey of classical and statistical thermodynamics, chemical kinetics, and quantum chemistry.

CHM 711. Directed Study in Chemistry. (1, 2 h)

Reading and/or lab problems carried out under supervision of a faculty member. P-Permission of graduate committee. May be repeated for credit if topic varies.

CHM 712. Directed Study in Chemistry. (1, 2 h)

Reading and/or lab problems carried out under supervision of a faculty member. P-Permission of graduate committee. May be repeated for credit if topic varies.

CHM 721. Advanced Organic Chemistry. (3 h)

An accelerated survey of organic reactions and mechanisms.

CHM 722. Physical Organic Chemistry. (3 h)

Physical methods for determining structure-activity correlations and reaction.

CHM 723. Transition-Metal Organic Chemistry. (3 h)

Introduction to principles of bonding in organometallic chemistry and organometallic reaction mechanisms. Uses of transition-metal complexes in organic synthesis.

CHM 724. Organic Synthesis. (3 h)

Modern principles of organic synthesis and retrosynthetic analysis. Stereoselective synthesis of complex natural products.

CHM 725. Structure Identification in Organic Chemistry. (3 h)

Theory and use of spectroscopic techniques for structural identification of organic compounds.

CHM 726. Reactive Intermediates. (3 h)

Mechanistic and preparative photochemistry. Structure and chemistry of excited states, free radicals, carbenes, and selected ions.

CHM 735. Spectrochemical Analysis. (3 h)

Principles of atomic and molecular spectrometric methods; discussion of instrumentation, methodology, and applications.

CHM 736. Chemical Separations. (3 h)

Theory and practice of modern separation methods with emphasis on gas and liquid chromatographic techniques.

CHM 737. Electrochemical Processes. (3 h)

Principles of electrochemical methods, ionic solutions, and electrochemical kinetics.

CHM 738. Statistics for Analytical Chemistry. (3 h)

Practical investigation of the statistical procedures employed in modern analytical chemistry.

CHM 739. Special Topics in Analytical Chemistry. (3 h)

The study of topical fields of research in analytical chemistry, with a focus on one or more specialties, such as ICP-MS; fluorescence, LIBS; Raman spectroscopy; nanoparticles in analysis; biosensors; or others. May be repeated for credit if course content differs.

CHM 740. Drug Discovery, Design, and Development - Molecules to Medicines. (3 h)

Conducted as a combination of lectures, reading assignments, and student-led discussions. Examines drug discovery and development pathways from target and lead compound identification through metabolic and toxicology studies, clinical trials, FDA approval, and marketing. Regulatory processes, intellectual property, and ethical issues are also considered. Taught by WFU faculty from both the Reynolda and Bowman Gray campuses and colleagues in the pharmaceutical and biotechnology industries, students work in teams to present case studies on the discovery, development, and marketing of recently approved pharmaceuticals. Also listed as BAMB 740. P-Organic chemistry and biochemistry.

CHM 745. Statistical Thermodynamics. (3 h)

The application of statistical mechanics to chemistry to understand and predict the thermodynamic properties.

CHM 746. Chemical Kinetics. (3 h)

Kinetics and mechanisms of chemical reactions; theories of reaction rates.

CHM 747. Self-Organization in Nonequilibrium Chemistry. (3 h)

Study of the phenomena of self-organization, such as oscillations, multistability, propagating waves, and formation of spatial patterns. Kinetic systems with autocatalysis will be studied using bifurcation theory and other methods of non-linear systems.

CHM 751. Biochemistry of Nucleic Acids. (1.5-3 h)

Advanced survey of the structure, reactivity, and catalytic properties of RNA and DNA, including modern experimental techniques. Current literature will be presented and critically evaluated.

CHM 752. Protein Chemistry. (1.5-3 h)

Advanced survey of protein biochemistry with an emphasis on structural families, enzyme catalytic mechanisms, expression and purification methods, and biophysical and structural experimental techniques.

CHM 753. Chemical Biology. (3 h)

Survey of the origins and emerging frontiers of chemical biology, with a focus on the impact of chemical methods on our understanding of biology. Topics include protein design, chemical genetics, and methods in genomics and proteomics research.

CHM 755. Biomolecular Mass Spectrometry: Fundamentals and Applications. (1.5-3 h)

Designed for graduate and advanced undergraduates focusing on the principles of mass spectrometry and use in the analysis of small molecules, peptides, proteins, and nucleic acids. Covers sample preparation, data acquisition and interpretation, database searching, and quantification of molecules using a variety of techniques.

CHM 756. Biomolecular NMR. (1.5 h)

One half-semester course designed for graduate and advanced undergraduates focusing on NMR of small oligonucleotides and proteins. Covers sample preparation, data acquisition and processing as well as generating solution structures from NMR data. A student should have command of 1D acquisition and processing as well as experience with 2D acquisition and processing before taking this class. All computational exercises will involve some familiarity with UNIX operating system. P-POI.

CHM 757. Macromolecular Crystallography. (1.5 h)

This is a one-half semester course designed for graduate and advanced undergraduates focusing on structural characterization of macromolecules utilizing x-ray crystallography. The course will cover sample preparation, diffraction theory, data acquisition and processing as well as structure solution and refinement techniques. P-CHM 356A/656 highly recommended.

CHM 761. Chemistry of the Main Group Elements. (3 h)

Principles of bonding, structure, spectroscopy, and reactivity of compounds of the main group elements. Synthesis and applications of organometallic compounds of the main group.

CHM 762. Coordination Chemistry. (3 h)

Theory, structure, properties, and selected reaction mechanisms of transition metal complexes. Design and synthesis of ligands and their applications in bioinorganic chemistry.

CHM 764. Chemical Applications of Group Theory and Symmetry. (3 h)

Symmetry, group theory, bonding, and spectroscopy. Applications to structure, stereoisomers, multicenter bonding and symmetry-controlled reactions.

CHM 765. Bioinorganic Chemistry. (3 h)

The inorganic chemistry of life. a) Metals in biocatalysis: elucidation of structure and function of metalloenzymes by various spectroscopic and molecular biology methods; biomimetic ligands; synthetic models of active sites. b) Metals and toxicity. c) Inorganic compounds in therapy and diagnosis.

CHM 771. Quantum Chemistry. (3 h)

The quantum theory and its application to the structure, properties, and interactions of atoms and molecules. Theoretical and computational approaches.

CHM 791. Thesis Research I. (1-9 h)

Staff.

CHM 792. Thesis Research II. (1-9 h)

Staff.

CHM 829. Tutorial in Organic Chemistry. (3 h)**CHM 830. Heterocyclic Chemistry. (3 h)**

Survey of the major groups of heterocyclic compounds. Modern applications of heterocycles.

CHM 831. Principles of Chemical Carcinogenesis. (3 h)

Fundamental chemistry of carcinogenesis. Survey of the chemistry and structure of carcinogenic compounds. Defense and chemotherapeutics.

CHM 832. Theoretical Organic Chemistry. (3 h)

Molecular orbital treatment of structure and reactivity of organic molecules with emphasis on the applications of MO theory in pericyclic and photochemical reactions.

CHM 833. Advanced Reaction Mechanisms. (3 h)

Detailed analysis of mechanisms with emphasis on characterization of transition state structure.

CHM 838. Advances in Analytical Chemistry - Luminescence Spectroscopy. (3 h)

Instrumentation, methods, and applications of molecular luminescence spectroscopy.

CHM 839. Tutorial in Analytical Chemistry. (2-3 h)**CHM 843. Tutorial in Advanced Kinetics. (3 h)**

CHM 844. Tutorial in Thermodynamics/Statistical Mechanics. (3 h)
Kondepudi.

CHM 848. Lasers in Physical Chemistry. (3 h)

Survey of lasers and their use to study physical-chemical processes. Topics include types of lasers, range of spectral and temporal operation, methods of detection, and application to specific chemical problems.

CHM 849. Tutorial in Chiral Asymmetry in Chemistry and Physics. (3 h)

Chiral asymmetry in nuclear, atomic, and molecular interactions. General group theoretic approach to spontaneous chiral symmetry breaking and the study of specific mechanisms.

CHM 861. Applications of Electrochemistry. (3 h)

Determination of inorganic and organic reaction mechanisms, electrochemical synthesis, applications to materials science. Noftle.

CHM 862. Special Topics in Coordination Chemistry. (3 h)

Selected applications of transition metal chemistry such as in paramagnetic resonance (NMR, EPR), bioinorganic chemistry, and industrial process.

CHM 863. Crystallography. (3 h)

Crystal structure determination using powder and single crystal X-ray diffraction.

CHM 864. Modern Chemical Spectroscopy. (3 h)

Applications of vibrational, rotational, electronic, and nuclear spectroscopy to current problems in chemistry.

CHM 865. Metallopharmaceuticals. (3 h)

Design and mechanism of metal-containing pharmaceuticals in cancer therapy and diagnosis.

CHM 869. Tutorial in Inorganic Chemistry. (3 h)**CHM 871. Advanced Quantum Chemistry. (3 h)**

Advanced quantum mechanical methods for the investigation of electronic structure and radiation-molecule interaction.

CHM 879. Tutorial in Theoretical Chemistry. (3 h)**CHM 888. Dependent Proposal. (3 h)**

Course requires a written document detailing a proposed project and an oral exam covering the basic chemical principles, foundation of the plan and experimental design. Pass/Fail. Must be taken by the 6th semester of residence.

CHM 891. Dissertation Research I. (1-9 h)**CHM 892. Dissertation Research II. (1-9 h)**

Faculty

Program Director Amanda Jones

Thurmond D. Kitchin Professor of Chemistry and Chair S. Bruce King

John B. White Professor of Chemistry Willie L. Hinze

William L. Poteat Professor of Chemistry Mark E. Welker

Professors Rebecca W. Alexander, Ulrich Bierbach, Christa L. Colyer,

Patricia C. Dos Santos, Bradley T. Jones, Abdessadek Lachgar, Akbar Salam

Associate Professors Lindsay R. Comstock, Amanda C. Jones, Paul B. Jones

Assistant Professors Elham Ghadiri, John C. Lukesh, Troy A. Stich

Chemistry, MS

Master of Science Degree Requirements

The degree requires 30 credit hours; 24 hours of coursework with an average grade of B or above plus 6 hours of thesis research. At least 12 of the 24 hours must be in courses numbered 700 or above. The remaining 12 hours may be in either 600 or 700 level courses. All work must be

completed within six years of the date of initial enrollment in the graduate program.

For additional degree requirements, see Requirements for Degrees.

Chemistry, PhD

Doctor of Philosophy Degree Requirements

Students have no minimum required number of course hours. Courses taken are selected in consultation with the Advisory Committee. The degree requires an average grade of B or above, plus a minimum of 6 hours of dissertation research.

For additional degree requirements, see Requirements for Degrees.

Communication (COM)

Master of Arts

Overview

Students who enroll are expected to have a strong undergraduate background and rationale for graduate work in communication. The program is designed primarily as a PhD preparation program. Most students will require two academic years to complete the program. The graduate program is associated with the Bioethics and Documentary Film graduate programs. Students have the opportunity to take classes in those areas as well. The program began in 1969.

Programs

Master of Arts

- Communication, MA

Courses

COM 602. Argumentation Theory. (3 h)

Examination of argumentation theory and criticism; emphasis on both theoretical issues and social practices. Offered in alternate years. Hazen, Zulick.

COM 603S. Directing the Forensics Program. (1-3 h)

A pragmatic study of the methods of directing high school and college forensics. Laboratory work in the High School Debate Workshop. Summer only. Staff.

COM 604. Freedom of Speech. (3 h)

Examination of the philosophical and historical traditions, significant cases, and contemporary controversies concerning freedom of expression. Offered in alternate years. Llewellyn, Zick.

COM 605. Communication and Ethics. (3 h)

A study of the role of communication in ethical controversies. Hyde.

COM 607. The Prophetic Mode in American Public Discourse. (3 h)

Investigates prophetism as a rhetorical act by examining Biblical forms of prophetic speech and investigating how these forms influence American public discourse.

COM 610. Media Production II. (3 h)

Students produce advanced media projects over which they assume significant creative control.

COM 612. Film History to 1945. (3 h)

Survey of the developments of motion pictures to 1945. Includes lectures, readings, reports, and screenings. Dalton.

COM 613. Film History since 1945. (3 h)

Survey of the development of motion pictures from 1946 to present day. Includes lectures, readings, reports, and screenings. Dalton.

COM 614. Media Effects. (3 h)

Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication. Mitra.

COM 615. Communication and Technology. (3 h)

Exploration of how communication technologies influence the social, political, and organizational practices of everyday life. Hyde, Mitra.

COM 616. Screenwriting. (3 h)

Introduction to narrative theory as well as examination of the role of the screenwriter in the motion picture industry, the influence of genre on screenwriting, and exploration of nontraditional narrative structures. Students complete an original, feature-length screenplay.

COM 617. Communication and Popular Culture. (3 h)

Explores the relationship between contemporary media and popular culture from a cultural studies perspective using examples from media texts. Mitra.

COM 619. Media Ethics. (3 h)

Examines historical and contemporary ethical issues in the media professions within the context of selected major ethical theories while covering, among other areas, issues relevant to journalism, advertising, public relations, filmmaking, and media management.

COM 620. Media Theory and Criticism. (3 h)

Critical Study of media including a survey of major theoretical frameworks.

COM 629. The Arab-Israeli-Palestinian Conflict as a Communication Phenomenon. (3 h)

Explores the evolution of the Arab-Israeli-Palestinian conflict from the end of the Nineteenth Century to its contemporary dynamic as a communication phenomenon; focusing on the narratives of the parties to the conflict as viewed through the lens of extant communication-grounded conflict theory.

COM 630. Communication and Conflict. (3 h)

Review of the various theoretical perspectives on conflict and negotiation as well as methods for managing relational conflict. Rogan.

COM 634. Narrative Approaches to Entrepreneurship. (3 h)

Embraces narrative theory to examine how myths, stories, and other tropes form the basis on which we understand entrepreneurship. We will consider diverse and alternative stories as well as the construction of the neoliberal individual in a postmodern epoch.

COM 635. Survey of Organizational Communication. (3 h)

Overview of the role of communication in constituting and maintaining the pattern of activities that sustain the modern organization. Llewellyn, McMillan.

COM 636. Organizational Rhetoric. (3 h)

Explores the persuasive nature of organizational messages - those exchanged between organizational members and those presented on behalf of the organization as a whole. Offered in alternate years. McMillan.

COM 637. Rhetoric of Institutions. (3 h)

A study of the communication practices of institutions as they seek to gain and maintain social legitimacy. Offered in alternate years. Llewellyn.

COM 638. The Art of Twentieth-Century African-American Rhetoric. (3 h)

Explores how African Americans have invented a public voice in the twentieth century. Focuses on how artistic cultural expression, in particular, has shaped black public speech. Watts.

COM 639. Practices of Citizenship. (3 h)

Explores the history and theory of citizenship as a deliberative practice linked to the rhetorical tradition of communication with an emphasis on participatory and deliberative skills as part of the process in which communities are formed and citizens emerge as members.

COM 640. Democracy, Slavery, and Sex: Emancipation Discourse from the Founding to the Civil War. (3 h)

Examines the influence of emancipation movements on American public discourse by reading and analyzing original speeches and documents with emphasis on abolition of slavery and woman's rights.

COM 641. Class, Race, Sex and War: Emancipation Discourse from the Civil War to the Second Wave of Feminism. (3 h)

Examines the influence of emancipation movements on American public discourse by reading and analyzing original speeches and documents. Among the movements addressed are labor, civil rights, student protest, and women's liberation.

COM 642. Political Communication. (3 h)

Study of electoral communication including candidate and media influences on campaign speeches, debates and advertising. Offered in alternate years. Louden.

COM 643. Presidential Rhetoric. (3 h)

Examines theory and practice of speechmaking and mediated presidential communication. Louden.

COM 650. Intercultural Communication. (3 h)

Introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds. Offered in alternate years. Hazen, Mitra, Rogan.

COM 651A. Comparative Comm Japan. (1.5, 3 h)

Comparison of communicative and rhetorical processes in the U.S. with one or more other national cultures with an emphasis on both historical and contemporary phenomena. a) Japan; b) Russia; c) Great Britain; d) Multiple countries. Offered in alternate years. Hazen.

COM 654. International Communication. (3 h)

In-depth look at the role of mass media in shaping communication between and about cultures using examples from traditional and emerging media systems. Hazen, Mitra.

COM 655. Health Communication. (3 h)

Examination of theories, research, and processes of health communication in contemporary society. May be repeated for credit.

COM 656. Health Comm: Patient-Provider. (3 h)

Explores contemporary issues related to communication in health care contexts, notably theories and research on patient-provider communication.

COM 657. Health Comm Campaigns. (3 h)

Examination of the principles behind designing, implementing, and evaluating a health campaign, including message design and application of media theories for behavior change.

COM 664. Narrative, Communication, and Health. (3 h)

Combines theory and research in social science with narrative in multiple forms: film, visual art, memoir, short story, and poetry. Explores the power of story to transform human lives with an emphasis on health. Asks: What is narrative? How does narrative shape who we are? How does narrative inform our understanding and experience of wellness and illness? How does narrative influence health communication in our personal relationships? What role can narrative play in medical education, medical practice, and public health campaigns? Through careful study and reflection, students discover how story can create positive change on a personal, professional, and societal level.

COM 670. Special Topics. (1-4 h)

Examination of topics not covered in the regular curriculum. Staff.

COM 680. Great Teachers. (3 h)

Intensive study of the ideas of three noted scholars and teachers in the field of communication. Students interact with each teacher during a two- or three-day visit to Wake Forest. Staff.

COM 719. Theory and Research Design in Communication Science. (3 h)

Examination of communication science theory with a focus on critiquing and utilizing theory in research, accompanied by an overview of quantitative research design and methodology. Giles, Helme, Mitra, Rogan.

COM 720. Quantitative Analysis in Communication Science. (3 h)

Overview of statistical data analysis, interpretation, and reporting for communication research. P-COM 719. Giles, Helme, Mitra, Rogan.

COM 752. Contemporary Rhetorical and Communication Theory. (3 h)

Introduction to theory building in human communication and rhetoric, with a survey and evaluation of major contemporary groups of theorists. Approaches studied are those which emphasize the symbol (George Herbert Mead and Kenneth Burke), human relations (Martin Buber), the media (Marshall McLuhan), and systems (Norbert Wiener). Hazen, Watts.

COM 753. Seminar in Persuasion. (3 h)

Study of contemporary social science approaches to persuasion theory and research. Influence is examined with interpersonal, social, and mass media contexts. Louden.

COM 758. Rhetorical Theory. (3 h)

Introduction to primary texts in the theory of rhetoric including classical theories, dramatism, semiotics, and critical/cultural studies. Llewellyn, McMillan, Watts, Zulick.

COM 759. Rhetorical Criticism. (3 h)

The critical application of rhetorical theories aligning with the traditions covered in Communications 758. P-Communications 758.

COM 763. Proseminar in Communication. (1.5 h)

Introduction to graduate study in communication. Mitra.

COM 764. Proseminar in Communication. (1.5 h)

Introduction to graduate study in communication. Mitra.

COM 773. Seminar in Interpersonal Communication. (3 h)

Study of recent research and theoretical developments in dyadic communication. Methodology examined includes conversational analysis, field, and experimental approaches. Rogan.

COM 774. Research and Theory of Organizational Communication. (3 h)

Advanced study of theoretical approaches to the role of communication in organizations and empirical application of such theories. Llewellyn, McMillan.

COM 780. Special Seminar. (1-3 h)

Intensive study of selected topics in communication. Topics may be drawn from any theory or content area of communication and offer a wide variety of special topics across a two year program. May be repeated for credit for a maximum of 12 hours.

COM 781. Readings and Research in Speech Communication. (1-3 h)

Students may receive credit for a special reading project in an area not covered by regular courses or for a special research project not related to the master's thesis. May be repeated for credit for a maximum of 16 hours.

COM 782. Readings and Research in Speech Communication. (1-3 h)

Students may receive credit for a special reading project in an area not covered by regular courses or for a special research project not related to the master's thesis. May be repeated for credit for a maximum of 16 hours.

COM 791. Thesis Research I. (1-9 h)

Staff.

COM 792. Thesis Research II. (1-9 h)

Staff.

Faculty

Program Director Jarrod Atchison

Chair Steven Giles

Associate Chair Marina Krcmar

Professors Mary Dalton, Sandra Dickson, Michael David Hazen,

Woodrow Hood, Marina Krcmar, Ananda Mitra, Randall G. Rogan

Larry J. and LeeAnn E. Merlo Presidential Chair for Communication and

Entrepreneurship and Associate Professor Rebecca Gill

Associate Professors Jarrod Atchison, Mollie Canzona, Steven Giles, John

Llewellyn, Alessandra Von Burg, Ron Von Burg, Eric Watts, Margaret D.

Zulick

Assistant Professor Phillip Cunningham, Rowie Kirby-Straker

Assistant Teaching Professors Polly Black

Professor of Practice and Head Debate Coach Justin Green

Lecturer T. Nathaniel French

Affiliated Teaching Professors Peter Gilbert, Cara Pilson

Manager of Communication/Media Laboratory Ernest S. Jarrett

Communication, MA

Degree Requirements

Thesis Option

The degree requires 33 credit hours; 27 hours of coursework with an average grade of B or above plus 6 hours of thesis research. At least 18 of the 27 hours must be in courses numbered 700 or above. The remaining 9 hours may be in either 600 or 700 level courses of which 6 hours may be in electives outside the department. All work must be completed within six years of the date of initial enrollment in the graduate program.

The program requires a core of courses in research methodology and then allows students to take courses in content areas such as health communication, intercultural communication, interpersonal communication, mass communication, organizational communication, public communication, and rhetorical communication. In addition, the department provides work in communication ethics, communication technologies, and argumentation.

All students must demonstrate competence in a research skill relevant to their thesis and/or professional goals. Most students demonstrate their

competency in empirical methodology or critical methodology; however, a foreign language also may be elected.

For additional degree requirements, see Requirements for Degrees.

Comprehensive Examination Option

Students are required to indicate their desire to take a comprehensive examination by the end of the first year. The degree requires 33 credit hours with an average grade of B or above. At least 24 of the 33 hours must be in courses numbered 700 or above. The remaining 9 hours may be in either 600 or 700 level courses of which 6 hours may be in electives outside the department. All work must be completed within six years of the date of initial enrollment in the graduate program. Students will be required to successfully complete a comprehensive examination at the end of completing the 33 hours of coursework.

For additional degree requirements, see Requirements for Degrees.

Computer Science (CSC)

Master of Science

Overview

The program is designed to accommodate students seeking a terminal MS degree or preparation for entering a PhD program.

In addition to the graduate school admission requirements, students entering the graduate program must have completed computer science coursework in the areas of programming in a modern high-level language, basic computer organization and architecture, data structures and algorithms, and principles of operating systems and networks. Students should also have completed mathematics courses equivalent to differential and integral calculus including infinite series, discrete mathematics, linear algebra, and probability and statistics.

Students in the program may apply to participate in the Data Science Certificate Program. On successful completion of this program, a student will earn an MS degree in computer science with a Certificate in Data Science. Current information about this program and an application link can be accessed on the Web at <https://cs.wfu.edu/data-science-certificate/> ([https://bulletin.wfu.edu/graduate/programs/degree-programs/computer-science/Students in the program may apply to participate in the Data Science Certificate Program. On successful completion of this program, a student will earn an MS degree in computer science with a Certificate in Data Science. Current information about this program and an application link can be accessed on the Web at https://cs.wfu.edu/data-science-certificate/.html](https://bulletin.wfu.edu/graduate/programs/degree-programs/computer-science/Students%20in%20the%20program%20may%20apply%20to%20participate%20in%20the%20Data%20Science%20Certificate%20Program.%20On%20successful%20completion%20of%20this%20program,%20a%20student%20will%20earn%20an%20MS%20degree%20in%20computer%20science%20with%20a%20Certificate%20in%20Data%20Science.%20Current%20information%20about%20this%20program%20and%20an%20application%20link%20can%20be%20accessed%20on%20the%20Web%20at%20https://cs.wfu.edu/data-science-certificate/.html)).

Students in the program may apply to participate in the Interdisciplinary Graduate Track in Structural and Computational Biophysics. On successful completion of this track, a student will earn an MS degree in computer science (thesis option) with a Certificate in Structural and Computational Biophysics.

Current information about the program and links to faculty interests can be accessed on the Web at <http://college.wfu.edu/cs/>.

Programs

- Computer Science, MS
- Computer Science, BS & MS Five Year Program
- Structural and Computational Biophysics (SCB), Certificate

Courses

CSC 611. Computer Architecture. (3 h)

An in-depth study of computer systems and architecture design. Topics include processor design, memory hierarchy, external string devices, interface design, and parallel architectures.

CSC 621. Database Management Systems. (3 h)

Introduction to large-scale database management systems. Topics include data independence, database models, query languages, security, integrity, and transactions.

CSC 622. Data Management and Analytics. (3 h)

Management, analysis, and visualization of large-scale data sets. Topics include key-value databases, distributed file systems, map reduce techniques, similarity measures, link analysis, and clustering. P - CSC 621.

CSC 631. Software Engineering. (3 h)

Study of fundamental topics in software engineering including software processes, agile software development and project management, requirements engineering, system modeling, design patterns and implementation, and software testing. Students practice software engineering principles through team projects.

CSC 632. Mobile and Pervasive Computing. (3 h)

Study of the fundamental design concepts and software principles underlying mobile and pervasive computing, including mobile interface design, data management, mobile networks, location aware computing, and mobile security. Involves significant programming on modern mobile platforms.

CSC 633. Principles of Translators for Compilers and Interpreters. (3 h)

Study of techniques for translating high-level programming languages to a target language. Typical target languages include Java bytecode and assembly language. Topics include lexical analysis, parsing, intermediate representatives, language semantics, code generation, and optimization.

CSC 641. Operating Systems. (3 h)

Study of the different modules that compose a modern operating system. In-depth study of concurrency, processor management, memory management, file management, and security.

CSC 643. Internet Protocols. (3 h)

Study of wide area connectivity through interconnection networks. Emphasis is on Internet architecture and protocols. Topics include addressing, routing, multi-casting, quality of service, and network security.

CSC 646. Parallel Computation. (3 h)

Study of techniques for parallel and high performance computing. Topics include an overview of modern high-performance computer design, pipelining, concurrency, data dependency, shared memory, message passing, and graphics processors. Select parallel algorithms and methods for asymptotic scalability analysis are also presented. Assignments may include coding with OpenMP, MPI, and CUDA.

CSC 647. GPU Programming. (3 h)

An introduction to general purpose parallel program development on Graphics Processing Units (GPUs). Topics covered will include data parallelism, memory and data locality, parallel algorithm patterns and performance metrics, and application test studies.

CSC 648. Computer Security. (3 h)

Introduction to computer security concepts and associated theory. Detailed coverage of the core concepts of access control, cryptography, trusted computing bases, digital signatures, authentication, network security, and secure architectures. Legal issues, security policies, risk management, certification and accreditation are covered in their supporting roles. Students will learn to analyze, design, and build secure systems of moderate complexity. P—CSC 241.

CSC 652. Numerical Linear Algebra. (3 h)

Numerical methods for solving matrix and related problems in science and engineering using a high-level matrix-oriented language such as MATLAB. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis is given to applications. Credit is not allowed for both CSC 652 and MTH 626.

CSC 655. Introduction to Numerical Methods. (3 h)

An introduction to numerical computations on modern computer architectures; floating point arithmetic and round-off error including programming in a scientific/engineering language such as MATLAB, C or Fortran. Topics include algorithms and computer techniques for the solution of problems such as roots of functions, approximations, integration, systems of linear equations and least squares methods. Credit not allowed for both MTH 655 and CSC 655.

CSC 661. Digital Media. (3 h)

Study of the mathematics and algorithms underlying digital sound, image, and video manipulation. Topics may include sampling and quantization, resolution, filters, transforms, data encoding and compression, multimedia files types and transmission, 3D printing, and digital media in multimedia and web programming.

CSC 663. Computer Graphics. (3 h)

Study of software and hardware techniques in computer graphics. Topics include line and polygon drawing, hidden line and surface techniques, transformations, and ray tracing.

CSC 665. Image Processing Fundamentals. (3 h)

Study of the basic theory and algorithms for image enhancement, restoration, segmentation, and analysis.

CSC 671. Artificial Intelligence. (3 h)

An overview of areas of study in artificial intelligence. Topics are chosen from among knowledge representation, formal logic, fuzzy logic, intelligent agents, expert systems, machine learning, robotics, and natural language processing.

CSC 673. Data Mining. (3 h)

An overview of data mining methods and algorithms for classification, association analysis, clustering, and anomaly detection. A major focus will be on the implementation of algorithms for and design and construction of solutions to data mining problems. Applications and ethical considerations of data mining in humanities, arts, and healthcare are discussed.

CSC 674. Machine Learning. (3 h)

An introduction to concepts and application of machine learning algorithms and techniques, focusing on supervised and unsupervised learning. Students learn the theoretical concepts behind several types of machine learning algorithms and gain practical experience applying them. Algorithms covered could include logistic regression, support vector machines, regularization, dimensional reduction, clustering, and neural networks.

CSC 675. Neural Networks and Deep Learning. (3 h)

An introduction to concepts and applications of neural networks and deep learning, a branch of machine learning that uses additional layers of high-level representations of data to maximize performance on a given task. The topics covered may include basic neural networks, deep neural networks, and convolutional and recurrent neural networks. Students learn the theoretical concepts behind several of types of neural network algorithms and gain practical experience applying them.

CSC 685. Bioinformatics. (3 h)

Introduction to bioinformatics and computing techniques essential to current biomedical research. Primary focus is gene and protein sequence and structure databases and algorithms for sequence and structure analysis. Emphasizes interdisciplinary interactions and communication. Also listed as PHY 685 and BIO 685.

CSC 687. Computational Systems Biology. (3 h)

Introduction of concepts and development of skills for the comprehension of modern systems biology research problems, including both biological and computational aspects. Topics may include microarrays, protein interaction networks, large-scale proteomics experiments, and algorithms and computational approaches for modeling, storing, and analyzing the resulting data sets. Emphasizes interdisciplinary interactions and communication.

CSC 691. Selected Topics. (1-3 h)

Topics in computer science that are not studied in regular courses or which further examine topics begun in regular courses. P-POI.

CSC 693. Individual Study. (1, 2 h)

Independent study directed by a faculty adviser. By prearrangement.

CSC 702. Theory of Computation. (3 h)

Basic theoretical principles of computer science. Topics include the relationship between automata and grammars, Church's thesis, unsolvability, and computational complexity.

CSC 721. Theory of Algorithms. (3 h)

Design and analysis of algorithms. Topics may include time and space complexity analysis, divide-and-conquer algorithms, the fast Fourier transform, NP-complete problems, and efficient algorithms for operations on lists, trees, graphs, and matrices.

CSC 726. Parallel Algorithms. (3 h)

A thorough, current treatment of parallel processing and supercomputing. Modern high-performance commercial architectures, parallel programming, and various supercomputing applications are discussed. Hands-on experience is emphasized. Students are given access to a variety of machines.

CSC 731. Compiler Optimization. (3 h)

Design and implementation of optimizing compilers. Optimization techniques, parallelizing transforms, and comparative examples form the literature. P-CSC 633.

CSC 743. Topics in Operating Systems. (3 h)

Issues in operating system development; resource management, queuing theory, concurrent processing, and languages for operating system development. P-CSC 641.

CSC 753. Nonlinear Optimization. (3 h)

The problem of finding global minimums of functions is addressed in the context of problems in which many local minima exist. Numerical techniques are emphasized, including gradient descent and quasi-Newton methods. Current literature is examined and a comparison made of various techniques for both unconstrained and constrained optimization problems. Credit not allowed for both CSC 753 and MTH 753. P-CSC 655 or MTH 655.

CSC 754. Numerical Methods for Partial Differential Equations. (3 h)

Numerical techniques for solving partial differential equations (including elliptic, parabolic, and hyperbolic) are studied along with applications to science and engineering. Theoretical foundations are described, and emphasis is on algorithm design and implementation using either C, FORTRAN or MATLAB. Also listed as MTH 754. P-CSC 655 or MTH 655.

CSC 765. Image Processing. (3 h)

Advanced techniques in image processing including image formation and corruption models, digitization, Fourier domain methods, enhancement, restoration, and tomographic reconstruction. P-CSC 721.

CSC 766. Pattern Recognition. (3 h)

Study of statistical pattern recognition techniques and computer-based methods for decision-making, including discriminant functions, feature extraction, and classification strategies. Emphasis is on applications to medical image analysis. P-POI.

CSC 767. Computer Vision. (3 h)

Techniques for extracting features from images: optimal thresholding, 2D and 3D feature measurement, graph isomorphism and graph matching methods. P-CSC 766.

CSC 775. Neural Networks. (3 h)

Design of artificial neural networks. Introduction to the relevant neurophysiology, feedforward networks, recurrent networks, and applications to pattern recognition and optimization.

CSC 779. Topics in Artificial Intelligence. (3 h)

Advanced topics in artificial intelligence. Individual projects are assigned. P-CSC 671.

CSC 781. Computer Science Seminar. (0 h)

Discussions of contemporary research. No credit.

CSC 790. Advanced Topics in Computer Science. (3 h)

Advanced topics of current interest in computer science not covered by existing courses. P-POI.

CSC 791. Thesis Research I. (1-9 h)

May be repeated for a maximum of 18 hours each. Satisfactory/Unsatisfactory.

CSC 792. Thesis Research II. (1-9 h)

May be repeated for a maximum of 18 hours each. Satisfactory/Unsatisfactory.

CSC 795. Project. (3 h)

Satisfactory/Unsatisfactory.

CSC 796. Internship. (1-6 h)

Provides students an opportunity to integrate computer science theory and practice by working in a supervised and professional setting. The course is limited to those seeking the fifth-year Master's in computer science and approval must be obtained by the Computer Science Graduate faculty prior to enrollment. Credit hours may be adjusted based on the length of the internship. May be repeated. Satisfactory/Unsatisfactory. P-CSC 631 (admission to the 5th year program).

Faculty

Program Director Samuel S. Cho

Chair William H. Turkett

Emeritus Reynolds Professor Robert J. Plemmons

Professors Jennifer J. Burg, Errin W. Fulp, V. Paúl Pauca, Peter Santiago

Associate Professors Grey Ballard, Daniel A. Cañas, Samuel S. Cho, Stan J. Thomas, William H. Turkett Jr.

Assistant Professors Sarra Alqahtani, Minghan Chen, Aditya

Devarakonda, Natalia Khuri

Wright Presidential Chair, Roy Doyle

Adjunct Professors Rob Robless, Sami Khuri

Computer Science, MS

Degree Requirements

Completion of the degree requirements may be fulfilled in one of three ways: thesis, project, and coursework-only. The degree with a thesis requires thirty semester hours, including six hours of thesis research (CSC 791, CSC 792) and a successfully completed thesis. The degree with a project requires thirty-six semester hours, including three hours of project research (CSC 795) and a successfully completed project. The coursework-only degree requires thirty-six semester hours of coursework.

The following courses are identified as the core courses for the degree and are required of all students:

Code	Title	Hours
CSC 631	Software Engineering	3
CSC 641	Operating Systems	3
CSC 702	Theory of Computation	3
CSC 721	Theory of Algorithms	3

The remaining hours are then selected from graduate computer science courses. For the thesis, project, and coursework-only options, at least six of the remaining hours must be selected from 700-level courses other than:

Code	Title	Hours
CSC 791	Thesis Research I	1-9
CSC 792	Thesis Research II	1-9
CSC 795	Project	3

Graduate courses may be taken outside of the department to fulfill requirements with prior approval from the graduate program director; however, no more than six such hours may count toward the degree.

For additional degree requirements, see Requirements for Degrees.

Counseling (CNS)

Master of Arts in Counseling Master of Arts in Human Services Overview

The Master of Arts in Counseling degree is awarded to candidates who successfully complete a minimum of sixty semester hours in a planned and directed program of study. The program consists of a common core of courses to provide knowledge in eight areas: human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, and professional orientation. The program also supplies clinical instruction with practicum and internship experiences. In addition, students must select a program specialty area-school counseling, clinical mental health counseling, or addition counseling-in which they complete their internships and take courses that assure at least entry-level competence.

Continuance in the program and admission to candidacy are based on success in academic courses and on personal, ethical, and performance considerations.

Graduates are eligible to sit for the National Counselor examination. Those who complete the school counseling program are eligible to apply for licensure with the public schools of North Carolina.

Admission to the Program

Admissions decisions are based on consideration of a combination of criteria: college grade-point average, recommendations, professional commitment, work or volunteer experience in the human services field, and suitability for the profession. Applicants being considered for admission are required to have a personal interview with program faculty or staff. Candidates for the counseling programs are not required to have a specific undergraduate major or minor.

Criminal Background Check

Acceptance to the program will be contingent on the successful completion of a criminal background check. The background check is standardized and mandatory for all students. Any student who has a criminal offense documented through this procedure will have to address this on a case-by-case basis with the Program Director and Department Chair. Areas of concern may include, but are not limited to, felony convictions, especially those involving harm to others, theft or fraud convictions, and patterns of misdemeanors other than moving traffic violations.

On Campus and Online Programs

There are two counseling tracks offered through the Department of Counseling: the school counseling track and the clinical mental health counseling track. Both are offered on campus and via online delivery systems. The campus programs are for full-time students. Applications are accepted for entry into the on-campus programs for the fall semester only. The online programs are for part-time students. Applications are accepted for entry in the online programs for the fall, spring, and summer semesters. Course and admission requirements for on-campus and online students are the same.

Master of Arts in Counseling - School Counseling

The school counseling track provides prospective school counselors with the knowledge, skills, and competence necessary to establish and conduct effective developmental guidance and counseling programs in schools, kindergarten through the 12th grade. The course of study which leads to a license in school counseling in North Carolina is based on the requirements of the North Carolina Department of Public Instruction and is accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). School counseling students are not required to hold a teacher's license to enter the program.

Master of Arts in Counseling - Clinical Mental Health

In the clinical mental health track, students are prepared for counseling in a wide variety of community settings and agencies. The course of study is accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP).

Master of Arts in Counseling - Clinical Mental Health

In the addiction track, students are prepared for counseling in addiction recovery settings and in a variety of community settings and agencies. The course of study is not yet accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). The

department is in the process of applying for CACREP accreditation for this specialty track.

Master of Arts in Human Services (Online Only)

The Master of Arts in Human Services degree is offered by the Department of Counseling via online delivery only. The degree is awarded to candidates who successfully complete a minimum of 39 semester hours in a planned and directed program of study. The program consists of 30 hours of courses in common with the Masters in Counseling program, an additional 6 hours of specialized study in human services administration and programming, and 3 hours of field experience. Applications are not currently being accepted for entry in this program.

Residency Requirements – Online Only

Two Thursday night through Sunday at noon residency experiences are required for online classroom students. These face-to-face sessions will allow faculty to engage in competency and readiness evaluations as well as to plan and evaluate practicum and internship arrangements. Students will also complete the experiential group requirements at this time. Dates will be announced six months in advance.

Programs

- Counseling, MA
- Counseling, MDiv/MA

Courses

All courses listed are open to counseling students only unless otherwise noted.

CNS 721. Research and Statistical Analysis in Counseling. (3 h)

Qualitative and quantitative research methods. Analysis and evidence-based evaluation of research-based literature in the counseling field. Grant writing. Program evaluation. Descriptive, Inferential, parametric and non parametric statistical procedures involved in research.

CNS 723. Statistical Analysis for the Helping Professions. (3 h)

Descriptive and inferential (parametric and nonparametric) statistical procedures involved in research. Computer methods for statistical analysis. Counseling students only.

CNS 736. Appraisal Procedures for Counselors. (3 h)

Appraisal, assessment, and diagnosis of personality, emotional, intellectual, and learning characteristics and disorders of clients in schools, colleges, and community human service agencies. Use of tests in counseling as an adjunct to clinical impressions.

CNS 737. Basic Counseling Skills and Techniques. (3 h)

Basic communication skills, helping relationships, and strategies for personal change. Issues and ethics in counseling.

CNS 738A. Counseling Practicum - School. (3 h)

Supervised experience for the development of individual and group counseling skills under individual and group supervision in a school or clinical mental health agency. Involvement in direct service work and activities similar to those of regularly employed professional staff. P - CNS 737.

CNS 738B. Counseling Practicum - Clinical Mental Health. (3 h)

Supervised experience for the development of individual and group counseling skills under individual and group supervision in a school or clinical mental health agency. Involvement in direct service work and activities similar to those of regularly employed professional staff. Henderson, Newsome. P - CNS 737.

CNS 739. Advanced Counseling Skills and Crisis Management. (3 h)

Topics covered will be advanced and specialized counseling interventions including crisis intervention, suicide prevention, and emergency management models. Students will be required to demonstrate appropriate skill level. P-CNS 737.

CNS 740. Professional Orientation to Counseling. (3 h)

Covers the history, roles, organizational structures, ethics, standards, specializations, and credentialing in the profession of counseling. Public policy processes and contemporary issues are also considered.

CNS 741. Theories and Models of Counseling. (3 h)

Study of theories and approaches to professional counseling: psychoanalytic (Freud, Adler, Jung), person-centered (Rogers), existential (May, Frankl), behavioral (Skinner, Glasser), cognitive/rational (Ellis), holistic/systemic, eclectic. Professional orientation, issues, ethics, cultural pluralism, and trends in counseling.

CNS 742. Group Procedures in Counseling. (3 h)

An experiential and conceptual exploration of the psychological dynamics and interpersonal communication of small groups, including group structure, leadership models, group process and practice, stages of group development, group techniques, and ethical principles.

CNS 743. Career Development and Counseling. (3 h)

Vocational development throughout life; psychological aspects of work; occupational structure and the classifications of occupational literature; theories of vocational choice and their implications for career counseling.

CNS 744A. Counseling Internship I A. School. (2, 3 h)

Supervised counseling experience in a school, college, or community agency under a regularly employed staff member professionally trained in counseling. Observation of and active participation in direct service work to clients. Monitoring of audio or videotaped interviews. Case review. P-CNS 738.

CNS 744B. Counseling Internship I: Clinical Mental Health. (2, 3 h)

Supervised counseling experience in a school, college, or community agency under a regularly employed staff member professionally trained in counseling. Observation of and active participation in direct service work to clients. Monitoring of audio or videotaped interviews. Case review. P-CNS 738.

CNS 744C. Counseling Internship I: Addiction. (2, 3 h)

Internship is a supervised counseling experience in a school, college, addictions recovery setting, community agency, or medical center in which students provide direct counseling services and engage in activities relevant to their counseling specialty area. P-CNS 738.

CNS 745A. Counseling Internship II A. School. (2, 3 h)

Supervised counseling experience in a school, college, or community agency under a regularly employed staff member professionally trained in counseling. Observation of and active participation in direct service work to clients. Monitoring of audio or videotaped interviews. P-CNS 744: Internship I.

CNS 745B. Counseling Internship II: Clinical Mental Health. (2, 3 h)

Supervised counseling experience in a school, college, or community agency under a regularly employed staff member professionally trained in counseling. Observation of and active participation in direct service work to clients. Monitoring of audio or videotaped interviews. P-CNS 744: Internship I.

CNS 745C. Counseling Internship II: Addiction. (2, 3 h)

Internship is a supervised counseling experience in a school, college, addictions recovery setting, community agency, or medical center in which students provide direct counseling services and engage in activities relevant to their counseling specialty area. P-CNS 744.

CNS 746. Counseling Children. (3 h)

Theory and practice of counseling with children in schools and community agencies. Elementary school counseling; models, methods, and materials. Counseling children with special emotional, learning, psychological, or behavioral concerns.

CNS 747. Cultures and Counseling. (3 h)

The influence of culture in human development and in counseling relationships. A study of personal and ethnic diversity and commonality.

CNS 748. Life Span Development: Implications for Counseling. (3 h)

Examination of major theories and principles of human development across the life span, including physical, psychological, intellectual, social, and moral perspectives.

CNS 749. School Guidance and Counseling. (3 h)

The organization and management of comprehensive school guidance and counseling programs. Individual and group counseling, consultation, coordination, and collaboration in student services in schools. Program development in elementary, middle, and secondary schools.

CNS 750. The Vienna Theorists-Freud, Adler, Moreno and Frankl. (3 h)

Examination of the original writings of four of the leading theorists of modern counseling, which is enhanced by a visit to the city in which they initially formulated their clinical ideas. Students read and discuss several original writings of each practitioner-Freud, Adler, Moreno, and Frankl-prior to and during a two-week stay in the Wake Forest University Flow House in Vienna during which they visit relevant historical sites and institutes.

CNS 752. Human Services Administration. (3 h)

This course will focus on the knowledge, theory, and skills used in the administrative aspects of the human services delivery systems including organizational management, supervision, strategic planning, budgeting, grant and contract negotiation, and legal/regulatory issues. The course also covers managing the professional development of staff, recruiting and managing volunteers, and advocacy techniques. P-CNS 737, 741, 742.

CNS 753. Human Services Program Planning and Evaluation. (3 h)

This course will focus on the range and characteristics of human services delivery systems and major conceptual models used to integrate prevention, maintenance, intervention, and rehabilitation and healthy functioning. The course includes the history of human services as well as the systematic analysis of service needs. The course also covers the selection of strategies or interventions and the evaluation of outcomes. P-CNS 741, CNS 737 and CNS 742.

CNS 754. Human Services Field Experience. (1-3 h)

Field experience is a learning experience in a human services delivery organization in which the student will complete 350 hours of on-site volunteer work with an agency. Students, university supervisors, and on-site partners will determine the student's role, activities, outcomes, and instructional needs based on placement site possibilities. P-CNS 752 and CNS 753.

CNS 755A. Counseling Internship III A. School. (2 h)**CNS 755B. Counseling Internship III B. Clinical Mental Health. (2 h)****CNS 755C. Counseling Internship III: Addiction. (2 h)**

Internship is a supervised counseling experience in a school, college, addictions recovery setting, community agency, or medical center in which students provide direct counseling services and engage in activities relevant to their counseling specialty area. P-CNS 745C.

CNS 758. Studies in Educational Leadership. (3 h)

This course includes examination of contemporary leadership theory and its various applications in education. It includes field work and reflections (Service Learning). P-EDU 644L.

CNS 760. Issues in School Counseling. (3 h)

This course is designed to allow students to investigate current issues related to the practice of school counseling. The emphasis will be on identifying appropriate prevention responses to these issues. Counseling students only.

CNS 762. Case Formulation and Treatment Planning in Clinical Mental Health Counseling. (3 h)

Examines case conceptualization (e.g., assessment, diagnosis) and treatment planning in clinical mental health counseling settings as well as contemporary issues related to clinical mental health counseling. Explores ethical and professional considerations for counselors' interfacing with the legal system and in integrated behavioral health settings.

CNS 763. Specialized Study in Counseling. (1-3 h)

"Exploration of special topics or areas of practice in the field of counseling. a. School Guidance and Counseling h. Rehabilitation b. College Student Development Services Counseling i. Adult Development/ Aging c. Mental Health Counseling j. Religious Counseling d. Marriage and Family Counseling k. Health Counseling e. Business/Industry Counseling l. Multicultural Counseling f. Correctional Counseling m. Holistic Counseling g. Career Counseling n. Tests, Measurements and Interpretation .

CNS 764. Creative Arts in Counseling. (1-3 h)

Examines history, theories, processes, and techniques of using the creative arts in counseling with clients throughout the life span. Particular attention is given to the visual and verbal arts, such as drawing, imagery, photography, cartooning, cinema, movement, dance, literature, drama, and music.

CNS 765. Addiction Counseling. (3 h)

Introduces the concepts of chemical dependency, counseling procedures and techniques, and treatment considerations. The student has opportunities to apply models of chemical dependency counseling to hypothetical situations at various stages of substance use.

CNS 766. Crisis Prevention and Response. (3 h)

This course will present counseling approaches which effectively address crises. The course will examine the characteristics and impact of trauma and crisis and potential neurobiological responses. Students will gain knowledge and skills useful in theory-based prevention and response models and community-based strategies for a diverse society. Students will also explore counseling and human service contexts for application of assessment and intervention approaches in addressing specific crisis situations.

CNS 767. Human Sexuality. (3 h)

This course is designed for counseling students whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. The course is designed to develop: a) students' knowledge base related to human sexuality, b) an understanding of the varied sexuality issues which may be encountered in professional counseling practice, c) students' skills in assessment and intervention skills with sexuality issues and d) increased awareness of one's personal perceptions, attitudes and affect related to sexuality issues. Course participants will become more effective in identifying, assessing, and intervening with human sexuality related counseling issues.

CNS 768. PsychoPharmacology for Counselors. (3 h)

Students will learn the basic principles of psychopharmacology, pharmacokinetics, and neurobiology as they pertain to their role as a professional counselor. They will learn how psychopharmacological drugs are classified, prescribed, and managed. The information presented in this course will prepare student to function as knowledgeable members of multi-disciplinary treatment teams serving clients seeking counseling services. Finally, students will gain knowledge about the important and complex ethical and legal issues that surround the use of psychopharmacological drugs.

CNS 769. Advanced Counseling in a Diverse Society. (3 h)

An advanced investigation into the complex elements of racism, social justice, and advocacy in the counseling relationship and beyond. An exploration of systemic disparities (ex. food deserts and health care) as well as anti-racist perspectives and actions in a diverse society, further promoting an in-depth personal and professional examination of implicit and explicit biases.

CNS 770. Classification of Mental and Emotional Disorders. (3 h)

Analyzes healthy and unhealthy personality, as well as developmental and situational problems in adjustment. Studies the classification of mental disorders, as defined by the American Psychiatric Association in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders. Examines appropriate ways in which diagnosis can be utilized by counselors to explore personality and systemic interventions for career, educational, and relationship concerns.

CNS 771. Clinical Mental Health Counseling. (3 h)

History, philosophy, organization, management, and delivery of counseling services in various clinical mental health settings. Preventative, developmental, and remedial strategies for use with various populations.

CNS 772. Marriage and Family Systems. (3 h)

Study of the institutions of marriage and the family from a general systems perspective. Exploration of how changes in developmental and situational aspects of the family life cycle influence individuals within the systems of marriage and the family. Both horizontal and vertical dimensions of change are focused on through the use of genograms. Different forms of family lifestyles, such as dual career, single parent, and blended are covered.

CNS 773. Family Counseling. (3 h)

Examination of the philosophy and goals of seven major theories of family counseling (Bowenian, Adlerian, psychodynamic, experiential/ humanistic, behavioral, structural, strategic) as well as the development of the profession of family counseling from a historical and current trends perspective. Differences between family counseling and individual/group counseling are highlighted and ethical/legal considerations for working with family units are stressed. Techniques associated with theories are demonstrated through video and play simulations. Research methods for gathering data on families are highlighted.

CNS 774. Marriage Counseling. (3 h)

Study of the philosophy and goals of six main theories of marriage counseling (psychoanalytic, social learning, Bowenian, structural-strategic, experiential/humanistic, and rational-emotive) and the techniques associated with each. Historical and current trends associated with the field of marriage counseling are explored, along with related issues such as premarital counseling, family-of-origin influences within marriage, and widowhood. Appropriate marriage assessment instruments, research methods, and ethical/legal questions involved in marriages counseling are addressed.

CNS 775. Marital and Family Health and Dysfunctionality. (3 h)

Examines system and individual dynamics associated with marital and family health and dysfunctionality. Longitudinal research on factors connected with healthy, long-term marriages and functional family life are explored. Interactive patterns that lead to such marital and family dysfunctionality as spouse and child abuse, anorexia nervosa, addictive disorders, and dependency are examined.

CNS 776. Assessment and Treatment Planning in Addictions. (3 h)

Examines screening, assessment, and diagnosis of addiction and co-occurring disorders. P-CNS 765, POI or a master's degree in the counseling field.

CNS 777. Addictions Counseling Skills. (3 h)

Explores the development of skills for individual and group counseling with persons diagnosed with addictive and co-occurring disorders.

CNS 778. Addiction and the Family. (3 h)

Explores the influence of addiction on family systems. Covers knowledge and skills for assisting individuals and families with substance abuse and addiction. P-CNS 765, POI or a master's degree in the counseling field.

CNS 780. Professional, Ethical and Legal Issues in Counseling. (2 h)

Provides an overview of the critical professional issues in counseling with emphasis on current ethical, legal, and values-related questions and the relationship of these issues to the counselor's role in training, supervision, consultation, appraisal, and research. P-Advanced graduate standing or permission of instructor.

CNS 782. Developmental Counseling Psychology. (3 h)

Theoretical, research, and methodological aspects of a developmental/ holistic/systems framework for counseling. Integration and application of major theories and approaches to counseling.

CNS 786. Consultation and Program Development in Counseling. (2 h)

Consultation theory and process. Consultation with families, schools, colleges, and community agencies. Models for facilitating change in human systems.

CNS 790. Professional Identity Capstone Course. (2 h)

Review and application of counseling skills, settings, practice parameters and other current issues necessary to integrate students into the profession of counseling. P-CNS 744.

Faculty

Program Director Mark B. Scholl

Online Program Director J. Robert Nations

Associate Online Program Directors; Allison M. Forti, Seth C. W. Hayden
Professor Emeriti Samuel T. Gladding, Donna A. Henderson, Deborah W. Newsome

Professor José A. Villalba

Associate Professors Erin E. Binkley, Seth C.W. Hayden, Nathaniel N. Ivers, Jennifer, L. Rogers, Mark B. Scholl

Assistant Professors Donald R. Casares, Jamie E. Crockett, Isabell C. Farrell, Michelle R. Ghoston, Jasmine Graham, Amy L. Grybush, David A. Johnson

Associate Teaching Professors Tammy H. Cashwell, Philip B. Clarke, Allison M. Forti

Assistant Teaching Professors Nikki C. Elston, Sarah A. Moore, J. Robert Nations, Kenneth W. Simington, George Stoupas

Visiting Assistant Professor Sharon B. Jones

Clinical Program Manager Carla Emerson

Counseling, MA

Degree Requirements

The Master of Arts degree in Counseling is awarded to candidates who successfully complete a minimum of 60 hours in a planned and directed program of study. Courses required by the program cannot be taken as Pass/Fail.

For additional degree requirements, see Requirements for Degrees.

Documentary Film Program (DOC)

Master of Fine Arts

Master of Arts

Overview

The Documentary Film Program offers an MFA degree through a two-year course of study and an MA through a one-year course of study. The program admits students on a full-time basis only.

The comprehensive curriculum is designed not only to equip students with the skill set needed to produce professional quality films, but also to develop a respect for the traditions of the craft, an understanding of the economic aspects of the industry, and the intellectual discipline required to translate a creative vision into film. While this is a skills intensive curriculum, it is also a plan of study that emphasizes the social awareness elements that lie at the heart of the documentary tradition. The faculty believes it is imperative to impart to students the power and responsibility documentary filmmakers have in a world increasingly dependent on the moving image to educate, inform, and affect change.

Programs

- Documentary Film, MA
- Documentary Film, MFA

Courses

DOC 701. Internship I. (1.5 h)

Internships may be taken for 1.5 credits on a pass/fail basis when approved by faculty members. These internships provide students the opportunity for experiential learning at production houses, television networks, public television stations, and at other facilities deemed useful as well as with independent producers.

DOC 702. Internship II. (1.5 h)

Internships may be taken for 1.5 credits on a pass/fail basis when approved by faculty members. These internships provide students the opportunity for experiential learning at production houses, television networks, public television stations and at other facilities deemed useful as well as with independent producers.

DOC 703. Internship. (3 h)

Internships provide students the opportunity for experiential learning at production houses, television networks, public television stations, and at other facilities deemed useful as well as with independent producers.

DOC 713. Documentary Storytelling I. (3 h)

The course provides an introduction to the fundamental theory and craft of non-fiction visual storytelling and familiarizes students with concepts such as drama, structure, story development and visual style.

DOC 715. Cinematography and Sound. (3 h)

Through a combination of lectures, film screening and hands-on demonstrations, this course will familiarize students with the basics of documentary shooting, lighting, and sound gathering.

DOC 717. Fundamentals of Documentary Editing. (3 h)

Through a combination of lectures, film screenings, hands-on demonstrations, and assignments, this course familiarizes students with the basics of documentary editing.

DOC 718. Social Media and Marketing in the Creative Arts. (3 h)

This course examines how social media is changing not just what content creators produce, but also the way creators engage with their audience by using social media and marketing techniques to drive attention to their work and enhance their overall brand. Through guest lectures, case studies and hands-on production - students will study each social media platform, learn how it's being used and see how it can be leveraged to enhance all aspects of the creative arts. Course may be offered on campus or online.

DOC 722. Documentary Storytelling II. (3 h)

This course teaches students how to research, conceptualize and develop a non-fiction story idea. Students receive instruction on effective research strategies, idea development, production planning, and proposal writing and pitching. P-DOC 713, 715, 717.

DOC 724. Advanced Story Editing. (3 h)

This course builds upon the storytelling skills learned in the Foundations of Story Editing course and complements the production techniques learned in Cinematography and Sound. Special emphasis will be placed on the aesthetics of editing and other post-production techniques. P-DOC 717.

DOC 726. Advanced Sports Storytelling. (3 h)

Introduces students to both the theoretical and technical aspects of non-fiction sports storytelling. Students will examine both historical and contemporary examples of sports storytelling, including various styles of documentaries, branded and commercial content, social media and web-based content, and podcasts. P-DOC 717.

DOC 728. Documentary History. (3 h)

Acquaints students with the historical development of documentary film from its roots in 19th-century art forms to the present. Examines various styles and techniques of documentary and analyzes the contribution of the documentary as a persuasive means of communication to achieve social and political goals. Open to all Wake Forest University graduate students with POI.

DOC 730. Sports, Culture and Society. (3 h)

Through films, case studies and discussions with sports professionals, media industry leaders and scholars we will look at how sports helps frame our common understanding of society's biggest social issues including race, gender, and human rights.

DOC 733. The Business of Sports Media. (3 h)

Students will get a high level understanding of the business of sports media and how the digital revolution is changing the game for content creators, leagues and teams. Through lectures, current periodicals, projects and guest speakers, students will learn to look beyond the final score and better understand the entire sports communication ecosystem.

DOC 735. Documentary Law and Ethics. (3 h)

Provides students with the opportunity to explore the ethical issues that can arise in documentary filmmaking. The discussion points will evolve from the in-depth examination of a select group of films and directors.

DOC 737. Documentary Storytelling III. (3 h)

The class focuses on advanced principles of writing, producing, directing and editing documentary films. Theoretical, aesthetic, technical and ethical aspects of the creative non-fiction storytelling process will be the focus. The class format will be a combination of theory and practice as it relates to the dramaturgical process of filmmaking. P-DOC 713, 715, 717, 728, 722, 750.

DOC 746. Documentary Storytelling IV. (3 h)

The course combines lectures, screenings, and exercises to build a technical and aesthetic foundation in digital post-production. Special emphasis will be placed on advanced visual storytelling techniques—including continuity, pacing, character development and dramatic structure. Students will also explore various distribution strategies and transmedia applications P-DOC 713, 715, 717, 728, 722, 724, 750, 735, 737, 748.

DOC 748. Creative Thesis Project. (1-9 h)

Students will work under faculty supervision on their creative thesis projects.

DOC 750. The Imagination Project. (3 h)

Students will produce short films, digital study guides or E-books and/or other types of multimedia materials on important social, political, cultural and economic issues. The course, structured around digital media projects, provides opportunities for students to immerse themselves in a single topic and interact with scholars from various disciplines. The topics will vary each year. P-DOC 713, 715, 717.

DOC 751. Pedagogy and Curriculum. (3 h)

Provides an understanding of pedagogical practices and major theories of curriculum and a foundation for students interested in pursuing careers in academe.

DOC 753. Individual Study. (1-3 h)

For students who wish to perform independent study in a cognate area with a professor from the Documentary Film Program or another program. May be repeated for credit for a maximum of 9 hours.

DOC 755. Entrepreneurship Education in Nonfiction Filmmaking. (3 h)

This course will provide students with the knowledge and skills to help them create their own creative arts venture and help them design and teach a course in entrepreneurship in the creative arts, particularly digital media and non-fiction filmmaking.

DOC 764. Individual Study. (1-3 h)

For students who wish to perform independent study in a cognate area with a professor from the Documentary Film Program or another program. May be repeated for credit for a maximum of 9 hours.

DOC 766. Teaching Practicum. (3 h)

Students work closely with Documentary Film program faculty during the teaching of an undergraduate course. Students participate in the design and development of course material and observe classroom and organizational aspects of teaching in an apprenticeship role.

DOC 780. Special Topics. (3 h)

Intensive study of selected topics in documentary film. Topics may be drawn from any content area of documentary studies and production. May be repeated for credit for a maximum of 6 hours.

Faculty

Program Director Cara Pilson

Professor Sandra Dickson

Professor of Practice Peter Gilbert

Associate Professor of Practice Christopher Sheridan

Assistant Teaching Professor Christopher Zaluski

Documentary Film, MA

Degree Requirements

The MA requires 33 hours. Students take required courses in writing, directing, and producing with an emphasis on sports storytelling. In addition, they explore the social, political, and cultural impacts of sports as well as the business of sports media. All students develop and produce a short thesis film.

For additional degree requirements, see Requirements for Degrees.

Documentary Film, MFA

Degree Requirements

The MFA requires 48 hours. The first year of the program is dedicated to documentary core courses such as research, theory, writing, directing, and producing and the development of the thesis film. The second year builds on the foundation of the first year of study with courses in entrepreneurship and academic career preparation. Students may also take elective courses in an area of special interest.

For additional degree requirements, see Requirements for Degrees.

Education (EDU)

Master of Arts in Education

Overview

The Department of Education offers professional graduate programs in teacher education. The goals and requirements for these programs are available in the Licensure Office of the department. Candidates for the Master of Arts in Education degree seeking a North Carolina Class M Teacher's License must possess a North Carolina Class A Teacher's License or its equivalent. Master Teacher Fellows are not expected to hold a teacher's license when they enter the program.

Initial Licensure Program

Master Teacher Fellows (MTF). This program involves coursework and fieldwork, including one semester of full-time student teaching. It is offered at the Secondary (grades 9-12) and Elementary (grades K-6) levels. For secondary education, students must have a bachelor's degree (or equivalent coursework) in one of our content areas: English, Mathematics, Science (Biology, Chemistry, or Physics), or Social Studies. The secondary program lasts thirteen months, and the elementary program lasts 1.5 years.

Advanced Licensure Program

Master Teacher Associates (MTA). This program provides an extension of the candidate's current teaching license. It is also thirteen months and it includes coursework and other requirements to foster the candidate's further development in content, pedagogy, and leadership. It is offered for either Elementary or Secondary levels.

Non-Licensure Program

Master of Educational Studies (MES). This program is for students who are interested in education but choose not to seek a teaching license.

Certificate Program

The Curriculum, Instruction, and Assessment Certificate is appropriate for those with elementary, secondary, or higher education interest.

Programs

- Education, MAED
- Education, MDiv/MAED
- Curriculum, Instruction, and Assessment, Certificate

Courses

EDU 601. Microcomputer and Audiovisual Literacy. (3 h)

Introduction to microcomputers for educators and other users, emphasizing familiarity with computers, use and evaluation of software, and elementary programming skills. Experience with audiovisual materials and techniques is included.

EDU 602. Production of Instructional Materials. (3 h)

Methods of producing instructional materials and other technological techniques. P-EDU 601 and senior or graduate standing.

EDU 603. History of Western Education. (3 h)

Educational theory and practice from ancient times through the modern period, including American education.

EDU 604. Social Justice Issues in Educ. (3 h)

This course facilitates exploration of issues of social justice and schooling from both theoretical and practical perspectives. It includes a focus on multicultural education, global awareness, issues of equity in school funding, urban and rural education, poverty, and marginalized populations.

EDU 605. The Sociology of Education. (3 h)

Study of contemporary educational institutions. Examines such issues as school desegregation, schooling and social mobility, gender equity, and multiculturalism.

EDU 606. Studies in the History and Philosophy of Education. (3 h)

Study of selected historical eras, influential thinkers, or crucial problems in education. Topics announced annually.

EDU 610. Race, Class, and Gender in a Color-blind Society. (3 h)

Examines issues surrounding race, class, and gender in the U.S. Topics include income and wealth, theories of discrimination, public education, gender bias, and patterns of occupational and industrial segregation.

EDU 612. Teaching Children with Special Needs. (3 h)

Survey of the various types of learning problems commonly found in elementary children. Students observe exemplary programs, tutor children with special needs, and attend seminars on effective instructional techniques.

EDU 613. Human Growth and Development. (3 h)

Theories of childhood and adolescent development, their relation to empirical research, and their educational implications. Consideration of the relation to learning of physical, intellectual, emotional, social, and moral development in childhood and adolescence.

EDU 614L. Elementary Teaching Rounds. (2 h)

Involves practical experiences in elementary classrooms with focus on pedagogy and content. Weekly public school experience and seminar. Pass/Fail.

EDU 616. Elementary Literacy Interventions. (3 h)

This course is a field experience for elementary education candidates focused on early literacy, including diagnosis and remediation of reading and writing skills. It includes public school experience and seminar.

EDU 637. TESOL Linguistics. (3 h)

An introduction to the theoretical and practical linguistics resources and skills for teaching English to speakers of other languages (TESOL) within the US or abroad.

EDU 641. Teaching Elementary Literacy. (3 h)

Methods and materials for implementing research-based strategies for teaching and assessing reading, writing, listening and speaking in grades K-6.

EDU 642. Teaching Elementary Social Studies. (3 h)

Methods and materials for teaching K-6 social, studies, including adaptations for diverse and exceptional learners. Also includes experience in diverse elementary classrooms.

EDU 643. Teaching Elementary STEM (Science, Technology, Engineering, Mathematics). (3 h)

Methods and materials for teaching STEM subjects in elementary schools, emphasizing inquiry teaching and learning, and including adaptations for diverse and exceptional learners.

EDU 650L. Student Teaching: Elementary. (9 h)

Supervised teaching experience in grades K-6. Full-time. Service Learning. Satisfactory/Unsatisfactory.

EDU 651. Adolescent Psychology. (4 h)

Introduction to theories of adolescent psychology as related to teaching and counseling in various settings. Readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of 13 and 19.

EDU 654. Content Pedagogy. (3 h)

Methods, materials, and techniques used in teaching particular secondary subjects (English, mathematics, science, second languages, social studies).

EDU 654A. Content Pedagogy: Teaching Secondary English. (3 h)

Methods and materials used in teaching secondary English.

EDU 654B. Content Pedagogy: Teaching Secondary Mathematics. (3 h)

Methods and materials used in teaching secondary mathematics.

EDU 654C. Content Pedagogy: Teaching Secondary Social Studies. (3 h)

Methods and materials used in teaching secondary social studies.

EDU 654D. Content Pedagogy: Teaching Secondary Science. (3 h)

Methods and materials used in teaching secondary science.

EDU 654E. Content Pedagogy: Teaching World Languages. (3 h)

Methods and materials used in teaching world languages.

EDU 654L. Content Pedagogy Rounds. (2 h)

Practical experiences in classrooms with focus on pedagogy and content. Weekly public school experience and seminar. Satisfactory/Unsatisfactory.

EDU 655. Professional Seminar: Elementary. (3 h)

Analysis and discussion of problems and issues in elementary school teaching. Includes examination of research and best practice strategies in curriculum, instruction, assessment, diverse learners, classroom management and leadership. Satisfactory/Unsatisfactory.

EDU 661. Foundations of Education. (3 h)

Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems.

EDU 664L. Student Teaching Internship. (9 h)

Supervised teaching experience in grades 9-12 (K-12 for foreign language). Full-time, 15-week field experience. Includes a weekly on-campus seminar. Satisfactory/Unsatisfactory.

EDU 665. Professional Development Seminars. (3 h)

Analysis and discussion of problems and issues in secondary school teaching. Examination of research and practice-based strategies. Pass/Fail only.

EDU 668. Professional Experience in Education. (3 h)

This course offers students a placement in an educational setting under the supervision of a professional mentor. During this internship, students examine a critical topic in a local school, a community agency, a nonprofit organization, or other educational setting.

EDU 674. Student Teaching Seminar. (1.5 h)

Analysis and discussion of practical problems and issues in the teaching of particular secondary subjects (English, mathematics, science, second languages, social studies). Emphasis is on the application of contemporary instructional methods and materials. Includes prior (intercession) 20 hours field experience requirement.

EDU 677. Literacy in the 21st Century. (3 h)

This course examines the impact of emerging literacy trends on the 21st Century students in a digital global world. There is specific focus on engaging reluctant and struggling readers.

EDU 681. Special Needs Seminar. (1 h)

Analysis and discussion of practical problems and issues in the teaching of special needs students in the secondary classroom. Topics include classroom management, reading and writing in the content area, inclusion, and evaluation. Satisfactory/Unsatisfactory.

EDU 682. Reading and Writing in the Content Areas. (2 h)

Survey of methods for teaching reading and writing to help students learn in the various content areas, and of techniques for adapting instruction to the literacy levels of students.

EDU 683. Classroom Management Seminar. (1 h)

Examination of research and practice-based strategies for secondary school classroom management and discipline. Satisfactory/Unsatisfactory.

EDU 684. Creative Research Methodologies. (2 h)

Investigation of source materials, printed and manuscript, and research methods which are applied to creative classroom experiences and the preparation of research papers in literature and social studies.

EDU 685. Diversity Seminar. (1 h)

Exploration of multi-cultural issues and relevant Spanish language and cultural teaching practices essential for classroom communication. Satisfactory/Unsatisfactory.

EDU 687. Tutoring Basic Writing. (2 h)

Review of recent writing theory applicable to teaching basic writers (including the learning disabled and non-native speakers). Special attention to invention strategies and heuristic techniques. Includes experience with tutoring in the Writing Center. (Credit not allowed for both EDU 387 and ENG 387.)

EDU 688. Writing Pedagogy. (3 h)

This course blends theory and practice, providing students from all content areas with a foundational understanding of writing pedagogy methods and approaches. Topics of study will include writing across the curriculum, writing research and writing assessment.

EDU 690. Methods and Materials for Teaching Foreign Language. (3 h)

Survey of the basic materials, methods, and techniques of teaching foreign languages in the elementary and middle grades. Emphasis is on issues and problems involved in planning and implementing effective second language programs in grades K-6. Spring only.

EDU 693. Individual Study. (1-3 h)

A project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student. May be repeated for credit.

EDU 695. Teaching Diverse Learners. (3 h)

This course addresses diversity in the classroom, particularly the needs of English Language Learners (ELL) and Exceptional Children (EC). It examines differentiated instruction with appropriate instructional and behavioral strategies to meet the needs of all students.

EDU 698. Seminar in Secondary Education. (1 h)

Investigation of the issues that form the context for teaching in secondary schools.

EDU 705. Sociology of Education. (3 h)

Study of contemporary society and education, including goals and values, institutional culture, and the teaching/learning process.

EDU 707. Educational Policy & Practice. (3 h)

Examination of the impact of race, ethnicity, and social class on educational achievement and attainment, including consideration of philosophical, historical, and sociological issues.

EDU 708. School and Society. (3 h)

Study of continuity and change in educational institutions, including analysis of teachers, students, curriculum, assessment and evaluation, and contemporary problems and reform movements.

EDU 711. Reading Theory and Practice. (3 h)

Study of current reading theory and considerations of its application in the teaching of reading, grades K-12.

EDU 712. Learning & Cognitive Science. (3 h)

Examination of patterns of human development, and theories and principles of cognition applied to teaching and learning.

EDU 713. Classroom Climate: Classroom Management and Conflict Resolution. (3 h)

This course focuses on the development and maintenance of a safe, orderly, and respectful classroom environment in conjunction with advanced pedagogical strategies. Students learn classroom management and conflict resolution techniques while considering their own teaching practices.

EDU 714. Advanced Content Pedagogy. (3 h)

This course assists students in developing skills for content-specific teaching of critical thinking and problem solving while building upon existing pedagogical content knowledge through collaboration that is rooted in current practice, and addressing state and national standards.

EDU 715. Action Research. (3 h)

Individual planning for action research study on a specific pedagogical topic in a school setting. Includes definition of research problem, literature review, and proposal for collection of field data, and reporting of results.

EDU 716. Professional Growth Seminar. (3 h)

Students will provide reflections on their teaching experiences, report the results of their action research, and define their professional goals.

EDU 717. Instructional Design, Assessment and Technology. (3 h)

Introduction to contemporary technologies and their applications for supporting instruction, assessment, professional practice, and school leadership.

EDU 718. Adv Multimedia Tech in Educ. (3 h)

This course develops advanced technology skills and knowledge of how to incorporate technology tools into pedagogical practice through a variety of assignments including an implementation project.

EDU 721. Educational Research. (3 h)

Theory, construction, and procedures of empirical research on teaching and learning. Analysis and evaluation of research studies.

EDU 723. Educational Statistics. (3 h)

Descriptive, inferential, and nonparametric statistical procedures involved in educational research. Computer methods for statistical analysis.

EDU 725. Action Research II. (1 h)

Reporting of results of action research study on pedagogical topic. Includes oral and written presentations.

EDU 730L. Service Learning: Tutoring. (1 h)

Practical experiences in classrooms with focus on tutoring and assisting with preparation for standardized testing. Includes field work and reflection. Pass/Fail only.

EDU 731. Foundations of Curriculum Development. (3 h)

Philosophical, psychological, and social influences on the school curriculum. Examination of both theoretical and practical curriculum patterns for the modern school. Processes of curriculum development, including the leadership function of administration and research.

EDU 733. Supervision of Instruction. (3 h)

Analysis of various techniques of supervision: orientation of teachers, in-service education, classroom observation, individual follow-up conferences, ways to evaluate instruction, and methods for initiating changes.

EDU 735. Assessment of Teaching and Learning. (3 h)

This course focuses on the assessment of learning from a theoretical and practical perspective. It includes an understanding of formative and summative assessments, traditional and non-traditional assessments, standardized testing, and the interpretation and application of test data.

EDU 745. Advanced Diverse Learners. (3 h)

This course addresses advanced issues related to diversity in the classroom.

EDU 747. Research and Trends in the Teaching of Foreign Languages. (3 h)

Study of current trends and issues in foreign language education. Research topics include language and linguistics, culture, and technology.

EDU 751. Adolescent Psychology. (3 h)

Introduction to theories of adolescent psychology as related to teaching and counseling in various settings. Readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of 13 and 19.

EDU 758. Studies in Educational Leadership. (3 h)

Examination of contemporary leadership theory and its various applications in education.

EDU 764. Seminar in Curriculum and Instruction. (3 h)

Exploration of special topics in the field of curriculum and instruction.

EDU 781. Methodology and Research. (3 h)

Advanced study of the methods and materials of a specific discipline (English, French, Spanish, social studies, mathematics, science) in the curriculum with special attention directed to the basic research in the discipline. Includes 20 hours field experience/project.

EDU 783. Readings and Research in Education. (1-3 h)

Independent study and research on topics relevant to the student's field of concentration which may include a special reading program in an area not covered by other courses or a special research project. Supervision by faculty members. Hours of credit to be determined prior to registration.

EDU 784. Research in Writing. (3 h)

Investigation of selected topics related to the writing process.

EDU 785. The Teaching of Writing. (3 h)

Examination of the theories and methods of instruction of writing.

EDU 787. Teaching Advanced Placement. (2, 3 h)

An investigation of the content of and the pedagogy appropriate to advanced placement courses in the various disciplines. Summer only.

EDU 788. Teaching Foreign Languages in the Elementary Grades. (2 h)

Intensive period of observation and instruction in an elementary school setting with a foreign language specialist. Methods for development of listening, speaking, reading, writing, and cultural awareness using content-based instruction and thematic units.

Faculty

Program Director Leah McCoy

Chair Alan Brown

Professors Adam Friedman, Leah P. McCoy, Linda N. Nielsen

Associate Professors Alan Brown, Donal Mulcahy

Assistant Professors Debbie French, Danielle Parker-Moore

Education, MAED

Degree Requirements

Course Requirements

The Master Teacher Fellows program requires 42-48 semester hours.

The Master Teacher Associates and Master of Educational Studies programs each require 36 semester hours. The Curriculum, Instruction, and Assessment Certificate requires 15 credit hours. Field-based courses, including the following are offered only as pass/fail:

Code	Title	Hours
EDU 614L	Elementary Teaching Rounds	2
EDU 650L	Student Teaching: Elementary	9
EDU 664L	Student Teaching Internship	9
EDU 665	Professional Development Seminars	3

All remaining coursework must be taken for a grade. All courses must be approved, and an overall grade-point-average of B must be maintained. The course requirements must be completed in courses numbered 600 or above, with at least half of the total number of required hours in courses numbered 700 or above.

Research Competence in Teacher Education

Research competence in Teacher Education includes a set of three courses that include both research studies and personal reflection.

Licensure Only Coursework

Students who wish to enroll in graduate courses to obtain or renew a license may seek admission through the Licensure Officer of the Department of Education. The GRE is not required.

A copy of the Title II Federal Report Card may be obtained in the Licensure Office of the department.

For additional degree requirements, see Requirements for Degrees.

English (ENG)

Master of Arts

Overview

This degree offers opportunities for study and research in most of the major areas of both British and American literature, as well as in creative writing, writing-rhetorical studies, and in the English language.

The courses for graduates only (numbered 700 or above) stress independent study and research out of which theses may develop. With approval of the graduate committee, students may take one or two related courses in other departments. Students may also take 600-level courses in English (ENG), Creative Writing (CRW), and Writing (WRI).

Applicants are expected to hold an undergraduate degree in English from an accredited institution. This major should consist of a well-rounded selection of courses demonstrating significant exposure to the range of literatures written in English and to ideas of literary history and interpretation.

Programs

- English, MA
- Medieval and Early Modern Studies, Certificate

Courses

ENG 601. Individual Authors. (3 h)

Study of selected work from an important American or British author. May be repeated once for credit.

ENG 602. Ideas in Literature. (3 h)

Study of a significant literary theme in selected works. May be repeated when the course is taught by a different professor on a different topic.

ENG 604. History of the English Language. (3 h)

Survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth.

ENG 605. Old English Language and Literature. (3 h)

Introduction to the Old English language and a study of the historical and cultural background of Old English literature, including Anglo-Saxon and Viking art, runes, and Scandinavian mythology. Readings from Beowulf and selected poems and prose.

ENG 608. Beowulf. (3 h)

This course offers an intensive study of the poem, with emphasis on language, translation skills and critical contexts.

ENG 609. Modern English Grammar. (3 h)

A linguistics approach to grammar study. Includes a critical exploration of issues such as grammatical change and variation, the origins and effects of grammar prescriptions/proscriptions, the place of grammar instruction in education, and the politics of language authority.

ENG 610. The Medieval World. (3 h)

Examines theological, philosophical and cultural assumptions of the Middle Ages through the reading of primary texts. Topics include Christian providential history, drama, devotional literature, the Franciscan controversy, domestic life and Arthurian romance.

ENG 611. The Legend of Arthur. (3 h)

The origin and development of the Arthurian legend in France and England with emphasis on the works of Chretien de Troyes and Sir Thomas Malory.

ENG 612. Medieval Poetry. (3 h)

The origin and development of poetic genres and lyric forms of medieval vernacular poetry.

ENG 613. The Roots of Song. (3 h)

Interdisciplinary investigation of poetry and song in the Middle Ages and early Renaissance. Study of the evolution of poetic and musical genres and styles, both sacred and secular. Students must complete a project or projects on the technical or theoretical aspects of early song.

ENG 615. Chaucer. (3 h)

Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background.

ENG 620. British Drama to 1642. (3 h)

British drama from its beginnings to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies.

ENG 623. Shakespeare. (3 h)

Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist.

ENG 625. 16th-Century British Literature. (3 h)

Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and *The Faerie Queene*.

ENG 626. Studies in English Renaissance Literature. (3 h)

Selected topics in Renaissance literature. Consideration of texts and their cultural background. May be repeated once for credit pending approval of instructor.

ENG 627. Milton. (3 h)

The poetry and selected prose of John Milton with emphasis on *Paradise Lost*.

ENG 628. 17th-Century British Literature. (3 h)

Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw, prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds.

ENG 630. Restoration and 18th-Century British Literature. (3 h)

Representative poetry and prose, exclusive of the novel, drawn from Addison, Steele, Defoe, Swift, Pope, Johnson, and Boswell. Consideration of cultural backgrounds and significant literary trends.

ENG 633. Jane Austen. (3 h)

An intensive study of the works of the British novelist Jane Austen and her cultural contexts.

ENG 635. Eighteenth-Century British Fiction. (3 h)

Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.

ENG 636. Restoration and Eighteenth-Century British Drama. (3 h)

British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan. Kairoff.

ENG 637. Studies in 18th-Century British Literature. (3 h)

Selected topics in 18th-century literature. Consideration of texts and their cultural background.

ENG 638. Studies in Gender and Literature. (3 h)

Thematic and/or theoretical approaches to the study of gender in literature.

ENG 639. Studies in Sexuality and Literature. (3 h)

Thematic and/or theoretical approaches to sexuality within literary studies.

ENG 640. Studies in Women and Literature. (3 h)

Women writers in society. May be repeated when the course is taught by a different professor on a different topic.

ENG 641. Literature and the Environment. (3 h)

This course studies the relationship between environmental experience and literary representation.

ENG 644. Studies in Poetry. (3 h)

Selected topics in poetry. May be repeated when the course is taught by a different professor on a different topic.

ENG 645. Studies in Fiction. (3 h)

Selected topics in fiction. May be repeated when the course is taught by a different professor on a different topic.

ENG 646. Studies in Theatre. (3 h)

Selected topics in drama. May be repeated when the course is taught by a different professor on a different topic.

ENG 647. Internship in the Major. (1.5 h)

Internship that involves both hands-on experience and academic study. Students will partner with a literature faculty member to integrate work in the community and engagement with his or her academic plan of study.

ENG 648. English Studies and the Professions. (1.5 h)

A practicum course focused on career design and career planning, specific to career options in humanities fields. The course will broaden awareness of career opportunities available to English graduate students. Pass-fail only. Cannot be repeated.

ENG 650. British Romantic Poets. (3 h)

A review of the beginnings of Romanticism in British literature, followed by a study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period.

ENG 651. Studies in Romanticism. (3 h)

Selected topics in European and/or American Romanticism with a focus on comparative, interdisciplinary, and theoretical approaches to literature.

ENG 653. Nineteenth-Century British Fiction. (3 h)

Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others.

ENG 654. Victorian Poetry. (3 h)

A study of the Brownings, Tennyson, Hopkins, and Arnold or another Victorian poet.

ENG 656. Literature of the Caribbean. (3 h)

Readings include significant works by authors from the Caribbean and authors writing about the Caribbean. Critical, historical, and cultural approaches are emphasized. All texts are in English.

ENG 657. Studies in Chicano/a Literature. (3 h)

Writings by Americans of Mexican descent in relation to politics and history. Readings in literature, literary criticism, and sociocultural analysis.

ENG 658. Postcolonial Literature. (3 h)

Survey of representative examples of postcolonial literature from geographically diverse writers, emphasizing issues of politics, nationalism, gender, and class.

ENG 659. Studies in Postcolonial Literature. (3 h)

Examination of themes and issues in postcolonial literature, such as: globalization, postcolonialism and hybridity, feminism, nationalism, ethnic and religious conflict, the impact of the Cold War, and race and class.

ENG 660. Studies in Victorian Literature. (3 h)

Selected topics such as development of genres, major authors and texts, cultural influences. Reading in poetry, fiction, autobiography, and other prose.

ENG 661. Literature and Science. (3 h)

Literature of and about science. Topics vary and may include literature and medicine, the two-culture debate, poetry and science, nature in literature, and the body in literature.

ENG 662. Irish Literature in the 20th-Century. (3 h)

Study of modern Irish literature from the writers of the Irish Literary Renaissance to contemporary writers. Course consists of overviews of the period as well as specific considerations of genre and of individual writers.

ENG 663. Studies in Modernism. (3 h)

Selected issues in Modernism. Interdisciplinary, comparative, and theoretical approaches to works and authors.

ENG 664. Studies in Literary Criticism. (3 h)

Consideration of certain figures and schools of thought significant in the history of literary criticism.

ENG 665. Twentieth-Century British Fiction. (3 h)

A study of Conrad, Ford, Forster, Joyce, Lawrence, Woolf and later British writers, with attention to their social and intellectual backgrounds.

ENG 666. James Joyce. (3 h)

The major works by Joyce, with an emphasis on *Ulysses*.

ENG 667. Twentieth-Century English Poetry. (3 h)

A study of 20th-century poets of the English language, exclusive of the U.S. Poets will be read in relation to the literary and social history of the period.

ENG 668. Studies in Irish Literature. (3 h)

The development of Irish literature from the 18th-century through the early 20th-century in historical perspective, with attention to issues of linguistic and national identity.

ENG 669. Modern Drama. (3 h)

Main currents in modern drama from 19th-century realism and naturalism through symbolism and expressionism. After an introduction to European precursors, the course focuses on representative plays by Wilde, Shaw, Synge, Yeats, O'Neill, Eliot, Hellman, Wilder, Williams, Hansberry, and Miller.

ENG 670. American Literature to 1820. (3 h)

Origins and development of American literature and thought in representative writing of the Colonial, Revolutionary, and Federal periods.

ENG 671. American Ethnic Literature. (3 h)

Introduction to the field of American Ethnic literature, with special emphasis on post World War II formations of ethnic culture: Asian American, Native American, African American, Latino, and Jewish American. The course highlights issues, themes, and stylistic innovations particular to each ethnic group and examines currents in the still developing American culture.

ENG 672. American Romanticism. (3 h)

Studies of Romanticism in American literature. Focus varies by topic and genre, to include such writers as Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson.

ENG 673. Literature and Film. (3 h)

Selected topics in the relationship between literature and film, such as adaptations of literary works, the study of narrative, and the development of literary and cinematic genres.

ENG 674. American Fiction before 1865. (3 h)

Novels and short fiction by such writers as Brockden Brown, Cooper, Irving, Poe, Hawthorne, Melville, Stowe, and Davis.

ENG 675. American Drama. (3 h)

An historical overview of drama in America, covering such playwrights as Boucicault, O'Neill, Hellman, Wilder, Williams, Inge, Miller, Hansberry, Albee, Shepard, Norman, Mamet, and Wilson.

ENG 676. American Poetry before 1900. (3 h)

Readings and critical analysis of American poetry from its beginnings, including Bradstreet, Emerson, Longfellow, Melville, and Poe, with particular emphasis on Whitman and Dickinson.

ENG 677. American Jewish Literature. (3 h)

Survey of writings on Jewish topics or experiences by American Jewish writers. Explores cultural and generational conflicts, responses to social change, the impact of the Shoah (Holocaust) on American Jews, and the challenges of language and form posed by Jewish and non-Jewish artistic traditions.

ENG 678. Literature of the American South. (3 h)

Study of Southern literature from its beginnings to the present, with emphasis upon such major writers as Tate, Warren, Faulkner, O'Connor, Welty, and Styron.

ENG 679. Literary Forms of the American Personal Narrative. (3 h)

Reading and critical analysis of autobiographical texts in which the ideas, style, and point of view of the writer are examined to demonstrate how these works contribute to an understanding of pluralism in American culture. Representative authors include Douglass, Brent, Hurston, Wright, Kingston, Angelou, Wideman, Sarton, Hellman, and Dillard.

ENG 680. American Fiction from 1865 to 1915. (3 h)

Study of such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather.

ENG 681. Studies in African American Literature. (3 h)

Reading and critical analysis of selected fiction, poetry, drama, and other writings by American authors of African descent.

ENG 682. Modern American Fiction, 1915 to 1965. (3 h)

Includes such writers as Cather, Lewis, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Baldwin, Ellison, Agee, O'Connor, Styron, Percy, and Pynchon.

ENG 685. Twentieth-Century American Poetry. (3 h)

Readings of modern American poetry in relation to the literary and social history of the period.

ENG 686. Directed Reading. (1-3 h)

A tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student.

ENG 687. African-American Fiction. (3 h)

Selected topics in the development of fiction by American writers of African descent.

ENG 689. African-American Poetry. (3 h)

Readings of works by American poets of African descent in theoretical, critical, and historical contexts.

ENG 690. The Structure of English. (3 h)

Introduction to the principles and techniques of modern linguistics applied to contemporary American English.

ENG 691. Studies in Postmodernism. (3 h)

Interdisciplinary, comparative, and theoretical approaches to works and authors.

ENG 693. Multicultural American Drama. (3 h)

Examines the dramatic works of playwrights from various racial and ethnic communities such as Asian American, Native American, and Latino. Includes consideration of issues, themes, style, and form.

ENG 694. Contemporary Drama. (3 h)

Considers experiments in form and substance in plays from *Godot* to the present. Readings cover such playwrights as Beckett, Osborne, Pinter, Stoppard, Churchill, Wertebaker, Albee, Shepard, Mamet, Wilson, Soyinka, and Fugard.

ENG 695. Contemporary American Literature. (3 h)

Study of post-World War II American poetry and fiction by such writers as Bellow, Gass, Barth, Pynchon, Morrison, Ashbery, Ammons, Bishop, and Rich.

ENG 696. Contemporary British Fiction. (3 h)

Study of the British novel and short story, with particular focus on the multicultural aspects of British life, including works by Rushdie, Amis, Winterson, and Ishiguro.

ENG 700. Teaching Internship. (1.5 h)

An internship for the observation and practice of undergraduate pedagogy, placing an MA student into a core literature, writing, or creative writing course taught by a permanent faculty member, typically in the first semester of the student's second year. Arranged by permission or invitation of the supervising faculty member. Must be taken as an overload in addition to the coursework for the degree. May be repeated for credit for a maximum of 3 hours.

ENG 701. Individual Authors. (3 h)

Study of selected works from an important American, English, or Global Anglophone author.

ENG 702. Ideas in Literature. (3 h)

Study of a significant literary theme in selected works. May be repeated for credit if topic varies.

ENG 703. Introduction to Composition Studies. (3 h)

This graduate seminar offers an introduction to the field of Composition Studies (also known as Composition-Rhetoric). Students examine the field's historical perspectives, research traditions, guiding theories and constructs, classroom practices, and approaches to writing assessment.

ENG 704. Studies in Rhetorical Theory and Criticism. (3 h)

In this graduate seminar, students explore major issues and perspectives in rhetorical theory, including histories of rhetoric, elements of rhetorical criticism, and methods of rhetorical analysis. May be repeated once.

ENG 705. Special Topics in Writing Studies. (3 h)

In this graduate seminar, students examine significant writing theories and practices focused on one area of study within the international field of Writing Studies. May be repeated once.

ENG 707. Workshop in Prose. (3 h)

This graduate workshop is meant to improve and consolidate prose-writing skills and expand artistic ambitions, preparing students for further study (an MFA or PhD program) or a career in writing, editing, or teaching. May be repeated once.

ENG 708. Workshop in Poetry. (3 h)

This graduate workshop is meant to improve and consolidate poetry-writing skills and expand artistic ambitions, preparing students for further study (an MFA or PhD program) or a career in writing, editing, or teaching. May be repeated once.

ENG 709. Special Topics in Creative Writing. (3 h)

This graduate workshop is meant to develop students' creative writing skills in one or more genres in the context of a particular topic, as well as to expand artistic ambitions and prepare students for further study (an MFA or PhD program) or a career in writing, editing, or teaching. May be repeated once.

ENG 710. Early Medieval Narrative. (3 h)

A variety of forms of early medieval narrative (history, saga, chronicle, poetry, hagiography), with a focus on issues of genre and narrative form, connections between story and history, and the text's relation to the culture that produced it. Emphasis is on interdisciplinary viewpoints (artistic, archaeological, geographic), and on contemporary narrative theory.

ENG 711. Arthurian Legend. (3 h)

Emphasis is on the origin and developments of the Arthurian legend in England and France, with primary focus on Malory's *Le Morte d'Arthur*. Attention to social and intellectual backgrounds.

ENG 712. Studies in Medieval Literature: Romance and Identity. (3 h)

A diverse corpus of medieval poetry, both lyric and narrative, is explored in an effort to trace the origin and evolution of the idea and meaning of "romance," a term signifying, for the medieval audience, narrative poetry in the vernacular, and, for our purposes, that uniquely new concept of ennobling love that emerged in the 12th century.

ENG 715. Studies in Chaucer. (3 h)

Emphasis on selected *Canterbury Tales*, *Troilus and Criseyde*, and the longer minor works, with attention to social, critical, and intellectual background. Lectures, reports, discussions, and a critical paper.

ENG 720. Renaissance Drama. (3 h)

Using an historical approach, this seminar examines the relationship between the theater as an institution and centers of authority during the Tudor and Stuart periods. The plays—tragedies, comedies, tragicomedies—are approached as the products of a dynamic exchange between individual authors and the larger political and social concerns of the period.

ENG 721. Studies in Spenser. (3 h)

Emphasis on *The Faerie Queene*; attention to the minor works; intellectual and critical background. Lectures, discussions, and class papers. Ettn.

ENG 722. Studies in 16th-Century British Literature. (3 h)

Introduction to critical and scholarly methodology for the study of the literature; particular emphasis on Spenser's *Faerie Queene* and Sidney's *Arcadia*.

ENG 723. Studies in Shakespeare. (3 h)

Representative text from all genres, examined in light of critical methodologies in the field of Shakespeare studies. Emphasis is on reading primary sources as well as on discussion of the impact that historical, cultural, and religious developments had on Shakespeare, the theater, and the thematics of his plays.

ENG 725. Studies in 17th-Century British Literature. (3 h)

Non-dramatic literature of the 17th century, exclusive of Milton. Emphasis on selected major writers. Lectures, discussions, and presentation of studies by members of the class.

ENG 727. Studies in 17th-Century British Literature: Primarily Milton. (3 h)

The work of John Milton, primarily *Paradise Lost*, within its cultural environment. Some attention to connections between Milton's writings and that of his contemporaries.

ENG 729. Early Modern Literature. (3 h)

Introduction to Early Modern literature, spanning a variety of genres, periods, and regions and including historical contexts, critical methodologies, and secondary criticism in Early Modern studies.

ENG 733. 18th-Century British Fiction. (3 h)

A study of two major British novelists of the 18th century. Lectures, reports, critical papers. Authors for study chosen from the following: Defoe, Richardson, Fielding, Smollet, and Austen.

ENG 737. Studies in Restoration and 18th-Century British Literature. (3 h)

Selected topics in Restoration and 18th-century literature. Consideration of texts and their cultural background.

ENG 740. Studies in Gender and Literature. (3 h)

An examination of selected writers and/or theoretical questions focusing on issues of gender.

ENG 741. Studies in Sexuality and Literature. (3 h)

Thematic and/or theoretical approaches to sexuality within literary studies.

ENG 743. Nineteenth-Century British Fiction. (3 h)

Study of one or more major British novelists of the 19th century. Lectures, reports, discussions, and a critical paper. Authors for study chosen from the following: Austen, Dickens, Thackeray, Eliot, and Hardy.

ENG 745. British Poetry of the 19th and 20th Centuries. (3 h)

Study of several British poets chosen from the major Romantics, Tennyson, Browning, Hardy, and Yeats.

ENG 746. Studies in British Romanticism. (3 h)

Examination of major writers, topics, and/or theoretical issues from the late 18th and early 19th centuries.

ENG 757. American Poetry. (3 h)

Studies of the poetry and poetic theory of three major American writers in the 19th and 20th centuries. Writers chosen from the following: Whitman, Dickinson, Frost, Eliot, Stevens, or Williams. Discussions, reports, and a critical paper.

ENG 758. Studies in Modern Poetry. (3 h)

Theoretical issues and themes in 20th-century poetry.

ENG 759. Studies in Postcolonial Literature. (3 h)

Examination of themes and issues in postcolonial literature and/or theory such as globalization, identity and hybridity, feminism, nationalism, ethnic and religious conflict, the impact of neo-imperialism and economic policy, and race and class.

ENG 760. Studies in Victorian Literature. (3 h)

Selected topics such as development of genres, major authors and texts, and cultural influences of Victorian Literature. Readings in poetry, fiction and autobiography, and other prose.

ENG 763. Studies in Modernism. (3 h)

This course will examine selected issues in Modernism, from interdisciplinary, comparative, and theoretical approaches.

ENG 765. Literary Criticism. (3 h)

Review of historically significant problems in literary criticism, followed by study of the principal schools of 20th-century critical thought. Lectures, reports, discussions, and a paper of criticism.

ENG 766. Studies in 20th-Century British Literature. (3 h)

Examination of major writers, topics, and/or theoretical issues in 20th-century British literature. In addition to fiction, the course focuses on drama, theory, prose readings, and poetry.

ENG 767. Twentieth Century British Fiction. (3 h)

Study of one or more of the major British novelists of the 20th century. Authors chosen from among the following: Conrad, Ford, Forster, Joyce, Lawrence, or Woolf.

ENG 768. Irish Literature. (3 h)

Study of major themes, theories, individual authors, or periods, which might include discussions of mythology, folklore, landscape, poetics, narrative strategies, gender, and politics.

ENG 770. Studies in American Literature. (3 h)

Introduction to studies in American literatures, spanning a variety of genres, periods, and regions (U.S., Black Atlantic, Caribbean, Central American, South American, and hemispheric literatures), including historical contexts, critical methodologies, and secondary criticism in the field.

ENG 771. American Ethnic Literature. (3 h)

Examination of how ethnic writers narrate cultural histories and respond to and represent the ambiguity of cultural location. Literary topics include slavery, exile, the Holocaust, immigration, assimilation, and versions of the American Dream.

ENG 772. Studies in American Romanticism. (3 h)

Writers of the mid-19th century, including Emerson, Thoreau, Hawthorne, and Melville.

ENG 774. American Fiction Before 1865. (3 h)

Study of novels and short fiction by such writers as Brockden Brown, Cooper, Irving, Poe, Hawthorne, Melville, Stowe, and Davis.

ENG 776. American Poetry Before 1900. (3 h)

Close reading and critical analysis of selected American poets, such as Bryant, Longfellow, Poe, Emerson, Whitman, and Dickinson.

ENG 779. Autobiographical Voices: Race, Gender, Self-Portraiture. (3 h)

Using an historical and critical approach, this seminar examines autobiography as an activity which combines history, literary art, and self-revelation. Lectures, reports, discussions, a critical journal, a personal narrative, and a critical paper. Authors for study chosen from the following: Douglass, Brent, Hurston, Wright, Angelou, Crews, Dillard, Moody, Malcolm X, Kingston, Wideman, or Sarton.

ENG 780. Studies in American Fiction from 1865 to 1915. (3 h)

Study of the principal fiction of one or more major American writers of the late 19th and early 20th centuries. Lectures, seminar reports, and a research paper. Authors for study chosen from the following: Twain, James, Howells, Adams, Crane, Dreiser, Wharton, or Cather.

ENG 781. African-American Literature and the American Tradition. (3 h)

Critical readings of selected works of major American writers of African descent within the contexts of the African-American and American literary and social traditions. Covers such genres as autobiography, fiction, drama, and poetry. Lectures, reports, discussions, and a critical paper.

ENG 782. Studies in American Fiction from 1915 to 1965. (3 h)

Study of the principal fiction of one or more major American writers of the 20th century. Writers are chosen from the following: Cather, Lewis, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Baldwin, Ellison, Agee, O'Connor, Percy, or Pynchon.

ENG 783. Contemporary American Fiction. (3 h)

Seminar devoted to the close study of some of the most important novels produced in the United States since World War II.

ENG 784. Contemporary American Poetry. (3 h)

Seminar devoted to the close study of some of the most important poems written in America since World War II.

ENG 786. Directed Reading. (1-3 h)

A tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student. May be repeated for credit if topic varies.

ENG 789. Linguistics in Literature. (3 h)

Examination of theories of grammar and attitudes toward the English language reflected in the literature of selected periods.

ENG 791. Thesis Research I. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

ENG 792. Thesis Research II. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

Faculty

Program Co-Directors Jennifer Greiman and Zak Lancaster

Chair Jefferson M. Holdridge

Associate Chair Barry Maine

Reynolds Professor of English Herman Rapaport

Thomas H. Pritchard Professor of English Eric G. Wilson

Winifred W. Palmer Professor of English Dean Franco

Professors Anne Boyle, Jefferson M. Holdridge, Scott W. Klein, Barry G.

Maine, Gale Sigal

Associate Professors Amy Catanzano, Jennifer Greiman, Susan Harlan,

Omaar Hena Sarah Hogan, Melissa S. Jenkins, Zak Lancaster, Judith

Madera, Jessica A. Richard, Joanna Ruocco, Jeffrey Solomon, Erica Still,

Olga Valbuena-Hanson

Assistant Professors Lucy Alford, Chris Brown, Derek Lee, Alisa Russell

Teaching Professor Ryan Shirey

Associate Teaching Professors Erin Branch, Meredith Farmer, Jennifer

Pyke, Randi Saloman

English, MA

Degree Requirements

Students are required to have a reading knowledge of a modern foreign or classical language. This requirement can be met by earning a satisfactory grade in an advanced reading course in a foreign language taken in residence at the University or by satisfactorily passing a translation examination administered by the English department.

The degree requires 30 credit hours; 24 hours of coursework with an average grade of B or above plus 6 hours of thesis research. At least 15 of the 24 hours must be in courses numbered 700 or above. The remaining 9 hours may be in either 600 or 700 level courses. The thesis must be original and not revised material from coursework. All work must be completed within six years of the date of initial enrollment in the graduate program.

For additional degree requirements, see Requirements for Degrees.

Health and Exercise Science (HES)

Master of Science

Overview

This program offers specialization in the area of health and exercise science and is designed for those who are interested in careers in research, preventive, and rehabilitative programs, and/or further graduate study.

Candidates for the health and exercise science program are not required to have a specific undergraduate major or minor. However, an undergraduate concentration in the sciences is preferred. Candidates for the program generally pursue research careers in exercise science (e.g. exercise physiology, biomechanics, behavioral medicine, or rehabilitation), and/or careers in clinical exercise physiology, rehabilitation, or health behavior promotion (e.g., cardiac rehabilitation, YMCAs, and corporate fitness programs). The prerequisites for this program include course work in human anatomy, human physiology, physiology of exercise, and biomechanics. These courses should be completed before admission to the program. None of the prerequisites may apply toward the graduate degree.

The Department of Health and Exercise Science supports the Healthy Exercise and Lifestyle Programs (HELPS), a chronic disease prevention and management program for the local community. As part of the coursework in HES 761 and HES 765, graduate students serve an internship in HELPS to gain practical experience as clinical exercise specialists. After serving an internship with HELPS during the first academic year, each student will have the opportunity to be certified as an American College of Sports Medicine (ACSM) Clinical Exercise Physiologist.

The Department of Health and Exercise Science began offering graduate study in 1967. Departmental graduate committee: Katula (chair), Beavers, Berry, Brubaker, Fanning Marsh, Messier, Mihalko, Miller.

Programs

Master of Science

- Health and Exercise Science, MS

Courses

HES 650. Human Physiology. (3 h)

A lecture course that presents the basic principles and concepts of the function of selected systems of the human body, with emphasis on the muscular, cardiovascular, pulmonary, and nervous systems. Berry, Brubaker.

HES 651. Nutrition in Health & Disease. (3 h)

A lecture/lab course that presents the principles of proper nutrition including an understanding of the basic foodstuffs and nutrients as well as the influence of genetics, eating behavior, and activity patterns on performance, energy balance, and weight control. Labs focus on intervention in obesity and coronary heart disease through diet analysis, methods of diet prescription, and behavior modification. Miller.

HES 652. Human Gross Anatomy. (4 h)

A lecture/lab course on the structure and function of the human body. Labs are devoted to the dissection and study of the human musculoskeletal, neuromuscular, and vascular systems. Marsh, Messier.

HES 653. Physiology of Exercise. (3 h)

Lecture course that presents the concepts and applications of the physiological response of the human body to physical activity. The acute and chronic responses of the muscular and cardiorespiratory systems to exercise are examined. Other topics include exercise and coronary disease, strength and endurance training, somatotype and body composition, gender-related differences, and environmental influences. P-HES 650 or POI. Miller, Berry.

HES 660. Epidemiology. (3 h)

Introduction to basic determinants of the incidence of chronic disease in the population, and development of an understanding of individual, community, and environmental approaches to promoting healthful lifestyles in youth, adults, and elderly populations. Issues are analyzed by formal statistical modeling. Mihalko.

HES 670. Biomechanics of Human Movement. (3 h)

Study of the mechanical principles which influence human movement, sport technique, and equipment design. Messier.

HES 675. Advanced Exercise Physiology. (3 h)

Lecture course on the study of physiological and biochemical adaptations of the human body to exercise, with special emphasis on substrate metabolism, ventilation and respiration, oxygen transport, and muscle physiology. Berry.

HES 682. Independent Study. (1-3 h)

Literature reviews and/or laboratory research performed on an individual basis under the supervision of a faculty member. Staff.

HES 715. Experimental Design. (3 h)

Study of the various types of research relevant to health and exercise science. While attention is given to topics such as statistical treatment of data, the primary emphasis involves discussion concerning threats to internal and external validity for experimental and quasi-experimental designs. In conjunction with a sound methodological approach, practical experiences are provided in the preparation and presentation of thesis proposals. Katula.

HES 721. Data Analysis and Interpretation. (3 h)

The application of basic statistical techniques in the analysis and interpretation of data in scientific research. Topics include descriptive statistics, simple linear and multiple correlation/regression analysis, t-tests, analysis of variance and covariance, and non-parametric statistics. Berry.

HES 733. Health Psychology. (3 h)

Seminar on current topics in health psychology with a focus on wellness programs and rehabilitative medicine. Katula.

HES 761. Cardiopulmonary Disease Management. (3 h)

A lecture/lab class that examines the physiological, pathologic, and pharmacologic considerations of managing patients with cardiovascular and pulmonary disease. Special emphasis on learning diagnostic procedures, interventions, and therapies, particularly models for cardiac and pulmonary rehabilitation. Brubaker.

HES 763. Advanced Biomechanics. (3 h)

An in-depth study of the mechanical principles that influence human movement. Topics include the study of kinetics, kinematics, cinematography, sport shoe design, and skeletal biomechanics. P- Anatomy, kinesiology, physics, or POI. Messier.

HES 765. Graded Exercise Testing and Exercise Prescription. (3 h)

The study of the rationale for the use of graded exercise testing in the evaluation of functional work capacity and prescription of exercise. Lectures include the analysis of different modes of evaluation: treadmill, bicycle ergometer, arm ergometer, and field testing, with the application of the results in the evaluation of normal and cardiac patients and prescription of exercise for special populations. Lab experiences include the use of electrocardiographs, ergometers, and metabolic analyzers in the assessment of functional capacity. Brubaker.

HES 780. Advanced Topics in Exercise and Sport Science. (3 h)

This course is divided into two or more content areas to allow an in-depth treatment of selected topics that are not a regular part of required coursework. Topics are chosen from the following areas: anatomy, biomechanics, computer analysis, multivariate statistics, and physiology of exercise. Seminar and/or lab approach. Staff.

HES 782. Independent Study in Health and Exercise Science. (1-3 h)

Literature and/or laboratory research performed on an individual basis under the supervision of a faculty member. May be repeated for credit. Staff.

HES 783. Seminar in Health and Exercise Science. (1 h)

Seminar class designed to bring graduate students and faculty together on a regular basis to discuss research proposals, research design and studies, results of research, and current topics in health and exercise science. Talks by invited or visiting speakers are included as seminar sessions. Graduate students receive reading and work assignments related to the material presented in the seminar. May be repeated for credit. Katula.

HES 784. Seminar in Health and Exercise Science. (1 h)

Seminar class designed to bring graduate students and faculty together on a regular basis to discuss research proposals, research design and studies, results of research, and current topics in health and exercise science. Talks by invited or visiting speakers are included as seminar sessions. Graduate students receive reading and work assignments related to the material presented in the seminar. May be repeated for credit. Katula.

HES 791. Thesis Research I. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

HES 792. Thesis Research II. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

Faculty

Program Director Jeffrey A. Katula

Chair Peter H. Brubaker

Research Professor W. Jack Rejeski

Professors Michael J. Berry, Peter H. Brubaker, Jeffrey A. Katula,

Anthony P. Marsh, Stephen P. Messier, Shannon L. Mihalko, Gary D. Miller

Associate Professor Kristen M. Beavers

Assistant Professors Jason Fanning, Megan Bennett Irby

Health and Exercise Science, MS

Degree Requirements

All students in the program are required to take the following courses:

Code	Title	Hours
HES 660	Epidemiology	3
HES 675	Advanced Exercise Physiology	3
HES 715	Experimental Design	3
HES 721	Data Analysis and Interpretation	3
HES 733	Health Psychology	3
HES 761	Cardiopulmonary Disease Management	3
HES 763	Advanced Biomechanics	3
HES 765	Graded Exercise Testing and Exercise Prescription	3
HES 783	Seminar in Health and Exercise Science	1
HES 784	Seminar in Health and Exercise Science	1

HES 791	Thesis Research I	1-9
HES 792	Thesis Research II	1-9
Total Hours		28-44

Students can typically expect to spend two years in this program. The first year is devoted to required coursework and the identification of a thesis topic. The research and data collection for the thesis are usually completed in the second year. The second year also allows an opportunity for elective coursework outside the department.

For additional degree requirements, see Requirements for Degrees.

Interpreting and Translation Studies (ITS)

Master of Arts

Overview

This program prepares professionals for working in the growing language industry as it relates to a variety of fields—foreign affairs, media, business, law, and especially healthcare delivery. The current lack of interpreters and translators has led the U.S. Department of Labor to project an 18 percent increase in employment over the next decade. The program in interpreting and translation studies will not only help meet this demand, but also responds to Wake Forest's "Pro Humanitate" motto, as its graduates will serve underprivileged communities while at the same time contributing to the quality of mainstream healthcare delivery and demonstrating the strong connections between liberal arts education and public service. The program offers four Master of Arts tracks: Intercultural Services in Healthcare; Teaching of Interpreting; Interpreting and Translation Studies, Spanish-English and Chinese-English. The degree can be earned through an intense two-semester course of study or an extended two-year program for the Chinese-English Track. The program admits students on a full-time basis only.

For students who are not able or ready to commit to earning a Master of Arts degree, but who would like to focus on an area of interest, the program also offers three Graduate Certificates and one postgraduate Certificate in specialized areas. Pairing various certificates provides a comprehensive package for students to reach their career goals in a more flexible, customized manner.

Master of Arts Tracks

The **Interpreting and Translation Track** is a language-specific, professionally oriented and research-based program that prepares interpreters and language specialists for working in the language industry. Graduates of this program will have a solid foundation in applied interpreting and translation studies, analysis of contextual meaning and extra-linguistic aspects of communication, cross-cultural awareness, sociolinguistics and dialectology, localization and terminology management, and advanced technologies for linguistic services. This program is especially appropriate for those who intend to pursue a doctorate in this field.

The **Teaching of Interpreting Studies Track** is a non-language-specific program that prepares graduates to be instructors in community or college-level interpreter training programs. It is the only program in the Northern hemisphere to focus on methodology of teaching interpreting in the medical context. Graduates of the program will not only provide their students with a set of techniques on how to interpret, but they will also teach, mentor, and raise awareness about the interpreting practice. The curriculum lays the foundation for understanding the

interpreting encounter, the co-conversational process and sociocultural determinations. It also includes a broad interdisciplinary research component, which is absent from the training seminars/workshops of other, non-academic programs.

The **Intercultural Services in Healthcare Track** is a non-language-specific program and is the first such specialization in the U.S. It prepares graduates to enter managerial positions in culturally sensitive healthcare delivery areas such as bilingual employment, patient relations, translation and interpreting services, health discourse and health messages. The curriculum provides a solid foundation in cross-cultural health communication, sociolinguistics, applied interpreting and translation studies, written and oral discourse analysis, medical translation, advanced technologies for linguistic services, localization and terminology management, organizational behavior, and health promotion as related to ethnicity.

Foreign Language or Special Skills Requirements

The Interpreting and Translation Track: Spanish-English. Applicants who do not have a college or high school degree from a Spanish speaking country are required to take an online Spanish proficiency exam.

The Interpreting and Translation Track: Chinese-English. Applicants who do not have a college or high school degree in Chinese (Mandarin) may be subject to a written exam and/or oral interview.

The Teaching of Interpreting Studies Track. Proven interpreting experience is required for this program.

The Intercultural Services in Healthcare Track. Foreign language competency is desirable, but not required for this program

Programs

- Interpreting and Translation Studies, MA
- Interpreting and Translation Studies, Certificates

Courses

In addition to the courses listed under Interpreting and Translation Studies (TIS), the following list of courses in Linguistics and Spanish also count towards the completion of the required hours for the Masters or the Certificate programs:

Code	Title	Hours
Communication		
COM 655	Health Communication	3
COM 656	Health Comm: Patient-Provider	3
Linguistics		
LIN 610	Sociolinguistics& Dialectology	3
LIN 680	Language Use & Technology	3
LIN 683	Language Engineering Localization and Terminology	3
Spanish		
SPA 671	Contrastive Spanish/English Grammar and Stylistics	3
SPA 681	Spanish Translation	3
SPA 682	Spanish/English Interpreting	3
SPA 683	Medical and Scientific Translation	3

Interpreting and Translation Studies

TIS 684. Internship. (1-3 h)

The internship requires 60 hours of shadowing, observing, gathering data and interpreting/translation work in a professional interpreting, translation, educational or healthcare setting, depending on the student's chosen track.

TIS 731. Applied Interpreting Studies. (3 h)

This course explores connections between research and practical issues in studies of interpreting (simultaneous, consecutive, bilateral and other modalities). It focuses on the interdisciplinary of the interpreting field and, based on case studies, examines the interface between interpreting as a profession, research in interpreting studies and the teaching of interpreting. It includes a research project.

TIS 732. Methodology of Teaching Interpreting. (3 h)

This course discusses syllabus design and lesson planning for teachers of interpreting in a field-specific context. It focuses on the development of interpreting skills, including use of recent technological advancements. It explores classroom management options and strategies for providing feedback to students. It also covers internship design methods, including an on-site observation of various interpreting settings.

TIS 733. Applied Translation Studies. (3 h)

This course examines the theory and practice of translation from a variety of linguistic and cultural angles. It introduces key concepts such as relevance, equivalence, skopos, back-translation, and explores critical approaches, depending on the translated text types.

TIS 734. U.S. Heritage Speakers. (3 h)

This course provides a comprehensive introduction to the fields of heritage languages, bilingualism, and bilingual education from a cross-disciplinary perspective. It covers a wide variety of topics, including individual and societal conceptions of heritage and dominant languages, general bilingual educational issues, bilingualism and multilingualism as they relate to identity, political and ideological issues, Spanish in the U.S. among many others.

TIS 735. Discourse Organization and Interpreting. (3 h)

This course will explore the links between social situations, interlocutors, and the functional aspects of communicative events. The course will focus on several important methodological approaches that have been developed to do discourse analysis in as much as they highlight important features of translation and interpreting. We will review the varied traditions around meaning-making, including sociolinguistics, conversation analysis, critical discourse analysis, and discursive psychology. Readings will tie in traditional topics in discourse analysis with specific issues in translation and interpreting. This course will link theory to practice. One session per week will be devoted to practical, hands-on activities using real world data in various formats: written transcripts, aural speeches, or videos.

TIS 736. Organizational Behavior and Interpreting. (3 h)

This course is designed to apply organizational behavior theories into the interpreting field in order to bring about a better understanding of how individual interpreters or interpreter teams actually behave in large-scale project/organizational setting. Particular emphases are placed on interpreter's roles and on how to evaluate interpreter's performance, motivate interpreters, and maintain a high level of interpreting services. This course prepares students to enter managerial positions in translation/interpreting companies or organizations.

TIS 738. Editing and Revising for Translators. (3 h)

This course covers various aspects of the editing of translated English text, from copy editing to more substantive forms. Rules of grammar, orthography and principles of composition are reviewed in the context of specialized discourses. Focus is placed on practical issues and editing tasks commonly faced by translators.

TIS 742. Spanish Specialized Translation. (3 h)

Develops and refines a practical translation skill set within specialized domains, for example, technology, law, international relations, media. Students gain familiarity with textual conventions that govern source and target texts in specialized contexts and deepen their understanding of both Spanish and English as language for specific purposes.

TIS 750. Contrastive Chinese-Eng Gramm. (3 h)

Advanced study of structures and vocabulary. Exploration of general principles behind 'atom-like' rules and the main lexical dichotomies, and how implications for meaning help in choosing the best option. Discussion of structures that are usually taught as idiomatic but are more compositional than previously thought: subject-predicate vs. topic-comment, verb-particle, verb-complement, serial verb construction, relative clause construction, reduplication, imperative, negation, adposition, etc.

TIS 751. Chinese-English Translation. (3 h)

Development of advanced translating skills through the practice of bidirectional translation with a strong emphasis on Chinese into English translating. Some back translation exercises will be offered as part of this course.

TIS 752. Chinese-English Specialized Translation. (3 h)

Develops and refines a practical translation skill set within the specialized domains such as medicine, science, business, etc. In addition, students will gain familiarity with textual conventions that govern source and target texts within these domains and deepen their understanding of both Chinese and English as language for special purposes. Apart from translation proper, students will also be able to analyze texts for register, style, tone and content to determine the most appropriate process to achieve the highest quality translation. Finally, students' research skills will improve through the examination of available resources and the creation of domain-specific resources.

TIS 755. Chinese-English Interpreting. (3 h)

Chinese-English Interpreting develops strategies for community, conference, escort and other types of interpreting. Current employment opportunities in the field of interpreting will be also briefly presented. In class work will focus on learning and practicing interpreting techniques. Individual, at home, preparation - besides the assigned readings and interpreting exercises - will also include a strong terminology enhancement.

TIS 760. U.S. Landscapes: Systems, Culture and Norms. (3 h)

This course is designed for international students to increase their knowledge of US socio-political structures and Anglo-American cultural identity through the study of U.S. history, politics and popular traditions.

TIS 770. Multimedia Translation. (3 h)

This language-neutral course examines concepts, characteristics, tools and software of multimedia translation, a distinctive and booming sector in the arena of translation and localization. Students will explore translation challenges encountered and creative techniques adopted in translating films, TV shows, documentaries, anime, etc.

TIS 785. Applied Research Project. (3 h)

The applied research project will establish a rigorous connection between the practical experience in the workplace and the more theoretical experience in research and in the classroom. The applied research project will be divided in two components: during the fall semester (3 credit hours) students will learn about general research methodology and receive individual guidance to choose between the research project options. During the spring semester (3 credit hours) students will complete the research project under supervision of a project director.

TIS 786. Special Topics. (1-3 h)

Examination of topics not covered in the regular curriculum. May be repeated for credit.

TIS 789. Independent Study. (1-3 h)

Independent research project to meet the needs and interests of selected students to be carried out under the direction of a faculty member. Must be approved by program director. May be repeated for credit.

Faculty

Program Director Olgerda Furmanek

Associate Director Diego Burgos

Charles E. Taylor Professor of Romance Languages Candelas Gala

Professor Olgerda Furmanek

Associate Professors Jerid Francom, Diego Burgos, Luis González,

Tiffany Judy, Stephanie Pellet

Teaching Assistant Professors Xijinyan Chen, Brett Rosenberg, Chaowei Zhu

Interpreting and Translation Studies, MA

Degree Requirements

Interpreting and Translation Studies: Spanish-English, Intercultural Services in Healthcare and Teaching of Interpreting are intense two-semester programs, where students in each track are required to complete a minimum of 27 credit hours of course instruction, 3 credit hours of internship, and a 6 credit hour applied research project. None of the 27 credit hours of course instruction may be taken Pass/Fail.

The Interpreting and Translation Studies: Chinese-English track is a two year program of study where students are required to complete a minimum of 30 credit hours of course instruction, 3 credit hours of internship and a 6 credit hour applied research project during the last 2 semesters of the program.

At the end of each student's program of study, the applied research project will be presented to the graduate committee. The primary members of the applied research project committee are the program faculty, but a student may include an approved committee member from outside of the program.

For additional degree requirements, see Requirements for Degrees.

Liberal Arts Studies (LBS)

Master of Arts

Program Director: Ron Von Burg

Program Assistants: April Strader Bullin. Mimi Komos

Overview

The program offers a master's degree in interdisciplinary exploration of human questions, experiences, and challenges, drawing on diverse fields across the humanities, social sciences, and natural sciences, as well as law, medicine, business, and divinity. Faculty from varied academic disciplines offer interdisciplinary seminars with a focus on integrating knowledge, thinking critically, and strengthening practices of analysis and communication. Students are encouraged to shape their studies around their particular interests and may enroll in directed studies as well as any master's level course in the university with permission of the instructor.

Adult learners in any stage of life, from recent college graduation to preparation for post-career activities, are welcome to apply. No specific type of undergraduate degree or major is required. All applicants must show the ability to study in a graduate-level program, as indicated by a minimum of a B average in undergraduate studies. Further, the applicant's writing sample included with the application should demonstrate capacities for reading comprehension, analysis of a topic, and clear writing.

Programs

Master of Arts

- Liberal Arts Studies, MA

Courses

LBS 720-LBS 729 are topics courses that vary by semester. Topic categories are listed below. Please see this website (<https://continuingstudies.wfu.edu/liberal-arts-studies/courses/>) for specific course descriptions.

LBS 720. Special Topics: Language and Literature. (3 h)

Special Topics in Liberal Studies related to Language and Literature. Course emphasis will vary with instructor. May be repeated for credit if topic differs.

LBS 721. Special Topics: Media, Arts, and Rhetoric. (3 h)

Special Topics in Liberal Studies related to studies in media, art, and rhetoric. Course emphasis will vary with instructor. May be repeated for credit if topic differs.

LBS 722. Special Topics: Politics and International Relations. (3 h)

Special topics in Liberal Studies related to politics and international relations. Course emphasis will vary with instructor. Course may be repeated for credit if the topic differs.

LBS 723. Special Topics: History, Societies, and Culture. (3 h)

Special topics in Liberal Studies related to studies in history, societies, and various cultures. Emphasis will vary with instructor. Course may be repeated for credit if the topic differs.

LBS 724. Special Topics: Philosophy and Religion. (3 h)

Special Topics in Liberal Studies related to studies in philosophy and religion. Emphasis will vary with instructor. Course may be repeated for credit if the topic differs.

LBS 725. Special Topics: Popular Culture. (3 h)

Special Topics in Liberal Studies related to studies in popular culture. Course emphasis will vary with instructor. Course may be repeated for credit if topic differs.

LBS 726. Special Topics: Urban Arts and Architectural Design. (3 h)

Special Topics in Liberal Studies related to urban arts and architectural design studies. Course emphasis will vary with instructor. Course may be repeated for credit if topic differs.

LBS 727. Special Topics: Science, Health, and Culture. (3 h)

Special Topics in Liberal Studies related to the sciences, health and culture. Course emphasis will vary with instructor. Course may be repeated for credit if the topic differs.

LBS 728. Special Topics: Fine Arts, Aesthetics, and Creativity. (3 h)

Special Topics in Liberal Studies related to the study of Fine Art and the areas of aesthetics and creativity. Course emphasis will vary with instructor. Course may be repeated for credit if topic differs.

LBS 729. Special Topics: Psychology, Humanism, and Business. (3 h)

Special Topics in Liberal Studies related to the areas of psychology, humanism, and business. Course emphasis will vary with instructor. Course may be repeated for credit if topic differs.

LBS 786. Directed Study. (1-3 h)

Working with a faculty advisor, the student completes a special reading project in area not covered in regular courses or a special research project not related to the master's thesis. A student who wishes to enroll must submit the Directed Study Form, signed by the advisor, to the program director. May be repeated once for credit with the permission of the program director.

LBS 790. Capstone Project. (3 h)

Capstone project options include: 1) research paper describing and explaining tentative hypotheses based on quantitative and/or qualitative research; 2) creative work with accompanying interpretive text; 3) internship with non-profit or for-profit organization with on site supervision; 4) portfolio of M.A. work, including a retrospective paper on major learnings from student's course of study as well as two academic papers from M.A. courses taken.

LBS 791. Thesis Research. (3 h)

LBS 791 Thesis Research II (3h) Liberal Studies thesis research now spans two terms and is awarded a total of 6 credit hours (LBS 791 & LBS 792)

LBS 792. Thesis Research II. (3 h)

LBS 792 (3h) Thesis Research II Liberal Studies thesis research now spans two terms and is awarded a total of 6 credit hours (LBS 791 & LBS 792)

Liberal Arts Studies, MA

Degree Requirements

The degree requires a minimum of 30 credit hours. At least 15 hours must be taken in LBS courses designed for this program. Up to 6 hours may be taken in Directed Study courses, which do not count toward the 15-hour LBS minimum. A maximum of 12 hours may be taken in 600 and 700 level departmental courses for graduate credit. A student may transfer a maximum of 6 semester hours from another liberal arts studies program or other appropriate graduate program at the discretion of the director.

Students complete the program by choosing from the following:

Capstone Project

Students may choose one of four types of capstone projects, for which 3 credit hours are required: a research project, a creative work, an internship, or a coursework portfolio. A capstone project form must be signed by the faculty member advising the project and submitted to the program director for approval.

Thesis

A thesis is written under the supervision of the student's advisory committee (an advisor, and two other readers). The degree with a thesis

requires thirty semester hours, including six hours of thesis research and a successfully completed thesis.

For additional degree requirements, see Requirements for Degrees.

Mathematics (MTH)

Mathematics (MTH)

Master of Science

Overview

The program is designed to accommodate students seeking either a terminal master's degree or preparation for PhD work.

To obtain the Master of Science degree in one year, a graduate student must present evidence of having completed the work required of an undergraduate who majors in mathematics in a fully accredited college or university. Such a major is understood to include at least 33 semester hours of mathematics, of which at least 18 require as prerequisite one year of calculus. Students who are admitted with less than the level of preparation specified should expect to take additional courses at the 600-level and remain in residence for more than one year.

Students desiring to use work taken in the department for graduate teacher certification should consult the Department of Education before applying for candidacy.

Students in the program have access to state-of-the-art equipment and facilities, including the DEAC Linux cluster (is.wfu.edu/services/high-performance-computing/).

Programs

- Mathematics, MS
- Data Science, Certificate
- Structural and Computational Biophysics (SCB), Certificate

Courses

MTH 605. Applied Multivariable Mathematics. (3 h)

Specific topics covered include: vector algebra, solving linear systems of equations, rank, vector spaces, determinants, eigenvalues, linear transformations, first order differential equations, second order linear ordinary differential equations, and power series solutions to differential equations. May not be used toward any graduate degree offered by the department.

MTH 606. Advanced Mathematics for the Physical Sciences. (3 h)

Advanced topics in linear algebra, special functions, integral transforms, and partial differential equations. May not be used toward any graduate degree offered by the department. P-MTH 605.

MTH 611. Introductory Real Analysis I. (3 h)

Limits and continuity in metric spaces, sequences and series, differentiation and Riemann-Stieltjes integration, uniform convergence, power series and Fourier series, differentiation of vector functions, implicit and inverse function theorems.

MTH 617. Complex Analysis I. (3 h)

Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus.

MTH 624. Linear Algebra II. (3 h)

A thorough treatment of vector spaces and linear transformations over an arbitrary field, canonical forms, inner product spaces, and linear groups.

MTH 626. Numerical Linear Algebra. (3 h)

An introduction to numerical methods for solving matrix and related problems in science and engineering using a high-level matrix-oriented language such as MATLAB. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis is given to applications.

MTH 631. Geometry. (3 h)

An introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries.

MTH 634. Differential Geometry. (3 h)

Introduction to the theory of curves and surfaces in two and three dimensional space including such topics as curvature, geodesics, and minimal surfaces.

MTH 645. Elementary Number Theory. (3 h)

Course topics include properties of integers, congruences, and prime numbers, with additional topics chosen from arithmetic functions, primitive roots, quadratic residues, Pythagorean triples, and sums of squares.

MTH 646. Elementary Theory of Numbers II. (3 h)

Course topics include a selection of number-theory topics of recent interest. Some examples include elliptic curves, partitions, modular forms, the Riemann zeta function, and algebraic number theory.

MTH 647. Graph Theory. (3 h)

Paths, circuits, trees, planar graphs, spanning trees, graph coloring, perfect graphs, Ramsey theory, directed graphs, enumeration of graphs and graph theoretic algorithms.

MTH 648. Combinatorial Analysis I. (3 h)

Enumeration techniques, generating functions, recurrence formulas, the principle of inclusion and exclusion, Polya theory, graph theory, combinatorial algorithms, partially ordered sets, designs, Ramsey theory, symmetric functions, and Schur functions.

MTH 651. Introduction to Mathematical Modeling. (3 h)

Introduction to the mathematical modeling, analysis and simulation of continuous processes using MATLAB, Mathematica or Maple. Topics include dimensional analysis, stability analysis, bifurcation theory, one-dimensional flows, phase plane analysis, index theory, limit cycles, chaotic dynamics, hyperbolic conservation laws and traveling waves.

MTH 652. Partial Differential Equations. (3 h)

A detailed study of partial differential equations, including the heat, wave, and Laplace equations, using methods such as separation of variables, characteristics, Green's functions, and the maximum principle.

MTH 654. Discrete Dynamical Systems. (3 h)

Introduction to the theory of discrete dynamical systems as applied to disciplines such as biology and economics. Includes methods for finding explicit solutions, equilibrium and stability analysis, phase plane analysis, analysis of Markov chains and bifurcation theory.

MTH 655. Introduction to Numerical Methods. (3 h)

An introduction to numerical computations on modern computer architectures; floating point arithmetic and round-off error including programming in a scientific/engineering language such as MATLAB, C, or Fortran. Topics include algorithms and computer techniques for the solution of problems such as roots of functions, approximations, integration, systems of linear equations and least squares methods. Also listed as CSC 655.

MTH 657. Probability. (3 h)

Distributions of discrete and continuous random variables, sampling distributions. Covers much of the material on the syllabus for the first actuarial exam. This course is cross-listed as STA 610.

MTH 658. Mathematical Statistics. (3 h)

This course will cover derivation of point estimators, hypothesis testing, and confidence intervals using both maximum likelihood and Bayesian approaches. P - MTH 657 or POI.

MTH 681. Individual Study. (1, 2 h)

A course of independent study directed by a faculty adviser. By prearrangement. May be repeated for credit.

MTH 682. Reading in Statistics. (1-3 h)

Reading in statistical topics to provide a foundational basis for more advanced study in a particular area. May not be used to satisfy any requirement in the MS degree with thesis. No more than three hours may be applied to the requirements for the MS degree without thesis. May be repeated for credit for a total of 3 hours.

MTH 683. Advanced Topics in Mathematics. (1-3 h)

Topics in mathematics that are not considered in regular courses. Content varies.

MTH 711. Real Analysis. (3 h)

An introduction to analysis on metric spaces and to calculus on Banach spaces with applications.

MTH 712. Real Analysis. (3 h)

Measure and integration theory, elementary functional analysis, selected advanced topics in analysis.

MTH 715. Seminar in Analysis. (1 h)**MTH 716. Seminar in Analysis. (1 h)****MTH 717. Optimization in Banach Spaces. (3 h)**

Banach and Hilbert spaces, best approximations, linear operators and adjoints, Frechet derivatives and nonlinear optimization, fixed points and iterative methods. Applications to control theory, mathematical programming, and numerical analysis.

MTH 718. Topics in Analysis. (3 h)

Selected topics from functional analysis or analytic function theory.

MTH 721. Abstract Algebra. (3 h)

Groups, rings, fields, extensions, Euclidean domains, polynomials, vector spaces, Galois theory.

MTH 722. Abstract Algebra. (3 h)

Groups, rings, fields, extensions, Euclidean domains, polynomials, vector spaces, Galois theory.

MTH 724. Seminar on Theory of Matrices. (1 h)**MTH 725. Seminar in Algebra. (1 h)****MTH 726. Seminar in Algebra. (1 h)****MTH 728. Topics in Algebra. (3 h)**

Topics vary and may include algebraic coding theory, algebraic number theory, matrix theory, representation theory, non-commutative ring theory.

MTH 731. Topology. (3 h)

Point-set topology including topological spaces, continuity, connectedness, compactness, and metric spaces. Additional topics in topology may include classification of surface, algebraic topology, and knot theory.

MTH 732. Topics in Topology and Geometry. (3 h)

Topics vary and may include knot theory, algebraic topology, differential topology, manifolds, and Riemannian geometry. May be repeated for credit. P - 731 or POL.

MTH 733. Topics in Topology and Geometry. (3 h)

Topics vary and may include knot theory, non-Euclidean geometry, combinatorial topology, differential topology, minimal surfaces and algebraic topology. Howard.

MTH 735. Seminar on Topology. (1 h)**MTH 736. Seminar on Topology. (1 h)****MTH 737. Seminar on Geometry. (1 h)****MTH 738. Seminar on Geometry. (1 h)****MTH 744. Topics in Number Theory. (3 h)**

Topics vary and are chosen from the areas of analytic, algebraic, and elementary number theory. Topics may include Farey fractions, the theory of partitions, Waring's problem, prime number theorem, and Dirichlet's problem.

MTH 745. Seminar on Number Theory. (1 h)**MTH 746. Seminar on Number Theory. (1 h)****MTH 747. Topics in Discrete Mathematics. (3 h)**

Topics vary and may include enumerative combinatorics, graph theory, algebraic combinatorics, combinatorial optimization, coding theory, experimental designs, Ramsey theory, Polya theory, representational theory, set theory and mathematical logic.

MTH 748. Seminar on Combinatorial Analysis. (1 h)**MTH 749. Seminar on Combinatorial Analysis. (1 h)****MTH 750. Dynamical Systems. (3 h)**

Introduction to modern theory of dynamical systems. Linear and nonlinear autonomous differential equations, invariant sets, closed orbits, Poincare maps, structural stability, center manifolds, normal forms, local bifurcations of equilibria, linear and non-linear maps, hyperbolic sets, attractors, symbolic representation, fractal dimensions. P - MTH 611.

MTH 752. Topics in Applied Mathematics. (3 h)

Topics vary and may include computational methods in differential equations, optimization methods, approximation techniques, eigenvalue problems. May be repeated for credit.

MTH 753. Nonlinear Optimization. (3 h)

The problem of finding global minimums of functions is addressed in the context of problems in which many local minima exist. Numerical techniques are emphasized, including gradient descent and quasi-Newton methods. Current literature is examined and a comparison made of various techniques for both unconstrained and constrained optimization problems. Credit not allowed for both MTH 753 and CSC 753. P - MTH 655 or CSC 655.

MTH 754. Numerical Methods for Partial Differential Equations. (3 h)

Numerical techniques for solving partial differential equations (including elliptic, parabolic, and hyperbolic) are studied along with applications to science and engineering. Theoretical foundations are described and emphasis is placed on algorithm design and implementation using either C, FORTRAN, or MATLAB. Credit not allowed for both MTH 754 and CSC 754. P-MTH 655 or CSC 655.

MTH 757. Stochastic Processes and Applications. (3 h)

This course includes the axiomatic foundations of probability theory and an introduction to stochastic processes. Applications may include Markov chains, Markov Chain Monte Carlo with Metropolis-Hastings, Gibb sampling, Brownian motion, and related topics, with an emphasis on modern developments. This course is cross-listed as STA 710. P-MTH 657 or STA 610 and MTH 611 or POL.

MTH 791. Thesis Research I. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

MTH 792. Thesis Research II. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

Faculty

Program Director Jeremy Rouse

Chair Sarah Raynor

Associate Chair Hugh Howards

Wake Forest Taylor Professor Stephen Robinson

Clark Family Fellow and Professor Jennifer Erway Fey

Sterge Faculty Fellow and Professor Jeremy Rouse

Professors Edward Allen, Hugh Howards, Miaohua Jiang, Ellen E.

Kirkman, Sarah Raynor

Sterge Faculty Fellow and Associate Professor Sarah Mason

Associate Professors W. Frank Moore, Jason Parsley

Assistant Professors Abbey Bourdon, John Gemmer

Assistant Professors Claudia Falcon, Leandro Lichtenfelz

Assistant Teaching Professor and Director of the Math and Stats Center

Lynne Yengulalp

Assistant Teaching Professor Justin Allman

Teacher-Scholar Postdoctoral Fellows Thomas Kindred, Jacob Mayle,

Tolulope Oke, Mostafa Rezapour

Professor Emeritus and Part-time Instructor Richard Carmichael

Mathematics, MS

Degree Requirements

The requirements for the MS degree are met by selecting either the thesis option or the non-thesis option. Both options require an advanced course in each of analysis, algebra and topology; normally this requirement is met with the courses MTH 711, MTH 721, and MTH 731.

Thesis Option

If a thesis is written, 30 semester hours of coursework, including MTH 791 and MTH 792 and at least four additional 3-hour courses numbered above 700 are required for the MS degree.

MTH 711 or other	Advanced course in analysis	3
MTH 721 or other	Advanced course in algebra	3
MTH 731 or other	Advanced course in topology	3
Other 700-level	One course	3
600 or 700-level	Four electives	12
MTH 791	Thesis research I	3
MTH 792	Thesis Research II	3
Total Hours		30

Non-Thesis Option

If a thesis is not written, 36 semester hours of coursework, including at least five 3-hour courses numbered above 700, are required for the MS degree. MTH 791 and MTH 792 cannot be counted as part of this coursework.

MTH 711 or other	Advanced course in analysis	3
MTH 721 or other	Advanced course in algebra	3
MTH 731 or other	Advanced course in topology	3
Other 700-level	Two courses	6
600 or 700-level	Six electives	18
Total Hours		30

With the approval of the graduate committee, graduate courses may be taken in related areas to fulfill requirements; however no more than 9 such hours may count toward the requirements for either the thesis or non-thesis option.

For additional degree requirements, see Requirements for Degrees.

Physics (PHY)

Master of Science, Doctor of Philosophy Overview

Opportunities for study are those usually associated with large research universities, while the atmosphere of a small liberal arts university with an ideal faculty/student ratio is maintained.

For admission to the program, students should have knowledge of senior level undergraduate mechanics, electricity and magnetism, thermodynamics, and quantum physics. The course of study for each student is planned in conference with the graduate advisor after an evaluation of academic background and experience. Deficiencies may be removed during the first year of study by taking remedial courses.

The research interests of the graduate faculty are in experimental and computational biophysics, nanotechnology, optics, experimental and theoretical condensed matter physics, particle physics, and gravitation. All research laboratories are well-equipped with state-of-the-art instrumentation, such as subpicosecond pulsed lasers; EPR; time-resolved, UV-vis spectrophotometers; optical tweezers; atomic force microscopes; single molecule manipulators; high-sensitivity optical and confocal microscopes; numerous, standard biochemical research apparatuses; and others. The Center of Nanotechnology and Molecular Materials (www.wfu.edu/nanotech), which houses state-of-the-art electron microscopes, sample analysis and preparation instruments and a clean room, is part of the physics department. Computational and theoretical research is supported by the DEAC Linux Cluster (deac.wfu.edu (<https://is.wfu.edu/services/high-performance-computing/>)) with several thousand computational processing cores.

For more details on the PhD program, visit www.wfu.edu/physics or write to the chair of the graduate committee.

Departmental graduate committee: Salsbury (chair), Carroll, Guthold, Kandada, Thonhauser.

Programs

- Physics, MS
- Physics, PhD
- MD/PhD
- PhD/MBA
- Structural and Computational Biophysics (SCB), Certificate

Courses

PHY 601. Physics Seminar. (0.5 h)

Discussion of contemporary research, usually with visiting scientists. S/U only.

PHY 607. Biophysics. (3 h)

Introduction to the structure, dynamic behavior, and function of DNA and proteins, and a survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods are emphasized.

PHY 610. Extragalactic Astronomy and Cosmology. (3 h)

Topics covered include galactic structure, models for galaxies and galaxy formation, the large-scale structure of the universe, the Big Bang model of the universe, physical processes such as nucleosynthesis in the early universe, and observational cosmology.

PHY 620. Physics of Macromolecules. (3 h)

The physics of large biologically important molecules, especially proteins and nucleic acids. Topics covered include the physical basis of biomolecular structure, the energetics and statistical mechanics of biomolecular dynamics, and the electrostatics and solvation of biomolecules. Designed for students with biochemistry, chemistry, or physics backgrounds.

PHY 623. Comput Biophys Lab. (1 h)

Application of techniques in molecular modeling, including energy minimization, molecular dynamics simulation, and conformational analysis. C-PHY 620 or POI.

PHY 625. Biophysical Methods Lab. (1 h)

Experiments using various biophysical techniques such as electron paramagnetic resonance, atomic force microscopy, stopped-flow absorption spectroscopy, X-ray diffraction, and gel electrophoresis. C-PHY 607.

PHY 635. Computational Physics. (3 h)

An introduction to finding numerical solutions to scientific problems. Topics include understanding computational errors, differentiation, integration interpolation, root finding, random numbers, linear systems, Fourier methods, and the solution of ODEs and PDEs. There is no computer programming prerequisite. Credit will not be given for both PHY 635 and CSC/MST 655.

PHY 637. Analytical Mechanics. (1.5 h)

The Lagrangian and Hamiltonian formulations of mechanics with applications. Taught in the first half of the fall semester.

PHY 639. Electricity and Magnetism. (1.5 h)

Electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations and applications to radiation, relativistic formulation. The first half course is taught in the second half of the fall semester, following PHY 637. The other course is taught in the spring semester. These should be taken in sequence.

PHY 640. Electricity and Magnetism. (3 h)

Electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations and applications to radiation, relativistic formulation. PHY 640 is taught in the spring semester after PHY 639. These should be taken in sequence. P-PHY 639.

PHY 641. Thermodynamics and Statistical Mechanics. (3 h)

Introduction to classical and statistical thermodynamics and distribution functions.

PHY 643. Quantum Physics. (3 h)

Basic quantum theory and applications including the time-independent Schrodinger equation, formalism and Dirac notation, the hydrogen atom, spin, identical particles, and approximation models.

PHY 644. Quantum Physics. (3 h)

Basic quantum theory and applications including the time-independent Schrodinger equation, formalism and Dirac notation, the hydrogen atom, spin, identical particles, and approximation methods.

PHY 652. Physical Optics and Optical Design. (1-4 h)

Interaction of light with materials; diffraction and coherent optics; ray trace methods of optical design. Lab-three hours.

PHY 652L. Physical Optics Lab. (0 h)**PHY 654. Introduction to Solid State Physics. (3 h)**

Survey of the structure, composition, physical properties, and technological applications of condensed matter. P-PHY 643.

PHY 655. Exotic Materials. (1.5 h)

This course explores materials systems that express exotic properties derived from some aspect of dimensionality or topology. Thermal, electrical, optical and magnetic properties of these quantum materials will be addressed with emphasis on applications in quantum information sciences. From superconducting SSH polymers, to topological insulators, simple models are used throughout the course to develop insight into the physics of low-dimensional structures.

PHY 656. Electronic Imaging Sciences. (1.5 h)

This course introduces the theory and application of the electron imaging systems: transmission electron microscopy (TEM) and scanning electron microscopy (SEM). It focuses on basic materials science though some biological materials will be covered. It is taught as a series of lectures followed by laboratories.

PHY 657. Scanning Probes. (1.5 h)

This course examines the theory and application of scanning tunneling microscopy and atomic force microscopy (STM/AFM). It introduces how each type of imaging works, how to model spectroscopic data, and how to use each microscope. Students will image using the STM and AFM as well as take and reduce spectroscopy data using models built in Maple or Mathematica.

PHY 658. Kinetics of Materials. (1.5 h)

This course offers a study of driving forces for atomic and ionic motion within solids leading to a range of materials properties from work hardening to phase transformations and formation. Atomic-level models for diffusion will be introduced as well as techniques and examples of the solution to the diffusion equation. It complements the traditional thermodynamics course.

PHY 661. Biophysics Seminar. (1 h)

Seminal and current publications in biophysics are studied. Each week a member of the class makes an oral presentation on a chosen publication and leads the ensuing discussion. Students may also be required to make a second oral presentation relevant to their own research. Does not fulfill course requirements for Master's or PhD degrees. May be repeated for credit.

PHY 663. Condensed Matter Seminar. (1 h)

Seminal and current publications in condensed matter physics are studied. Each week a member of the class makes an oral presentation on a chosen publication and leads the ensuing discussion. Does not fulfill course requirements for Master's or PhD degrees. May be repeated for credit.

PHY 685. Bioinformatics. (3 h)

Introduction to computational approaches essential to modern biological inquiry. Approaches may include large biological dataset analyses, sequence similarity and motif searches, and analysis of high-throughput genomic technologies. Emphasizes interdisciplinary interaction and communication. Also listed as CSC 685 and BIO 685.

PHY 691. Special Topics in Physics. (1-4 h)

Courses in selected topics in physics. May be repeated if course content differs.

PHY 692. Special Topics in Physics. (1-4 h)

Courses in selected topics in physics. May be repeated if course content differs.

PHY 711. Classical Mechanics and Mathematical Methods. (3 h)

A study of variational principles and Lagrange's equations, the rigid body equations of motion, the Hamilton equations of motion and canonical transformations, Hamilton-Jacobi theory, and applications to continuous systems and fields.

PHY 712. Electromagnetism. (3 h)

A study of electric and magnetic fields in vacuum and within media and their sources. Analytical and numerical methods for solving Maxwell's equations are also an important part of the course.

PHY 715. Nonlinear Optics and Quantum Electronics. (1-4 h)

Nonlinear phenomena in laser spectroscopy, the quantum nature of optical processes in matter, and topics in laser physics. Lab-three hours.

PHY 731. Elementary Particle Physics. (3 h)

Fundamentals of contemporary elementary particle physics.

PHY 741. Quantum Mechanics. (3 h)

Study of the foundations of quantum theory, Hilbert space, operators, Schrodinger's equation and its solutions, symmetries, spin, multiple particles, approximation methods, scattering, the Dirac equation, and quantization of the electromagnetic field and its interaction with atoms.

PHY 742. Quantum Mechanics. (3 h)

Study of the foundations of quantum theory, Hilbert space, operators, Schrodinger's equation and its solutions, symmetries, spin, multiple particles, approximation methods, scattering, the Dirac equation, and quantization of the electromagnetic field and its interaction with atoms.

PHY 744. Introduction to Quantum Field Theory. (3 h)

Introduction to relativistic quantum field theory, including canonical quantization, path integral techniques, perturbation theory, and renormalization.

PHY 745. Group Theory. (3 h)

Group theory and its applications to the quantum mechanics of atoms, molecules, and solids.

PHY 752. Solid State Physics. (3 h)

Introductory course including the structure of perfect crystalline solids, their thermal, electronic, and magnetic properties. Crystal symmetries, the free electron and band theory of metals, optical and transport properties, and semiconductors. Consequences of electronic interactions.

PHY 754. Surface Science. (3 h)

Experimental and theoretical methods for the study of surfaces and interfaces. Lab-1.5 hours.

PHY 765. Gravitational and Particle Theory Seminar. (1 h)

Topics in general relativity, particle physics, and astrophysics are studied. Each week a faculty member or member of the class makes an oral presentation on a chosen topic and leads the ensuing discussion. Does not fulfill minimum course requirements for Master's and PhD degrees. May be repeated for credit.

PHY 770. Statistical Mechanics. (3 h)

Introduction to probability theory and to the physics of systems containing large numbers of particles from the classical as well as the quantum point of view.

PHY 771. Radiological Physics. (3 h)

The nature and fundamental concepts of ionizing radiation including: ionizing radiation, radiation quantities, attenuation and stopping power, charged particle and radiation equilibrium radioactive decay, photon interactions, charged and uncharged particle interactions, x-ray production and quality, dosimetry concepts, ionization cavity theory, and calibration of ionizing radiation beams. Also listed as BMES 771 and MPHY 771.

PHY 773. Radiation Therapy Physics. (3 h)

The physics of radiation treatment including: radiation producing equipment, character of photon and electron radiation beams, radiation dose functions, computerized radiation treatment planning, brachytherapy, special radiation treatment procedures, quality assurance, and radiation shielding for high energy facilities. Also listed as BMES 773 and MPHY 773.

PHY 774. Physics of Medical Imaging. (3 h)

The physical principles, mathematical algorithms and devices used in diagnostic medical imaging, covering the following imaging modalities: x-ray digital imaging, digital image receptors, computerized tomography and reconstruction algorithms, ultrasound imaging, magnetic resonance imaging and nuclear medicine imaging. Also listed as BMES 774 and MPHY 774.

PHY 776. Medical Health Physics. (3 h)

Physical and biological aspects for the use of ionizing radiation in medical environments, biological consequences of human radiation exposure, principles of ionizing radiation protection, operational dosimetry, radiation exposure recommendations and regulations, physical principles of radiation shielding design, personnel monitoring, medical health physics instrumentation, and waste disposal. Also listed as BMES 776 and MPHY 776.

PHY 780. Theory of General Relativity. (3 h)

Study of the covariant formulation of physical laws in mechanics and electromagnetism.

PHY 785. Topics in Theoretical Physics. (1-3 h)

Selected topics of current interest in theoretical physics not included in other courses. May be repeated for credit.

PHY 787. Advanced Topics in Physics. (1-3 h)

Lectures on advanced topics in physics that depend on the subspecialty of the instructor. Topics range from medical physics to special topics in biophysics, condensed matter physics, or quantum optics. May be repeated for credit.

PHY 789. Survival Skills for Scientists. (1 h)

Students will learn skills that are essential to a successful career in the sciences. The following topics will be covered: Mentoring; How to Read, Write, and Review a Research Paper; Grant & Fellowship Basics; Choosing a Career Path & Creating a Winning Job Application; and Networking & Giving Effective Talks.

PHY 791. Thesis Research I. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

PHY 792. Thesis Research II. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

PHY 795. Physics for Education Research. (3 h)

Fulfills the requirement for a graduate course in physics for students in the Masters in Education program seeking certification to teach physics.

PHY 891. Dissertation Research I. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

PHY 892. Dissertation Research II. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

Faculty

Program Director/Scott Family Faculty Fellow/Professor Freddie Salsbury
Department Chair/Professor/Harbert Family Distinguished Chair Daniel B. Kim-Shapiro

Professor and Wright Family Endowed Chair in Physics Timo Thonhauser

Baker Family Professor of Physics Oana Jurchescu

Professor and Associate Chair Martin Guthold

Professor and Associate Provost for Research and Scholarly Activities

Keith Bonin

Professor and MacDonough Family Fellow Paul R. Anderson

Professors David L. Carroll, Natalie A. W. Holzwarth, Jed Macosko

Associate Professors Eric D. Carlson, Samuel S. Cho, Gregory B. Cook

Associate Teaching Professor Jack A. Dostal

Assistant Professors Ajay Ram Srimath Kandada, Stephen M. Winter

Research Professor George Eric Mathews

Research Associate Professor Burak Ucer

Adjunct Professors J. Daniel Bourland, Michael Munley, Peter Santago

Adjunct Associate Professor Adam R. Hall

Affiliate Assistant Professors Erin Henslee, Lauren Lowman

Physics, MS

Degree Requirements

Course work must include:

Code	Title	Hours
PHY 711	Classical Mechanics and Mathematical Methods	3
PHY 712	Electromagnetism	3
PHY 741	Quantum Mechanics	3
PHY 601	Physics Seminar (each semester)	3
Thesis Research		6

PHY 600 or 700 level courses	12
Total Hours	30

If serious conflicts arise (e.g. time conflict with other classes or teaching duties, exceeding allowed credit hours for part-time students), departmental seminar series requirement may be waived for some semesters, at the discretion of the program director. These weekly seminars, in fields of special interest, usually feature outside speakers. The degree requires 30 credit hours; 24 hours of coursework with an average grade of B or above plus 6 hours of thesis research. At least 12 of the 24 hours must be in courses numbered 700 or above. The remaining 12 hours may be in either 600 or 700 level courses. All work must be completed within six years of the date of initial enrollment in the graduate program.

For additional degree requirements, see Requirements for Degrees.

Physics, PhD

Degree Requirements

Course work must include the following:

Code	Title	Hours
PHY 711	Classical Mechanics and Mathematical Methods *	3
PHY 712	Electromagnetism *	3
PHY 741	Quantum Mechanics *	3
PHY 742	Quantum Mechanics *	3
PHY 770	Statistical Mechanics *	3
PHY 601	Physics Seminar (seven semesters)	3.5

*

Unless satisfactorily completed elsewhere.

Students must also take three elective courses at the graduate level (600 or 700 level), at least one of which must be in physics. A research advisory committee, appointed after completion of the written preliminary examination, determines the additional courses needed for the degree, such as Advanced Quantum Mechanics, Biophysics, Solid State Physics, General Relativity, Nonlinear Optics, Math or Computer Science, Medical Physics, Biomedical Engineering, etc. Within eighteen months of completing the preliminary written examination, the student submits to his or her individual advisory committee and defends orally a dissertation research plan. This constitutes the oral part of the preliminary exam and upon passing it, the student can be advanced to candidacy. The successful completion of a program in scientific ethics is also required prior to admission to degree candidacy. This requirement is fulfilled either by participating in the courses designated by the Graduate School or by satisfactory completion of approved departmental electives that incorporate extensive discussion of scientific ethics. The research advisory committee meets annually with the student to ensure timely progress toward the degree. Upon completion of the research in the approved plan, the student writes his or her dissertation, presents it to the department, and defends it orally.

For additional degree requirements, see Requirements for Degrees.

Psychology (PSY)

Master of Arts

Overview

This research-oriented program emphasizes the scientific, theoretical, and research bases common to all areas of psychology (e.g., social, cognition, personality, developmental, statistics).

The program is designed for capable students who expect to continue to the PhD degree but wish to begin graduate work in a department where they receive a high degree of individual attention from the faculty.

The applicant is expected to have an undergraduate major in psychology at an accredited institution, including a subset of basic foundational courses such as developmental, social, biopsychology, personality, cognition, learning, perception, etc., as well as statistics and/or research methods. Applications are also accepted from students who were not psychology majors as undergraduates, but these applicants should have a background in coursework that prepares the student for graduate level work in psychology.

The areas in which research is currently being conducted include aging, cognitive processes, judgment and decision making, adolescent development, cultural identity, neuropsychology, perception, personality, physiology, and social psychology.

Most students take two academic years to complete the program. Students who hold assistantships are required to spend two years in residence.

The Master of Arts degree has been offered since 1964.

Programs

Master of Arts

- Psychology, MA

Courses

PSY 620. Physiological Psychology. (3 h)

Neurophysiological and neuroanatomical explanations of behavior.

PSY 622. Psychopharmacology. (3 h)

Survey of the influences of a wide range of psychoactive drugs, both legal and illegal, on human physiology, cognition, and behavior.

PSY 623. Animal Behavior. (3 h)

Survey of lab and field research on animal behavior.

PSY 626. Learning Theory and Research. (3 h)

Theory and current research in learning, with emphasis on applications of learning principles for behavior modification and comparisons across species.

PSY 629. Perception. (3 h)

Survey of theory and research findings on various sensory systems (vision, hearing, touch, taste).

PSY 631. Research in Cognitive Psychology. (3 h)

In-depth examination of research in a selected area of cognitive psychology such as memory, attention, or executive function. Research projects required.

PSY 633. Motivation of Behavior. (3 h)

Survey of basic motivational concepts and related evidence.

PSY 638. Emotion. (3 h)

Survey of theory, methods, and research in the area of emotion. Developmental, cultural, social-psychological, physiological, personality, and clinical perspectives on emotions are given.

PSY 641. Research in Developmental Psychology. (3 h)

Methodological issues and selected research in child development. Research projects required.

PSY 646. Stereotyping and Prejudice. (3 h)

Research and theory on social and cognitive processes that underlie prejudice and discrimination.

PSY 648. Clinical Neuropsychology. (3 h)

Surveys connections between abnormal neurological processes and clinical abnormalities. This implies already having an understanding of normal brain function and anatomy.

PSY 651. Personality Research. (3 h)

The application of a variety of research procedures to the study of human personality. Research projects required.

PSY 655. Research in Social Psychology. (3 h)

Methodological issues and selected research in the study of the human as a social animal. Field research projects required.

PSY 657. Cross-Cultural Psychology. (3 h)

Examination of differences in psychological processes (e.g., attitudes, perception, mental health, organizational behavior) associated with cultural variation.

PSY 659. Psychology of Gender. (3 h)

Exploration of the psychological similarities and differences between human males and females, including consideration of social, cognitive, motivational, biological, and developmental determinants of behavior.

PSY 662. Psychological Testing. (3 h)

Theory and application of psychological assessment procedures in the areas of intelligence, aptitude, vocational interest, and personality.

PSY 663. Survey of Clinical Psychology. (3 h)

Overview in the field of clinical and other selected areas of applied psychology.

PSY 664. Prejudice, Discrimination, Racism, and Heterosexism. (3 h)

Comparison of cross-cultural similarities and differences in the initiation, maintenance, and treatment of prejudice, discrimination, and racism, with an emphasis on past and current trends in the U.S.

PSY 667. Parent-Child Relationships. (3 h)

Surveys characteristics of parent-child relationships and issues of parenting as related to a variety of factors, including developmental changes of parent and child, family structure, and sociocultural context.

PSY 674. Judgment and Decision Making. (3 h)

Theoretical and empirical examination of how people make decisions and judgments about their lives and the world, and how these processes can be improved.

PSY 692. Contemporary Problems in Psychology. (1.5 h)

Seminar treatment of current theory and research in specific areas within psychology. The course is one-half semester.

PSY 701. Current Topics in Psychology. (1.5 h)

Seminar courses in selected topics in psychology.

PSY 702. Current Topics in Psychology. (1.5 h)

Seminar courses in selected topics in psychology.

PSY 703. Current Topics in Psychology. (3 h)

Seminar course in selected topics in psychology.

PSY 715. Research Design and Analysis in Psychology. (3 h)

Intensive study of the design of experiments and the analysis of research data in psychology. Covers conventional methods, including univariate and multivariate analysis of variance, multiple regression, and factor analysis. Requires previous or concurrent coursework in basic statistics. Written permission of instructor required. Furr, Stone.

PSY 716. Research Design and Analysis in Psychology. (3 h)

Intensive study of the design of experiments and the analysis of research data in psychology. Covers conventional methods, including univariate and multivariate analysis of variance, multiple regression, and factor analysis. Requires previous or concurrent coursework in basic statistics. Written permission of instructor required. Furr, Stone.

PSY 720. Biological Psychology. (3 h)

Study of the biological basis of behavior and mental processes, with emphasis on current developments in neuroscience, and human applications of this information. Laboratory work in neuroanatomy and psychophysiology. Blumenthal.

PSY 728. Human Cognition. (3 h)

Current theory and research on functional characteristics and neural correlates of cognitive processes in such areas as memory, attention, and language. Dagenbach.

PSY 738. Learning and Motivation. (3 h)

Basic learning principles and concepts and related motivational concepts.

PSY 742. Seminar in Developmental Psychology. (3 h)

Critical examination of the major findings, principles, and theories of development, with attention to both human and lower-animal research. Best, Buchanan.

PSY 752. Seminar in Social Psychology. (3 h)

Content and methodology of social psychology examined through a critical and comparative analysis of contemporary theory and literature. Petrocelli.

PSY 757. Seminar in Personality Psychology. (3 h)

Evaluation of contemporary solutions to important problems in personality psychology, with special attention to historical context and anticipated future directions. Fleeson, Furr, Jayawickreme.

PSY 770. Psychology Practicum. (1-3 h)

Work experience in an applied psychology setting (such as clinical or industrial) under a qualified supervisor. Staff.

PSY 771. Psychology Practicum. (1-3 h)

Work experience in an applied psychology setting (such as clinical or industrial) under a qualified supervisor. Staff.

PSY 772. Psychology Practicum. (1-3 h)

Work experience in an applied psychology setting (such as clinical or industrial) under a qualified supervisor. Staff.

PSY 773. Psychology Practicum. (1-3 h)

Work experience in an applied psychology setting (such as clinical or industrial) under a qualified supervisor. Staff.

PSY 782. Readings and Research in Psychology. (1-3 h)

This listing allows the graduate student, working under the supervision of a faculty member, to pursue and receive credit for 1) a special reading project in an area not covered by regular courses or 2) a special research project not related to the master's thesis. Supervising faculty member and hours credit for which enrolled determined by graduate committee prior to registration.

PSY 785. Directed Thesis Research I. (3 h)

First-year students undertake a substantial research project under the direction of their adviser. Staff.

PSY 786. Directed Thesis Research. (3 h)**PSY 791. Thesis Research I. (1-9 h)**

Staff.

PSY 792. Thesis Research II. (1-9 h)

Staff.

Faculty

Program Director R. Michael Furr

Chair Christy M. Buchanan (Spring 2023), Wayne E. Pratt (Fall 2022)

William L. Poteat Professor of Psychology Deborah L. Best

Harold W. Tribble Professor of Psychology Eranda Jayawickreme

Professors Terry D. Blumenthal, Christy M. Buchanan, Dale Dagenbach,

William W. Fleeson, R. Michael Furr, Lisa Kiang, John V. Petrocelli, Wayne

E. Pratt, Eric R. Stone, Christian E. Waugh

Associate Professors Janine M. Jennings, Lara Kammrath, E.J.

Masicampo

Assistant Professors Shannon T. Brady, Veronica Cole, Mason Garrison,

Anthony W. Sali

Psychology, MA

Degree Requirements

The degree requires 42 credit hours; 24 hours of coursework with an average grade of B or above plus 18 hours of thesis research. All hours must be in courses numbered 700 or above. All graduate students must write a major research paper and conduct and defend a thesis. All work must be completed within six years of the date of initial enrollment in the graduate program.

For additional degree requirements, see Requirements for Degrees.

Religious Studies (REL)

Master of Arts

Overview

The program provides students an opportunity to forge a unique, creative, and rigorous program of study. The degree can serve either as a terminal degree or as preparation for a doctoral program. It emphasizes the comparative and theoretical study of religion in its various traditions and forms. Reflecting the teaching and research interests of the current graduate faculty in the department, the program fosters interdisciplinary approaches, offering training in traditional and contemporary theories and methods in conjunction with substantive investigations of diverse religious traditions and topics. Students are encouraged to make imaginative use of all available resources in the creation of their own distinctive programs of study. Typically, this would involve:

1. a focus on a particular religious culture/region or historical period, and
2. an approach or approaches to the study of the subject area.

For students interested in the Religion and Public Engagement Concentration, please see page 123.

The Master of Arts in Religion program began in 1967.

Programs

- Religious Studies, MA
- Religious Studies, JD/MA

Courses

In the list of courses offered with graduate credit, not every course is scheduled every year, but usually 1-2 courses at the 700-level are offered each year, including REL 700. In addition, we encourage students to approach individual professors to teach 700-level directed reading courses on specific topics. Substantive efforts are made to offer courses that are needed by students in either graduate course of study, and student input is welcome in determining the course schedule from semester to semester.

REL 600. Approaches to the Study of Religion. (3 h)

A phenomenological study of different ways of defining religion, including views of representative philosophers, psychologists, sociologists, anthropologists, theologians, and historians of religion.

REL 604. Myth, Ritual, and Symbolism. (3 h)

Explores how people envision and manipulate the supernatural in cross-cultural perspective. Emphasizes functional aspects of religious beliefs and practices.

REL 605. Ethnography of Religion. (3 h)

Study of theory and method in ethnography of religion where students closely read ethnographies from a variety of cultures and discuss the practical, methodological, and ethical issues related to ethnography. Course culminates with students researching and writing their own ethnographies.

REL 606. Ritual Studies. (3 h)

An introduction to the various methods and theories employed in the field of ritual studies, while examining comparative rituals and ritualized practices from around the world.

REL 607. Magic, Science, and Religion. (3 h)

Explores concepts of magic, science, and religion that emerged in Western thought and culture from late antiquity through the European Enlightenment and analyzes connections between religious traditions and Western, Modern Science.

REL 608. Sacred Scripture in the Tradition of Abraham. (3 h)

Comparative study of sacred texts in Judaism, Christianity, and Islam with particular attention to the issues of authority, function, and interpretations.

REL 610. The Prophetic Literature. (3 h)

Examination of the development and theological contents of the literary products of Israel's prophetic movement.

REL 612. The Critical Study of the Pentateuch. (3 h)

Study of the five traditional books of Moses (the Torah) and various lines of analysis that modern Biblical critics have used to interpret their composition and role in the development of Israelite theological thought.

REL 613. Near Eastern Archeology. (3 h)

Survey of archaeological work in the Near East with attention to the ways in which interest in the Bible has shaped research questions, interpretation of materials, and museum exhibits.

REL 615. Field Research in Biblical Archeology. (3 h)

Study of the religion and culture of the ancient Near East through the excavation and interpretation of ancient sites.

REL 616. Field Research in Biblical Archeology. (3 h)

Study of the religion and culture of the ancient Near East through the excavation and interpretation of ancient sites.

REL 617. The Wisdom Literature. (3 h)

Examination of the development, literary characteristics, and theological contents of the works of ancient Israel's sages.

REL 618. Feminist and Contemporary Interpretations of the Bible. (3 h)

Study of feminist and contemporary approaches to the Bible in light of the history of interpretation and a range of contemporary concerns and interpretive contexts.

REL 620. The Search for Jesus. (3 h)

Introduction to the issues, assumptions, evidence, and debate that shapes the continuing quest for the historical Jesus.

REL 623. Jesus Traditions. (3 h)

Examines ancient Christian and other religious representations of Jesus in historical, social, cultural and theological context.

REL 624. Early Christian Literature. (3 h)

Examination of various literature and perspectives of the first three centuries of the Christian movement.

REL 628. Jewish-Christian Relations and the New Testament. (3 h)

Study of Jewish-Christian relations and selected writings of the New Testament in the historical, social, religious and political contexts of ancient Judaism and emerging Christianity. Focus varies with instructor.

REL 629. Chinese Medicine. (3 h)

An interdisciplinary exploration and analysis of Chinese medicine, its fundamental theories, and its range of health-oriented and religious applications.

REL 630. Pope, Jefferson & Imam: A Study In Comparative Ethics. (3 h)

Comparative study of the moral values and socio-ethical positions in the major religious traditions of the world, with focus on their various methods of reasoning and sources of authority.

REL 631. Religion and Law. (3 h)

A study of religion and law as distinct yet interdependent spheres that influence cultural negotiations about authority, power, identity, and the regulation of society. Geographic and tradition-specific focus may vary with instructor.

REL 632. Religion and Public Engagement. (3 h)

This seminar introduces students to dynamics at work at the interface between religious communities and the public sphere. It will explore, through a wide range of readings, guest lectures, and films, the potential for social change—constructive and destructive—within and between communities in locally, regionally, nationally and globally.

REL 635. Christian Ethics and the Problem of War. (3 h)

Examination of the causes and characteristics of war, various Christian responses to it, and approaches to peacemaking, with attention to selected contemporary issues.

REL 636. Religious Traditions and Human Rights. (3 h)

Study of the relationships and tensions between religious traditions and human rights, with illustrations from historical and contemporary issues and movements.

REL 638. Religion Ethics and Politics. (3 h)

Examination of ethical issues in religion and politics using materials from a variety of sources and historical periods.

REL 639. Religion, Power and Society in Modern Africa. (3 h)

Interdisciplinary study of the growth transformations of Africa's major religious traditions (Christianity, Islam, and the indigenous religions) and of their relations with secular social changes.

REL 640. Holy Chow: Food and Religion. (3 h)

Explores the roles food and eating play in religious behavior and the ways in which religious practices and experiences impact our eating habits and food choices.

REL 641. Religion and Ecology. (3 h)

Cross-cultural examination of the relationships among human beings, their diverse cultures, habitats, and religions, including social and political understandings of the environment.

REL 642. Religious Intolerance in U.S.. (3 h)

Study of the various manifestations of religious intolerance in the U.S. from the colonial period until the present.

REL 643. Religion, Culture, and the Body. (3 h)

A cross-cultural, multi-disciplinary exploration of the body as a malleable locus of contested ideals that informs personal, social, and religious identity formation.

REL 644. Religion, Poverty, and Social Entrepreneurship. (3 h)

Interdisciplinary study of major themes in religion, poverty, reduction, and social entrepreneurship. Focus and community emphasis may vary with instructor.

REL 645. The African American Religious Experience. (3 h)

Exploration of the religious dimensions of African-American life from its African antecedents to contemporary figures and movements.

REL 647. Religion, Gender, & Sexuality. (3 h)

This course explores how "religion" regulates gender and sexuality by examining religious texts, media, and political rhetoric through feminist, queer, and postcolonial theory. Through an analysis of historical and contemporary debates and issues concerning gender and sexuality, this course considers how political, social, and religious institutions understand and deploy religious belief and discourse to legislate, repress, and pathologize certain criminal, deviant, immoral, or sinful.

REL 648. Race, Memory, and Identity. (3 h)

Explores the collective memory and identity of American-Indian and African-American communities and their response to historical trauma in their cultural imagination, spirituality, and political and social activism.

REL 649. Asian Meditation Practices. (3 h)

Introduces and examines theoretical and practical aspects of various forms of Eastern meditation (concentration, mindfulness, Zen, visualization, and moving energy work) from both practitioner and modern scientific perspectives.

REL 651. Sociology of Religion. (3 h)

Introduces the sociological analysis of religion, including religious beliefs and experiences, the cultural context of religion, varieties of religious organization, religious change and social change.

REL 655. Jewish Identities: Religion, Race, and Rights. (3 h)

Examines how evolving definitions of race, religion, and Jewishness have correlated and conflicted in varied and sometimes surprising ways and how these shifts have been tied to legal rights and social privileges.

REL 656. Faces of Modern Judaism. (3 h)

Examines contemporary expressions of Judaism and its historical roots.

REL 657. Jews in the United States. (3 h)

Focusing on the 19th-21st centuries, this course examines Jewish American histories, experiences, and identities, as well as their impact on American society as a whole.

REL 659. Hinduism in America. (3 h)

Study of the meanings, values, and practices associated with the religions of Hinduism in dialogue with the dominant culture of America.

REL 660. Hindus, Muslims, and Sikhs in North America. (3 h)

This course examines the racialization of Hinduism, Islam, Sikhism in North America. Through an analysis of historical documents, immigration laws, mainstream and social media, popular culture, and academic texts, this class explores how these religions are racialized in Canada and the US. Using a postcolonial and intersectional approach, we will examine how race, religion, gender, sexuality, and class interact to stigmatize or empower certain individuals and/or groups.

REL 661. Topics in Buddhism. (3 h)

Variable topics in buddhist history, thought, and/or practice. May be repeated for credit if topic varies.

REL 662. Topics in Islam. (3 h)

Examination of the origins and development of Islam, the world's second largest religious tradition. Attention is given to the formation of Islamic faith and practice as well as contemporary manifestations of Islam in Asia, Africa, and North America. May be repeated for credit if topic varies.

REL 663. Religions of Japan. (3 h)

Study of the central religious traditions of Japan from pre-history to the present, including Shinto, Buddhism, Zen Buddhism, Christianity, and Confucianism.

REL 665. History of Religion in America. (3 h)

Study of American religions from colonial times until the present.

REL 667. Contemplative Traditions In Christianity. (3 h)

Study of Christian mysticism and contemplation (spirit possession, visions, dreams, and meditation) and their relation to contemporary issues.

REL 668. The Protestant and Catholic Reformations. (3 h)

Study of the origin and development of Reformation theology and ecclesiology.

REL 669. Radical Christian Movements. (3 h)

Study of selected radical movements in the Christian tradition and their relation to contemporary issues.

REL 672. History of Christian Thought. (1.5, 3 h)

Study of recurring patterns in Christian thought across time and cultures and some of the implications of those patterns in representative ancient and modern figures.

REL 672B. History of Christian Thought Medieval and Reformation Thought. (1.5 h)

Study of the history of Christian thought, beginning with its Hebraic and Greek backgrounds and tracing its rise and development to modern times. The course may be divided into halves for 1.5 credits each: a) Patristic Thought and b) Medieval and Reformation Thought.

REL 673. Special Topics in African-American Religious Traditions. (3 h)

Variable topics in African-American religious traditions. May be repeated for credit if topic varies.

REL 674. Black Messiahs and Uncle Toms. (3 h)

Examines the cultural and religious history of black leadership in the United States.

REL 675. Race, Myth, and the American Imagination. (3 h)

A study of myth and mythology in relation to the racial imaginary in America.

REL 676. Race, Religion, and Film. (3 h)

Examines past and contemporary filmmakers who couple religious themes with racial concerns.

REL 678. Latin American Liberation Theology. (3 h)

Historical, contextual, and theoretical survey of diverse forms of Latin American theologies of liberation.

REL 679. Muslim Youth. (3 h)

Explores the lived experiences of young Muslims around the world through the intersecting lenses of religion, power and protest.

REL 681. Zen Buddhism. (3 h)

An examination of the origins and development of Zen Buddhism from China (Ch'an) to Japan and contemporary America. Particular attention is given to Zen doctrine and practice in the context of the broader Buddhist tradition.

REL 682. Religion and Culture in China. (3 h)

A thematic study of Chinese religious traditions and culture focusing on history, ritual, scripture, and popular practice. Topics include cosmology, ancestor veneration, shamanism, divination, and the role of women. Ford.

REL 683. The Qur'an & the Prophet. (3 h)

Examines the history, content, and main approaches to the sacred book of Islam. Explores the influence and interaction between the holy word and its transmitter the Prophet Muhammad.

REL 684. Islam and Law: Varieties in Interpretation and Expression. (3 h)

Explores main tenets of the Islamic law (Shari'ah) and how this law has been applied in past and present Islamic societies. Looks at legal issues through the lens of gender, ethics, non-muslim minorities, rights, and duties.

REL 685. Topics in South Asian Religions. (3 h)

Variable topics in the religions of South Asia. May be repeated for credit if topic varies.

REL 686. Indian Epics. (3 h)

Examines one or both Indian epics, the Mahabharata and Ramayana, while paying attention to either epic's religious, social, and political contexts, performance, and development in Indian history.

REL 687. Priests, Warriors and Ascetics in Ancient India. (3 h)

Introduces students to the history, culture and religious traditions of ancient India by examining the overlapping practices, beliefs, ideologies, and gender representations of priests, warriors, kings, and ascetics.

REL 688. South Asian Women: Religion, Culture and Politics. (3 h)

This course examines the intersection of religion, race, and gender of South Asian women from a feminist and postcolonial perspective. This course is cross-listed as WGS 688.

REL 689. Islam in the West: Changes and Challenges. (3 h)

Explores issues of identity, ethnicity and religion within various Muslim communities living in western countries. A central goal is to understand how these communities negotiate the new environment and the challenges they face.

REL 690. Spec Topics in Religion. (1.5-3 h)

Religion topics of special interest. May be repeated for credit.

REL 691. Topics in East Asian Religions. (3 h)

Variable topics in the religions of China, Korea, and Japan. May be repeated if topic varies.

REL 692. Topics in First Peoples' Traditions. (3 h)

Variable topics in the religions of American Indian and Canadian First Nations. May be repeated for credit if topic varies.

REL 693. Topics in Religions of Africa. (3 h)

Variable topics in the religions of Africa or African diaspora. May be repeated for credit if topic varies.

REL 695. Exploring Interfaith Practice and Leadership. (3 h)

This online course on interfaith leadership invites students to consider how they might engage most effectively with people from a variety of religious backgrounds.

REL 696. Interreligious Encounters and Engagements. (3 h)

Surveys the history of dialogue activities among various religious communities and introduces the methods and theories of interreligious dialogues. Part of this class is interaction with local interfaith projects.

REL 700. Theory and Method in the Study of Religion. (3 h)

Explores the history of and methodological resources for the study of religion. Focus may vary according to the instructor, but the emphasis is on the ways religion has been defined, studied and interpreted over the last several centuries.

REL 701. Directed Reading. (1-3 h)

May be repeated for credit if topic varies.

REL 702. Directed Reading. (1-3 h)

May be repeated for credit if topic varies.

REL 703. Postmodern Perspective on Power, Symbolism and Performance. (3 h)

A critical examination of postmodern theories on the relationship between religion and culture.

REL 704. Conceptions of the Ultimate. (3 h)

A comparative study of religious conceptions of the ultimate (divine, sacred) within Eastern and Western traditions through a range of methodological lenses including phenomenological, philosophical, theological, and sociological.

REL 705. Research in Religion. (3 h)

Tools and methodologies applicable to research in religion. Fulfills the three hours in research methods that the religion department requires of first-year MA students.

REL 708. Religion Language & Symbol. (3 h)

An examination of the distinct use of language in religious discourse, with attention to theoretical understandings of human language, the variety of philosophical efforts to define the validity of religious language, and the role of metaphor and analogy in religious communication.

REL 709. Field Program in Religion and Public Engagement. (1-3 h)

Integrated study of major themes in religion and public engagement carried out in partnership with one or more communities off campus. Focus varies with instructor. On request.

REL 716. Old Testament Theology. (3 h)

Major motifs of revelation in the Old Testament; analysis of recent attempts to write Old Testament theology.

REL 718. Old Testament Exegesis. (3 h)

Detailed analysis and exegesis of selected portions of the Hebrew Bible. P-Biblical Hebrew.

REL 719. Old Testament Exegesis. (3 h)

Detailed analysis and exegesis of selected portions of the Hebrew Bible. P-Biblical Hebrew.

REL 720. The History of Biblical Interpretation. (3 h)

A detailed study of the history of biblical interpretation and hermeneutics.

REL 721. New Testament Theology. (3 h)

Delineation of an approach to New Testament theology as a whole, a consideration of the hermeneutical problem, and an examination of two or three themes in New Testament theology.

REL 723. New Testament Exegesis. (3 h)

Examination of selected portions of the Greek New Testament, with attention to the tools necessary for exegesis. P-Koine Greek.

REL 724. New Testament Exegesis. (3 h)

Examination of selected portions of the Greek New Testament, with attention to the tools necessary for exegesis. P-Koine Greek.

REL 726. Seminar in Early Christianity Studies. (3 h)

Intensive study of selected topics and texts in early Christianity studies.

REL 737. Figures and Traditions in Religious Ethics. (3 h)

Seminar course that examines the basic ethical works and theories of central figures in Western and non-Western traditions. Students engage in close readings of important texts in religious thought and morality and produce essays reflecting on the themes addressed by the authors.

REL 738. Seminar in Christian Social Ethics. (3 h)

Critical study of classic texts and figures in the history of Christian ethics and social thought.

REL 740. Seminar in the Sociology of Religion. (3 h)

Examination of selected classical and contemporary texts illustrative of the theories, methods, and purposes of the sociological study of religion.

REL 751. Theory and Practice of Pastoral Counseling. (3 h)

Study of counseling methodologies, psychotherapeutic techniques, personal development, and human behavior in terms of the implications for pastoral counseling.

REL 755. Clinical Pastoral Education. (3 h)

Clinical experience in pastoral care, including work in crisis situations, seminars, interdisciplinary clinical group sessions, formal pastoral counseling, urban ministry assignments, and participation in group therapy. (Both semesters must be completed.)

REL 756. Clinical Pastoral Education. (3 h)

Clinical experience in pastoral care, including work in crisis situations, seminars, interdisciplinary clinical group sessions, formal pastoral counseling, urban ministry assignments, and participation in group therapy. (Both semesters must be completed.)

REL 761. Seminar in Eastern Religion. (3 h)

Directed study in the selected areas of the religious traditions of the East.

REL 762. Literature of Ancient Judaism. (3 h)

Examination of the rabbinic writings (Mishnah, Tosefta, Talmud, Midrashim, Targumim, and the Liturgy), the Dead Sea Scrolls, The Old Testament Apocrypha and Pseudepigrapha, and the literature of Hellenistic Judaism (e.g., Philo and Josephus).

REL 763. Hellenistic Religions. (3 h)

Considerations of available source materials, questions of method, and bibliography related to such Hellenistic religions as the Mysteria, Hellenistic Judaism, and Gnosticism.

REL 766. Seminar in Christian History. (3 h)

Directed study of selected areas in the history of Christianity, including Baptist history.

REL 768. The Protestant and Catholic Reformations. (3 h)

Study of the origin and development of Reformation theology and ecclesiology.

REL 771. Religions in America. (3 h)

A study of religious traditions, events, and individuals shaping religious life in America. Attention is given to native religious, colonization, denominations, awakenings, religious liberty, the western movement, and the rise of the "American Self." The development of pluralism and the impact of immigration, civil rights, and "new religions" are also studied.

REL 775. Seminar in the History of Christian Thought. (3 h)

Intensive study of a selected period or movement in Christian theological history, with special reference to seminal persons and writings.

REL 780. Seminar in Theology & Lit. (3 h)

Intensive study of a single theologian in relation to a literary figure with a similar religious outlook, the aim being to investigate how literature and theology mutually invigorate and call each other into question. Representative pairings: Niebuhr/Auden, Barth/O'Connor, Tillich/Updike, Newman/Eliot, Kierkegaard/Percy. May be repeated for credit if the writers studied are different.

REL 781. Special Topics in Religion. (3 h)

An intensive, in-depth study of a selected issue in the study of religion. Focus varies with instructor. May be repeated if topic varies.

REL 791. Thesis Research I. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

REL 792. Thesis Research II. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

Faculty

Program Director Simeon Ilesanmi

Chair Lynn Neal

Associate Chair Mary Foskett

Professors Stephen Boyd, Jay Ford, Mary Foskett, Kenneth Hoglund,

Simeon Ilesanmi, Lynn Neal, Nelly van Doorn-Harder, Jarrod Whitaker

Associate Professors Lucas Johnston, Ron Neal

Associate Teaching Professor Tanisha Ramachandran

Assistant Professor Annalise Glauz-Todrank

Emeritus Professor Fred Horton

Religious Studies, MA

Degree Requirements

The M.A. in Religious Studies is a course intensive program that requires a total of 36 hours of coursework and the submission of a portfolio in the final semester of the program. At least 12 of the 36 hours in coursework must be in courses numbered 700 or above, and one of these courses must be "REL 700: Theory and Method in the Study of Religion." The remaining 24 hours may be in courses at either the 600-level or 700-level.

No less than one month before the end of their final semester, students must submit a final portfolio to a committee consisting of one professor of their choice and the graduate director. The final portfolio includes the student's resume, personal statement, a selection of 3 papers (at least 1 theoretical) from any graduate-level courses they have taken during their M.A. coursework, and a 12-15 page reflection paper that discusses their intellectual trajectory, engagement with theory and method, and personal growth across the 3 papers and the way in which the student's views of "religion," broadly defined, have developed. In addition, students will present and discuss their portfolio with their committee in a meeting lasting no longer than one hour. The portfolio will be graded pass/fail (with an option to resubmit) and the committee will consider its overall presentation, clarity of expression and purpose, depth of reflection, and

the student's articulation of what they have learned through their course of study.

Thesis Option

A thesis option may be pursued by students who wish to undertake substantial independent research and who are already thinking and writing in a succinct, analytical, and sophisticated manner. Permission to write a thesis to complete the M.A. in Religious Studies is dependent on submitting a thesis proposal that earns the approval of the graduate director and proposed primary thesis adviser. If no faculty member in the Department for the Study of Religions agrees to serve as Primary Adviser, then the student cannot write a thesis. Students writing a thesis must also form a thesis committee of 3 faculty (2 must come from the Department for the Study of Religions) and pass an oral defense of the thesis before the committee.

The M.A. in Religious Studies Thesis Option requires a total of 36 hours course work. At least 12 hours of coursework (not counting thesis research hours) must be in courses numbered 700 or above, and one of these courses must be "REL 700: Theory and Method in the Study of Religion." A further 18 hours may be in courses at either the 600-level or 700-level (not counting thesis research hours). The final 6 hours are to be taken as thesis research (REL 791 and REL 792), typically in the final semester of study. Students who write an M.A. thesis do not submit a portfolio for graduation.

Thesis Proposal

In order to write a thesis, the student must have a primary thesis adviser from the Department for the Study of Religions faculty, and a committee comprising two additional faculty in relevant areas of research (one of whom must also be a member of the Department for the Study of Religions). Students interested in writing a thesis to complete the M.A., are encouraged to seek out a primary thesis adviser before the end of their second semester in the M.A. program. To receive permission to write an M.A. thesis, the student must submit a well-researched thesis proposal in her or his third semester of study (by or before October 15th) that earns the approval of the graduate program director and the primary thesis adviser. The proposal must be 6-10 pages in length, with a clear synopsis of the thesis argument, proposed chapters, a timeline for chapter submission, and an annotated bibliography. If the student cannot demonstrate both their ability to pursue the thesis independently and that enough preparation has been done to lead to the successful completion of the thesis in the fourth semester, the advisory committee will withhold approval of the thesis option and the student will continue in the course intensive program that is the norm for the M.A. program. The decision to approve or not approve the thesis proposal will be made jointly by the Graduate Program Director and the primary thesis adviser by or before October 31st.

Thesis Length and Quality

The length of the thesis is to be decided between the student and the primary faculty adviser, but the department recommends no more than 100 pages. At minimum, the department expects that the thesis should be a publishable, article-length paper (35-50 pages) accompanied by substantial sources. It should be original work and can be a heavy reworking of a previous term paper or other research efforts. The thesis process culminates in an oral examination by a committee of at least three faculty members who must assess the thesis according to the normal guidelines (see Graduate Handbook).

Language Requirements

In addition to the University's requirements for the M.A., the Department for the Study of Religions strongly recommends and encourages proficiency in a foreign research language relating to the student's area of study, whether ancient or modern. Proficiency is normally a minimum of two years of work in a specific language at the university level or equivalent and may include, but not limited to, the following:

- Hebrew
- Greek
- Sanskrit
- Arabic
- Spanish
- French
- German
- Chinese
- Japanese

A second research language is not required, but may be advised depending on the student's area of study and their plans after graduation (i.e., whether or not they plan on pursuing a Ph.D.). For example, students working on the Hebrew Bible, New Testament, or Sanskrit literature may be advised to learn German (the German Department offers a reading course for graduate students most summers: GER 001: German for Science and Humanities).

For additional degree requirements, see Requirements for Degrees.

Statistics (STA)

Statistics (STA) Master of Science

Overview

The Department of Statistical Sciences offers the degree of M.S. in Statistics. The program is designed to accommodate both students seeking a terminal degree for work in industry as well as those seeking preparation for Ph.D. in Statistics or Biostatistics at another institution. The degree requirements are flexible and permit both thesis and coursework programs of study, with opportunities to engage in research as well as data analysis competitions.

Programs

- Statistics, MS
- Data Science, Certificate

Courses

STA 610. Probability. (3 h)

Distributions of discrete and continuous random variables, sampling distributions. Covers much of the material on the syllabus for the first actuarial exam. This course is cross-listed as MST 657.

STA 611. Statistical Inference. (3 h)

Derivation of point estimators, hypothesis testing, and confidence intervals, using both frequentist and Bayesian approaches. P-STA 610 or MST 657 or POI.

STA 612. Linear Models. (3 h)

Theory of estimation and testing in linear models. Topics include least squares and the normal equations, the Gauss-Markov Theorem, testing general linear hypothesis, model selection, and applications. P-STA 610 or MST 657, or POI.

STA 652. Networks: Models and Analysis. (3 h)

A course in fundamental network theory concepts, including measures of network structure, community detection, clustering, and network modelling and inference. Topics also draw from recent advances in the analysis of networks and network data, as well as applications in economics, sociology, biology, computer science, and other areas.

STA 662. Multivariate Statistics. (3 h)

Multivariate and generalized linear methods for classification, visualization, discrimination, and analysis.

STA 663. Introduction to Statistical Learning. (3 h)

An introduction to supervised learning. Topics may include lasso and ridge regression, splines, generalized additive models, random forests, and support vector machines. Requires prior experience with R programming.

STA 664. Computational and Nonparametric Statistics. (3 h)

Computationally intensive methods to fit statistical models to data. Topics include simulation, Monte Carlo integration and Markov Chain Monte Carlo, sub-sampling, and nonparametric estimation and regression. P-MST 657 or POI.

STA 668. Time Series and Forecasting. (3 h)

Methods and models for time series processes and autocorrelated data. Topics include model diagnostics, ARMA models, spectral methods, computational considerations, and forecasting error. P-STA 610 or MST 657, or POI.

STA 679. Advanced Topics in Statistics. (1-3 h)

Topics in statistics not considered in regular courses or which continue study begun in regular courses. Content varies.

STA 682. Readings in Statistics. (1-3 h)

Reading in statistical topics to provide a foundational basis for more advanced study in a particular area. May not be used to satisfy any requirement in the MA degree with thesis. No more than three hours may be applied to the requirements for the MA degree without thesis. May be repeated for credit for a total of 3 hours.

STA 683. Individual Study. (1-3 h)

A course of independent study directed by a faculty adviser. By prearrangement.

STA 710. Stochastic Processes and Applications. (3 h)

This course includes the axiomatic foundations of probability theory and an introduction to stochastic processes. Applications may include Markov chains, Markov Chain Monte Carlo with Metropolis-Hastings, Gibbs sampling, Brownian motion, and related topics, with an emphasis on modern developments. This course is cross-listed as MST 757. P-STA 610 or MST 657 and MST 611 or POI.

STA 711. Advanced Statistical Inference. (3 h)

Advanced mathematical treatment of point estimators, hypothesis testings, and confidence intervals, using both frequentist and Bayesian approaches. P-STA 610 or MST 657, or POI.

STA 712. Generalized Linear Models. (3 h)

Extensions of the classical linear model to cover models for binary and count data, ordinal and nominal categorical data, and time-to-event data, along with numerical maximization techniques needed to fit such models. Additional topics may include longitudinal data, the Expectation-Maximization algorithm, non-linear models, or related topics. P-STA 612 or POI.

STA 720. Bayesian Analysis. (3 h)

Fundamental concepts, theory, and computational methods for Bayesian inference. Topics may include decision theory, evaluating Bayesian estimators, Bayesian testing and credible intervals, Markov chain Monte Carlo methods, and hierarchical models. P-STA 610 or MST 657, or POI.

STA 779. Topics in Statistics. (3 h)

Topics vary by instructor. May be repeated for credit.

STA 791. Thesis Research. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory. P-POI.

STA 792. Thesis Research. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory. P-POI.

Faculty

Program Director Dan Beavers

Chair Rob Erhardt

Professors Kenneth Berenhaut

Associate Professors Dan Beavers, Robert Erhardt, Staci Hepler

Assistant Professors Leonardo Cella, Ciaran Evans, Sarah Lotspeich, Lucy

D'Agostino McGowan, Emily Huang, Sneha Jadhav

Statistics, MS

Degree Requirements

The requirements for the MS degree are met by completing four required courses, and by selecting either the thesis option or the coursework option and completing those specific requirements. The four required courses of all students are:

Code	Title	Hours
STA 612	Linear Models	3
STA 710	Stochastic Processes and Applications	3
STA 711	Advanced Statistical Inference	3
STA 712	Generalized Linear Models	3

Thesis Option

If a thesis is written, 30 semester hours of coursework, including STA 791, STA 792 and at least four additional 3-hour courses numbered above 700 (which includes STA 710, STA 711, and STA 712) are required for the MS degree.

Coursework Option

If a thesis is not written, 36 semester hours of coursework, including at least four 3-hour courses numbered above 700 (which includes STA 710, STA 711, and STA 712), are required for the MS degree. STA 791 and STA 792 cannot be counted as part of this coursework.

With the approval of the Graduate Committee, graduate courses outside of STA may be taken in related areas to fulfill requirements; however, no more than 9 such hours may count towards the MS degree.

For additional degree requirements, see Requirements for Degrees.

Sustainability (SUS)

Master of Arts

Overview

This innovative and distinctive one-year program combines social sciences, humanities, natural sciences, management and law. Courses taught will include guest lecturers and off-site facility visits. As a result, students will have unparalleled opportunities to engage with professionals beyond the Wake Forest campus. In addition to completing the four core courses, students will engage with organizations outside of the classroom through the completion of a two-credit practicum in Applied Sustainability as well as through course electives. In the summer following the second semester, students will complete a research thesis or internship.

The program's mission is to educate the next generation of leaders in sustainability and place them where they can be most effective. We provide students with a high caliber education and prepare them to enter the workforce or create new ventures to address the social, economic and environmental demands in their respective fields. We educate students to be change agents and develop a vision for ways to invest in and contribute to creating a sustainable future. The program expands Wake Forest's commitment to sustainability and creates opportunities for faculty members to direct their teaching and scholarship toward sustainability-related topics. The multidisciplinary program strengthens collaboration among the different schools at Wake Forest University and the greater communities of business, government agencies, and non-government organizations.

Candidates do not share a typical background nor are they required to have completed specific prerequisites prior to matriculation. The profile of a candidate will typically take the form of an accomplished mid-career professional seeking to re-orient or supplement their career with deep expertise in the field of sustainability, or a recent undergraduate from an accredited institution of higher education. The integrated curriculum of our programs prepares students to join the vanguard of the sustainability movement, which is generating extensive and diverse opportunities for graduates in both large and small private business, as well as in NGOs, and government bodies. Candidates for the degree will explore and inform their calling in sustainability and add value to their professional endeavors while simultaneously satisfying the urgent societal need for highly knowledgeable leaders in the field of sustainability.

Programs

- Sustainability, MA
- Sustainability, JD/MA
- Sustainability, MDiv/MA
- Sustainability, Certificate

Courses

SUS 600. Communications Workshop. (1 h)

Effective, persuasive communication requires clarity, engaging language, sound reasoning, and an informed appreciation of audience. To that end, this workshop seeks to equip students as change agents that can effectively articulate a vision for ways to invest in and contribute to creating a sustainable future. Specifically, the Communication Skills Workshop teaches you how to apply such concepts to forms of written (e.g., memos) and oral (e.g., PowerPoint presentations) communication typically found in business and non-profit organizational settings. The workshop includes numerous interactive lessons that focus on the essentials of dynamic and economical writing, argument and evidentiary analysis, engaging and well-researched oral presentations, and audience adaptation.

SUS 601. Professional & Leadership Skills. (1 h)

This workshop will support students in understanding and developing the skills required to be thought leaders in the sustainability field. Learning will focus on leadership skills required to create meaningful change in various organizational settings. Topics include influencing others, collaborating in teams, managing conflict and working across cultures. To enhance self-awareness we will employ self-assessments and the creation of a program-long development plan.

SUS 602. Scientific Literacy. (1 h)

In this course we will focus on the nature of scientific inquiry, and explore how it is pursued, reported, and applied. In particular, we will focus on the intersection of climate science and the scientific study of attitudes/beliefs about climate science. We will also explore the projected impacts on and policy responses from the state of North Carolina.

SUS 603. Natural Capital Valuation and Ecosystem Services. (1 h)

This workshop introduces the concept of Ecosystem Services and Natural Capital Valuation in theory and practice. It focuses broadly on the concept of natural capital and the process of valuing ecosystem services, and more closely on how the process is working at multiple scales in policy, markets and projects. Ecosystem services is a new and rapidly growing field that crosses science, policy and management. Practitioners have varied expertise; from spatial modelers, research scientist, and economists, to policy makers and social scientists. We will cover some of the historical development and current state of the ecosystem services markets specifically for carbon and water. Critical spatial tools of GIS and spatial modeling of ecosystem services are also introduced.

SUS 691. Special Topics. (1-3 h)

Examination of topics not covered in the regular curriculum.

SUS 694. Internship. (1-4 h)

Internships are available for a student who has completed one year of graduate study and desires experience working in the private sector or a nonprofit or government agency. Internships typically take place during the summer months and last for three months, although the timing and duration may be adjusted to satisfy each student's needs and the type of internship available. Credit hours are adjusted based on the length of the internship. The student receives a written evaluation from the host organization mentor and is required to submit a written report of his/her work. May be repeated for up to 4 credits.

SUS 695. Individual Study. (1-3 h)

Opportunity to pursue a topic covered in a regular course in greater depth or topics relevant to the student's field of concentration. Usually involves extensive reading and tutorial sessions with a faculty supervisor. Written papers may be required. May be repeated for up to 6 credits.

SUS 701. Global Human Systems. (3 h)

Sustainability is a human term with context specific connotations—in other words deployments of the term in the public sphere often tell us more about the perceptions and values of those utilizing the term than they do about what is central to achieving sustainability. In this course we will interrogate the ways in which uses of this human term intersect with earth systems and politics. Students will gain a basic understanding of earth systems science, gather historical data related to human impacts on earth systems, and study human values as they relate to the other-than-human entities with which they share their habitats. Fundamentally, the goal of this course is to go beyond the traditional disciplinary divides (natural science, social sciences, and humanities), to begin to sketch the outlines of each of these areas while highlighting important convergences and differences.

SUS 702. Sustainable Organizational Mgt. (3 h)

Are organizations part of the problem or part of the solution – or both? What practices will produce desirable organizational outcomes and improve the environment? This course will provide information to address these questions. It will include an overview of the presence and impact of sustainable practices in private and public sector organizations. The course information and experiences will equip participants with the ability to think critically about the trade-offs inherent in the relationship between certain organizational decisions and sustainability best practices.

SUS 703. Natural Science for Sustainability. (3 h)

Students will explore qualitative and quantitative chemical and physical aspects of sustainability for waste, water, air, and energy. The course provides an in-depth scientific understanding of the most important nonrenewable and renewable energy sources. Students will study the world's present and future energy needs, focus on energy production, consumption, and environmental impact, and explore ways in which these principles relate to sustainability. The sustainability and environmental trade off of different energy systems will be studied.

SUS 704. Environmental Law & Policy. (3 h)

To understand how we can move toward sustainability domestically and abroad, we must understand how and why law and policy are developed, challenged, and changed. This course will look at the historical development of environmentalism and the movements that provided the impetus for modern environmental legal regimes, as well as case studies illustrating contemporary environmental issues. We will cover common law and statutory remedies for private citizens, principles of federalism and separation of powers, agency rulemaking, the role of the judiciary in environmental law and policy, and international environmental law. Each case study in this course will emphasize one of the major U.S. environmental statutes, so that upon completion of the course you will not only have a foundation in law and policy processes but also a familiarity with the most significant U.S. statutory schemes.

SUS 705. Applied Sustainability 1. (2 h)

This course will introduce you to the practice of building sustainable systems in today's world. In it you should improve your ability to understand design principles for sustainability, assess sustainability actions of organizations at all levels, use different frameworks to track and assess sustainability, and apply your skill in effectively managing change. The objective of this course is for us to learn how to advance sustainability today, see what might be done in the future, and identify opportunities that exist for each of us. We will use a variety of learning experiences, including site visits, group presentations and in class presentations by outside leaders.

SUS 706. Applied Sustainability: Creativity and Impact. (2 h)

Applied Sustainability is crafted to experience sustainability in action through Human Centered Design. Human Centered Design is a philosophy, a set of abilities, a set of mindsets, and a set of practices that proves invaluable in addressing the sustainability issues of our time. This way of working is a making based approach to problem solving and solution development. You will apply and practice the mindsets and abilities of design in different scenarios and different scales to address sustainability problems, and develop and build on new to the world ideas. This class is project oriented and team based. This course as a journey culminates with a client/community based sustainability practicum. Overall, this class emphasizes new ways of approaching work and life.

SUS 710. Sustainable Urban Planning and the Built Environment. (3 h)

This course will explore the tenets of sustainable construction and high performance building practices and prepare students for the U.S. Green Building Council's LEED Green Associate Exam. LEED, or Leadership in Energy & Environmental Design, is a certification program that recognizes best-in-class building strategies practices. Sustainable architecture and construction seeks to minimize the negative environmental impact of buildings by efficiency and moderation in the use of materials, energy, and development space. This course widens the conversation to include how buildings and other community planning impacts urban environments. The focus of this planning is to satisfy construction and design goals with sustainable outcomes.

SUS 715. Environmental Sustainability in a Global Context. (2 h)

Students will develop practical problem-solving skills that address the challenges of climate change in an international context. This experiential learning course employs a variety of interdisciplinary approaches to explore concepts related to climate change adaptation. Students will interact with practitioners and stakeholders in various economic and political sectors to develop a group client-based project that supports real policy and management decisions on sustainable practices. Students will have the opportunity to travel internationally to visit affected areas and meet with government officials, researchers, conservationists, and economic planners. This course offers students a firsthand opportunity to conduct field research, hone interviewing practices, draft policy reports, and engage clients.

SUS 720. Sustainability Practices & Policy in a National Context. (1 h)

This seminar is designed specifically for graduate students in sustainability, students who are early and mid-career professionals looking to transition into careers in sustainability or environmental protection through business, government, NGOs, policy institutes or non-profits. Students will hear from and meet with a range of experts in climate change and sustainability, learn about the work they do and get a clear understanding of the challenges they face (practically and politically) and the impact they can have. This seminar will model possible career paths and provide networking opportunities.

SUS 791. Thesis Research. (1-4 h)

Research directed toward fulfilling the capstone requirement. May be repeated for up to a total of 4 credits.

Faculty

Program Director Ron Von Burg
 Professors Miles Silman, John Knox, Dick Schneider
 Associate Professor David Phillips
 Assistant Teaching Professor Rowena Kirby-Straker
 Professor of Practice Scott Schang
 Affiliate Faculty Jon Clift, Michael Curley, Rebecca Dickson, Norm Fraley,

Cassie Freund, Stan Meiburg, Elizabeth Pierce, Charlie Schwarze, Linda Whited

Sustainability, MA

Degree Requirements

Students are required to complete a minimum of 30 credit hours from the following courses:

Code	Title	Hours
SUS 600	Communications Workshop	1
SUS 601	Professional&Leadership Skills	1
SUS 602	Scientific Literacy	1
SUS 603	Natural Capital Valuation and Ecosystem Services	1
SUS 701	Global Human Systems	3
SUS 702	Sustainable Organizational Mgt	3
SUS 703	Natural Science for Sustainability	3
SUS 704	Environmental Law & Policy	3
SUS 705	Applied Sustainability 1	2
SUS 706	Applied Sustainability: Creativity and Impact	2
Select 6 credit hours of electives		6
SUS 694 or SUS 791	Internship Thesis Research	4
Total Hours		30

For additional degree requirements, see Requirements for Degrees.

Dual Degrees

- Bioethics, BA/BS & MA Five Year Program
- Bioethics, JD/MA
- Bioethics, MD/MA
- Bioethics, MDiv/MA
- Computer Science, BS & MS Five Year Program
- Counseling, MDiv/MA
- Education, MDiv/MAED
- MD/PhD
- PhD/MBA
- Religious Studies, JD/MA
- Sustainability, JD/MA
- Sustainability, MDiv/MA

Bioethics, BA/BS & MA Five Year Program

(Available to WFU undergraduate students)

Program Co-Directors Nancy King and Ana Iltis

Overview

Sponsored by Wake Forest College and the WFU Graduate School of Arts & Sciences, the Bachelor of Arts/Sciences & Master of Arts in Bioethics can be completed in as little as 5 years (10 semesters + 1 summer). By allowing students who are admitted to the program to begin graduate

bioethics coursework while enrolled through the College, students are able to earn two degrees in less time than it would take to earn the two degrees separately.

Undergraduate students must complete all requirements for the undergraduate program, including major, minor, and general requirements (generally, 120 credit hours). Students who are in a position to complete the 120 credit hours required for the undergraduate degree in fewer than the typical four years and are accepted into the five year program may take up to nine credit hours of graduate level bioethics courses while they are enrolled in the College. The Graduate School will accept those credit hours toward the Master of Arts in Bioethics degree if they are above and beyond the minimum 120 hours required to receive a BA/BS. The graduate credit hours earned toward the MA degree during the undergraduate years may not be part of the 120 credit hours required for the undergraduate degree.

Students accepted to the program spend their first four years full-time in the College, followed by a year or more in the bioethics program. The year typically will consist of two semesters plus a summer for students who complete at least six hours of transferable graduate work during their undergraduate years. Because students must complete all of the requirements for the undergraduate degree independently of their Bioethics coursework, students receive their BA/BS degrees when they complete their BA/BS graduation requirements. The MA is awarded separately after completion of the MA requirements. The five year program requires undergraduates to enroll in 700-level bioethics courses. As part of their acceptance into the program, all accepted students will meet criteria for enrollment of undergraduate students in graduate courses.

Typically, students interested in the BA/BS & MA in Bioethics apply no later than the spring semester of their junior year. Students should alert the Associate Director of the Bioethics Graduate Program of their intent to apply and follow the usual procedures for making an application for admission to a graduate program at the Graduate School of Arts & Sciences. The Graduate Record Examination (GRE) is optional. Only students in good academic standing according to the standards of Wake Forest College should apply.

To remain in the program, students must remain in good academic standing with both Wake Forest College and the Graduate School of Arts & Sciences.

Degree Requirements

The degree requires 30 credit hours; 24-26 hours of coursework with an average grade of B or above plus either 4 hours of capstone project OR 6 hours of thesis research. At least 12 of the 24 hours must be in courses numbered 700 or above. The remaining 12-14 hours may be in either 600 or 700 level courses. All work must be completed within six years of the date of initial enrollment in the graduate program.

For additional degree requirements, see Requirements for Degrees.

Bioethics, JD/MA

Program Co-Directors Nancy King and Mark Hall

Overview

Under the joint auspices of the Wake Forest University School of Law and the Graduate School of Arts and Sciences, the JD/MA in Bioethics facilitates an interdisciplinary and comparative study of law and

bioethics and encourages students whose academic or career interests require gaining competence in both disciplines. By allowing some law courses to count as electives toward the MA degree, as well as by allowing some graduate bioethics courses to count among the elective credits permitted within the JD curriculum, students are able to earn the dual degree in less time than it would take to earn the two degrees separately. The student in the JD/MA divides their time between the School of Law and the Bioethics Graduate Program and benefits not only from an array of course offerings from both curricula, but also from the social and general intellectual life of both academic programs.

Degree Requirements

Students may receive the dual degree in as little as seven semesters, usually registering with the School of Law for six semesters and with the Graduate School for at least one semester. The dual degree grants 12 hours of law credit for bioethics coursework and 6 hours of bioethics credit for law coursework. Typically, students spend their first year full-time in the law school, complete 12 bioethics hours during their 2nd and 3rd years of law school, and enroll for one semester full-time in the Bioethics program to complete an additional 6-8 hours of bioethics coursework plus 4 hours capstone project OR 6 hours of thesis research.

For additional degree requirements, see Requirements for Degrees.

Admissions

Admission to the dual JD/MA program is a two-tiered process. Students interested in the program must apply separately to the School of Law and the Graduate School of Arts and Sciences and be accepted for admission by both schools. These applications do not need to be simultaneous, but they should indicate their intent to be considered for the dual degree program on their respective applications to the School of Law and the Graduate School. Alternatively, students may submit a separate application to enroll in the dual degree program if already admitted to either School. In order to be considered eligible for admission, the JD/MA candidate must complete Law School admission requirements for standardized test (currently, the Law School Admission Test (LSAT) or Graduate Record Examination (GRE)). Final decision about admission to the program is made by a joint committee of the JD/MA program. Students should consult the prospectuses of both schools for information about tuition and financial assistance.

To continue in the program, students must remain in good academic standing in both the School of Law and the Graduate School of Arts & Sciences.

Bioethics, MD/MA

Program Co-Directors Nancy King and Mark Hall

Overview

The Wake Forest University School of Medicine and Graduate School of Arts and Sciences offers a dual degree program, Doctor of Medicine (MD) and Master of Arts in Bioethics (MA). The program's objective is to facilitate an interdisciplinary and comparative study of bioethics and medicine, and to encourage students whose academic or career interests require gaining competence in both disciplines. Students are able to earn two advanced degrees in less time than it would take to earn the two degrees separately.

The dual degree program in bioethics and medicine signals the commitment of both the School of Medicine and the Graduate School

of Arts and Sciences to interdisciplinary collaboration and learning.

By spending their time in both the Medical School and the Bioethics Graduate Program, students benefit not only from an array of course offerings from both curricula, but also from the social and general intellectual life of both academic programs.

Students accepted to the MD/MA in Bioethics dual degree program spend four full years in medical school and one year in the Bioethics Program. After completing initial clerkships in third year OR after initial rotations of the fourth year of medical school curriculum, students enroll in the MA in Bioethics program from August-August and then return to the School of Medicine to finish their medical school curriculum. The students in the five year program will complete their MA in Bioethics and have the degree conferred at the conclusion of the time (11 ½ months) in the bioethics program.

Degree Requirements

The bioethics requirements of the MD/MA in bioethics dual degree are 24-26 hours of (bioethics) coursework and either 4 hours capstone project OR 6 hours of bioethics thesis research. At least 12 of the 24 hours must be in courses numbered 700 or above. The remaining 12-14 hours may be in either 600 or 700 level courses.

For additional degree requirements, see Requirements for Degrees.

Admissions

Admission to the MD/MA in Bioethics dual degree program is a two-tiered process. Students interested in the program must apply separately to the School of Medicine and the Graduate School of Arts and Sciences and be accepted for admission by both schools. Application to the Graduate School of Arts and Sciences should be made after notifying the appropriate individuals in the School of Medicine to discuss and receive approval for a leave of absence if accepted in the MA in Bioethics Graduate program. The applicant will have already taken the Medical College Admission Test (MCAT). In order to be considered eligible for admission to the dual degree program, the applicant will provide their MCAT scores as part of the Graduate School/bioethics application. Students should consult the prospectuses of both schools for information about tuition and financial assistance.

To continue in the program, students must remain in good academic standing under the minimum standards of both the School of Medicine and the Graduate School of Arts & Sciences.

Bioethics, MDiv/MA

Program Co-Directors Nancy King and Mark Hall

Overview

Sponsored by the Wake Forest University School of Divinity and the Graduate School of Arts & Sciences, the MDiv/MA in Bioethics facilitates an interdisciplinary conversation between theology and bioethics and provides resources for students whose vocational aims require knowledge and/or competence in both disciplines.

The MDiv/MA can be completed in as little as seven semesters. A student typically completes two and one-half years of work (five semesters) primarily in the School of Divinity. The final two semesters are completed in the Bioethics Graduate Program but with some electives taken in the School of Divinity. Shared courses are dual degree appropriate, selected

from a list of courses agreed upon by the School of Divinity and the Bioethics Graduate Program.

Degree Requirements

A MDiv/MA Bioethics student earns 61 credit hours from the Divinity program, 26 credit hours from the Bioethics program (including either 4 credit capstone or 6-credit thesis requirement), and 4-6 elective credit hours from either program.

For additional degree requirements, see Requirements for Degrees.

Admissions

Admission to the dual degree program is a two-tiered process. Interested students must apply separately to the School of Divinity and the Graduate School of Arts and Sciences and be accepted for admission by both schools. These applications do not need to be simultaneous, but students should indicate on each application their desire to be considered for the dual degree program. Applications are reviewed separately by each program's admissions committee. Alternatively, students may submit a separate application to enroll in the dual degree program if already admitted to either School. Typically, students make application to the dual degree program by the time they complete one semester in either School. A joint admissions committee composed of members from both schools makes final admissions decisions. The joint committee also oversees and reviews admissions policies for the dual degree. The Graduate Record Exam (GRE) is optional for applications to the Bioethics Graduate Program. The School of Divinity recommends, but does not require, GRE scores.

Students are required to follow the student handbook of the school through which they are enrolled. To continue in the program, a student must remain in good academic standing with both the School of Divinity and the Graduate School of Arts and Sciences.

Computer Science, BS & MS Five Year Program

(Available to WFU undergraduate students)

Program Director Samuel S. Cho

Overview

This program allows Wake Forest University undergraduates pursuing a B.S. degree in Computer Science to also complete an M.S. degree in Computer Science with one additional year of study. Admitted students begin computer science graduate coursework during their senior year, complete an approved internship the following summer, and then finish the remaining graduate coursework the following academic year. This program provides a unique combination of computer science graduate coursework and experiential learning in a professional setting, and it is an excellent option for students seeking a more industry-oriented career.

Applicants must be enrolled in and complete the B.S. degree in Computer Science at Wake Forest University. Students must apply for admission before the spring semester of their junior year and only after completing eighteen hours in the major that must include:

Code	Title	Hours
CSC 241	Computer Systems	4
CSC 201	Data Structures and Algorithms	3

MTH 121	Linear Algebra I	3
or MTH 205	Introduction to Linear Algebra and Differential Equations	

Applicants must have a major and overall GPA of 3.25 or better at the time of application and undergraduate graduation. In addition, applicants must provide three recommendation letters (submitted via the Graduate School), two of which must be from Wake Forest University computer science faculty. The Graduate Record Examination (GRE) is not required for admission.

Degree Requirements

In addition to completing the requirements for the B.S. degree in Computer Science (this includes completion with a major and an overall GPA of at least 3.25), the program requires the completion of thirty-three semester hours of graduate coursework. The coursework must include the twelve-hour core consisting of:

Code	Title	Hours
CSC 631	Software Engineering	3
CSC 641	Operating Systems	3
CSC 702	Theory of Computation	3
CSC 721	Theory of Algorithms	3
Total Hours		12

Given the short duration of this program, the thirty-three hours of graduate coursework will be completed as follows: Admitted students must enroll in at least nine hours of computer science graduate coursework during their senior year. Students must also complete six hours of approved computer science graduate internship coursework during the summer following the completion of their undergraduate degree. The remaining eighteen hours of coursework will be completed during the next academic year and are selected from computer science graduate courses with at least three of these hours from 700-level courses. Note the following courses cannot be used to complete this program:

Code	Title	Hours
CSC 791	Thesis Research I	1-9
CSC 792	Thesis Research II	1-9
CSC 795	Project	3

For additional degree requirements, see Requirements for Degrees.

Counseling, MDiv/MA

Program Co-Director (*Counseling*) Bob Nations
Program Co-Director (*Divinity*) Mark Jensen

Overview

Students in the dual degree program will spend the first two years of the four-year program in the Divinity School. The second two years of the dual degree program will be spent satisfying the requirements of the Master of Arts degree in the on-campus program.

Degree Requirements

MDIV Program

First Two Years. The School of Divinity's regular Program of Study requires 50 hours of required courses and 28 hours of general electives

for a total of 78 hours. The program of study for dual degree students would include 47 hours of required courses (with the internship met in CPE) and a minimum of 6 hours of electives in the School of Divinity. The remaining elective credits for the MDiv are satisfied by CNS courses in the second two years.

MA Program

Second Two Years. The Department of Counseling's Program of Study requires 42 hours of Core Courses, 9 hours of Clinical Courses, and 9 hours in a Program Specialty Area for a total of 60 hours. The program of study for dual degree students would be the same as those students in the Counseling Program.

Upon successful completion of the counseling program, students will receive both the Master of Divinity and the Master of Arts degrees.

For additional degree requirements, see Requirements for Degrees.

Admissions

Admission to the dual degree program is a two-tiered process. Up to three students per year will be admitted. Applicants must be accepted for admission by both the Graduate School and the Divinity School. Applicants are required to submit a separate application to each school by January 15. Applications for the Counseling Program are submitted through the Graduate School of Arts and Sciences at <http://graduate.wfu.edu>. Applications for the Divinity School are submitted directly to the Divinity School at <http://www.wfu.edu/divinity> (<http://www.wfu.edu/divinity/>).

Education, MDiv/MAED

Program Director Leah McCoy

Overview

The School of Divinity and the Graduate School offers a dual degree that:

1. promotes interdisciplinary conversation between theological education, public education, and community engagement; and
2. provides students pathways for developing skills and acquiring competencies necessary for achieving excellence in careers where religious leadership and education intersect.

These degrees provide distinctive vocational perspectives and opportunities not available separately in the education or divinity degree programs.

The dual degree curriculum includes foundational requirements from both divinity and education. It is estimated that the time required to complete the dual degree is seven semesters and two summer sessions. Integrative components include an education internship in a context approved by the Master of Arts in Education program in conversation with the School of Divinity's Art of Ministry (internship) director and a capstone requirement that either through research or an advanced internship encourages students to consider connections between the two fields of study. Advisers from both degree programs work with students to determine an elective course strategy that most effectively prepares each student to succeed as a religious leader who is also a public educator.

Typical Program Outline:

Year	Fall	Spring	Summer
One	Divinity	Divinity	Education (12 hrs)
Two	Mainly Education	Education	Education (6 hrs)
Three	Divinity	Divinity	
Four	Divinity		

Note: Year Two and Year Three are interchangeable.

Admissions

Candidates for the dual degree must apply both to the Graduate School of Arts and Sciences and the School of Divinity, following the admissions' requirements of the respective programs, and be accepted to each program. A joint committee consisting of faculty/staff representatives both from divinity and education will make final determinations about an applicant's suitability for the dual degree.

MD/PhD

Program Director Christopher Whitlow

Overview

An MD/PhD dual degree offers graduates outstanding opportunities in the new era of biomedical research of the 21st century. The invaluable perspective of an MD/PhD graduate positions the physician scientist as a crucial link in translating scientific research into improving human health and reducing disease.

With the increasing sophistication of research tools, MD's without extensive formal research training rarely have the depth of knowledge needed to progress rapidly as a research scientist. The increasing pace of research, the need for knowledge in specific techniques, and the competition in funding have made it more difficult for MD clinicians to succeed in a research-intensive career. Optimal training is provided by combining an MD with a PhD academic program.

The MD/PhD program, a combined effort between the School of Medicine and the Graduate School of Arts and Sciences, is an integrated program where neither the MD nor the PhD degree is compromised. The student gains the full perspective for identification and analysis of problems related to human health while receiving rigorous training in a basic or translational research discipline—training which provides the depth of knowledge of scientific logic and techniques for an effective, exciting, and successful career in medical research.

The program seeks outstanding students who have already shown aptitude and enthusiasm for research.

Structure of the Program

The duration of the program typically is seven years. During the summer before entry into medical school, beginning in early June, students attend an orientation program to introduce faculty and available research opportunities. An eight-week research rotation is conducted with a selected member of the participating graduate faculty. This research rotation (and subsequent ones, if needed) familiarize students with faculty and their fields of expertise; usually one of these faculty are chosen as the student's graduate (PhD) advisor.

Years One and Two. The first two academic years are spent as a medical student. Phase I (seven months) introduces core biochemical knowledge, including development and structure of the human body

(gross, microscopic, embryological, and radiological anatomy) and basic cellular functions (biochemistry, molecular biology and genetics, immunology, introduction to pathology).

Phase II (months 8-20) includes courses in systems pathophysiology (physiology, pharmacology, microbiology and pathology), and a two-month period for a second rotation in a lab of the selected graduate program in the summer after the first year.

Medicine as a profession, clinical decision making, and epidemiology studies are included in both Phases I and II.

During these years, the student usually attends a graduate seminar course. The seminar meets once a week and provides a continuing in-depth introduction to the chosen graduate discipline in addition to social and intellectual contact with other graduate students and faculty.

If possible, the student chooses a graduate adviser by the end of Phase II of the medical curriculum. Otherwise, the summer after Phase II may be used for another laboratory rotation, prior to choosing an adviser.

At the beginning of year three students will remain with their medical school class for a three month clinical experience. These three months are spent learning basic clinical skills on internal medicine rotations and introduce the students to the practice of medicine providing basic skills in completing the history and physical exam experience during the graduate school years in an out-patient clinic. These three months of training will also increase the flexibility for returning to medical school upon completion of the graduate degree. After completion of the three clinical months the students will then join the graduate school with the new cohort of graduate students.

Years Three through Five: During the graduate school years, the student participates in a monthly outpatient clinical experience. Students rotate at a clinic for the underserved, working with faculty and private practice physicians. Participation in this clinic not only helps to maintain clinical skills but gives the student experience with balancing research and clinical responsibilities.

The third year is spent taking advanced basic science courses and conducting research. Didactic coursework is intended to supplement the biomedical knowledge base built in the medical school curriculum. Program or departmental courses also provide a more discipline-specific focus and, therefore, depend on the chosen graduate program.

The duration of the dissertation research may vary but typically is completed in years three-to-five and, if needed, a portion of year six. The PhD dissertation is completed and defended prior to returning to clinical studies.

Years Six and Seven. The student completes eighteen months of required clinical rotations (Phase III of the clinical curriculum) which include internal medicine, surgery, pediatrics, obstetrics, women's health, neurology, psychiatry, radiology, anesthesiology, family and community medicine, and emergency medicine. Four months of elective time are spent in other clinical experiences or may be used for completion of graduate studies prior to returning to the medical curriculum. This part of the schedule is tailored to the individual student with the approval of the graduate advisor, MD/PhD program director, and the Associate Deans for medical education and student services.

Conferring of Degrees. The PhD degree is conferred in the semester in which all requirements for that degree are met. The MD degree shall be awarded upon completion of the program.

Participating Graduate Programs

- Track 3 - Biology
- Track 4 - Molecular and Cellular Biosciences:
 - Biochemistry and Molecular Biology
 - Cancer Biology
 - Microbiology and Immunology
 - Molecular Medicine and Translational Science
 - Molecular Genetics and Genomics
- Track 5 - Integrated Physiology and Pharmacology
- Track 6 - Neuroscience
- Track 7 - Biomedical Engineering

Mechanism of Application

Both the School of Medicine and the Graduate School evaluate the applicant's credentials. The MCAT is the required standardized test for all applicants.

Initial application is through the American Medical College Application Service (AMCAS). When the School of Medicine receives AMCAS applications, students are sent supplemental forms for application to the School of Medicine. The applicant should indicate interest in the combined MD/PhD program on the supplemental application. The School of Medicine supplemental packet requests an evaluation by the applicant's premedical advisory committee. For the MD/PhD program, the applicant should also include letters of evaluation specifically addressing his or her research experience and abilities.

This is a highly competitive, limited program. Students who matriculate receive tuition scholarships throughout the program. In addition to outstanding grades and MCAT scores, the applicant should provide evidence of enthusiasm and aptitude for research, with prior research experience beyond that of college courses. This is an important factor in evaluation of the application.

After the supplemental application packet, MCAT scores, and letter(s) of evaluation are received, the completed application is reviewed by the committees on admissions of the MD/PhD program. A small percentage of applicants are then asked to visit the University for interviews from October through March.

PhD/MBA

Program Director Dwayne Godwin

Overview

In addition to intensive doctoral training, the PhD/MBA program incorporates core knowledge of business and managerial skills to provide the student with a marketable, competitive advantage, whether the student finds employment in industry or academia. Graduates choosing to pursue a traditional tenure-track faculty position will have the managerial and business training to initiate and operate their own research laboratories and to collaborate more effectively with the private sector. Graduates choosing a non-traditional career path will be prepared to exercise their research training in management positions in the pharmaceutical industry, private foundations, government agencies, or university research and technology transfer offices.

Structure of the Program

The program is a synthesis of curricula from the Graduate School and the Evening MBA Program of the Wake Forest University School of Business, with specialized coursework and opportunities for industrial and business internships. The joint program is open to all PhD-granting programs across all Wake Forest campuses. It has taken students approximately 5 years to complete the joint program, depending on the nature of the graduate research undertaken in the home program. The first year of the curriculum provides students with a core base of knowledge in biomedical sciences and includes training in the core competencies of the home graduate program. At the same time students begin to be exposed to issues related to research and design, career development, and journal clubs. Laboratory rotations usually occur in this first year in accord with Program or Track requirements, depending on program and campus. The students typically begin their dissertation research during the second year. At the end of the second year and before beginning MBA coursework, the student is required to take and pass a qualifying exam that will admit him or her to candidacy for the PhD.

A student enrolling in the PhD/MBA program will have 5-6 semesters of evening MBA courses added to his or her graduate degree requirements. Opportunities for industrial projects and internships are possible after ascent to PhD candidacy and during the MBA coursework phase. The PhD and MBA degrees are awarded simultaneously at the completion of all requirements for both degrees.

Application Process

Admissions are administered through the Graduate School of Arts and Sciences. Students wishing to enroll in the program must apply to both programs and meet the respective admissions requirements of the Graduate School of Arts and Sciences and the Wake Forest University School of Business. Admission to the MBA portion of the program can occur separately after gaining admission to the home graduate program and after securing appropriate release from the home program for participation in the joint program (this is in the form of a letter from the thesis advisor cosigned by the program director). In addition to the application a copy of the letter should be submitted to Dr. Dwayne Godwin, Dean, Graduate School of Arts and Sciences and Director, PhD/MBA program. The Graduate Record Exam is accepted for admission to the MBA program. Prospective students should also submit a one-page statement of interest indicating future plans for use of the dual degree, official transcripts from each college or university attended, and three completed recommendation forms.

Before admission to the program, the applicants are required to complete a personal interview with the PhD/MBA program director and the Wake Forest University School of Business. After the interview phase, the top applicants may be offered admission to the joint program.

Religious Studies, JD/MA

Program Director Mary Foscett

Overview

The JD/MA in Religious Studies dual-degree program facilitates an interdisciplinary and comparative study of law and religion and encourages students whose academic or career interests require gaining competence in both disciplines. Students interested in this joint degree must apply to each program separately.

Students who enter the joint degree program can combine the standard three-year law curriculum and the standard two-year MA curriculum into a four-year dual-degree program. Students will first complete a year of work in the Department for the Study of Religions. Years 2 and 3 will be completed in the School of Law. For the 4th year, students will enroll in each school for one semester, completing any remaining degree requirements and elective courses that are appropriate for the dual-degree.

Degree Requirements

Law School Requirements

When undertaken as part of the JD/MA in Religious Studies dual-degree program, the JD degree requires completion of the degree requirements prescribed by the law school for graduation. Applicants should familiarize themselves with requirements pertaining to the LSAT (<https://www.lsac.org/jd/lsat/>) or GRE (<https://www.ets.org/gre/>), the JD application (<https://os.lsac.org/release/startup.aspx?appl=5885A1>), the LSAC Credential Assembly Service (CAS) (<https://www.lsac.org/jd/applying-to-law-school/cas/>), and the MA in Religious Studies application (<http://graduate.wfu.edu/apply-now-to-the-wake-forest-graduate-school/>).

To submit your GRE score(s), applicants need to log into their ETS account and select Wake Forest University School of Law as a recipient using ETS institution code 3760. You must submit all GRE scores from the past 5 years. LSAT scores from the past 5 years are automatically provided to Wake Forest University when you apply. Any test scores provided (LSAT, GRE, or both) will be considered in your admissions decision.

Department for the Study of Religions Requirements

The dual-degree requires completion of 27 hours of graduate coursework in Religious Studies. At least 9 of the 27 hours in coursework must be in courses numbered 700 or above, and one of these courses must be "REL 700: Theory and Method in the Study of Religion." The remaining 18 hours may be in courses at either the 600-level or 700-level. No less than one month before the end of their final semester, students must submit a final portfolio to a committee consisting of one professor of their choice and the graduate director. The final portfolio includes the student's resume, personal statement, a selection of 3 papers (at least 1 theoretical) from any graduate-level courses they have taken during their M.A. coursework, and a 12-15 page reflection paper that discusses their intellectual trajectory, engagement with theory and method, and personal growth across the 3 papers and the way in which the student's views of "religion," broadly defined, have developed. In addition, students will present and discuss their portfolio with their committee in a meeting lasting no longer than one hour. The portfolio will be graded pass/fail (with an option to resubmit) and the committee will consider its overall presentation, clarity of expression and purpose, depth of reflection, and the student's articulation of what they have learned through their course of study.

In special cases, students can finish the degree on the Thesis Option. To finish the JD/MA in Religious Studies dual-degree program on the Thesis Option, the student must submit a thesis proposal a full semester before their final semester in the Department for the Study of Religions and receive approval from the graduate program director. The student, however, must take a minimum of 24 hours of coursework as outlined above and complete an additional 6 hours of thesis research (REL 791

and REL 792), typically in the final semester of study. In total, the student would thus be required to finish the MA degree on the Thesis Option with 30 hours of coursework in Religious Studies, rather than the standard 27 hours.

For additional degree requirements, see Requirements for Degrees.

Sustainability, JD/MA

Program Director Ron Von Burg

Overview

The Sustainability Program and School of Law have designed an innovative dual degree program to provide students a pathway for succeeding in professional roles where legal scholarship and practice intersect with sustainability.

Students will expand their potential workforce networks, deepen their knowledge base, and cultivate leadership skills. Attorneys seeking to work in a sustainability related practice area will benefit greatly from foundational knowledge gained through coursework focusing on energy, environmental and sustainability related studies.

Degree Requirements

The dual degree requires completion of 78 hours of law coursework including the degree requirements prescribed by the Law School for graduation and 22 hours of coursework in the Sustainability program. The joint degrees are designed to be completed in six semesters and one full summer session.

MA in Sustainability Course Requirements

Code	Title	Hours
SUS 600	Communications Workshop	1
SUS 601	Professional&Leadership Skills	1
SUS 602	Scientific Literacy	1
SUS 603	Natural Capital Valuation and Ecosystem Services	1
SUS 701	Global Human Systems	3
SUS 702	Sustainable Organizational Mgt	3
SUS 703	Natural Science for Sustainability	3
SUS 704	Environmental Law & Policy *	3
SUS 705	Applied Sustainability 1	2
or SUS 706	Applied Sustainability: Creativity and Impact	
SUS 694	Internship	4
or SUS 791	Thesis Research	

In addition, you must complete at least 9 credit hours of the following sustainability-related law courses:

Code	Title	Hours
LAW 512	Environmental Law	2-3
LAW 414	Energy Law	2-3
LAW 443	Sustainable Corporations	2-3
LAW 656	International Environmental Law	2-3
LAW 530	Natural Resources Law	2
LAW 642	Animal Law	2
LAW 536	Land Use Regulation and Planning	2-3
LAW 641	Regulatory Law and Policy	3

LAW 690	Environmental Law and Policy Clinic	4
SUS 704	Environmental Law & Policy **	3

*

SUS 704 requirement may be fulfilled by taking 3 credit hours of sustainability-related law courses

**

SUS 704 can count toward the nine sustainability-related law credits

For additional degree requirements, see Requirements for Degrees.

Admissions

Candidates for the dual degree program must apply to both the Graduate School of Arts and Sciences and the School of Law, following the admissions' requirements of the respective programs. Applicants must be accepted to each program in order to pursue the dual degree. A committee consisting of faculty and staff from both the School of Law and the Sustainability Graduate Program will make final determination about an applicant's suitability for the program.

Wake Forest students already enrolled in the JD program are encouraged to apply in the spring semester of their 1st year. Current students may apply after this time, but completion of the program will not follow the traditional three-year plan of study.

Sustainability, MDiv/MA

Program Director Ron Von Burg

Overview

This dual degree program acknowledges the growing demand for professionals in religious leadership who have the knowledge and the skills to lead communities to respond to critical ecological and other social issues. Congregations and other religiously affiliated organizations are increasingly interested in sustainability concerns and seek leaders who can guide their efforts. Knowledge from the biological, physical, chemical, and earth sciences is critical to working professionals who design and implement sustainability practices. The humanities and social sciences incorporate information about spirituality, religious beliefs, and an understanding and appreciation of our relationship to the natural world.

This degree is a collaborative project shared by the Graduate School of Arts and Sciences and the School of Divinity.

Degree Requirements

The MDiv/MA in Sustainability dual degree is designed to be 93 credit hours completed in seven semesters plus one full summer session based on full-time enrollment.

- 21 hours of required course work specific to the MA in Sustainability
- 13 hours of required course work shared by the two degree programs; these courses constitute the integrative foundation of the joint degree.

Code	Title	Hours
SUS 701	Global Human Systems	3
SUS 702	Sustainable Organizational Mgt	3
SUS 703	Natural Science for Sustainability	3
SUS 704	Environmental Law & Policy	3

SUS 705	Applied Sustainability 1	2
or SUS 706	Applied Sustainability: Creativity and Impact	
SUS 694	Internship	4
or SUS 791	Thesis Research	
Any Sustainability elective		3
MIN 542A & MIN 542B & MIN 602A & MIN 602B	Internship and Internship Reflection Seminar and Internship Reflection Seminar (two semesters)	3
MIN 706	Directed Reflection in Applied Sustainability	1
Elective coursework in either the School of Divinity or Sustainability Graduate Program		9
Total Hours		34

For additional degree requirements, see Requirements for Degrees.

Admissions

Candidates for the dual degree program must apply to both the Graduate School of Arts and Sciences and the School of Divinity, following the admissions' requirements of the respective programs. Applicants must be accepted to each program in order to pursue the dual degree. A committee consisting of faculty and staff from both the School of Divinity and the Sustainability Graduate Program will make final determination about an applicant's suitability for the program.

Certificates

- Bioethics, Certificate
- Curriculum, Instruction, and Assessment, Certificate
- Data Science, Certificate
- Interpreting and Translation Studies, Certificates
- Medieval and Early Modern Studies, Certificate
- Structural and Computational Biophysics (SCB), Certificate
- Sustainability, Certificate

Bioethics, Certificate

(General, Biomedical Research Ethics, or Clinical Bioethics)

Program Co-Directors Nancy King and Mark Hall

Overview

This certificate provides students with basic knowledge and skills that enable them to better address bioethics issues that arise in biomedical research, clinical practice, and health policy. The Graduate Certificate is a freestanding program of graduate study in which students attend the same classes as students in the Master of Arts (MA) in the Bioethics Graduate Program.

Admitted students may enroll in the general Graduate Certificate program or may specialize by enrolling in the Graduate Certificate in Biomedical Research Ethics or the Graduate Certificate in Clinical Bioethics. The specialized certificate options require courses within the general requirements described below. In their first semester of study, all Graduate Certificate students must enroll in at least one required course prior to or concurrently with taking any elective course.

Course Requirements

The Graduate Certificate requires 12 credit hours of course work with an average grade of B or above. At least 9 credit hours must come from required courses in the MA in Bioethics program. There is no thesis requirement. All work must be completed within four years of the date of initial enrollment in the graduate program. Up to 3 hours of transfer credit may be considered in place of elective course work. Transfer credit acceptance is based on review and approval of grades, course syllabi, and other relevant information. The minimum GPA required for completion is 3.0.

The Graduate Certificate in Biomedical Research Ethics requires students to enroll in BIE 702: Biomedical Research Ethics for 3 of the 9 credit hours of required/core courses. The Graduate Certificate in Clinical Bioethics requires students to enroll in BIE 705: Clinical Ethics for 3 of the 9 credit hours of required courses. Students in the specialized certificate programs may utilize elective courses designed to provide supervised observational and experiential opportunities in relevant settings.

Curriculum, Instruction, and Assessment, Certificate

Program Director Leah McCoy

Overview

This program prepares graduate students in disciplines other than Education for teaching at any level. The program provides a solid grounding in educational curriculum, instruction, and assessment.

While this program does not qualify students for a public-school teaching license, it provides a base of knowledge of curriculum, instruction, and assessment. Teachers would be well-prepared to teach in settings which do not require a license, such as private or independent schools, or to enter programs such as Teach for America. International teachers would gain a good understanding of American education.

Course Requirements

A total of fifteen credits, five three-hour courses, are required. The curriculum includes two required basic courses in Learning and Cognitive Science, and Educational Policy and Practice. The other three courses are selected from graduate courses in Education, which enables the students to focus on area of interest. The minimum GPA required for completion is 3.0.

Data Science, Certificate

(Programs of Computer Science, Statistics and Mathematics)

Overview

The Wake Forest University Certificate in Data Science program seeks to train and mentor students to become well qualified scientists and researchers. The certificate provides training in algorithms for structured and unstructured datasets, as well as statistical modeling techniques for such datasets. Students will study the theory and application of databases, data processing, data mining, statistical modeling and statistical learning.

Students who successfully complete the program will receive a certificate in Data Science, as well as a degree in any other graduate programs in which they matriculate. The program is implemented by

collaboration among the programs of Computer Science, Statistics and Mathematics at Wake Forest University. For currently enrolled Wake Forest Graduate students, following matriculation and at least one semester of coursework in a graduate program, students can apply for admission. Admission is initiated by meeting with one of the Co-Directors. The student will then submit a letter of intent and a Wake Forest University graduate transcript to the admissions committee. The letter of intent should express the student's interest in the program, a proposed plan of study, and how the program meets the student's career and academic goals. Following favorable evaluation, applicants may be recommended for admission by the admissions committee, with final approval determined by the Graduate School. Students not enrolled in a Wake Forest graduate program may apply directly to the program.

Prior to admission, applicants must have completed coursework (or demonstrate sufficient background) in calculus, linear algebra, and introductory statistics through the level of STA 112, as well as computer programming and also a background course covering data structures, algorithms, and complexity (material equivalent to CSC 201). Gaps in student preparation should be discussed with the program Co-Directors. Students enrolled in the certificate program as well as another graduate program must complete all graduate degree requirements in the individual department to which they were admitted.

Requirements

Students must take 15 credits, with two courses selected from each of Areas A and B, and one elective. The Co-Directors are tasked with approving a student's plan of coursework. In particular, any courses from Areas A and B taken from outside a student's home department should not count towards both the certificate as well as their degree program.

Students completing a thesis related to Data Science may count up to three credits of independent study towards the Certificate, with approval from the DS Co-Directors. Graduate students who were previously Wake Forest University undergraduate students and took the 300-level equivalent of any courses in Area A or Area B are exempted from those course requirements, but still must complete a total of 15 credits at the 600 or 700 level by selecting additional electives.

Area A -- Statistical Modeling and Statistical Learning

Code	Title	Hours
Select two of the following:		
STA 612	Linear Models	3
STA 662	Multivariate Statistics	3
STA 663	Introduction to Statistical Learning	3

Area B -- Computational Data Science

Code	Title	Hours
Select two of the following:		
CSC 621	Database Management Systems	3
CSC 622	Data Management and Analytics	3
CSC 673	Data Mining	3
CSC 675	Neural Networks and Deep Learning	3

Electives

One additional graduate elective selected from STA, an approved course from MTH, or a CSC course selected from the table below.

Code	Title	Hours
Select one of the following:		
Any CSC course listed in but not taken as part of fulfilling the Area B requirements		3
CSC 652	Numerical Linear Algebra	3
CSC 655	Introduction to Numerical Methods	3
CSC 646	Parallel Computation	3
CSC 647	GPU Programming	3
CSC 671	Artificial Intelligence	3
CSC 726	Parallel Algorithms	3

Students in the program have access to state-of-the-art equipment and facilities in multiple departments, including the DEAC Linux cluster (deac.wfu.edu (<http://deac.wfu.edu>)). The Interdisciplinary Graduate Certificate Program in Data Science began in 2020.

Faculty

Program Co-Directors Samuel Cho, Robert Erhardt
 Professors Erin Fulp, Paúl Pauca
 Associate Professors Samuel Cho, Robert Erhardt,
 Jennifer Erway, Stan Thomas, William Turkett
 Assistant Professors Gray Ballard, Lucy D'Agostino-McGowan, Staci Hepler, Sneha Jadhav, Natalia Khuri

Interpreting and Translation Studies, Certificates

Overview

Program Co-Directors, Olgierda Furmanek, Diego Burgos and Chaowei Zhu

For students who are not able or ready to commit to earning a Master of Arts degree in Interpreting and Translation Studies, but who would like to focus on an area of interest, the program offers three Graduate Certificates and one Post-Graduate Certificate in specialized areas. Pairing various certificates provides a comprehensive package for students to reach their career goals in a more flexible, customized manner.

Certificates Offered

- Graduate Certificate in Interpreting Studies (language-specific)
- Graduate Certificate in Translation Studies (language-specific)
- Graduate Certificate in Intercultural Services in Healthcare
- Post-Graduate Certificate in Teaching of Interpreting (students with an MA, MS, or MBA)

Course Requirements

Students are required to complete 15 credit hours of instruction within four consecutive semesters. The minimum GPA required for completion is 3.0.

Medieval and Early Modern Studies, Certificate

(Departments of English, Romance Languages, History, Political Science and International Affairs, Philosophy, Music, Classics, Art History, Divinity School, German, Humanities, Art History)

Overview

This certificate is designed to allow students in English to both broaden their knowledge of and focus their studies on the medieval period. It combines programmatic interdisciplinary coursework, training in the technical skills of medieval studies, and linguistic preparation. The program offers students a competitive advantage in admission to doctoral programs. Students may be admitted to the program by permission of the directors upon admission or anytime during their first year.

Students must complete all requirements for the Master of Arts degree. Courses satisfying the certificate may overlap with program requirements but requires coursework beyond that of the Master of Arts degree.

The certificate generally does not require more time to complete than the Master of Arts program in English. Students are strongly encouraged to apply for extramural fellowships to study one or more summers at the international sites where a medieval studies curriculum is available (e.g., St Peter's College at Oxford [see the medieval studies minor in the Wake Forest University Undergraduate Bulletin for details]). Students may apply two of the courses taken for the Master of Arts degree toward the certificate program with approval of the graduate committee.

Students may avail themselves of many activities and opportunities including the medieval studies lecture series; the paper competition that rewards the winners with funding to the International Congress on Medieval Studies at Western Michigan University; the Gordon A. Melson Graduate Student Award in Medieval Studies, specifically awarded to an outstanding graduate student to attend the International Congress on Medieval Studies at Western Michigan University; the medieval studies summer program at St. Peter's College, Oxford; the annual Wake Forest Medieval Studies Student Society Conference, a student-organized interdisciplinary conference inviting participation from graduates and undergraduates from surrounding universities; the medieval section of the department's library in the Archie Ammons English Department Faculty Lounge; the establishment of internships and fellowships for La corónica: A Journal of Medieval Spanish Language, Literature and Cultural Studies (see the website at <http://college.holycross.edu/lacoronica>), edited by Professor Sol Miguel-Prendes, a medievalist in the Romance Language department.

Course Requirements

Students are required to take a minimum of 12 credit hours with a medieval focus; these courses should represent two different disciplinary fields in addition to that of the student's home department. In consultation with the program director, one or more of these additional courses may be taken as directed reading or as medieval language courses. The graduate thesis must have a medieval focus, and the thesis committee should have at least two participating departments represented. The minimum GPA required for completion is 3.0.

Faculty

Program Director Herman Rapaport

Professors Stewart Carter, Roberta Morosini, Mary Pendergraft, Gale Sigal, Harry Titus

Associate Professors Bernadine Barnes, Michaelle Browers, Jefferson Holdridge, Judy Kem, Sol Miguel-Prendes, Monique O'Connell, Olga Valbuena-Hanson, Neal Walls

Assistant Professors Patrick Toner, Charles Wilkins

Adjunct Associate Professor Darlene Rae May

Structural and Computational Biophysics (SCB), Certificate

(Programs of Biology, Chemistry, Computer Science, Mathematics, Molecular and Cellular Biosciences, and Physics)

Overview

This certificate is designed to meet the need for scientists and educators with broad, interdisciplinary training in the quantitative biological, biochemical, and biomedical sciences. Students who successfully complete the certificate and degree requirements will receive a certificate in Structural and Computational Biophysics, as well as the degree in the program in which they matriculate. The program is a collaboration among the programs of Biology, Chemistry, Computer Science, Mathematics and Statistics, Molecular and Cellular Biosciences and Physics.

Following matriculation and at least one semester of coursework in a participating program (currently Biology, Chemistry, Computer Science, Mathematics and Statistics, Molecular and Cellular Biosciences and Physics), students can apply for admission to this certificate program. Admission is initiated by meeting with the SCB program director. The student will then submit a letter of intent and a graduate transcript to their department representative or to their program director. The letter of intent should express the student's interest in the program, a proposed plan of study, and how the program meets the student's career and academic goals. Following favorable evaluation, applicants may be recommended for admission by the program director, with final approval determined by the Graduate School.

Students have access to state-of-the-art equipment and facilities in multiple departments, including the Wake Forest Structural Biology Facility (csb.wfu.edu (<http://csb.wfu.edu>)), the DEAC Linux cluster (deac.wfu.edu (<http://deac.wfu.edu>)), and well-equipped research laboratories in biophysics, biochemistry, and biomedical engineering.

The interdisciplinary certificate program in Structural and Computational Biophysics began in 2005. Information on the program and links to faculty research interests can be accessed at scb.wfu.edu (<https://scb.wfu.edu>).

Course Requirements

Students will follow the curriculum for the Graduate Program in which they are seeking a degree. Masters degree students must be pursuing a thesis option. Fifteen hours in SCB-related courses including two hours in each of three areas below, one hour of discussion group for credit and two hours of journal club (the other six hours are in the student's area of specialty). Coursework is deliberately flexible, and courses will be approved by program director. Students will successfully complete a course in scientific ethics (GRD 713/ GRD 714 recommended). Student dissertation/thesis committee must have members from three

different SCB associated departments. The dissertation/thesis must involve original, interdisciplinary research in the area of structural and computational biophysics or computational biology; broadly defined.

Courses of Instruction

Approved courses are listed below. Additional courses or substitutions may be approved by the program director. Course descriptions can be found under the department which administers the course.

SCB-Specific Courses

SCB 701. Structural and Computational Biophysics Journal Club. (1 h)

Seminal and current publications in structural and computational biophysics are read and discussed. P-Admission to the SCB graduate certificate program or POI.

SCB 710. Research Topics in Structural and Computational Biophysics. (1 h)

Lectures and discussions on research topics in the field of structural and computational biophysics and biology. Topics depend on the specialty of the instructors in a given semester. P-Admission to the SCB graduate certificate program or POI.

Curriculum Area 1. Chemistry/Biochemistry

General prerequisites: Two semesters of undergraduate chemistry and one semester of undergraduate biochemistry or molecular biology. Additional prerequisites may be required by course.

Code	Title	Hours
BIO 670	Biochemistry: Macromolecules and Metabolism	3
BIO 672	Advanced Molecular Biology	3
BIO 775	Microscopy for the Biological Sciences	4
BIO 779	Molecular Techniques in Evolution and Systematics	4
CHM 624	Medicinal Chemistry	3
CHM 641	Physical Chemistry	3
CHM 673	Biochemistry Protein and Nucleic Acid Structure and Function	3
CHM 676	Biophysical Chemistry	3
CHM 751	Biochemistry of Nucleic Acids	1.5-3
CHM 752	Protein Chemistry	1.5-3
CHM 753	Chemical Biology	3
CHM 755	Biomolecular Mass Spectrometry: Fundamentals and Applications	1.5-3
CHM 756	Biomolecular NMR	1.5
CHM 757	Macromolecular Crystallography	1.5
MCB 700	Analytical Skills	1
MCB 701	Molecular&Cellular Biosciences	1-6
MCB 711	Biological Systems&Structures	2

Curriculum Area 2. Physics

General prerequisites: Two semesters of undergraduate physics. Additional prerequisites may be required by course.

Code	Title	Hours
PHY 607	Biophysics	3
PHY 620	Physics of Macromolecules	3

PHY 625	Biophysical Methods Lab	1
PHY 685	Bioinformatics	3

Curriculum Area 3. Computer Science/Mathematics/Statistics

General computer science prerequisites: Programming in a high-level language. Additional prerequisites may be required by course.

Code	Title	Hours
CSC 621	Database Management Systems	3
CSC 631	Software Engineering	3
CSC 646	Parallel Computation	3
CSC 652	Numerical Linear Algebra	3
CSC/ MTH**MARCH 14 – MAY 27*655	Introduction to Numerical Methods	3
CSC 671	Artificial Intelligence	3
CSC 685	Bioinformatics	3
CSC 687	Computational Systems Biology	3
CSC 721	Theory of Algorithms	3
CSC/ MTH**MARCH 14 – MAY 27*753	Nonlinear Optimization	3
CSC/ MTH**MARCH 14 – MAY 27*754	Numerical Methods for Partial Differential Equations	3
CSC 775	Neural Networks	3
MTH 605	Applied Multivariable Mathematics	3
MTH 606	Advanced Mathematics for the Physical Sciences	3
MTH 626	Numerical Linear Algebra	3
MTH 652	Partial Differential Equations	3
MTH 757	Stochastic Processes and Applications	3
PHY 635	Computational Physics	3
STA 611	Statistical Inference	3
STA 612	Linear Models	3
STA 652	Networks: Models and Analysis	3
STA 662	Multivariate Statistics	3
STA 663	Introduction to Statistical Learning	3

Faculty

Program Director Freddie R. Salsbury Jr
Professors Rebecca Alexander, Edward E. Allen, Ulrich Bierbach, Keith D. Bonin, Martin Guthold, Thomas J. Hollis, W. Todd Lowther, Daniel B. Kim-Shapiro, S. Bruce King, Douglas S. Lyles, Jed C. Macosko, Gloria K. Muday, Paul Pauca, Leslie B. Poole, Freddie R. Salsbury Jr., Peter Santago
Associate Professors Adam Hall, Brian W. Tague, William H. Turkett Jr.
Assistant Professor Derek Parsonage

Sustainability, Certificate

Overview

Students are provided with exposure to sustainability issues in the natural sciences, social sciences, humanities, business management, law, and policy. Students will utilize our program as a mechanism for adding value to their professional endeavors while simultaneously satisfying the urgent societal need for highly knowledgeable leaders in the field of

sustainability. The certificate can be obtained on a stand-alone basis or in conjunction with another graduate program. Students in the certificate program may transition to the Master of Arts degree. An application must be submitted, and admission approved.

Course Requirements

Students will complete the following for a total of 12 credit hours to earn the certificate.

Code	Title	Hours
SUS 701	Global Human Systems	3
SUS 702	Sustainable Organizational Mgt	3
SUS 703	Natural Science for Sustainability	3
SUS 704	Environmental Law & Policy	3
Total Hours		12

Faculty

Program Director Ron Von Burg
Professors Miles Silman, John Knox, Dick Schneider
Associate Professor David Phillips
Professor of Practice Scott Schang
Affiliate Faculty Rebecca Dickson, Cassie Freund

Concentrations

- Religion and Public Engagement Concentration
- Women's, Gender, and Sexuality Studies Concentration

Religion and Public Engagement Concentration

Director Lucas Johnston

Overview

This unique concentration encourages theoretical and practical exploration at the intersection of religion and public life, the concentration is open to all students, who want to explore the world and make a difference, regardless of their major or academic background.

Students can take what they learn in the classroom and apply it to the real world by engaging in public work through research projects, service-learning opportunities, and internships for academic credit. These internships can take our concentrators to various parts of the world.

By working with the most qualified professors in various specialties, students develop competence in public engagement in reciprocal collaboration with diverse communities regionally, nationally, and globally. Embracing the spirit of pro-humanitate, this concentration allows students to pursue their deepest interests and directs them towards community development consistent with internationally accepted standards of human rights and the highest academic standards of teaching, research and collaboration.

The student must achieve a B or higher in the concentration and complete the major degree of study for it to be noted on the transcript. The RPE director will certify completion of the concentration.

Requirements

Course Requirements: 12 hours

Code	Title	Hours
Required Core Courses		
REL 632	Religion and Public Engagement	3
REL 709	Field Program in Religion and Public Engagement	3
Elective Courses		
Select six hours of the following with approval RPE Director and Program Director:		6
<i>Theory</i>		
REL 605	Ethnography of Religion	
REL 636	Religious Traditions and Human Rights	
REL 638	Religion Ethics and Politics	
THS 621	Christianity and Public Policy	
REL 700	Theory and Method in the Study of Religion*	
<i>Skills</i>		
REL 631	Religion and Law	
LAW 601	Community Law and Business Clinic I	
<i>Content</i>		
REL 618	Feminist and Contemporary Interpretations of the Bible	3
REL 669	Radical Christian Movements	
REL 690	Spec Topics in Religion	
REL 648	Race, Memory, and Identity	
REL 361	Topics in Buddhism	
MIN 790	Topics Courses	
THS 624	Church & State in America	
<i>Internship</i>		
A supervised internship with approved community partner for a total of one semester or one full summer**		
Total Hours		15

*

All MA students must take REL 700, but this does not count toward the 12 hours required for the graduate RPE concentration.

**

Includes assigned readings, a sustained research and writing portfolio, and an oral presentation.

Women's, Gender, and Sexuality Studies Concentration

Director Wanda Balzano

Overview

This concentration will provide students the opportunity to study gender and sexuality from a variety of disciplinary perspectives in conjunction with their study toward a graduate degree. Interdisciplinary by nature, Women's, Gender, and Sexuality Studies courses primarily address the diversity of gendered experiences based on race, ethnicity, class, religion, nationality, and sexual orientation. The concentration is an appropriate

option for students who wish to focus on gender and/or sexuality in their disciplinary field.

Applicants must declare their interest in the concentration to both the WGSS program director and the director of their own program of studies. The students must achieve a B or higher in the concentration and complete the major degree of study for it to be noted on the transcript. The WGSS program director will approve course substitutions when needed and will also certify completion of the concentration.

Requirements

Course Requirements: 12 hours

Code	Title	Hours
Required Core Courses		
WGS 622	Introduction to Women's and Gender, and Sexuality Studies	3
or WGS 617	Introduction to Sexuality Studies	
WGS 698	Theory and Practice of Women, Gender, and Sexuality Studies	3
Elective Courses		
Select 6 hours of WGS courses		6
Total Hours		12

Electives

Electives (6) are chosen from WGS courses which are cross listed in the home department and are selected with the assistance of the WGS advisor and program director.

If students have already taken any of the required courses in their undergraduate years, substitutions for electives are admitted, in consultation with the WGSS program director.

Additionally, students will be required to present their research at a conference, or at the WFU annual symposium on gender and sexuality, or at the WGSS colloquium for the S.P.E.A.K. series (Student Presentations on Experience, Arts, and Knowledge).

Courses

Women's and Gender Studies (WGS)

WGS 600. The WGS Field Guide to Museums. (1.5, 3 h)

This hands-on course consists of gender/sexuality-focused lectures, readings, workshops, digital storytelling, and guided visits of university and art galleries, museums, historical societies and homes, community centers, and other local institutions that have relevant artwork or archive materials, whether print or digital. Provides opportunities to develop expertise in interpretation of collections through a gender lens while considering the role of public education and creative thinking in community settings.

WGS 601. Feminist Political Thought. (3 h)

Introduces feminist thought and its implications for the study and practice of political theory. Topics includes feminist critiques of the Western political tradition and schools of feminist political theory.

WGS 602. Studies in Gender and Literature. (3 h)

Addresses ways in which gender and literary practices intersect in various cultures and historical periods. Attention will be paid to the role of literature in formulating, subverting, or resisting gender norms. May be repeated for credit if topic differs.

WGS 603. Gender and Sexuality in Lit. (1.5, 3 h)

Focuses on understanding the relationship between written literature (novel, play, short story, poem) and its adaptation to another genre or medium (film, painting, video game, song, etc.) through the lens of gender and sexuality. It can also involve adapting the same literary work in the same genre or medium for different purposes, i.e. to work with a cast of differing gender or race, in a smaller or larger venue (or on the road), for a different demographic or ethnic group, or in a different geographical/historical setting. This course studies how adaptations enable us to rework literature and rethink attitudes about issues of gender, ethnicity, class, history, and identity.

WGS 604. Transgender History, Identity, and Politics. (3 h)

Explores the experiences of and responses to transgender, gender non-conforming, and intersex (TGI) people in nineteenth- and twentieth-century America. We will examine how scientific/medical authorities, legal authorities, and everyday people have understood and responded to various finds of gender non-conformity.

WGS 606. Queer Public Histories. (3 h)

This course explores how public history projects (oral histories, museums, archives, documentaries) document gay, lesbian, and queer communities in the U.S. Discusses how historical and contemporary LGBTQ stories have been collected and examines the various queer identities that merge through this process.

WGS 609. Gender, Humanities, and the Environment. (3 h)

Provides a framework for understanding how the Humanities can contribute to civic conversations about environmental change, examining in particular the role of women environmentalist and eco-feminist in constructing global environmental narratives.

WGS 610. Gender, Power, and Violence. (3 h)

A research-centered study of various issues related to violence, power, and gender in American society. Emphasizes sociological analysis of competing theoretical explanations of violence with respect to race, class, gender, religion, and sexual orientation.

WGS 617. Introduction to Sexuality Studies. (3 h)

Provides an interdisciplinary grounding in the foundations of queer culture and studies, with a critical interrogation of sex, gender, sexuality, pleasure, and embodiment in popular culture, literature, health, science, and politics.

WGS 618. Film Lab in Women's, Gender, and Sexuality Studies. (1.5 h)

Viewing, dissecting, and analyzing films. Fosters the skills to create complex cinematic analyses and explore feminist theoretical issues related to spectatorship.

WGS 619. Women Playwrights. (3 h)

Examination of selected plays and/or performance texts by women. Focus varies, for example, looking at works by contemporary American women or early women dramatists such as Hrosvitha, Sor Juana, and Aphra Behn.

WGS 622. Introduction to Women's and Gender, and Sexuality Studies. (3 h)

An interdisciplinary course that integrates materials from the humanities and the sciences, taught by WGS faculty representing the least two fields. Topics include critical methods and practical solutions, history and theory of women's gender, and sexuality studies, women in culture and society, and cross-cultural issues of gender, ethnicity, social class, disability, and sexual orientation.

WGS 623. Feminist, Womanist, and Mujerista Theologies: Constructive Perspectives on Christian Thought. (3 h)

Examination of selected plays and/or performance texts by women. Examines major topics in Christian theology from African American (womanist), Latina/Hispanic (mujerista), and queer perspectives.

WGS 624. Readings in Queer Theology. (1.5 h)

This seminar-style reading course surveys classic and new works in queer theology. Queer theology transgresses dominant constructions of gender identity and sexuality; and as such, it can be seen as an expression of the Christian gospel that subverts human understandings of life, community, and the divine. The course explores biblical and Christian theological perspectives on sexuality, social constructions of sexuality, and issues such as power, marriage equality, and sexual ethics.

WGS 625. Feminist Leadership Project. (1.5 h)

Explores the principles of feminist leadership to deepen self-awareness about personal leadership skills and gain tools for creating feminist social change. This highly interactive class welcomes students who are new to feminist thought/activism as well as those seeking to deepen their engagement with feminism. Satisfactory/Unsatisfactory.

WGS 626. Telling Women's Lives: Writing about Entrepreneurs, Activists, and Thought Leaders. (3 h)

This course will use an interdisciplinary approach to address fundamental issues of female leadership by examining recent developments in long- and short-form narratives about women (biography, essays, profiles) and employing journalistic tools to interview and write profiles of women entrepreneurs, activists, and thought leaders.

WGS 627. The Feminist Book Society. (1.5 h)

A reading course designed to introduce students to classic and contemporary feminist texts. Emphasis on close reading, discussion, and writing. May be repeated for credit if texts differ.

WGS 629. Politics of Gender and Sexuality: Cross-Cultural Perspectives. (3 h)

Examines cultural constructions of gender and sexuality from a cross-cultural perspective and the relationship between feminism and cultural rights activism through time. Emphasizes how varied forms of feminisms are constituted within diverse social, cultural, and economic systems. Students consider how feminists are negotiating positions at the intersection of cultural and human rights.

WGS 630. Gender and the Politics of Health. (3 h)

This course examines the intersections of gender, medicine, health, and illness, with a focus on the U.S. context. Topics include: reproduction, mental illness, breast cancer, heart disease, and HIV/AIDS, among others. We explore the following questions: How have women and men interacted differently with the field of medicine, as healers, patients, and subjects of medical research? How do social and cultural norms about gender influence the definition of illness categories? What role does medicine play in defining and enforcing the boundaries of what is considered socially acceptable in terms of gender? How does gender as social role affect health outcomes?

WGS 632. Men, Masculinity, and Power. (3 h)

Introduces the burgeoning interdisciplinary field of masculinity studies. Students will explore the social, historical, and cultural constructions of masculinity and male roles (as fathers, sexual and romantic partners, and workers) and how these constructions differ according to race, class, sexuality, etc. In addition, the course will examine how norms about masculinity simultaneously empower men as a group and many individual men, while also disadvantaging any individual men and regulating the behavior of all men. Students will explore possibilities for challenging hegemonic forms of masculinity and for creating new types of masculinity.

WGS 633. Sexual Politics in the United States. (3 h)

This course explores the politics of sexuality in the United States. Drawing on feminist scholarship, queer theory, and lesbian, gay and transgender studies, we will explore different historical and theoretical approaches to thinking about issues of power and sexuality. We will discuss sexual identities and cultures, state regulation of sexuality, sexual commerce, and cultural representations of sexuality, among other topics. Throughout we will examine how other social categories such as race, class, gender, and disability intersect with the politics of sexuality.

WGS 640. Feminist Philosophy. (3 h)

Examines feminist approaches to philosophical theorizing. Topics may include feminist critiques of the scope and methods of mainstream philosophy, feminist approaches to ethics, epistemology and philosophy of language, and feminist conceptions of the self, sexuality, and moral agency.

WGS 645. Girls Gone Wild: A Century of Misbehavior. (3 h)

This course analyzes what made girls and women “bad” and “wild” in the twentieth-century United States, and how such judgments changed over time. This class engages closely with novels, short stories, movies, comics, podcasts, and an opera with an eye to what behaviors were considered appropriate, and how they interrelated with sexual attraction, with economics, and with love. We examine the relationship between being configured as a sexual object (a recipient of desire) and a sexual subject (a possessor of desire) and come to a critical understanding of how the “proper” and “improper” forms of both were constantly in flux. We ask how race, ethnicity, and queerness interacted with hegemonic concepts of beauty and desire, and whether “masculinity” and “femininity” are necessarily attached to men and women. We read theories of sex and gender, examine concepts of projection and male hegemony, and ask how men as well as women are shaped by rules of appropriate behavior.

WGS 646. Visual Narratives: Image, Sequence, Story. (3 h)

This class investigates the relationship of image, sequence, and story in typography, comics, woodcut novels, and photographic books, and films, as well as fiction and poetry with unusual visual elements, and then asks how these various elements offer different visual and textual expressions of sexuality. Students will conduct formalist analyses and further investigate visual narrative through creative exercises with the goal of developing an aesthetic sensibility and a technical vocabulary that enable them to discuss visual narrative with precision. Please note that some visual narrative will include graphic scenes of sexuality.

WGS 647. Joan Didion/Edmund White: Personal/History. (3 h)

This course examines Didion and White, two of the most important American writers of the past fifty years. Both are known for their journalism as well as their fiction, and their interest in U.S. cultural and political history, especially in terms of gender and sexuality, permeates their novels. This course analyzes three works by each author, developing themes from motherhood, sexuality, imperialism, rebellion and AIDs.

WGS 649. Invert, Pervert, Bull Dagger, Queen: U.S. Queer Fiction in the 20th Century. (3 h)

This class explores the history of lesbians, gay men, bisexuals, the transgendered, and other queers through fiction by and about them written over the last century in the United States. We also consider biography, artifacts of popular culture, comics, drama, and film. Topics include the relationship between homosexual desire and queerness in a broad sense; LGBTQ children; biological and psychological understandings of sexual orientation; and how social construction informs sexual identity and desire.

WGS 650. Biocultural Perspectives on Women and Aging. (3 h)

Examines biological, socio-psychological, and cultural issues affecting older women.

WGS 651. Race and Ethnic Diversity in America. (3 h)

Different race and ethnic experiences are examined through an institutional approach that examines religion, work, gender, schooling, marriage patterns, and culture from a cross-cultural perspective. Grand theoretical schemes like the “melting pot” are critiqued for their relevance in an age of new cultural expectations among the many American ethnic groups.

WGS 658. Mothers and Daughters Literature and Theory. (3 h)

Examines literature and feminist theories on motherhood and the mother-daughter relationship. A cross-cultural perspective is taken.

WGS 659. Fathers and Daughters. (3 h)**WGS 662. Feminism and Theatre. (3 h)**

Introduces the student to the intersection of theater and feminism and experience its interdisciplinary lineage and academic interventions. Students will learn and apply feminist theory which looks beyond the conventional theater for a continuum of performance that includes play, ritual, sports, everyday life and social roles, as well as performance art, global and intercultural performance. Engaging with various feminist theoretical approaches from radical and liberal feminism to intersectional and transnational feminism, students will be encouraged to critically examine race, class, gender, sexuality, ethnicity, and nationality expressed on and offstage. Through readings, discussions, lectures, research and creative assignments, indoor and outdoor classroom activities, and campus events, students will explore historical and socio-political factors entangled with representation, identification, and spectatorship, and strengthen their capacity to exercise feminist practice in theater and performance.

WGS 663. Gender and Sexuality in Contemporary Korea. (3 h)

This course will examine gender and sexuality in Korean TV, film, K-pop, protests, and everyday performances, focusing on diverse socio-political issues within and beyond the Korean Peninsula. Topics include: the evaluation of feminism, #metoo movement, LGBTQ cultures, sex work, aging, plastic surgery industry, postcolonial and post-Korean war conflicts, and transpacific affinities.

WGS 664. Women of Color, Feminism, and the Politics of Resistance in the US. (3 h)

Examines historical and contemporary issues and current events affecting the lives of African American, Asian American, Latina, and Native American women. Exploring major theoretical and practical viewpoints in women's studies scholarship, the course will reveal the importance of intersectionality between race, gender, sexuality, class, and/or ethnicity in the everyday lives of multicultural women. Through arts-based civic engagement projects and activities, this course will also encourage students to formulate their own language of resistance against multiple forms of oppression.

WGS 665. Transnational Asia and Asian American Feminism. (3 h)

This course will analyze historical, socio-political, and cultural events as well as contemporary issues structuring the lives of Asian American women and queer community. Students will learn intersectional and transnational feminist approaches to examine race, class, gender, sexuality, ethnicity, nationality, and kinship in Asian American art and activism.

WGS 671. Making Sense of the News through a Feminist Lens. (1-3 h)

Inquiry into news literacy from a feminist perspective, with the intention to identify gender bias and consider questions of empowerment, exclusion, consumerism, and how to navigate the digital landscape to distinguish verified, reliable news from propaganda.

WGS 677. Special Topics. (1.5-3 h)

Includes such a wide range of women's, gender, and sexuality studies topics as gender issues in the 21st century, critical approaches to gender issues, and the emergence of feminist thought. May be repeated for credit if topic differs.

WGS 680. Sexuality, Law, and Power. (3 h)

Explores a wide variety of issues related to sexual identity and orientation by looking at the ways in which law can constrict development as well as a catalyst for change. Examines how religion and popular morality shape the law, and are shaped by it.

WGS 681. Gender and the Law. (3 h)

This course will examine how the law affects women's lives in a number of contexts. The class will consider a number of different areas, including but not limited to employment, education, family responsibilities, violence against women, and other issues affecting women's bodies, including pornography and prostitution. The class will also review a number of feminist legal theories and issues relating to the intersection of gender with race and class.

WGS 683. Race, Gender and the Courts. (3 h)

This course examines the impact of state and federal court cases upon the evolution of race and gender relations in the U.S. from 1789 to the present. Each case is placed within the political, economic and social historical context for the given time periods. Race includes Native Americans, African Americans, Asian Americans, and Latino Americans. This class will analyze government intervention, inaction, and creative interpretation.

WGS 688. South Asian Women: Religion, Culture, and Politics. (3 h)

Using a feminist and post-colonial perspective, and taking into account the histories, experiences, and lives of South Asian women this course, examines the intersection of religion, race, and gender from both a theoretical and a practical point of view. It focuses on issues of representation and identity formation, recognizing how categories such as "South Asian" and "women" become tools for a simultaneous understanding of both culture and gender, creating a place for both oppression and empowerment.

WGS 696. Independent Study. (1-3 h)

Independent projects in women's gender, and sexuality studies, which either continue study begun in regular courses or develop new areas of interest. By prearrangement. May be repeated for credit.

WGS 697. Public Engagement in Women's, Gender, and Sexuality Studies. (1.5, 3 h)

This class provides an opportunity for students to engage in work and research that is shared with the broader public, either on campus or in a local community. A maximum of 3 hours may apply to the major or minor.

WGS 698. Theory and Practice of Women, Gender, and Sexuality Studies. (3 h)

Examines the major themes and terminology in Women, Gender, and Sexuality Studies, with focus on its diverse and multicultural expressions through time. Themes to be explored include schools of feminisms, interlocking systems of oppression and the connection between theory and practice.

WGS 699. Research Seminar in Women, Gender, and Sexuality Studies. (3 h)

A capstone, research-centered course in which students complete a significant research or creative project of their choosing situated within the field of Women's, Gender, and Sexuality Studies.

Courses A-Z

A

- Anthropology (ANT)
- Arabic (ARB)
- Art (ART)

B

- Bioethics (BIE)
- Biology (BIO)

C

- Chemistry (CHM)
- Communication (COM)
- Computer Science (CSC)
- Counseling (CNS)

D

- Documentary Film Program (DOC)

E

- Education (EDU)
- English (ENG)

F

- French (FRH)

G

- Graduate (GRD)

H

- Health and Exercise Science (HES)
- Hindi-Urdu (HNU)
- History (HST)

L

- Liberal Arts Studies (LBS)
- Linguistics (LIN)

M

- Mathematics (MTH)

P

- Philosophy (PHI)
- Physics (PHY)
- Politics&International Affairs (POL)
- Psychology (PSY)

R

- Religion (REL)

S

- Spanish (SPA)
- Statistics (STA)
- Sustainability (SUS)

T

- Translation Interpret Studies (TIS)

W

- Women's and Gender Studies (WGS)

Legend Overview

The Graduate School offers several courses; some are required by the program while others serve as general electives. Please consult the program requirements to determine which courses are mandatory.

Course Legend

Semester hours of credit are shown by numerals immediately after the course title. The symbols P— and C— followed by course numbers or titles are used to show prerequisites and corequisites in the department. POI indicates permission of instructor is required. Because graduate study occurs at a level of complexity and specialization exceeding that of undergraduate education, the work required of graduate students in any course in which instruction is combined with undergraduate students will reflect this difference.

Anthropology (ANT)

ANT 601. Free Trade, Fair Trade: Independent Entrepreneurs in the Global Market. (3 h)

Field-based seminar compares the barriers to market participation experienced by independent entrepreneurs cross-culturally. Free trade policies are contrasted with fair trade practices to determine why so many independent producers have trouble succeeding in a globalizing world.

ANT 605. Museum Anthropology. (3 h)

Examines the historical, social, and ideological forces shaping the development of museums. Emphasizes the history of anthropology, the formation of anthropological collections, representation, and the intellectual and social challenges facing museums today.

ANT 607. Collections Management Practicum. (1.5 h)

The principles of collections management including artifact registration, cataloging, storage, and handling; conservation issues and practices; disaster planning and preparedness; and ethical issues are covered through lectures, readings, workshops, and hands-on use of the Museum's collections.

ANT 608. Archaeological Theory and Practice. (3 h)

Examination of a contemporary archaeological topic through participation in the formulation and implementation of an archaeological research design. Building knowledge relevant to contemporary society through understanding the interdependent nature of archaeological theory and method.

ANT 615. Artifact Analysis and Laboratory Methods in Archeology. (3 h)

Introduces methods for determining the composition, age, manufacture, and use of different prehistoric and historic artifact types. Techniques for reconstruction of past natural environments from geological or ecoclast samples. Exploration of data display tools including computer-based illustration, and archeological photography.

ANT 618. Prehistory and Archaeology of Europe. (3 h)

Problem-based survey of the archaeological record of Europe. Complex interrelationships of material culture, economy, ideology, and social life from earliest peopling to the late Iron Age. Offered only in WFU Study Abroad programs.

ANT 625. Roots of Racism: Race and Ethnic Diversity in the U.S. (3 h)

Examines biological myths of race and race as a social construction; historical, economic, and political roots of inequalities; institutions and ideologies that buttress and challenge power relations; and implications of anthropological teaching and research for understanding social class and race discrimination in the U.S.

ANT 627. Global Justice and Human Rights in Latin America. (3 h)

Examines anthropological understandings of human rights, with emphasis on activism and rights-in-practice in Latin America. Explores how human rights are understood, mobilized, and reinterpreted in specific contexts. Investigates how anthropologists negotiate tensions between culture and rights, universalism and relativism, and advocacy and neutrality.

ANT 629. Feminist Anthropology. (3 h)

ANT 632. Anthropology of Gender. (3 h)

Focuses on the differences between sex, a biological category, and gender, its cultural counterpart. An anthropological perspective is used to understand both the human life cycle and the status of contemporary women and men worldwide. In section one, topics covered include evolution and biological development, sexuality and reproduction, parenting and life cycle changes. The second section includes a cross-cultural comparison examining roles, responsibilities and expectations, and how these interact with related issues of class and race in diverse locations, including Africa, South Dakota, China, India and the Amazon.

ANT 633. Language and Gender. (3 h)

Uses an anthropological perspective to examine relationships among language structure, language use, persons, and social categories.

ANT 634. Peoples and Cultures of South Asia. (3 h)

Survey of the peoples and cultures of the Indian subcontinent in the countries of Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan and Sri Lanka. Reviews major topics of interest to anthropologists, including prehistory, history and politics, religion, social organization, caste, gender, development and population.

ANT 635. Anthropology of Space and Place in the U.S. (3, 4 h)

Examines the spatial dimensions of culture by focusing on housing disparities in the U.S. Particular attention is paid to the cultural, gendered, economic, political, and regional contexts of housing policies and the impact policies have on children, families and communities. Course includes an optional Service-Learning community asset mapping assignment of a local Winston-Salem neighborhood.

ANT 636. Myth, Ritual, and Symbolism. (3 h)

Explores how people envision and manipulate the supernatural in cross-cultural perspective. Emphasizes functional aspects of religious beliefs and practices.

ANT 637. Economic Anthropology. (3 h)

Examines the relationship between culture and the economy and its implications for applied anthropology. The variable nature and meaning of economic behavior will be examined in societies ranging from non-industrial to post-industrial. Discusses the impact of economic development programs, foreign aid and investment, technology transfer, and a variety of other economic aid programs.

ANT 639. Culture and Nature: Introduction to Environmental Anthropology. (3 h)

Exploration of humanity's "place" in the cosmo, focusing on different worldviews of nature and culture. Case studies from anthropology, archeology, and environmental science examine conceptions of technology, resources, environment, and ownership in the context of environmental change, "natural" disasters, and resource scarcity.

ANT 640. Anthropological Theory. (3 h)

Study and evaluation of the major anthropological theories of humans and society. The relevance and significance of these theories to modern anthropology are discussed.

ANT 642. Development Wars: Applying Anthropology. (3 h)

Explores the application of anthropological concepts and methods in the understanding of contemporary problems stemming from cultural diversity, including competing social and economic development models and ideologies of terror. Emphasis on conflict and change in developing areas but also considers the urban experience.

ANT 647. Warfare and Violent Conflict. (3 h)

Seminar focusing on the causes and nature of warfare and violent group interaction across cultures and through time. Compares case studies from around the globe and of varying sociopolitical organization, past and present. Includes explorations of primate behavior, forms of warfare, and competing theoretical explanations for its existence and for particular occurrences.

ANT 650. Language, Indigeneity and Globalization. (3 h)

Taking a global case-study approach, this seminar explores the role language plays in contemporary identity formation and expression, from indigenous to transnational contexts. Addresses relationships among language and colonialism, postcolonialism, nationalism, cultural revitalization, standardization, social and economic inequality, boundary-formation, and processes of cultural inclusion and exclusion.

ANT 653. Language in Education. (3 h)

This seminar explores the role of language in educational contexts; includes the study of bilingual and bicultural education, second language education, cross-cultural education, and communication in the classroom. Service-learning component.

ANT 654. Field Methods in Linguistic Anthropology. (3 h)

Trains students in basic skills of collecting and analyzing linguistic data at the levels of phonetics-phonology, grammar, lexico-semantics, discourse, and sociocultural context. Students will learn about the research questions that drive linguistic fieldwork as well as the relevant methods, tools, and practical and ethical concerns.

ANT 655. Language and Culture. (3 h)

Covers theoretical and methodological approaches to the study of language and culture, including: semiotics, structuralism, ethnohistory, the ethnography of communication, and sociolinguistics. Topics include: linguistic relativity; grammar and worldview; lexicon and thought; language use and social inequality; language and gender; and other areas.

ANT 658. Native Peoples of North America. (3 h)

Ethnology and prehistory of the indigenous peoples and cultures of North America since European contact. Explores historic and modern cultures, social and political relationships with Euro Americans, and social justice.

ANT 660. Anthropology of Global Health. (3 h)

A critical introduction to the interdisciplinary field of global health, focusing on contributions from medical anthropology. Compares a diversity of health experiences and evaluates interventions across the globe. Explores how biocultural, political, and economic forces shape patterns of illness and disease with special attention to improving the health of the world's most vulnerable citizens.

ANT 661. Evolution of Human Behavior. (3 h)

The application of Darwinian principles to the study of human nature and culture. Considers the existence, origin, and manifestation of human behavioral universals and the theoretical and practical implications of individual variability.

ANT 662. Medical Anthropology. (3 h)

Examines Western and non-Western conceptions of health, illness, the roles of patient and healer, and the organization of health in Western and non-Western cultures. Service learning.

ANT 663. Primate Behavior & Biology. (3 h)

Examines the evolution and adaptations of the order primates. Considers the different ways that ecology and evolution shape social behavior. A special emphasis on the lifeways of monkeys and apes.

ANT 664. Primate Evolutionary Biology. (3 h)

Examines the anatomy, evolution, and paleobiology of members of the order Primates. Emphasizes the fossil evidence for primate evolution. Major topics include: primate origins, prosimian and anthropoid adaptations, patterns in primate evolution, and the place of humans within the order Primates.

ANT 666. Human Evolution. (3 h)

The paleontological evidence for early human evolution, with an emphasis on the first five million years of bio-cultural evolution.

ANT 667. Human Biological Diversity. (3 h)

Seminar focusing on current issues in human biological diversity. Special emphasis on the nature of human variation, and the relationship between human biological diversity and human behavioral diversity. Students learn what is known about how modern human biological variation is patterned, and investigate how this variation is interpreted culturally.

ANT 668. Human Osteology. (3 h)

Survey and analysis of human skeletal anatomy, emphasizing archeological, anthropological, and forensic applications and practice.

ANT 670. Old World Prehistory. (3 h)

Survey of Old World prehistory, with particular attention to geological and climatological events affecting culture change.

ANT 674. North American Archaeology. (3 h)

The development of indigenous cultures in North America from the earliest arrival of people to European contact as outlined by archaeological research, with an emphasis on ecology and sociocultural processes.

ANT 677. Ancestors, Indians, Immigrants: A Southwest Cultural Tapestry. (3 h)

Exploration of factors that shaped the lives of people in the Southwest, with attention to Native American and Hispanic experience. From kivas to casinos, coyotes, to cartels, links archeological and prehispanic history to contemporary lifeways in the canyons, deserts, and cities of the U.S./ North Mexico.

ANT 678. Conservation Archeology. (1.5 h)

Study of the laws, regulations, policies, programs, and political processes used to conserve prehistoric and historic cultural resources.

ANT 680. Anthropological Statistics. (3 h)

Basic statistics. emphasizing application in anthropological research.

ANT 681. Field Program in Anthropological Archaeology. (3 h)

Integrated training in archaeological field methods and analytical techniques for researching human prehistory. Students learn archeological survey, mapping, excavation, recording techniques and artifact and ecofact recovery and analysis.

ANT 682. Field Program in Anthropological Archaeology. (3 h)

Integrated training in archaeological field methods and analytical techniques for researching human prehistory. Students learn archeological survey, mapping, excavation, recording techniques and artifact and ecofact recovery and analysis.

ANT 683. Field Program in Cultural Anthropology. (3 h)

Comparative study of culture and training in ethnographic and cultural analysis carried out in the field.

ANT 684. Field Program in Cultural Anthropology. (3 h)

Comparative study of culture and training in ethnographic and cultural analysis carried out in the field.

ANT 685. Special Problems Seminar. (3 h)

Intensive investigation of current scientific research within the discipline, concentrating on problems of contemporary interest.

ANT 686. Special Problems Seminar. (3 h)

Intensive investigation of current scientific research within the discipline, concentrating on problems of contemporary interest.

ANT 687. Ethnographic Research Methods. (3 h)

Designed to familiarize students with ethnographic research methods and their application. Considers the epistemological, ethical, political, and psychological aspects of research. Field experience and data analysis.

ANT 698. Individual Study. (1-3 h)

Reading or research course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. May be repeated for a maximum of 6 hours.

ANT 785. Directed Research and Reading. (1-3 h)

Research and reading course, including field component, designed to meet the needs of individual students and resulting in a professional-quality paper and/or presentation. May be repeated for a maximum of 6 hours. P-POI.

Arabic (ARB)

ARB 611. Elementary Arabic I. (3 h)

The first semester of a two-semester course designed for student with no or very limited knowledge of the language. Introduction to Arabic sounds and script as well as basic grammar, with oral and written drills and reading of simple texts. Focus is laying the foundation for reading, writing, listening, and speaking skills in Modern Standard Arabic.

ARB 612. Elementary Arabic II. (3 h)

The second semester of a two-semester course designed for students with no or very limited knowledge of the language. Mastery of Arabic sound and script is assumed. Building of vocabulary and grammar through oral and written drills and reading of simple texts. Focus is on developing proficiency in reading, writing, listening, and speaking skills in Modern Standard Arabic. P-ARB 611.

ARB 653. Intermediate Arabic I. (4 h)

Review of grammar and focus on the acquisition of more complex grammatical structures, vocabulary building, and expansion of reading, writing, listening, and speaking skills in Modern Standard Arabic. P-ARB 612.

ARB 701. Intermediate Arabic II. (3 h)

Further building of vocabulary and grammar and expansion of reading, writing, listening, and speaking skills in Modern Standard Arabic. P-ARB 653.

ARB 730. Upper Intermediate Arabic I. (3 h)

With an emphasis on speaking and writing, this course will develop students' oral and written proficiency on an upper intermediate level of fluency. P-ARB 701.

ARB 731. Upper Intermediate Arabic II. (3 h)

A continuation of ARB 730. P-ARB 730.

Art (ART)

ART 600. Introduction to Filmmaking. (4 h)

Introduces historical, aesthetic, and technical principles of contemporary filmmaking in a fine art context. Students will work in groups to produce an experimental film and work individually to create a video that focuses on a personal story. P-Some Video Art/Filmmaking experience required.

ART 614. Filmmaking: Site Specific. (4 h)

A historical, aesthetic, and technical exploration of contemporary filmmaking in a fine art context. Students will produce multi-channel video projects that interact with physical space. P-Video Art/Film-making experience required.

ART 624. Filmmaking: Cyberspace. (4 h)

A historical, aesthetic, and technical exploration of contemporary filmmaking in a fine art context. Students will produce multi-channel video projects that interact with cyberspace. P-Some Video Art/Filmmaking experience required.

ART 628. Filmmaking: Theatre Works. (4 h)

A historical, aesthetic, and technical exploration of contemporary filmmaking in a fine art context. Students will produce single-channel video projects for theatre viewing P-Some Video Art/Filmmaking experience required.

ART 685. Global Contemporary Art. (3 h)

A global perspective on contemporary artistic trends since 1990, including discussions about art criticism, exhibitions and the changing art world.

ART 696. Art History Seminar. (3 h)

Offered by members of the faculty or visiting faculty on topics of their choice. a. Ancient Art b. Medieval Art c. Renaissance Art d. Baroque Art k. Film e. Modern Art f. Contemporary Art g. American Art h. Modern Architecture i. American Architecture j. Global Art and Architecture l. Architecture and Urbanism m. Museums n. Special Topics.

ART 696E. Art History Seminar: Modern Art. (3 h)**ART 696F. Art History Seminar: Contemporary Art. (3 h)****ART 697. Advanced Topics in Studio Art. (3 h)**

Focus on selected studio projects, critical readings, and discussions on topics selected by members of department faculty. May be repeated for a maximum of 6 hours. a. Drawing b. Painting c. Printmaking d. Sculpture e. Photography f. Digital Art g. Special Topics h. Video Art.

Bioethics (BIE)

BIE 619. Concepts of Health and Disease. (2-3 h)

Concepts of health, disease and disability shape discussions in bioethics and health policy. This course examines and critically evaluates competing conceptions of health and disease. The implications of adopting different understandings of health and disease for bioethics and health policy will be explored.

BIE 690. Special Topics. (1-3 h)

Study of bioethics topics not covered in the regular curriculum. Topics may be drawn from any theory or content area in the field of bioethics. May be repeated for a maximum of 6 hours.

BIE 701. Historical Foundations of Bioethics. (2, 3 h)

This elective explores the origins of bioethics thought, through examination of core concepts in philosophy, moral theory, social and cultural studies and law and policy. Topics may include, for instance the ancient Greeks, Confucius, and key religious teaching on health, the civil rights movement; the history of scientific medicine; and the legal conceptualization of medical practice. This course expands and extends students' knowledge of the contemporary history of bioethics as incorporated into various aspects of their required courses.

BIE 702. Biomedical Research Ethics. (3 h)

A historical and conceptual survey of ethical, regulatory, and policy issues in biomedical research. Emphasis will be place on research involving human subjects. Master of Arts students are required to take any 2 of the following 3 courses: Clinical Ethics, Biomedical Research Ethics, and Public Policy, Medicine, and Justice.

BIE 703. Bioethics Theory. (3 h)

An investigation of the main theoretical approaches to contemporary bioethics and their philosophical foundations. Each approach will be examined critically and students will explore how each approach informs analysis of contemporary issues in bioethics.

BIE 704. Public Policy, Medicine and Justice. (3 h)

An examination of the organization of medicine and biomedical science in the U.S. today. The relationships between scientific and medical institutions and the implementation of public policies are critically analyzed in light of the requirements of the principle of justice. Topics include conflicts of interest, broadly understood, within and between institutional and professional actors; the regulation of medical practice; access to health care; and the balance between the public good and market forces. Master of Arts students are required to successfully complete two of the following courses: BIE 702, 704, or 705.

BIE 705. Clinical Ethics. (3 h)

This course will focus on "ethics at the bedside" and will make extensive use of case studies. The course will begin with sessions on the role of ethics in health care, the theoretical tools of bioethics, and the relationships among law, culture, and clinical ethics. The course will then review the moral foundations of therapeutic relationships, and it will conclude with examinations of moral issues encountered in health care at the beginning and at the end of life. Master of Arts students are required to take any 2 of the following 3 courses: Clinical Ethics, Biomedical Research Ethics, and Public Policy, Medicine and Justice.

BIE 706. Learning and Doing Bioethics: Methods, Professionalism, and Communication. (1-3 h)

A seminar on bioethics topics of interest featuring Wake Forest University and invited external faculty, with additional student presentations. Participants engage with presenters and scholarly literature on a variety of aspects of bioethics, including, but not limited to, the scholarly and professional practice of bioethics, the role of empirical scholarship in bioethics and related disciplines, the relationship of bioethics to advocacy and policy, and bioethics communication and mediation. May be repeated for credit up to a maximum of 6 hours.

BIE 707. Learning and Doing Bioethics: Methods, Professionalism, and Communication. (1-3 h)

A seminar on bioethics topics of interest featuring Wake Forest University and invited external faculty, with additional student presentations. Participants engage with presenters and scholarly literature on a variety of aspects of bioethics, including, but not limited to, the scholarly and professional practice of bioethics, the role of empirical scholarship in bioethics and related disciplines, the relationship of bioethics to advocacy and policy, and bioethics communication and mediation. May be repeated for credit up to a maximum of 6 hours.

BIE 708. Research Methods. (2 h)

An introduction to the methods, concepts and tools used in quantitative and qualitative empirical research in bioethics. Students will develop skills in the design, conduct, interpretation, and evaluation of bioethics research.

BIE 709. Ethics of Health Communication. (3 h)

This course explores: 1) how the phenomena of conscience, acknowledgement, and out metaphysical desire for perfection inform the status of communication ethics; 2) how communication ethics is a necessary concern for bioethics scholars, policymakers, researchers, and others interested in assessing the ongoing debate over the benefits and burdens of biotechnology; and 3) how biotechnology influences our collective understanding of human dignity.

BIE 710. Global Bioethics. (2, 3 h)

A comparison of American bioethics with the views of other societies and cultures, including western and non-western perspectives and developed and developing world perspectives. Topics may include: individualism vs. the community, reproductive freedom, organ transplantation, definitions and views of death, access to medical advances, and the use of human subjects in medical research. Other issues include health disparities, justice in research, and the role of humanitarian aid in promotion of global health.

BIE 711. Current Topics in Clinical and Biomedical Research Ethics. (2, 3 h)

An in-depth critical examination of selected topics of current interest in clinical and research ethics. Topics are identified by staff and students. Examples of pertinent topics include human pluripotent stem cell research; assisted-reproduction; research without consent; the sale of human organs; pandemic and biodefense preparedness; synthetic body parts and transhumanism; genetic enhancement; regenerative medicine and biogerontology. May be repeated for credit up to a maximum of 6 hours.

BIE 713. Law, Medicine, and Ethics. (2, 3 h)

An examination of the relationships between law and medicine, including the legal regulation of medical practice, concepts of medical malpractice, medical neglect, informed consent and legal competence, confidentiality and privacy, and definitions of death. The ethical implications of the intersection of law and medicine will be critically analyzed. This course is cross listed as LAW 524.

BIE 715. Bioethics and Religion. (2, 3 h)

This course explores fundamental themes, methods, and issues in religious bioethics. It seeks to determine the ways that religious approaches offer distinctive, complementary or overlapping perspectives with secular approaches. Specific topics will include assisted reproductive technologies, family planning and abortion, genetic therapy and enhancement, withholding life-sustaining treatment, suicide and euthanasia and justice issues in the allocation of health care resources. The course will combine lectures and discussions with analysis of cases.

BIE 717. Ethics, Economics, and Health Policy. (3 h)

The course examines ethical and justice aspects of social decision-making and market allocation mechanisms in the context of health care, health policy, and population health.

BIE 721. Research Independent Study. (1-3 h)

Students may work with a faculty member on a project of mutual interest. May be repeated for credit up to a maximum of 6 hours.

BIE 722. Research Independent Study. (1-3 h)

Students may work with a faculty member on a project of mutual interest. May be repeated for credit up to a maximum of 6 hours.

BIE 723. Bioethics at the Movies. (2 h)

A critical examination of the bioethical issues raised in selected full length feature films. The goal of this course is to increase students' ability to think critically about complex issues, paying close attention to relevant details.

BIE 725. Health Care Law & Policy. (2, 3 h)

This course examines the public policy and legal dimensions of the financing and regulation of health care delivery. Its focus is on how medical institutions (hospitals, insurers, HMOs) are structured and regulated, and how these institutions relate to their physicians and patients. Ongoing debate over health care reform is a main focus. The dominant theme is how law shapes and responds to the rapid economic and structural changes that are taking place in the health care sector. This course is cross-listed as LAW 525.

BIE 727. Performable Case Studies in Bioethics. (2-3 h)

Students will develop a bioethics case study and present it as a dramatic reading with audience discussion at semester's end. From an initial prompt (e.g. subject matter, situation, incident) and associated readings, the work will be implemented in three phases of approximately equal length: 1) discussion and analysis of the prompt and readings; 2) student presentations of additional research, either individually or in teams, and concomitant discussion and analysis, from ethical, social, legal and policy perspectives; and 3) script (case) development during in-class writing sessions. The overarching goal is to exploit the unique ability of dramatic art to engage complex, multifaceted issues in ways that are neither nebulous nor propagandistic, and to highlight the relationship between process, close analysis, art and scholarship in bioethics.

BIE 729. Bioethics as a Profession. (2 h)

A critical examination of the scholarly literature both in and about bioethics. Topics may include the ethics of the profession of bioethics, controversies concerning the role of bioethics professionals, and the standards and evaluation of practitioners of bioethics.

BIE 731. Bioethics at Work: The IRB. (1-3 h)

Provides students with the opportunity to experience and understand human research oversight by attending Institutional Review Board (IRB) meetings, reviewing submitted protocols, and considering the ethical issues arising therein. Students assigned to a single IRB for a single semester will receive 1 credit. They will attend monthly meetings, meet periodically with course faculty and staff, and meet with IRB senior staff at the beginning and end of the semester. Students are also required to maintain and submit a journal of commentary on meetings and protocols and the ethical issues arising therein and an end of semester paper. Initial enrollment must be concurrent with enrollment in BIE 702: Biomedical Research Ethics or LAW 677/BIE 777: Health Related Research. Additional credits may be earned by students who attend the meetings of more than one IRB or who continue attendance during the summer terms and/or in the fall semester. Course may be repeated up to a maximum of 3 hours. Co-requisite - BIE 702 or LAW 677/BIE 777 or POI.

BIE 733. Bioethics at Work: The Clinical Context. (1-3 h)

This course is designed to introduce students to central clinical ethics activities in health care facilities, including ethics consultation, ethics policy development and review, and continuing education in bioethics. In addition to weekly seminar classes, students will attend meetings of the Wake Forest Baptist Medical Center Clinical Ethics Committee and its standing subcommittees and continuing education conferences in bioethics. Students will meet with a variety of health care professionals to learn about their contributions to clinical ethics, will observe the process of clinical ethics consultation at WFBMC, and will study and practice ethics consultation skills. P-BIE 705.

BIE 737. Genetics and Bioethics. (3 h)

An exploration of some of the ethical issues generated by the acquisition and application of knowledge about the human genome. Topics include eugenics, confidentiality, gene therapy, genetic testing of minors, genetic testing of adults, and ownership of genetic information.

BIE 739. Neuroethics. (3 h)

This course introduces students to basic philosophical and ethical issues in neuroethics. In this course we explore two branches of neuroethics: the ethics of neuroscience and the neuroscience of ethics. The ethics of neuroscience investigates the ethical implications of the application of neurotechnology for individuals and society, and the neuroscience of ethics attempts to answer traditional ethical questions through neuroscience. In the first half of the course, we study issues related to the ethics of neuroscience such as brain privacy (mind reading), brain manipulation, and cognitive enhancement, and in the second half we review contemporary neuroscientific results bearing on ethical issues like personal identity, free will, and the nature of normative judgments. This course is cross-listed as THS 790.

BIE 741. Narrative and Bioethics. (3 h)

This team-taught course provides bioethics students with an overview of the different ways in which narratives of diverse types are instrumental to bioethics thinking. Four to six faculty will teach individual course units of 2-3 sessions, addressing topics including but not limited to: illness narratives; bioethics in fiction and film; performable case studies addressing bioethics issues; the voice of the medical case presentation; narrative reading and narrative writing; bioethics in the news; and the ethics of "thick description." Involvement of multiple faculty enables critical reflection on narrative from a variety of disciplinary perspectives common to bioethics.

BIE 757. Biotechnology Law & Policy. (2, 3 h)

This course surveys a range of legal and public policy topics in biotechnology, such as: FDA regulation of drugs and devices, regulation of medical research, products liability, insurance coverage of pharmaceuticals, intellectual property, and genetics. This course is cross-listed with the School of Law (LAW 657).

BIE 777. Health Related Research: Law, Regulation and Policy. (2 h)

The course explores the regulatory framework and the policy issues that animate health-related research. Topics include public health and quality improvement research, genetic research, health-related behavioral and social science research, first-in-human trials, and international considerations. This course is cross-listed at LAW 677.

BIE 790. Biotechnology and Ethics. (3 h)

With the convergence of medicine, nanotechnology, computer science, molecular biology, genetic engineering, and business, biotechnologies are emerging not only as an important provider of life-saving and life-enhancing treatments but also a fast-growing and very profitable industry. This course explores some of the major ethical issues related to the current and proposed uses of biotechnologies with particular attention to the reasons and arguments that are often used to support various views on the use of biotechnology.

BIE 791. Thesis Research. (1-6 h)

Research directed toward fulfilling the thesis requirement. May be repeated for up to a total of 6 credits. P-POI.

BIE 792. Thesis Research. (1-6 h)

Research directed toward fulfilling the thesis requirement. May be repeated for up to a total of 6 credits. P-POI.

BIE 794. Bioethics and Law. (2, 3 h)

This course involves applying principles of bioethics in scientific and medical scenarios from the perspective of the legal system to see how the bioethics principles affect decision-making and strategy in the litigation and legislative processes. This course is interactive in nature, and involves the use of simulation and role-playing to help understand and address emerging bioethics issues in areas including informed consent, genetic testing, biomedical experimentation, and end of life decisions. This course is cross-listed as LAW 594.

BIE 795. Capstone Project. (1-4 h)

Work towards completing a capstone project. P- at least nine BIE credits or at least six credits of core courses (BIE 702, 703, 704, 705, 706/707), unless otherwise approved.

Biology (BIO)

BIO 601. Topics in Biology. (1-4 h)

Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated for credit.

BIO 602. Topics in Biology. (1-4 h)

Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated for credit.

BIO 603. Topics in Biology. (1-4 h)

Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated for credit.

BIO 604. Topics in Biology. (1-4 h)

Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated for credit.

BIO 605. Topics in Biology. (1-4 h)

Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated for credit.

BIO 607. Biophysics. (3 h)

Introduction to the structure, dynamic behavior, and function of DNA and proteins, and survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods are emphasized. Kim-Shapiro.

BIO 608. Biomechanics. (3 h)

Analyzes the relationship between organismal form and function using principles from physics and engineering. Solid and fluid mechanics are employed to study design in living systems.

BIO 608L. Biomechanics Lab. (1 h)

Laboratory study of biomechanics. P or C-BIO 608.

BIO 609. Comparative Anatomy. (4 h)

Study of the vertebrate body from an evolutionary, functional, and development perspective. Labs emphasize structure and function, primarily through the dissection of representative vertebrates.

BIO 610. Community Ecology and Global Change. (4 h)

An advanced ecology course covering mechanisms that determine the dynamics and distribution of plant and animal assemblages and their responses to and roles in global change. Lectures focus on ecological principles and theory. Lab includes local field trips and discussion of the primary literature. Weekend field trips to Outer Banks and mountains.

BIO 611. Ecology & Conservation Biology of Coral Reefs. (4 h)

In-depth study of the various biotic and abiotic components that come together to structure ecosystem function and biodiversity at all spatial scales in one of Earth's most productive and diverse environments, yet one most threatened by human use and climate change. Lab component is a one-week field trip over Spring Break.

BIO 613. Herpetology. (4 h)

Lecture course on the biology of reptiles and amphibians, emphasizing the unique morphological, physiological, and behavioral adaptations of both groups, and their evolutionary histories and relationships. Two local field trips are planned.

BIO 615. Population Genetics. (3 h)

Study of the amount and distribution of genetic variation in populations of organisms, and of how processes such as mutation, recombination, and selection affect genetic variation. Lectures present both an introduction to theoretical studies and discussion of molecular and phenotypic variation in natural populations.

BIO 615L. Population Genetics Lab. (1 h)

Uses computer modeling and simulation, and experiments using populations of fruit flies and other model organisms as appropriate. P or C-BIO 615.

BIO 616. Biology of Birds. (4 h)

Lecture plus lab course emphasizing ecological and evolutionary influences on the physiology, behavior, diversity, and population biology of birds, and case studies in conservation biology.

BIO 617. Plant Physiology & Development. (3 h)

Examines the growth, development, and physiological processes of plants. The control of these processes is examined on genetic, biochemical, and whole plant levels.

BIO 617L. Plant Physiology and Development Lab. (1 h)

Consists of structured experiments and an independently designed research project. P or C-BIO 617.

BIO 623. Animal Behavior. (3 h)

Survey of laboratory and field research on animal behavior.

BIO 623L. Animal Behavior Lab. (1 h)

Laboratory study of animal behavior. P or C-BIO 623L.

BIO 624. Hormones and Behavior. (3 h)

Introduction to the hormonal regulation of behavior in a broad range of animals, including humans and invertebrates. Topics include reproductive behavior, parental behavior, social behavior, sex differences, aggressive behavior, stress, mood, and the regulations of molting in insects. Fahrbach.

BIO 627. Mycology: Biology of Fungi. (4 h)

Introduces fungi, their evolution and natural taxonomy; cell and molecular biology; genetics, mating and development; primary and secondary biochemistry; and their interactions with other organisms and the environment. Lab introduces culturing, microscopic and molecular techniques.

BIO 628. Biology of Aging. (3 h)

Explores mechanisms of aging, and effects of aging on cellular and physiological processes in a range of organisms.

BIO 629. Conservation Biology. (3 h)

Lectures, readings, and discussions examining biological resources, their limitations and methods for sustainability. Genetic, aquatic, terrestrial, and ecosystem resources will be examined.

BIO 630. Land and Natural-Resources Management. (3 h)

Provides a fundamental understanding of land and resource management. The major focus is on federal oversight and policies but state, local, non-profit, and international aspects are included.

BIO 632. Microbiology. (4 h)

Structure, function, and taxonomy of microorganisms with emphasis on bacteria. Topics include microbial ecology, industrial microbiology, and medical microbiology. Lab emphasizes microbial diversity through characterizations of isolates from nature.

BIO 633. Vertebrates. (4 h)

Systematic study of vertebrates, with emphasis on evolution, physiology, behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies. Weigl.

BIO 634. Parasitology. (4 h)

Survey of protozoan, helminth, and arthropod parasites with a focus on cellular biology, life cycles, host-parasite relationships, and public health implications. Laboratory emphasizes microscopy-based techniques for examining parasite morphology and intracellular structures.

BIO 635. Insect Biology. (4 h)

Study of the diversity, structure, development, physiology, behavior, and ecology of insects. Conner.

BIO 635S. Insect Biology. (4 h)

A five-week course taught during the summer. A study of the diversity, structure, development, physiology, behavior, and ecology of one of the most diverse taxa on earth. Course location and field trip destinations to be announced each summer. P-POI. Conner.

BIO 636. Development. (3 h)

A study of the molecular, cellular, and anatomical aspects of embryonic development of invertebrate and vertebrate organisms.

BIO 636L. Development Lab. (1 h)

Laboratory study of the molecular, cellular, and anatomical aspects of embryonic development of invertebrate and vertebrate animals. P or C-BIO 636.

BIO 638. Plant Diversity. (3 h)

Explores the diversification of plants in the context of convergent evolution, functional processes and ecological importance.

BIO 638L. Plant Diversity Lab. (1 h)

Plant diversity lab. P or C-BIO 638.

BIO 639. Principles of Biosystematics. (4 h)

Exploration of the current theoretical and practical approaches to the study of macroevolution in plants and animals. Topics include theory and methods on constructing evolutionary trees, sources of data, and cladistic biogeography. Kron.

BIO 640. Ecology. (4 h)

Interrelationships among living systems and their environments, structure and dynamics of major ecosystem types, contemporary problems in ecology. Weigl.

BIO 641. Marine Biology. (3 h)

Introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms.

BIO 641L. Marine Biology Lab. (1 h)

Marine biology lab. P or C-BIO 641.

BIO 642. Oceanography. (4 h)

Introduces the geological, physical, chemical, and biological processes that govern the global oceans and their role in climate change. Lab focus is on tools and research questions pertinent to the field of biological oceanography.

BIO 646. Neurobiology. (3 h)

Introduces the structure and function of the nervous system including the neural basis of behavior.

BIO 646L. Neurobiology Lab. (1 h)

Laboratory emphasizing electrophysiological techniques with experiments from the cellular to the behavioral level. Students will design and complete their own projects. P or C-BIO 646.

BIO 648. Physiological Plant Ecology. (3 h)

Provides a fundamental understanding of how plants have adapted to the stresses of their habits, particularly in harsh or extreme environments such as deserts, the alpine, the arctic tundra, and tropical rain forests.

BIO 648L. Physiological Plant Ecology Lab. (1 h)

Physiological plant ecology lab. P or C-BIO 648.

BIO 649. Tropical Biodiversity of the Amazon and Andes. (4 h)

Intensive field course in tropical biodiversity focusing on ecosystems, natural resource management, and conservation. Students will travel to major tropical biomes in the vast tropical wildernesses of Andean and Amazonian Peru. Lectures emphasize the basic ecological principles important in each ecosystem. Field-based labs focus on student-designed projects. Offered in the summer only. POI required.

BIO 652. Developmental Neuroscience. (4 h)

Focuses on the development of neural structures and the plasticity of the mature nervous system. Special attention is given to experimental model systems, particularly *Drosophila melanogaster*. The labs feature molecular, immunocytochemical, and cell culture techniques for the study of neurons. Fahrback.

BIO 653. Functional Neuroanatomy. (3 h)

An introduction to the gross and cellular anatomical organization of the vertebrate central nervous system. Attention is given to relating structure to function, the anatomical basis of neuropathologies, and modern approaches in neuroanatomy and imaging.

BIO 656. Ecology and Resource Management of Southeast Australia. (4 h)

Intensive field-oriented course focusing on ecosystems, natural resource management and environmental conservation of southeastern Australia. Students travel to major biomes including sub-tropical rainforests, coral reefs, and the Australian urban environment. Labs are field-based with some consisting of study-designed field projects. Taught only in summers in Australia.

BIO 657. Bioinspiration and Biomimetics. (3 h)

Explores the way in which biological mechanisms can inspire new technologies, products, and businesses. The course combines basic biological and entrepreneurial principles. Also listed as ESE 657.

BIO 658. Biogeography. (3 h)

Study of geographic variation and distribution of organismal diversity using theoretical, historical and ecological information with specific applications to conservation and sustainability.

BIO 658L. Biogeography Lab. (1 h)

Introduces methods of analysis related to the study of biogeography. P or C-BIO 658.

BIO 660. Metabolic Diseases. (3 h)

Explores genetic and biochemical pathways in the context of inborn errors of metabolism.

BIO 662. Immunology. (3 h)

Study of the components and protective mechanisms of the immune system. Kuhn.

BIO 663. Sensory Biology. (3 h)

Lecture course that examines a variety of sensory systems. Emphasis is on sensory physiology, although other aspects of sensory systems, e.g. molecular biology and anatomy, are also covered. Silver.

BIO 663L. Sensory Biology Lab. (1 h)

Laboratory emphasizing electrophysiological and behavioral techniques to examine sensory systems. Students will design and complete their own projects. P or C-BIO 663.

BIO 665. Biology of the Cell. (3 h)

Lecture and lab course on recent advances in cell biology. Lectures emphasize analysis and interpretation of experimental data in the primary literature, focusing on topics such as the large scale architecture of the cell, targeting of macromolecules, cell-cell communication, cell signaling, and the control of cell division. The labs introduce basic techniques in cell biology and leads to an independent project. Tague.

BIO 665L. Biology of the Cell Lab. (1 h)

Laboratory course introducing basic techniques in cell biology, leading to an independent project. P or C-BIO 665.

BIO 667. Virology. (3 h)

Designed to introduce students to viruses, viral/host interactions, pathogenicity, methods of control and their use in molecular biology, including gene therapy. Curran, Lord.

BIO 668. The Cell Biological Basis of Disease. (3 h)

Examines defects in basic cellular mechanisms that may lead to disease.

BIO 668L. The Cell Biological Basis of Disease Lab. (1 h)

Lab uses advanced microscopic and histological techniques to investigate basic properties of cells. P or C-BIO 668.

BIO 669. Cancer Biology. (3 h)

Analysis of molecular and cellular mechanisms that transform normal cells, trigger abnormal proliferation, and lead to tumor formation. Emphasis is on the biological basis of cancer, with some exploration of clinical and social consequences.

BIO 670. Biochemistry: Macromolecules and Metabolism. (3 h)

Lecture course introducing the principles of biochemistry, with an emphasis on the experimental approaches that elucidated these principles. Major topics include structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. Muday.

BIO 670L. Biochemistry Lab. (1 h)

Overview of biochemical approaches to study structure and function of macromolecules. Cannot receive credit for both BIO 670L and 671L. P or C-BIO 670.

BIO 671L. Advanced Biochemistry Lab. (1 h)

Emphasizes approaches for isolation and analysis of enzymes. Cannot receive credit for both BIO 670L and 671L. P or C-BIO 671.

BIO 672. Advanced Molecular Biology. (3 h)

Presents molecular mechanisms by which stored genetic information is expressed including the mechanisms for and regulation of gene expression, protein synthesis, and genome editing. Emphasizes analysis and interpretation of experimental data from the primary literature.

BIO 672L. Advanced Molecular Biology Lab. (1 h)

Introduces modern methods of molecular biology to analyze and manipulate expression of genes and function of gene products. P or C-BIO 672.

BIO 674. Neuropharmacology. (3 h)

An introduction to how pharmacological agents affect cellular and molecular functions in the nervous system of normal and disease states. Lecture and case studies will be used to examine topics including drugs targeting mood and emotion, memory and dementia, and movement disorders. Drugs of abuse and the neurological basis of addiction will also be evaluated.

BIO 679. Introduction to Geographic Information Systems (GIS). (4 h)

Lecture and laboratory course that introduces the concepts and uses of GIS as a mapping and analytical tool. Lectures cover the history of GIS, GIS data structures and sources of data, map projections, GIS tools, applications, and resources. Exercises include example of GIS applications in environmental modeling, socio-demographic change and site suitability analyses.

BIO 680. Biostatistics. (3 h)

Introduction to statistical methods used by biologists, including descriptive statistics, hypothesis testing, analysis of variance, and regression and correlation. R. Browne.

BIO 681. Epigenetics. (3 h)

Studies the molecular mechanisms for inheritance of genome modifications. Uses primary literature to explore the environmental and developmental signals that influence epigenetic controls of gene expression and disease.

BIO 681L. Epigenetics Lab. (1 h)

Provides hands-on experiences with genome editing and molecular genetics to address the function and expression of genes. P or C-BIO 681.

BIO 682. Molecular Signaling. (3 h)

Examines the molecular and biochemical mechanisms by which hormones, neurotransmitters, and other signaling molecules act to change growth, development, and physiological and behavioral responses of organisms with a focus on discussion of primary literature.

BIO 683. Genomics. (3 h)

Examines the architecture, expression, and evolution of genomes. Uses current primary literature to examine the functional and evolutionary dynamics of genomes and the modern analytic techniques used to investigate genome-wide phenomena.

BIO 683L. Genomics Lab. (1 h)

Introduces analytic methods and interpretation of genome wide data through practical tutorials. P or C-BIO 683.

BIO 684. Molecular Evolution. (3 h)

Study of the evolutionary analysis of biological sequences in population genetic and phylogenetic contexts. Explores statistical and bioinformatic techniques for investigating population evolution, molecular adaptations, and reconstruction of evolutionary history through primary literature.

BIO 684L. Molecular Evolution Lab. (1 h)

Introduces evolutionary analytic methods and interpretation of molecular data through practical tutorials. P or C-BIO 684.

BIO 685. Bioinformatics. (3 h)

Introduction to computational approaches essential to modern biological inquiry. Approaches may include large biological dataset analyses, sequence similarity and motif searches, and analysis of high-throughput genomic technologies. Emphasizes interdisciplinary interaction and communication. Also listed as CSC 685 and PHY 685.

BIO 687. Computational Systems Biology. (3 h)

Introduction of concepts and development of skills for comprehension of systems biology problems, including both biological and computational aspects. Topics may include genome-wide transcriptomic analysis, protein interaction networks, large-scale proteomics experiments, and computational approaches for modeling, storing, and analyzing the resulting data sets. Emphasizes interdisciplinary interaction and communication.

BIO 688. Methods in Molecular Genetics. (4 h)

Hybrid lecture/laboratory course gives students a hands-on introduction to a diverse array of techniques commonly used in molecular genetics laboratories.

BIO 701. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 702. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 703. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 704. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 705. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 706. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 707. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 708. Topics in Biology. (1-4 h)

Seminar courses in selected topics, some involving laboratory instruction. At least one offered each semester. Staff.

BIO 711. Directed Study in Biology. (1 h)

Reading and/or laboratory problems carried out under and by permission of a faculty member. Staff.

BIO 712. Directed Study in Biology. (1 h)

Reading and/or laboratory problems carried out under and by permission of a faculty member. Staff.

BIO 715. Foundations of Physiology. (1-4 h)

Covers classical and current topics and techniques in comparative physiology. Format varies from seminar to a full laboratory course. Staff.

BIO 716. Signal Transduction. (2 h)

Focuses on the mechanisms of inter- and intra-cellular communications. Topics range from receptors to signaling molecules to physiological responses. Largely based on the primary literature and requires student presentation of primary research articles. C. Browne, Muday, Tague.

BIO 717. Developmental Mechanism. (2 h)

Seminar course examining the molecular, biochemical, and cellular mechanisms of animal and/or plant development. Relevant topics selected from the current literature are discussed in lecture and presentation formats. C. Browne, Tague, Muday.

BIO 718. Gene Expression. (2 h)

Seminar covers gene expression in eukaryotic and prokaryotic systems. Topics range from transcription to translation to other aspects of gene regulation. Emphasis is on the experimental basis of understanding the mechanisms of gene expression. Students present, in seminar format, appropriate papers from literature. All students participate in discussion and evaluation of presentations. Tague, C. Browne, Curran, Muday.

BIO 720. Integrative Biology I. (3 h)

Inquiry into the fundamentals of scientific thought and practice in the biological sciences. Course will emphasize key biological theories and contemporary techniques in the context of current literature. Each semester will be based on three thematic areas chosen by a committee of faculty and students to encompass a breadth of areas of biological knowledge and integrate biological subdisciplines.

BIO 721. Integrative Biology II. (3 h)

Inquiry into the fundamentals of scientific thought and practice in the biological sciences. Course will emphasize key biological theories and contemporary techniques in the context of current literature. Each semester will be based on three thematic areas chosen by a committee of faculty and students to encompass a breadth of areas of biological knowledge and integrate biological subdisciplines.

BIO 725. Plant Genetics. (1, 2 h)

Covers various aspects of plant genetics in a seminar format. Topics range from classical Mendelian genetics to genomics and bioinformatics, depending on the interests of the students. Students present the results, conclusions, and significance of appropriate papers from the literature. All students participate in discussion and evaluation of presentation. Muday, Tague.

BIO 726. Plant Physiology. (1, 2 h)

Covers various aspects of plant physiology and hormones in a seminar format. Topics range from auxin transport to properties of light within the leaf. Students present the results, conclusions, and significance of appropriate papers from the literature. All students participate in discussion and evaluation of presentations. Muday, Smith.

BIO 727. Plant Evolution. (1, 2 h)

Covers various aspects of plant evolution in a seminar format. Topics range from problems in phylogeny reconstruction and patterns of diversity to major evolutionary innovations in various plant groups. Students present the results, conclusions, and significance of appropriate papers from the literature. All students participate in discussion and evaluation of presentations. Kron, Silman.

BIO 728. Plant Ecology. (1, 2 h)

Covers various aspects of plant ecology in a seminar format. Topics vary depending on graduate student interest. Students present the results, conclusions, and significance of appropriate papers from the literature. All students participate in discussion and evaluation of presentations. Silman, Smith.

BIO 735. Foundations of Evolutionary Genetics. (2 h)

Inquiry into the fundamental concepts in genetic evolution through discussion of foundational primary literature. Topics explored include population genetic processes, speciation and extinction.

BIO 740. Physiological Ecology. (4 h)

Introduction to evolutionary/ecological physiology, with emphasis on the interactions between organisms and major abiotic factors of the environment including water balance-hydration, gaseous exchange-respiration, temperature tolerance-thermal physiology. Dimock.

BIO 757. Techniques in Mathematical Biology. (3 h)

Offers students a framework for understanding the use of mathematics in both biological theory and empirical research. Emphasis is on practical applications of mathematical techniques, and learning by doing. A central goal is to give students tools to use in their own research. Topics covered include continuous and discrete population models, matrix models, stochastic models, life-history theory, and fitting models for data. Mathematical skills are taught and refreshed, but knowledge of basic calculus is required. Silman, Anderson, Baxley.

BIO 762. Immunology. (4 h)

Humoral and cellular immune responses are examined to understand the basic immunobiology of vertebrates with special emphasis on cell-cell interactions and immunoregulation. Labs introduce students to basic methods in immunological research. Kuhn.

BIO 763. Cellular and Molecular Interactions Between Hosts and Parasites. (3 h)

Examines the responses of animal hosts in attempting to immunologically and non-immunologically reject/control both endo- and ecto-parasites and responses of these parasites to the host environment. Consists of lectures and student presentations and requires a comprehensive review article by students. Kuhn.

BIO 767. Foundations of Ecology. (3 h)

A graduate seminar focusing on understanding the seminal developments in the field of ecology and then tracing their intellectual impacts on the modern literature.

BIO 775. Microscopy for the Biological Sciences. (4 h)

An introduction to the various types of light, confocal, and electron microscopy. Students will learn technical and theoretical aspects of microscopy, methods of sample preparation, digital image acquisition and analysis and the preparation of publication quality images. The course will emphasize practical applications of microscopy, microscopy experimental design, and hands-on use of microscopes and digital imaging systems. Students will be expected to design and conduct a microscopy project and present their results to the class. Additionally, students will be expected to participate in class discussions regarding newly emerging microscopy techniques in various biological disciplines.

BIO 777. Biophysical Ecology. (4 h)

Designed to introduce students to the interactions of the organism with the physical environment. Sunlight, temperature, water availability and humidity, wind and longwave radiation (greenhouse effect) strongly influence an organism's growth and reproductive potential. Differences in heat and mass transfer to and from the organism, plus corresponding organism responses in structure, physiology, and behavior to changes in the local environment, are addressed. These same principles are also important to the design of energy-efficient homes (passive solar), clothing design (Gortex), outdoor survival and gardening, to name only a few of humankind's everyday activities. Smith.

BIO 778. Advanced Ecology. (4 h)

Covers current research in the field of ecology with a focus at the community level. Experimental design, data analysis, and interpretation are emphasized. Silman.

BIO 779. Molecular Techniques in Evolution and Systematics. (4 h)

Lecture and lab course that explores molecular methods that are basic to many disciplines within biology, especially ecology, evolution, and systematics. Labs focus on the acquisition of molecular techniques, including allozyme electrophoresis, mitochondrial plastid, and nuclear DNA restriction fragment length polymorphism analysis, gene amplification, PCR (polymerase chain reaction), direct and/or cycle sequencing, and RAPDS (randomly amplified polymorphic DNAs). Kron.

BIO 780. Advanced Systematics. (3 h)

A primary literature-based course that covers various subdisciplines within systematics including cladistic biogeography, history and theory of systematics, analytical techniques and database management of systematic data.

BIO 781. Statistical Models and Data in R. (4 h)

Provides an introduction to statistical modeling and data management in the R computer language. The course objectives are to introduce student to: (i) methodologies for the design and analysis of ecological and organismal experiments, (ii) programming with an emphasis on good coding and data management habits, and (iii) producing figures and reproducible workflows for publication.

BIO 783. Teaching Skills & Instructional Development. (3 h)

Introduction to teaching college-level science courses. Emphasis is on: defining and achieving realistic course goals; mechanics of selecting, developing and refining topics for lecture or laboratory; effective presentation strategies; and creating an active learning environment. Students develop a teaching portfolio containing course syllabi, lecture outlines, and student-ready laboratory materials. Format combines didactic lectures, individual projects, and group discussions and critiques. Course meets for two, 2-hour periods each week. D. Johnson.

BIO 785. Teacher-Scholar Professional Development I. (1 h)

Training in professional skills for early-career biological scientists through interactive discussion and exercises. Topics include scientific ethics and professional practices, scientific publishing, and scientific communication.

BIO 786. Teacher-Scholar Professional Development II. (1 h)

Training in professional skills for early-career biological scientists through interactive discussion and exercises. Topics include grant preparation and submission, professional bias and discrimination in the sciences, career paths, and job interviewing.

BIO 789. Research Seminar. (1 h)

Introduction to scientific presentation skills through active participation in scientific seminars and symposiums, discussion, and exercises. May be repeated for credit.

BIO 791. Thesis Research I. (1-9 h)

Staff.

BIO 792. Thesis Research II. (1-9 h)

Staff.

BIO 891. Dissertation Research I. (1-9 h)

Staff.

BIO 892. Dissertation Research II. (1-9 h)

Staff.

Chemistry (CHM)

CHM 621. Intermediate Organic Chemistry. (3 h)

Survey of advanced topics in organic chemistry including stereochemistry, conformational analysis, reaction mechanisms, organometallic chemistry and asymmetric synthesis.

CHM 623. Organic Analysis. (4 h)

The systematic identification of organic compounds.

CHM 624. Medicinal Chemistry. (3 h)

This course is an introduction to drug targets, mechanism, design, and synthesis. Topics of study include the review of biomolecular structure and function; druggable/targetable enzymes and signaling networks; the replisome- and transcriptome as targets; molecular and cellular pharmacology, molecular mechanism of action at the target level; drug metabolism and pharmacokinetics/pharmacodynamics. A significant portion of the course will be devoted to drug discovery, which includes design, SAR, optimization, synthetic methodologies, computer-assisted drug design; QSAR; prodrugs and "bench-to-bedside", approaches.

CHM 625. Organic Synthesis. (4 h)

Reagents for and design of synthetic routes to organic molecules.

CHM 626. Organic Synthesis. (4 h)

Reagents for and design of synthetic routes to organic molecules.

CHM 634. Chemical Analysis. (3, 4 h)

Theoretical and practical applications of modern methods of chemical analysis. C-CHM 641.

CHM 641. Physical Chemistry. (3, 4 h)

Fundamentals of physical chemistry.

CHM 642. Physical Chemistry. (3, 4 h)

Fundamentals of physical chemistry.

CHM 644. Physical Chemistry. (3, 4 h)

Fundamentals of physical chemistry.

CHM 648. Electronic Structure Theory and Computational Chemistry. (3 h)

Introduction to quantum mechanical foundation of electronic structure theory and its application to problems in computational chemistry.

CHM 651. Special Topics in Biochemistry. (3 h)

Fundamentals of biochemistry, with particular emphasis on mechanistic analysis of metabolic pathways, enzymatic activity, and drug action.

CHM 656. Chemical Spectroscopy. (1.5 h)

Fundamental aspects of the theory and application of chemical spectroscopy, as found in the areas of analytical, inorganic, organic, and physical chemistry. Emphasis varies. Seven week courses. P-CHM 642 or 644, 661 or POI. May be repeated for credit.

CHM 657. Chemical Spectroscopy. (1.5 h)

Fundamental aspects of the theory and application of chemical spectroscopy, as found in the areas of analytical, inorganic, organic, and physical chemistry. Emphasis varies. Seven week courses. P-CHM 642 or 644, 661 or POI. May be repeated for credit.

CHM 661. Inorganic Chemistry. (3, 4 h)

Principles and reactions of inorganic chemistry. C-CHM 641.

CHM 662. Nanochemistry in Energy and Medicine. (3 h)

New optoelectronic science and technologies, often involving nanotechnologies, photochemistry, and laser are revolutionizing many fields for solar energy conversion has inspired many researchers across different chemical, physical and engineering disciplines. Implementation of new laser-based optical techniques, photochemistry, and nanotechnology concepts have enabled dramatic progress in biomedical science where their potential is still developing rapidly. The goal of this course is to familiarize students with advanced topics in nanomaterials science, nanosynthesis, photochemistry, energy conversion, optoelectronics, and biomedical photonics. In this course nanomaterials structures, nanodevices, and time-resolved (fs-ms) photochemical processes involved in energy conversion and biomedical applications will be discussed. The energy and optoelectronic materials sections cover a broad range of different systems including organic, inorganic molecular materials, polymers, and semiconductors, applied in energy conversion and optoelectronics. The photochemical processes in these optoelectronic systems will be described. This includes light-driven optical, electronic, and chemical processes in a broad range of materials such as organic molecular materials, metal-organic dyes, polymers and semiconductors, that govern the behavior of optoelectronic and photovoltaic devices. Practical applications, device schemes, different generations, and recent progress in the field will be overviewed. The use of ultrafast laser techniques for the photochemical understanding of optoelectronic materials and interfaces will be covered. The application of nanomaterials and laser spectroscopy techniques in biomedical imaging (biomedical photonics) will be discussed. This includes nanodevices such as biosensors, drug delivery/release systems, for biomedical applications. The laser biomedical imaging techniques and optoelectronic approaches for clinically monitoring of early disease states and molecular diagnostics will be discussed.

CHM 664. Materials Chemistry. (3 h)

A survey of inorganic-, organic-, bio-, and nano-materials, including hybrid materials and applications.

CHM 664L. Materials Chemistry Lab. (1 h)

Synthesis of inorganic and organic based materials and their characterization. Lab-four hours.

CHM 666. Chemistry and Physics of Solid State Materials. (3 h)

Design, synthesis, structure, chemical and physical properties, and the application of solid state materials.

CHM 670. Biochemistry: Macromolecules and Metabolism. (3 h)

A lecture course introducing the principles of biochemistry, with emphasis on the experimental approaches that elucidated these principles. Major topics include structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways.

CHM 673. Biochemistry Protein and Nucleic Acid Structure and Function. (3 h)

Special topics in biochemistry including catalytic mechanisms of enzymes and ribozymes, use of sequence and structure databases, and molecular basis of disease and drug action. P-CHM 670 or POI.

CHM 676. Biophysical Chemistry. (3 h)

Introduction to a variety of technologies (e.g. thermochemistry, electrochemistry, spectrometry, and spectroscopy) for determining physical properties of biomolecules. From these properties, the biological function can be more readily understood and leveraged for medical gain. In addition to problem sets, students will have opportunities to hone science communication skills through a writing assignment and oral presentation. P-CHM 670 or POI.

CHM 681. Chemistry Seminar & Literature. (0.5 h)

Discussions of contemporary research and introduction to the chemical literature and acquisition of chemical information. May be repeated for credit. Pass/Fail only.

CHM 682. Chemistry Seminar & Literature. (0.5 h)

Discussions of contemporary research and introduction to the chemical literature and acquisition of chemical information. May be repeated for credit. Pass/Fail only.

CHM 701. Advanced Physical Chemistry. (3 h)

An accelerated survey of classical and statistical thermodynamics, chemical kinetics, and quantum chemistry.

CHM 711. Directed Study in Chemistry. (1, 2 h)

Reading and/or lab problems carried out under supervision of a faculty member. P-Permission of graduate committee. May be repeated for credit if topic varies.

CHM 712. Directed Study in Chemistry. (1, 2 h)

Reading and/or lab problems carried out under supervision of a faculty member. P-Permission of graduate committee. May be repeated for credit if topic varies.

CHM 721. Advanced Organic Chemistry. (3 h)

An accelerated survey of organic reactions and mechanisms.

CHM 722. Physical Organic Chemistry. (3 h)

Physical methods for determining structure-activity correlations and reaction.

CHM 723. Transition-Metal Organic Chemistry. (3 h)

Introduction to principles of bonding in organometallic chemistry and organometallic reaction mechanisms. Uses of transition-metal complexes in organic synthesis.

CHM 724. Organic Synthesis. (3 h)

Modern principles of organic synthesis and retrosynthetic analysis. Stereoselective synthesis of complex natural products.

CHM 725. Structure Identification in Organic Chemistry. (3 h)

Theory and use of spectroscopic techniques for structural identification of organic compounds.

CHM 726. Reactive Intermediates. (3 h)

Mechanistic and preparative photochemistry. Structure and chemistry of excited states, free radicals, carbenes, and selected ions.

CHM 735. Spectrochemical Analysis. (3 h)

Principles of atomic and molecular spectrometric methods; discussion of instrumentation, methodology, and applications.

CHM 736. Chemical Separations. (3 h)

Theory and practice of modern separation methods with emphasis on gas and liquid chromatographic techniques.

CHM 737. Electrochemical Processes. (3 h)

Principles of electrochemical methods, ionic solutions, and electrochemical kinetics.

CHM 738. Statistics for Analytical Chemistry. (3 h)

Practical investigation of the statistical procedures employed in modern analytical chemistry.

CHM 739. Special Topics in Analytical Chemistry. (3 h)

The study of topical fields of research in analytical chemistry, with a focus on one or more specialties, such as ICP-MS; fluorescence, LIBS; Raman spectroscopy; nanoparticles in analysis; biosensors; or others. May be repeated for credit if course content differs.

CHM 740. Drug Discovery, Design, and Development - Molecules to Medicines. (3 h)

Conducted as a combination of lectures, reading assignments, and student-led discussions. Examines drug discovery and development pathways from target and lead compound identification through metabolic and toxicology studies, clinical trials, FDA approval, and marketing. Regulatory processes, intellectual property, and ethical issues are also considered. Taught by WFU faculty from both the Reynolda and Bowman Gray campuses and colleagues in the pharmaceutical and biotechnology industries, students work in teams to present case studies on the discovery, development, and marketing of recently approved pharmaceuticals. Also listed as BAMB 740. P-Organic chemistry and biochemistry.

CHM 745. Statistical Thermodynamics. (3 h)

The application of statistical mechanics to chemistry to understand and predict the thermodynamic properties.

CHM 746. Chemical Kinetics. (3 h)

Kinetics and mechanisms of chemical reactions; theories of reaction rates.

CHM 747. Self-Organization in Nonequilibrium Chemistry. (3 h)

Study of the phenomena of self-organization, such as oscillations, multistability, propagating waves, and formation of spatial patterns. Kinetic systems with autocatalysis will be studied using bifurcation theory and other methods of non-linear systems.

CHM 751. Biochemistry of Nucleic Acids. (1.5-3 h)

Advanced survey of the structure, reactivity, and catalytic properties of RNA and DNA, including modern experimental techniques. Current literature will be presented and critically evaluated.

CHM 752. Protein Chemistry. (1.5-3 h)

Advanced survey of protein biochemistry with an emphasis on structural families, enzyme catalytic mechanisms, expression and purification methods, and biophysical and structural experimental techniques.

CHM 753. Chemical Biology. (3 h)

Survey of the origins and emerging frontiers of chemical biology, with a focus on the impact of chemical methods on our understanding of biology. Topics include protein design, chemical genetics, and methods in genomics and proteomics research.

CHM 755. Biomolecular Mass Spectrometry: Fundamentals and Applications. (1.5-3 h)

Designed for graduate and advanced undergraduates focusing on the principles of mass spectrometry and use in the analysis of small molecules, peptides, proteins, and nucleic acids. Covers sample preparation, data acquisition and interpretation, database searching, and quantification of molecules using a variety of techniques.

CHM 756. Biomolecular NMR. (1.5 h)

One half-semester course designed for graduate and advanced undergraduates focusing on NMR of small oligonucleotides and proteins. Covers sample preparation, data acquisition and processing as well as generating solution structures from NMR data. A student should have command of 1D acquisition and processing as well as experience with 2D acquisition and processing before taking this class. All computational exercises will involve some familiarity with UNIX operating system. P-POI.

CHM 757. Macromolecular Crystallography. (1.5 h)

This is a one-half semester course designed for graduate and advanced undergraduates focusing on structural characterization of macromolecules utilizing x-ray crystallography. The course will cover sample preparation, diffraction theory, data acquisition and processing as well as structure solution and refinement techniques. P-CHM 356A/656 highly recommended.

CHM 761. Chemistry of the Main Group Elements. (3 h)

Principles of bonding, structure, spectroscopy, and reactivity of compounds of the main group elements. Synthesis and applications of organometallic compounds of the main group.

CHM 762. Coordination Chemistry. (3 h)

Theory, structure, properties, and selected reaction mechanisms of transition metal complexes. Design and synthesis of ligands and their applications in bioinorganic chemistry.

CHM 764. Chemical Applications of Group Theory and Symmetry. (3 h)

Symmetry, group theory, bonding, and spectroscopy. Applications to structure, stereoisomers, multicenter bonding and symmetry-controlled reactions.

CHM 765. Bioinorganic Chemistry. (3 h)

The inorganic chemistry of life. a) Metals in biocatalysis: elucidation of structure and function of metalloenzymes by various spectroscopic and molecular biology methods; biomimetic ligands; synthetic models of active sites. b) Metals and toxicity. c) Inorganic compounds in therapy and diagnosis.

CHM 771. Quantum Chemistry. (3 h)

The quantum theory and its application to the structure, properties, and interactions of atoms and molecules. Theoretical and computational approaches.

CHM 791. Thesis Research I. (1-9 h)

Staff.

CHM 792. Thesis Research II. (1-9 h)

Staff.

CHM 829. Tutorial in Organic Chemistry. (3 h)**CHM 830. Heterocyclic Chemistry. (3 h)**

Survey of the major groups of heterocyclic compounds. Modern applications of heterocycles.

CHM 831. Principles of Chemical Carcinogenesis. (3 h)

Fundamental chemistry of carcinogenesis. Survey of the chemistry and structure of carcinogenic compounds. Defense and chemotherapeutics.

CHM 832. Theoretical Organic Chemistry. (3 h)

Molecular orbital treatment of structure and reactivity of organic molecules with emphasis on the applications of MO theory in pericyclic and photochemical reactions.

CHM 833. Advanced Reaction Mechanisms. (3 h)

Detailed analysis of mechanisms with emphasis on characterization of transition state structure.

CHM 838. Advances in Analytical Chemistry - Luminescence Spectroscopy. (3 h)

Instrumentation, methods, and applications of molecular luminescence spectroscopy.

CHM 839. Tutorial in Analytical Chemistry. (2-3 h)**CHM 843. Tutorial in Advanced Kinetics. (3 h)**

CHM 844. Tutorial in Thermodynamics/Statistical Mechanics. (3 h)
Kondepudi.

CHM 848. Lasers in Physical Chemistry. (3 h)

Survey of lasers and their use to study physical-chemical processes. Topics include types of lasers, range of spectral and temporal operation, methods of detection, and application to specific chemical problems.

CHM 849. Tutorial in Chiral Asymmetry in Chemistry and Physics. (3 h)

Chiral asymmetry in nuclear, atomic, and molecular interactions. General group theoretic approach to spontaneous chiral symmetry breaking and the study of specific mechanisms.

CHM 861. Applications of Electrochemistry. (3 h)

Determination of inorganic and organic reaction mechanisms, electrochemical synthesis, applications to materials science. Noftle.

CHM 862. Special Topics in Coordination Chemistry. (3 h)

Selected applications of transition metal chemistry such as in paramagnetic resonance (NMR, EPR), bioinorganic chemistry, and industrial process.

CHM 863. Crystallography. (3 h)

Crystal structure determination using powder and single crystal X-ray diffraction.

CHM 864. Modern Chemical Spectroscopy. (3 h)

Applications of vibrational, rotational, electronic, and nuclear spectroscopy to current problems in chemistry.

CHM 865. Metallopharmaceuticals. (3 h)

Design and mechanism of metal-containing pharmaceuticals in cancer therapy and diagnosis.

CHM 869. Tutorial in Inorganic Chemistry. (3 h)**CHM 871. Advanced Quantum Chemistry. (3 h)**

Advanced quantum mechanical methods for the investigation of electronic structure and radiation-molecule interaction.

CHM 879. Tutorial in Theoretical Chemistry. (3 h)**CHM 888. Dependent Proposal. (3 h)**

Course requires a written document detailing a proposed project and an oral exam covering the basic chemical principles, foundation of the plan and experimental design. Pass/Fail. Must be taken by the 6th semester of residence.

CHM 891. Dissertation Research I. (1-9 h)**CHM 892. Dissertation Research II. (1-9 h)**

Communication (COM)

COM 602. Argumentation Theory. (3 h)

Examination of argumentation theory and criticism; emphasis on both theoretical issues and social practices. Offered in alternate years. Hazen, Zulick.

COM 603S. Directing the Forensics Program. (1-3 h)

A pragmatic study of the methods of directing high school and college forensics. Laboratory work in the High School Debate Workshop. Summer only. Staff.

COM 604. Freedom of Speech. (3 h)

Examination of the philosophical and historical traditions, significant cases, and contemporary controversies concerning freedom of expression. Offered in alternate years. Llewellyn, Zick.

COM 605. Communication and Ethics. (3 h)

A study of the role of communication in ethical controversies. Hyde.

COM 607. The Prophetic Mode in American Public Discourse. (3 h)

Investigates prophetism as a rhetorical act by examining Biblical forms of prophetic speech and investigating how these forms influence American public discourse.

COM 610. Media Production II. (3 h)

Students produce advanced media projects over which they assume significant creative control.

COM 612. Film History to 1945. (3 h)

Survey of the developments of motion pictures to 1945. Includes lectures, readings, reports, and screenings. Dalton.

COM 613. Film History since 1945. (3 h)

Survey of the development of motion pictures from 1946 to present day. Includes lectures, readings, reports, and screenings. Dalton.

COM 614. Media Effects. (3 h)

Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication. Mitra.

COM 615. Communication and Technology. (3 h)

Exploration of how communication technologies influence the social, political, and organizational practices of everyday life. Hyde, Mitra.

COM 616. Screenwriting. (3 h)

Introduction to narrative theory as well as examination of the role of the screenwriter in the motion picture industry, the influence of genre on screenwriting, and exploration of nontraditional narrative structures. Students complete an original, feature-length screenplay.

COM 617. Communication and Popular Culture. (3 h)

Explores the relationship between contemporary media and popular culture from a cultural studies perspective using examples from media texts. Mitra.

COM 619. Media Ethics. (3 h)

Examines historical and contemporary ethical issues in the media professions within the context of selected major ethical theories while covering, among other areas, issues relevant to journalism, advertising, public relations, filmmaking, and media management.

COM 620. Media Theory and Criticism. (3 h)

Critical Study of media including a survey of major theoretical frameworks.

COM 629. The Arab-Israeli-Palestinian Conflict as a Communication Phenomenon. (3 h)

Explores the evolution of the Arab-Israeli-Palestinian conflict from the end of the Nineteenth Century to its contemporary dynamic as a communication phenomenon; focusing on the narratives of the parties to the conflict as viewed through the lens of extant communication-grounded conflict theory.

COM 630. Communication and Conflict. (3 h)

Review of the various theoretical perspectives on conflict and negotiation as well as methods for managing relational conflict. Rogan.

COM 634. Narrative Approaches to Entrepreneurship. (3 h)

Embraces narrative theory to examine how myths, stories, and other tropes form the basis on which we understand entrepreneurship. We will consider diverse and alternative stories as well as the construction of the neoliberal individual in a postmodern epoch.

COM 635. Survey of Organizational Communication. (3 h)

Overview of the role of communication in constituting and maintaining the pattern of activities that sustain the modern organization. Llewellyn, McMillan.

COM 636. Organizational Rhetoric. (3 h)

Explores the persuasive nature of organizational messages - those exchanged between organizational members and those presented on behalf of the organization as a whole. Offered in alternate years. McMillan.

COM 637. Rhetoric of Institutions. (3 h)

A study of the communication practices of institutions as they seek to gain and maintain social legitimacy. Offered in alternate years. Llewellyn.

COM 638. The Art of Twentieth-Century African-American Rhetoric. (3 h)

Explores how African Americans have invented a public voice in the twentieth century. Focuses on how artistic cultural expression, in particular, has shaped black public speech. Watts.

COM 639. Practices of Citizenship. (3 h)

Explores the history and theory of citizenship as a deliberative practice linked to the rhetorical tradition of communication with an emphasis on participatory and deliberative skills as part of the process in which communities are formed and citizens emerge as members.

COM 640. Democracy, Slavery, and Sex: Emancipation Discourse from the Founding to the Civil War. (3 h)

Examines the influence of emancipation movements on American public discourse by reading and analyzing original speeches and documents with emphasis on abolition of slavery and woman's rights.

COM 641. Class, Race, Sex and War: Emancipation Discourse from the Civil War to the Second Wave of Feminism. (3 h)

Examines the influence of emancipation movements on American public discourse by reading and analyzing original speeches and documents. Among the movements addressed are labor, civil rights, student protest, and women's liberation.

COM 642. Political Communication. (3 h)

Study of electoral communication including candidate and media influences on campaign speeches, debates and advertising. Offered in alternate years. Louden.

COM 643. Presidential Rhetoric. (3 h)

Examines theory and practice of speechmaking and mediated presidential communication. Louden.

COM 650. Intercultural Communication. (3 h)

Introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds. Offered in alternate years. Hazen, Mitra, Rogan.

COM 651A. Comparative Comm Japan. (1.5, 3 h)

Comparison of communicative and rhetorical processes in the U.S. with one or more other national cultures with an emphasis on both historical and contemporary phenomena. a) Japan; b) Russia; c) Great Britain; d) Multiple countries. Offered in alternate years. Hazen.

COM 654. International Communication. (3 h)

In-depth look at the role of mass media in shaping communication between and about cultures using examples from traditional and emerging media systems. Hazen, Mitra.

COM 655. Health Communication. (3 h)

Examination of theories, research, and processes of health communication in contemporary society. May be repeated for credit.

COM 656. Health Comm: Patient-Provider. (3 h)

Explores contemporary issues related to communication in health care contexts, notably theories and research on patient-provider communication.

COM 657. Health Comm Campaigns. (3 h)

Examination of the principles behind designing, implementing, and evaluating a health campaign, including message design and application of media theories for behavior change.

COM 664. Narrative, Communication, and Health. (3 h)

Combines theory and research in social science with narrative in multiple forms: film, visual art, memoir, short story, and poetry. Explores the power of story to transform human lives with an emphasis on health. Asks: What is narrative? How does narrative shape who we are? How does narrative inform our understanding and experience of wellness and illness? How does narrative influence health communication in our personal relationships? What role can narrative play in medical education, medical practice, and public health campaigns? Through careful study and reflection, students discover how story can create positive change on a personal, professional, and societal level.

COM 670. Special Topics. (1-4 h)

Examination of topics not covered in the regular curriculum. Staff.

COM 680. Great Teachers. (3 h)

Intensive study of the ideas of three noted scholars and teachers in the field of communication. Students interact with each teacher during a two- or three-day visit to Wake Forest. Staff.

COM 719. Theory and Research Design in Communication Science. (3 h)

Examination of communication science theory with a focus on critiquing and utilizing theory in research, accompanied by an overview of quantitative research design and methodology. Giles, Helme, Mitra, Rogan.

COM 720. Quantitative Analysis in Communication Science. (3 h)

Overview of statistical data analysis, interpretation, and reporting for communication research. P-COM 719. Giles, Helme, Mitra, Rogan.

COM 752. Contemporary Rhetorical and Communication Theory. (3 h)

Introduction to theory building in human communication and rhetoric, with a survey and evaluation of major contemporary groups of theorists. Approaches studied are those which emphasize the symbol (George Herbert Mead and Kenneth Burke), human relations (Martin Buber), the media (Marshall McLuhan), and systems (Norbert Wiener). Hazen, Watts.

COM 753. Seminar in Persuasion. (3 h)

Study of contemporary social science approaches to persuasion theory and research. Influence is examined with interpersonal, social, and mass media contexts. Louden.

COM 758. Rhetorical Theory. (3 h)

Introduction to primary texts in the theory of rhetoric including classical theories, dramatism, semiotics, and critical/cultural studies. Llewellyn, McMillan, Watts, Zulick.

COM 759. Rhetorical Criticism. (3 h)

The critical application of rhetorical theories aligning with the traditions covered in Communications 758. P-Communications 758.

COM 763. Proseminar in Communication. (1.5 h)

Introduction to graduate study in communication. Mitra.

COM 764. Proseminar in Communication. (1.5 h)

Introduction to graduate study in communication. Mitra.

COM 773. Seminar in Interpersonal Communication. (3 h)

Study of recent research and theoretical developments in dyadic communication. Methodology examined includes conversational analysis, field, and experimental approaches. Rogan.

COM 774. Research and Theory of Organizational Communication. (3 h)
Advanced study of theoretical approaches to the role of communication in organizations and empirical application of such theories. Llewellyn, McMillan.

COM 780. Special Seminar. (1-3 h)
Intensive study of selected topics in communication. Topics may be drawn from any theory or content area of communication and offer a wide variety of special topics across a two year program. May be repeated for credit for a maximum of 12 hours.

COM 781. Readings and Research in Speech Communication. (1-3 h)
Students may receive credit for a special reading project in an area not covered by regular courses or for a special research project not related to the master's thesis. May be repeated for credit for a maximum of 16 hours.

COM 782. Readings and Research in Speech Communication. (1-3 h)
Students may receive credit for a special reading project in an area not covered by regular courses or for a special research project not related to the master's thesis. May be repeated for credit for a maximum of 16 hours.

COM 791. Thesis Research I. (1-9 h)
Staff.

COM 792. Thesis Research II. (1-9 h)
Staff.

Computer Science (CSC)

CSC 611. Computer Architecture. (3 h)
An in-depth study of computer systems and architecture design. Topics include processor design, memory hierarchy, external string devices, interface design, and parallel architectures.

CSC 621. Database Management Systems. (3 h)
Introduction to large-scale database management systems. Topics include data independence, database models, query languages, security, integrity, and transactions.

CSC 622. Data Management and Analytics. (3 h)
Management, analysis, and visualization of large-scale data sets. Topics include key-value databases, distributed file systems, map reduce techniques, similarity measures, link analysis, and clustering. P - CSC 621.

CSC 631. Software Engineering. (3 h)
Study of fundamental topics in software engineering including software processes, agile software development and project management, requirements engineering, system modeling, design patterns and implementation, and software testing. Students practice software engineering principles through team projects.

CSC 632. Mobile and Pervasive Computing. (3 h)
Study of the fundamental design concepts and software principles underlying mobile and pervasive computing, including mobile interface design, data management, mobile networks, location aware computing, and mobile security. Involves significant programming on modern mobile platforms.

CSC 633. Principles of Translators for Compilers and Interpreters. (3 h)
Study of techniques for translating high-level programming languages to a target language. Typical target languages include Java bytecode and assembly language. Topics include lexical analysis, parsing, intermediate representatives, language semantics, code generation, and optimization.

CSC 641. Operating Systems. (3 h)
Study of the different modules that compose a modern operating system. In-depth study of concurrency, processor management, memory management, file management, and security.

CSC 643. Internet Protocols. (3 h)
Study of wide area connectivity through interconnection networks. Emphasis is on Internet architecture and protocols. Topics include addressing, routing, multi-casting, quality of service, and network security.

CSC 646. Parallel Computation. (3 h)
Study of techniques for parallel and high performance computing. Topics include an overview of modern high-performance computer design, pipelining, concurrency, data dependency, shared memory, message passing, and graphics processors. Select parallel algorithms and methods for asymptotic scalability analysis are also presented. Assignments may include coding with OpenMP, MPI, and CUDA.

CSC 647. GPU Programming. (3 h)
An introduction to general purpose parallel program development on Graphics Processing Units (GPUs). Topics covered will include data parallelism, memory and data locality, parallel algorithm patterns and performance metrics, and application test studies.

CSC 648. Computer Security. (3 h)
Introduction to computer security concepts and associated theory. Detailed coverage of the core concepts of access control, cryptography, trusted computing bases, digital signatures, authentication, network security, and secure architectures. Legal issues, security policies, risk management, certification and accreditation are covered in their supporting roles. Students will learn to analyze, design, and build secure systems of moderate complexity. P—CSC 241.

CSC 652. Numerical Linear Algebra. (3 h)
Numerical methods for solving matrix and related problems in science and engineering using a high-level matrix-oriented language such as MATLAB. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis is given to applications. Credit is not allowed for both CSC 652 and MTH 626.

CSC 655. Introduction to Numerical Methods. (3 h)
An introduction to numerical computations on modern computer architectures; floating point arithmetic and round-off error including programming in a scientific/engineering language such as MATLAB, C or Fortran. Topics include algorithms and computer techniques for the solution of problems such as roots of functions, approximations, integration, systems of linear equations and least squares methods. Credit not allowed for both MTH 655 and CSC 655.

CSC 661. Digital Media. (3 h)
Study of the mathematics and algorithms underlying digital sound, image, and video manipulation. Topics may include sampling and quantization, resolution, filters, transforms, data encoding and compression, multimedia files types and transmission, 3D printing, and digital media in multimedia and web programming.

CSC 663. Computer Graphics. (3 h)
Study of software and hardware techniques in computer graphics. Topics include line and polygon drawing, hidden line and surface techniques, transformations, and ray tracing.

CSC 665. Image Processing Fundamentals. (3 h)
Study of the basic theory and algorithms for image enhancement, restoration, segmentation, and analysis.

CSC 671. Artificial Intelligence. (3 h)

An overview of areas of study in artificial intelligence. Topics are chosen from among knowledge representation, formal logic, fuzzy logic, intelligent agents, expert systems, machine learning, robotics, and natural language processing.

CSC 673. Data Mining. (3 h)

An overview of data mining methods and algorithms for classification, association analysis, clustering, and anomaly detection. A major focus will be on the implementation of algorithms for and design and construction of solutions to data mining problems. Applications and ethical considerations of data mining in humanities, arts, and healthcare are discussed.

CSC 674. Machine Learning. (3 h)

An introduction to concepts and application of machine learning algorithms and techniques, focusing on supervised and unsupervised learning. Students learn the theoretical concepts behind several types of machine learning algorithms and gain practical experience applying them. Algorithms covered could include logistic regression, support vector machines, regularization, dimensional reduction, clustering, and neural networks.

CSC 675. Neural Networks and Deep Learning. (3 h)

An introduction to concepts and applications of neural networks and deep learning, a branch of machine learning that uses additional layers of high-level representations of data to maximize performance on a given task. The topics covered may include basic neural networks, deep neural networks, and convolutional and recurrent neural networks. Students learn the theoretical concepts behind several of types of neural network algorithms and gain practical experience applying them.

CSC 685. Bioinformatics. (3 h)

Introduction to bioinformatics and computing techniques essential to current biomedical research. Primary focus is gene and protein sequence and structure databases and algorithms for sequence and structure analysis. Emphasizes interdisciplinary interactions and communication. Also listed as PHY 685 and BIO 685.

CSC 687. Computational Systems Biology. (3 h)

Introduction of concepts and development of skills for the comprehension of modern systems biology research problems, including both biological and computational aspects. Topics may include microarrays, protein interaction networks, large-scale proteomics experiments, and algorithms and computational approaches for modeling, storing, and analyzing the resulting data sets. Emphasizes interdisciplinary interactions and communication.

CSC 691. Selected Topics. (1-3 h)

Topics in computer science that are not studied in regular courses or which further examine topics begun in regular courses. P-POI.

CSC 693. Individual Study. (1, 2 h)

Independent study directed by a faculty adviser. By prearrangement.

CSC 702. Theory of Computation. (3 h)

Basic theoretical principles of computer science. Topics include the relationship between automata and grammars, Church's thesis, unsolvability, and computational complexity.

CSC 721. Theory of Algorithms. (3 h)

Design and analysis of algorithms. Topics may include time and space complexity analysis, divide-and-conquer algorithms, the fast Fourier transform, NP-complete problems, and efficient algorithms for operations on lists, trees, graphs, and matrices.

CSC 726. Parallel Algorithms. (3 h)

A thorough, current treatment of parallel processing and supercomputing. Modern high-performance commercial architectures, parallel programming, and various supercomputing applications are discussed. Hands-on experience is emphasized. Students are given access to a variety of machines.

CSC 731. Compiler Optimization. (3 h)

Design and implementation of optimizing compilers. Optimization techniques, parallelizing transforms, and comparative examples form the literature. P-CSC 633.

CSC 743. Topics in Operating Systems. (3 h)

Issues in operating system development; resource management, queuing theory, concurrent processing, and languages for operating system development. P-CSC 641.

CSC 753. Nonlinear Optimization. (3 h)

The problem of finding global minimums of functions is addressed in the context of problems in which many local minima exist. Numerical techniques are emphasized, including gradient descent and quasi-Newton methods. Current literature is examined and a comparison made of various techniques for both unconstrained and constrained optimization problems. Credit not allowed for both CSC 753 and MTH 753. P-CSC 655 or MTH 655.

CSC 754. Numerical Methods for Partial Differential Equations. (3 h)

Numerical techniques for solving partial differential equations (including elliptic, parabolic, and hyperbolic) are studied along with applications to science and engineering. Theoretical foundations are described, and emphasis is on algorithm design and implementation using either C, FORTRAN or MATLAB. Also listed as MTH 754. P-CSC 655 or MTH 655.

CSC 765. Image Processing. (3 h)

Advanced techniques in image processing including image formation and corruption models, digitization, Fourier domain methods, enhancement, restoration, and tomographic reconstruction. P-CSC 721.

CSC 766. Pattern Recognition. (3 h)

Study of statistical pattern recognition techniques and computer-based methods for decision-making, including discriminant functions, feature extraction, and classification strategies. Emphasis is on applications to medical image analysis. P-POI.

CSC 767. Computer Vision. (3 h)

Techniques for extracting features from images: optimal thresholding, 2D and 3D feature measurement, graph isomorphism and graph matching methods. P-CSC 766.

CSC 775. Neural Networks. (3 h)

Design of artificial neural networks. Introduction to the relevant neurophysiology, feedforward networks, recurrent networks, and applications to pattern recognition and optimization.

CSC 779. Topics in Artificial Intelligence. (3 h)

Advanced topics in artificial intelligence. Individual projects are assigned. P-CSC 671.

CSC 781. Computer Science Seminar. (0 h)

Discussions of contemporary research. No credit.

CSC 790. Advanced Topics in Computer Science. (3 h)

Advanced topics of current interest in computer science not covered by existing courses. P-POI.

CSC 791. Thesis Research I. (1-9 h)

May be repeated for a maximum of 18 hours each. Satisfactory/Unsatisfactory.

CSC 792. Thesis Research II. (1-9 h)

May be repeated for a maximum of 18 hours each. Satisfactory/Unsatisfactory.

CSC 795. Project. (3 h)

Satisfactory/Unsatisfactory.

CSC 796. Internship. (1-6 h)

Provides students an opportunity to integrate computer science theory and practice by working in a supervised and professional setting. The course is limited to those seeking the fifth-year Master's in computer science and approval must be obtained by the Computer Science Graduate faculty prior to enrollment. Credit hours may be adjusted based on the length of the internship. May be repeated. Satisfactory/Unsatisfactory. P-CSC 631 (admission to the 5th year program).

Counseling (CNS)

CNS 721. Research and Statistical Analysis in Counseling. (3 h)

Qualitative and quantitative research methods. Analysis and evidence-based evaluation of research-based literature in the counseling field. Grant writing. Program evaluation. Descriptive, Inferential, parametric and non parametric statistical procedures involved in research.

CNS 723. Statistical Analysis for the Helping Professions. (3 h)

Descriptive and inferential (parametric and nonparametric) statistical procedures involved in research. Computer methods for statistical analysis. Counseling students only.

CNS 736. Appraisal Procedures for Counselors. (3 h)

Appraisal, assessment, and diagnosis of personality, emotional, intellectual, and learning characteristics and disorders of clients in schools, colleges, and community human service agencies. Use of tests in counseling as an adjunct to clinical impressions.

CNS 737. Basic Counseling Skills and Techniques. (3 h)

Basic communication skills, helping relationships, and strategies for personal change. Issues and ethics in counseling.

CNS 738A. Counseling Practicum - School. (3 h)

Supervised experience for the development of individual and group counseling skills under individual and group supervision in a school or clinical mental health agency. Involvement in direct service work and activities similar to those of regularly employed professional staff. P - CNS 737.

CNS 738B. Counseling Practicum - Clinical Mental Health. (3 h)

Supervised experience for the development of individual and group counseling skills under individual and group supervision in a school or clinical mental health agency. Involvement in direct service work and activities similar to those of regularly employed professional staff. Henderson, Newsome. P - CNS 737.

CNS 739. Advanced Counseling Skills and Crisis Management. (3 h)

Topics covered will be advanced and specialized counseling interventions including crisis intervention, suicide prevention, and emergency management models. Students will be required to demonstrate appropriate skill level. P-CNS 737.

CNS 740. Professional Orientation to Counseling. (3 h)

Covers the history, roles, organizational structures, ethics, standards, specializations, and credentialing in the profession of counseling. Public policy processes and contemporary issues are also considered.

CNS 741. Theories and Models of Counseling. (3 h)

Study of theories and approaches to professional counseling: psychoanalytic (Freud, Adler, Jung), person-centered (Rogers), existential (May, Frankl), behavioral (Skinner, Glasser), cognitive/rational (Ellis), holistic/systemic, eclectic. Professional orientation, issues, ethics, cultural pluralism, and trends in counseling.

CNS 742. Group Procedures in Counseling. (3 h)

An experiential and conceptual exploration of the psychological dynamics and interpersonal communication of small groups, including group structure, leadership models, group process and practice, stages of group development, group techniques, and ethical principles.

CNS 743. Career Development and Counseling. (3 h)

Vocational development throughout life; psychological aspects of work; occupational structure and the classifications of occupational literature; theories of vocational choice and their implications for career counseling.

CNS 744A. Counseling Internship I A. School. (2, 3 h)

Supervised counseling experience in a school, college, or community agency under a regularly employed staff member professionally trained in counseling. Observation of and active participation in direct service work to clients. Monitoring of audio or videotaped interviews. Case review. P-CNS 738.

CNS 744B. Counseling Internship I: Clinical Mental Health. (2, 3 h)

Supervised counseling experience in a school, college, or community agency under a regularly employed staff member professionally trained in counseling. Observation of and active participation in direct service work to clients. Monitoring of audio or videotaped interviews. Case review. P-CNS 738.

CNS 744C. Counseling Internship I: Addiction. (2, 3 h)

Internship is a supervised counseling experience in a school, college, addictions recovery setting, community agency, or medical center in which students provide direct counseling services and engage in activities relevant to their counseling specialty area. P-CNS 738.

CNS 745A. Counseling Internship II A. School. (2, 3 h)

Supervised counseling experience in a school, college, or community agency under a regularly employed staff member professionally trained in counseling. Observation of and active participation in direct service work to clients. Monitoring of audio or videotaped interviews. P- CNS 744: Internship I.

CNS 745B. Counseling Internship II: Clinical Mental Health. (2, 3 h)

Supervised counseling experience in a school, college, or community agency under a regularly employed staff member professionally trained in counseling. Observation of and active participation in direct service work to clients. Monitoring of audio or videotaped interviews. P- CNS 744: Internship I.

CNS 745C. Counseling Internship II: Addiction. (2, 3 h)

Internship is a supervised counseling experience in a school, college, addictions recovery setting, community agency, or medical center in which students provide direct counseling services and engage in activities relevant to their counseling specialty area. P-CNS 744.

CNS 746. Counseling Children. (3 h)

Theory and practice of counseling with children in schools and community agencies. Elementary school counseling; models, methods, and materials. Counseling children with special emotional, learning, psychological, or behavioral concerns.

CNS 747. Cultures and Counseling. (3 h)

The influence of culture in human development and in counseling relationships. A study of personal and ethnic diversity and commonality.

CNS 748. Life Span Development: Implications for Counseling. (3 h)

Examination of major theories and principles of human development across the life span, including physical, psychological, intellectual, social, and moral perspectives.

CNS 749. School Guidance and Counseling. (3 h)

The organization and management of comprehensive school guidance and counseling programs. Individual and group counseling, consultation, coordination, and collaboration in student services in schools. Program development in elementary, middle, and secondary schools.

CNS 750. The Vienna Theorists-Freud, Adler, Moreno and Frankl. (3 h)

Examination of the original writings of four of the leading theorists of modern counseling, which is enhanced by a visit to the city in which they initially formulated their clinical ideas. Students read and discuss several original writings of each practitioner-Freud, Adler, Moreno, and Frankl-prior to and during a two-week stay in the Wake Forest University Flow House in Vienna during which they visit relevant historical sites and institutes.

CNS 752. Human Services Administration. (3 h)

This course will focus on the knowledge, theory, and skills used in the administrative aspects of the human services delivery systems including organizational management, supervision, strategic planning, budgeting, grant and contract negotiation, and legal/regulatory issues. The course also covers managing the professional development of staff, recruiting and managing volunteers, and advocacy techniques. P-CNS 737, 741, 742.

CNS 753. Human Services Program Planning and Evaluation. (3 h)

This course will focus on the range and characteristics of human services delivery systems and major conceptual models used to integrate prevention, maintenance, intervention, and rehabilitation and healthy functioning. The course includes the history of human services as well as the systematic analysis of service needs. The course also covers the selection of strategies or interventions and the evaluation of outcomes. P-CNS 741, CNS 737 and CNS 742.

CNS 754. Human Services Field Experience. (1-3 h)

Field experience is a learning experience in a human services delivery organization in which the student will complete 350 hours of on-site volunteer work with an agency. Students, university supervisors, and on-site partners will determine the student's role, activities, outcomes, and instructional needs based on placement site possibilities. P-CNS 752 and CNS 753.

CNS 755A. Counseling Internship III A. School. (2 h)**CNS 755B. Counseling Internship III B. Clinical Mental Health. (2 h)****CNS 755C. Counseling Internship III: Addiction. (2 h)**

Internship is a supervised counseling experience in a school, college, addictions recovery setting, community agency, or medical center in which students provide direct counseling services and engage in activities relevant to their counseling specialty area. P-CNS 745C.

CNS 758. Studies in Educational Leadership. (3 h)

This course includes examination of contemporary leadership theory and its various applications in education. It includes field work and reflections (Service Learning). P-EDU 644L.

CNS 760. Issues in School Counseling. (3 h)

This course is designed to allow students to investigate current issues related to the practice of school counseling. The emphasis will be on identifying appropriate prevention responses to these issues. Counseling students only.

CNS 762. Case Formulation and Treatment Planning in Clinical Mental Health Counseling. (3 h)

Examines case conceptualization (e.g., assessment, diagnosis) and treatment planning in clinical mental health counseling settings as well as contemporary issues related to clinical mental health counseling. Explores ethical and professional considerations for counselors' interfacing with the legal system and in integrated behavioral health settings.

CNS 763. Specialized Study in Counseling. (1-3 h)

"Exploration of special topics or areas of practice in the field of counseling. a. School Guidance and Counseling h. Rehabilitation b. College Student Development Services Counseling i. Adult Development/ Aging c. Mental Health Counseling j. Religious Counseling d. Marriage and Family Counseling k. Health Counseling e. Business/Industry Counseling l. Multicultural Counseling f. Correctional Counseling m. Holistic Counseling g. Career Counseling n. Tests, Measurements and Interpretation .

CNS 764. Creative Arts in Counseling. (1-3 h)

Examines history, theories, processes, and techniques of using the creative arts in counseling with clients throughout the life span. Particular attention is given to the visual and verbal arts, such as drawing, imagery, photography, cartooning, cinema, movement, dance, literature, drama, and music.

CNS 765. Addiction Counseling. (3 h)

Introduces the concepts of chemical dependency, counseling procedures and techniques, and treatment considerations. The student has opportunities to apply models of chemical dependency counseling to hypothetical situations at various stages of substance use.

CNS 766. Crisis Prevention and Response. (3 h)

This course will present counseling approaches which effectively address crises. The course will examine the characteristics and impact of trauma and crisis and potential neurobiological responses. Students will gain knowledge and skills useful in theory-based prevention and response models and community-based strategies for a diverse society. Students will also explore counseling and human service contexts for application of assessment and intervention approaches in addressing specific crisis situations.

CNS 767. Human Sexuality. (3 h)

This course is designed for counseling students whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. The course is designed to develop: a) students' knowledge base related to human sexuality, b) an understanding of the varied sexuality issues which may be encountered in professional counseling practice, c) students' skills in assessment and intervention skills with sexuality issues and d) increased awareness of one's personal perceptions, attitudes and affect related to sexuality issues. Course participants will become more effective in identifying, assessing, and intervening with human sexuality related counseling issues.

CNS 768. PsychoPharmacology for Counselors. (3 h)

Students will learn the basic principles of psychopharmacology, pharmacokinetics, and neurobiology as they pertain to their role as a professional counselor. They will learn how psychopharmacological drugs are classified, prescribed, and managed. The information presented in this course will prepare student to function as knowledgeable members of multi-disciplinary treatment teams serving clients seeking counseling services. Finally, students will gain knowledge about the important and complex ethical and legal issues that surround the use of psychopharmacological drugs.

CNS 769. Advanced Counseling in a Diverse Society. (3 h)

An advanced investigation into the complex elements of racism, social justice, and advocacy in the counseling relationship and beyond. An exploration of systemic disparities (ex. food deserts and health care) as well as anti-racist perspectives and actions in a diverse society, further promoting an in-depth personal and professional examination of implicit and explicit biases.

CNS 770. Classification of Mental and Emotional Disorders. (3 h)

Analyzes healthy and unhealthy personality, as well as developmental and situational problems in adjustment. Studies the classification of mental disorders, as defined by the American Psychiatric Association in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders. Examines appropriate ways in which diagnosis can be utilized by counselors to explore personality and systemic interventions for career, educational, and relationship concerns.

CNS 771. Clinical Mental Health Counseling. (3 h)

History, philosophy, organization, management, and delivery of counseling services in various clinical mental health settings. Preventative, developmental, and remedial strategies for use with various populations.

CNS 772. Marriage and Family Systems. (3 h)

Study of the institutions of marriage and the family from a general systems perspective. Exploration of how changes in developmental and situational aspects of the family life cycle influence individuals within the systems of marriage and the family. Both horizontal and vertical dimensions of change are focused on through the use of genograms. Different forms of family lifestyles, such as dual career, single parent, and blended are covered.

CNS 773. Family Counseling. (3 h)

Examination of the philosophy and goals of seven major theories of family counseling (Bowenian, Adlerian, psychodynamic, experiential/humanistic, behavioral, structural, strategic) as well as the development of the profession of family counseling from a historical and current trends perspective. Differences between family counseling and individual/group counseling are highlighted and ethical/legal considerations for working with family units are stressed. Techniques associated with theories are demonstrated through video and play simulations. Research methods for gathering data on families are highlighted.

CNS 774. Marriage Counseling. (3 h)

Study of the philosophy and goals of six main theories of marriage counseling (psychoanalytic, social learning, Bowenian, structural-strategic, experiential/humanistic, and rational-emotive) and the techniques associated with each. Historical and current trends associated with the field of marriage counseling are explored, along with related issues such as premarital counseling, family-of-origin influences within marriage, and widowhood. Appropriate marriage assessment instruments, research methods, and ethical/legal questions involved in marriages counseling are addressed.

CNS 775. Marital and Family Health and Dysfunctionality. (3 h)

Examines system and individual dynamics associated with marital and family health and dysfunctionality. Longitudinal research on factors connected with healthy, long-term marriages and functional family life are explored. Interactive patterns that lead to such marital and family dysfunctionality as spouse and child abuse, anorexia nervosa, addictive disorders, and dependency are examined.

CNS 776. Assessment and Treatment Planning in Addictions. (3 h)

Examines screening, assessment, and diagnosis of addiction and co-occurring disorders. P-CNS 765, POI or a master's degree in the counseling field.

CNS 777. Addictions Counseling Skills. (3 h)

Explores the development of skills for individual and group counseling with persons diagnosed with addictive and co-occurring disorders.

CNS 778. Addiction and the Family. (3 h)

Explores the influence of addiction on family systems. Covers knowledge and skills for assisting individuals and families with substance abuse and addiction. P-CNS 765, POI or a master's degree in the counseling field.

CNS 780. Professional, Ethical and Legal Issues in Counseling. (2 h)

Provides an overview of the critical professional issues in counseling with emphasis on current ethical, legal, and values-related questions and the relationship of these issues to the counselor's role in training, supervision, consultation, appraisal, and research. P-Advanced graduate standing or permission of instructor.

CNS 782. Developmental Counseling Psychology. (3 h)

Theoretical, research, and methodological aspects of a developmental/holistic/systems framework for counseling. Integration and application of major theories and approaches to counseling.

CNS 786. Consultation and Program Development in Counseling. (2 h)

Consultation theory and process. Consultation with families, schools, colleges, and community agencies. Models for facilitating change in human systems.

CNS 790. Professional Identity Capstone Course. (2 h)

Review and application of counseling skills, settings, practice parameters and other current issues necessary to integrate students into the profession of counseling. P-CNS 744.

Documentary Film Program (DOC)

DOC 701. Internship I. (1.5 h)

Internships may be taken for 1.5 credits on a pass/fail basis when approved by faculty members. These internships provide students the opportunity for experiential learning at production houses, television networks, public television stations, and at other facilities deemed useful as well as with independent producers.

DOC 702. Internship II. (1.5 h)

Internships may be taken for 1.5 credits on a pass/fail basis when approved by faculty members. These internships provide students the opportunity for experiential learning at production houses, television networks, public television stations and at other facilities deemed useful as well as with independent producers.

DOC 703. Internship. (3 h)

Internships provide students the opportunity for experiential learning at production houses, television networks, public television stations, and at other facilities deemed useful as well as with independent producers.

DOC 713. Documentary Storytelling I. (3 h)

The course provides an introduction to the fundamental theory and craft of non-fiction visual storytelling and familiarizes students with concepts such as drama, structure, story development and visual style.

DOC 715. Cinematography and Sound. (3 h)

Through a combination of lectures, film screening and hands-on demonstrations, this course will familiarize students with the basics of documentary shooting, lighting, and sound gathering.

DOC 717. Fundamentals of Documentary Editing. (3 h)

Through a combination of lectures, film screenings, hands-on demonstrations, and assignments, this course familiarizes students with the basics of documentary editing.

DOC 718. Social Media and Marketing in the Creative Arts. (3 h)

This course examines how social media is changing not just what content creators produce, but also the way creators engage with their audience by using social media and marketing techniques to drive attention to their work and enhance their overall brand. Through guest lectures, case studies and hands-on production - students will study each social media platform, learn how it's being used and see how it can be leveraged to enhance all aspects of the creative arts. Course may be offered on campus or online.

DOC 722. Documentary Storytelling II. (3 h)

This course teaches students how to research, conceptualize and develop a non-fiction story idea. Students receive instruction on effective research strategies, idea development, production planning, and proposal writing and pitching. P-DOC 713, 715, 717.

DOC 724. Advanced Story Editing. (3 h)

This course builds upon the storytelling skills learned in the Foundations of Story Editing course and complements the production techniques learned in Cinematography and Sound. Special emphasis will be placed on the aesthetics of editing and other post-production techniques. P-DOC 717.

DOC 726. Advanced Sports Storytelling. (3 h)

Introduces students to both the theoretical and technical aspects of non-fiction sports storytelling. Students will examine both historical and contemporary examples of sports storytelling, including various styles of documentaries, branded and commercial content, social media and web-based content, and podcasts. P-DOC 717.

DOC 728. Documentary History. (3 h)

Acquaints students with the historical development of documentary film from its roots in 19th-century art forms to the present. Examines various styles and techniques of documentary and analyzes the contribution of the documentary as a persuasive means of communication to achieve social and political goals. Open to all Wake Forest University graduate students with POI.

DOC 730. Sports, Culture and Society. (3 h)

Through films, case studies and discussions with sports professionals, media industry leaders and scholars we will look at how sports helps frame our common understanding of society's biggest social issues including race, gender, and human rights.

DOC 733. The Business of Sports Media. (3 h)

Students will get a high level understanding of the business of sports media and how the digital revolution is changing the game for content creators, leagues and teams. Through lectures, current periodicals, projects and guest speakers, students will learn to look beyond the final score and better understand the entire sports communication ecosystem.

DOC 735. Documentary Law and Ethics. (3 h)

Provides students with the opportunity to explore the ethical issues that can arise in documentary filmmaking. The discussion points will evolve from the in-depth examination of a select group of films and directors.

DOC 737. Documentary Storytelling III. (3 h)

The class focuses on advanced principles of writing, producing, directing and editing documentary films. Theoretical, aesthetic, technical and ethical aspects of the creative non-fiction storytelling process will be the focus. The class format will be a combination of theory and practice as it relates to the dramaturgical process of filmmaking. P-DOC 713, 715, 717, 728, 722, 750.

DOC 746. Documentary Storytelling IV. (3 h)

The course combines lectures, screenings, and exercises to build a technical and aesthetic foundation in digital post-production. Special emphasis will be placed on advanced visual storytelling techniques—including continuity, pacing, character development and dramatic structure. Students will also explore various distribution strategies and transmedia applications P-DOC 713, 715, 717, 728, 722, 724, 750, 735, 737, 748.

DOC 748. Creative Thesis Project. (1-9 h)

Students will work under faculty supervision on their creative thesis projects.

DOC 750. The Imagination Project. (3 h)

Students will produce short films, digital study guides or E-books and/or other types of multimedia materials on important social, political, cultural and economic issues. The course, structured around digital media projects, provides opportunities for students to immerse themselves in a single topic and interact with scholars from various disciplines. The topics will vary each year. P-DOC 713, 715, 717.

DOC 751. Pedagogy and Curriculum. (3 h)

Provides an understanding of pedagogical practices and major theories of curriculum and a foundation for students interested in pursuing careers in academe.

DOC 753. Individual Study. (1-3 h)

For students who wish to perform independent study in a cognate area with a professor from the Documentary Film Program or another program. May be repeated for credit for a maximum of 9 hours.

DOC 755. Entrepreneurship Education in Nonfiction Filmmaking. (3 h)

This course will provide students with the knowledge and skills to help them create their own creative arts venture and help them design and teach a course in entrepreneurship in the creative arts, particularly digital media and non-fiction filmmaking.

DOC 764. Individual Study. (1-3 h)

For students who wish to perform independent study in a cognate area with a professor from the Documentary Film Program or another program. May be repeated for credit for a maximum of 9 hours.

DOC 766. Teaching Practicum. (3 h)

Students work closely with Documentary Film program faculty during the teaching of an undergraduate course. Students participate in the design and development of course material and observe classroom and organizational aspects of teaching in an apprenticeship role.

DOC 780. Special Topics. (3 h)

Intensive study of selected topics in documentary film. Topics may be drawn from any content area of documentary studies and production. May be repeated for credit for a maximum of 6 hours.

Education (EDU)

EDU 601. Microcomputer and Audiovisual Literacy. (3 h)

Introduction to microcomputers for educators and other users, emphasizing familiarity with computers, use and evaluation of software, and elementary programming skills. Experience with audiovisual materials and techniques is included.

EDU 602. Production of Instructional Materials. (3 h)

Methods of producing instructional materials and other technological techniques. P-EDU 601 and senior or graduate standing.

EDU 603. History of Western Education. (3 h)

Educational theory and practice from ancient times through the modern period, including American education.

EDU 604. Social Justice Issues in Educ. (3 h)

This course facilitates exploration of issues of social justice and schooling from both theoretical and practical perspectives. It includes a focus on multicultural education, global awareness, issues of equity in school funding, urban and rural education, poverty, and marginalized populations.

EDU 605. The Sociology of Education. (3 h)

Study of contemporary educational institutions. Examines such issues as school desegregation, schooling and social mobility, gender equity, and multiculturalism.

EDU 606. Studies in the History and Philosophy of Education. (3 h)

Study of selected historical eras, influential thinkers, or crucial problems in education. Topics announced annually.

EDU 610. Race, Class, and Gender in a Color-blind Society. (3 h)

Examines issues surrounding race, class, and gender in the U.S. Topics include income and wealth, theories of discrimination, public education, gender bias, and patterns of occupational and industrial segregation.

EDU 612. Teaching Children with Special Needs. (3 h)

Survey of the various types of learning problems commonly found in elementary children. Students observe exemplary programs, tutor children with special needs, and attend seminars on effective instructional techniques.

EDU 613. Human Growth and Development. (3 h)

Theories of childhood and adolescent development, their relation to empirical research, and their educational implications. Consideration of the relation to learning of physical, intellectual, emotional, social, and moral development in childhood and adolescence.

EDU 614L. Elementary Teaching Rounds. (2 h)

Involves practical experiences in elementary classrooms with focus on pedagogy and content. Weekly public school experience and seminar. Pass/Fail.

EDU 616. Elementary Literacy Interventions. (3 h)

This course is a field experience for elementary education candidates focused on early literacy, including diagnosis and remediation of reading and writing skills. It includes public school experience and seminar.

EDU 637. TESOL Linguistics. (3 h)

An introduction to the theoretical and practical linguistics resources and skills for teaching English to speakers of other languages (TESOL) within the US or abroad.

EDU 641. Teaching Elementary Literacy. (3 h)

Methods and materials for implementing research-based strategies for teaching and assessing reading, writing, listening and speaking in grades K-6.

EDU 642. Teaching Elementary Social Studies. (3 h)

Methods and materials for teaching K-6 social, studies, including adaptations for diverse and exceptional learners. Also includes experience in diverse elementary classrooms.

EDU 643. Teaching Elementary STEM (Science, Technology, Engineering, Mathematics). (3 h)

Methods and materials for teaching STEM subjects in elementary schools, emphasizing inquiry teaching and learning, and including adaptations for diverse and exceptional learners.

EDU 650L. Student Teaching: Elementary. (9 h)

Supervised teaching experience in grades K-6. Full-time. Service Learning. Satisfactory/Unsatisfactory.

EDU 651. Adolescent Psychology. (4 h)

Introduction to theories of adolescent psychology as related to teaching and counseling in various settings. Readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of 13 and 19.

EDU 654. Content Pedagogy. (3 h)

Methods, materials, and techniques used in teaching particular secondary subjects (English, mathematics, science, second languages, social studies).

EDU 654A. Content Pedagogy: Teaching Secondary English. (3 h)

Methods and materials used in teaching secondary English.

EDU 654B. Content Pedagogy: Teaching Secondary Mathematics. (3 h)

Methods and materials used in teaching secondary mathematics.

EDU 654C. Content Pedagogy: Teaching Secondary Social Studies. (3 h)

Methods and materials used in teaching secondary social studies.

EDU 654D. Content Pedagogy: Teaching Secondary Science. (3 h)

Methods and materials used in teaching secondary science.

EDU 654E. Content Pedagogy: Teaching World Languages. (3 h)

Methods and materials used in teaching world languages.

EDU 654L. Content Pedagogy Rounds. (2 h)

Practical experiences in classrooms with focus on pedagogy and content. Weekly public school experience and seminar. Satisfactory/Unsatisfactory.

EDU 655. Professional Seminar: Elementary. (3 h)

Analysis and discussion of problems and issues in elementary school teaching. Includes examination of research and best practice strategies in curriculum, instruction, assessment, diverse learners, classroom management and leadership. Satisfactory/Unsatisfactory.

EDU 661. Foundations of Education. (3 h)

Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems.

EDU 664L. Student Teaching Internship. (9 h)

Supervised teaching experience in grades 9-12 (K-12 for foreign language). Full-time, 15-week field experience. Includes a weekly on-campus seminar. Satisfactory/Unsatisfactory.

EDU 665. Professional Development Seminars. (3 h)

Analysis and discussion of problems and issues in secondary school teaching. Examination of research and practice-based strategies. Pass/Fail only.

EDU 668. Professional Experience in Education. (3 h)

This course offers students a placement in an educational setting under the supervision of a professional mentor. During this internship, students examine a critical topic in a local school, a community agency, a nonprofit organization, or other educational setting.

EDU 674. Student Teaching Seminar. (1.5 h)

Analysis and discussion of practical problems and issues in the teaching of particular secondary subjects (English, mathematics, science, second languages, social studies). Emphasis is on the application of contemporary instructional methods and materials. Includes prior (intercession) 20 hours field experience requirement.

EDU 677. Literacy in the 21st Century. (3 h)

This course examines the impact of emerging literacy trends on the 21st Century students in a digital global world. There is specific focus on engaging reluctant and struggling readers.

EDU 681. Special Needs Seminar. (1 h)

Analysis and discussion of practical problems and issues in the teaching of special needs students in the secondary classroom. Topics include classroom management, reading and writing in the content area, inclusion, and evaluation. Satisfactory/Unsatisfactory.

EDU 682. Reading and Writing in the Content Areas. (2 h)

Survey of methods for teaching reading and writing to help students learn in the various content areas, and of techniques for adapting instruction to the literacy levels of students.

EDU 683. Classroom Management Seminar. (1 h)

Examination of research and practice-based strategies for secondary school classroom management and discipline. Satisfactory/Unsatisfactory.

EDU 684. Creative Research Methodologies. (2 h)

Investigation of source materials, printed and manuscript, and research methods which are applied to creative classroom experiences and the preparation of research papers in literature and social studies.

EDU 685. Diversity Seminar. (1 h)

Exploration of multi-cultural issues and relevant Spanish language and cultural teaching practices essential for classroom communication. Satisfactory/Unsatisfactory.

EDU 687. Tutoring Basic Writing. (2 h)

Review of recent writing theory applicable to teaching basic writers (including the learning disabled and non-native speakers). Special attention to invention strategies and heuristic techniques. Includes experience with tutoring in the Writing Center. (Credit not allowed for both EDU 387 and ENG 387.)

EDU 688. Writing Pedagogy. (3 h)

This course blends theory and practice, providing students from all content areas with a foundational understanding of writing pedagogy methods and approaches. Topics of study will include writing across the curriculum, writing research and writing assessment.

EDU 690. Methods and Materials for Teaching Foreign Language. (3 h)

Survey of the basic materials, methods, and techniques of teaching foreign languages in the elementary and middle grades. Emphasis is on issues and problems involved in planning and implementing effective second language programs in grades K-6. Spring only.

EDU 693. Individual Study. (1-3 h)

A project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student. May be repeated for credit.

EDU 695. Teaching Diverse Learners. (3 h)

This course addresses diversity in the classroom, particularly the needs of English Language Learners (ELL) and Exceptional Children (EC). It examines differentiated instruction with appropriate instructional and behavioral strategies to meet the needs of all students.

EDU 698. Seminar in Secondary Education. (1 h)

Investigation of the issues that form the context for teaching in secondary schools.

EDU 705. Sociology of Education. (3 h)

Study of contemporary society and education, including goals and values, institutional culture, and the teaching/learning process.

EDU 707. Educational Policy & Practice. (3 h)

Examination of the impact of race, ethnicity, and social class on educational achievement and attainment, including consideration of philosophical, historical, and sociological issues.

EDU 708. School and Society. (3 h)

Study of continuity and change in educational institutions, including analysis of teachers, students, curriculum, assessment and evaluation, and contemporary problems and reform movements.

EDU 711. Reading Theory and Practice. (3 h)

Study of current reading theory and considerations of its application in the teaching of reading, grades K-12.

EDU 712. Learning & Cognitive Science. (3 h)

Examination of patterns of human development, and theories and principles of cognition applied to teaching and learning.

EDU 713. Classroom Climate: Classroom Management and Conflict Resolution. (3 h)

This course focuses on the development and maintenance of a safe, orderly, and respectful classroom environment in conjunction with advanced pedagogical strategies. Students learn classroom management and conflict resolution techniques while considering their own teaching practices.

EDU 714. Advanced Content Pedagogy. (3 h)

This course assists students in developing skills for content-specific teaching of critical thinking and problem solving while building upon existing pedagogical content knowledge through collaboration that is rooted in current practice, and addressing state and national standards.

EDU 715. Action Research. (3 h)

Individual planning for action research study on a specific pedagogical topic in a school setting. Includes definition of research problem, literature review, and proposal for collection of field data, and reporting of results.

EDU 716. Professional Growth Seminar. (3 h)

Students will provide reflections on their teaching experiences, report the results of their action research, and define their professional goals.

EDU 717. Instructional Design, Assessment and Technology. (3 h)

Introduction to contemporary technologies and their applications for supporting instruction, assessment, professional practice, and school leadership.

EDU 718. Adv Multimedia Tech in Educ. (3 h)

This course develops advanced technology skills and knowledge of how to incorporate technology tools into pedagogical practice through a variety of assignments including an implementation project.

EDU 721. Educational Research. (3 h)

Theory, construction, and procedures of empirical research on teaching and learning. Analysis and evaluation of research studies.

EDU 723. Educational Statistics. (3 h)

Descriptive, inferential, and nonparametric statistical procedures involved in educational research. Computer methods for statistical analysis.

EDU 725. Action Research II. (1 h)

Reporting of results of action research study on pedagogical topic. Includes oral and written presentations.

EDU 730L. Service Learning: Tutoring. (1 h)

Practical experiences in classrooms with focus on tutoring and assisting with preparation for standardized testing. Includes field work and reflection. Pass/Fail only.

EDU 731. Foundations of Curriculum Development. (3 h)

Philosophical, psychological, and social influences on the school curriculum. Examination of both theoretical and practical curriculum patterns for the modern school. Processes of curriculum development, including the leadership function of administration and research.

EDU 733. Supervision of Instruction. (3 h)

Analysis of various techniques of supervision: orientation of teachers, in-service education, classroom observation, individual follow-up conferences, ways to evaluate instruction, and methods for initiating changes.

EDU 735. Assessment of Teaching and Learning. (3 h)

This course focuses on the assessment of learning from a theoretical and practical perspective. It includes an understanding of formative and summative assessments, traditional and non-traditional assessments, standardized testing, and the interpretation and application of test data.

EDU 745. Advanced Diverse Learners. (3 h)

This course addresses advanced issues related to diversity in the classroom.

EDU 747. Research and Trends in the Teaching of Foreign Languages. (3 h)

Study of current trends and issues in foreign language education. Research topics include language and linguistics, culture, and technology.

EDU 751. Adolescent Psychology. (3 h)

Introduction to theories of adolescent psychology as related to teaching and counseling in various settings. Readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of 13 and 19.

EDU 758. Studies in Educational Leadership. (3 h)

Examination of contemporary leadership theory and its various applications in education.

EDU 764. Seminar in Curriculum and Instruction. (3 h)

Exploration of special topics in the field of curriculum and instruction.

EDU 781. Methodology and Research. (3 h)

Advanced study of the methods and materials of a specific discipline (English, French, Spanish, social studies, mathematics, science) in the curriculum with special attention directed to the basic research in the discipline. Includes 20 hours field experience/project.

EDU 783. Readings and Research in Education. (1-3 h)

Independent study and research on topics relevant to the student's field of concentration which may include a special reading program in an area not covered by other courses or a special research project. Supervision by faculty members. Hours of credit to be determined prior to registration.

EDU 784. Research in Writing. (3 h)

Investigation of selected topics related to the writing process.

EDU 785. The Teaching of Writing. (3 h)

Examination of the theories and methods of instruction of writing.

EDU 787. Teaching Advanced Placement. (2, 3 h)

An investigation of the content of and the pedagogy appropriate to advanced placement courses in the various disciplines. Summer only.

EDU 788. Teaching Foreign Languages in the Elementary Grades. (2 h)

Intensive period of observation and instruction in an elementary school setting with a foreign language specialist. Methods for development of listening, speaking, reading, writing, and cultural awareness using content-based instruction and thematic units.

English (ENG)

ENG 601. Individual Authors. (3 h)

Study of selected work from an important American or British author. May be repeated once for credit.

ENG 602. Ideas in Literature. (3 h)

Study of a significant literary theme in selected works. May be repeated when the course is taught by a different professor on a different topic.

ENG 604. History of the English Language. (3 h)

Survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth.

ENG 605. Old English Language and Literature. (3 h)

Introduction to the Old English language and a study of the historical and cultural background of Old English literature, including Anglo-Saxon and Viking art, runes, and Scandinavian mythology. Readings from Beowulf and selected poems and prose.

ENG 608. Beowulf. (3 h)

This course offers an intensive study of the poem, with emphasis on language, translation skills and critical contexts.

ENG 609. Modern English Grammar. (3 h)

A linguistics approach to grammar study. Includes a critical exploration of issues such as grammatical change and variation, the origins and effects of grammar prescriptions/proscriptions, the place of grammar instruction in education, and the politics of language authority.

ENG 610. The Medieval World. (3 h)

Examines theological, philosophical and cultural assumptions of the Middle Ages through the reading of primary texts. Topics include Christian providential history, drama, devotional literature, the Franciscan controversy, domestic life and Arthurian romance.

ENG 611. The Legend of Arthur. (3 h)

The origin and development of the Arthurian legend in France and England with emphasis on the works of Chretien de Troyes and Sir Thomas Malory.

ENG 612. Medieval Poetry. (3 h)

The origin and development of poetic genres and lyric forms of medieval vernacular poetry.

ENG 613. The Roots of Song. (3 h)

Interdisciplinary investigation of poetry and song in the Middle Ages and early Renaissance. Study of the evolution of poetic and musical genres and styles, both sacred and secular. Students must complete a project or projects on the technical or theoretical aspects of early song.

ENG 615. Chaucer. (3 h)

Emphasis on The Canterbury Tales and Troilus and Criseyde, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background.

ENG 620. British Drama to 1642. (3 h)

British drama from its beginnings to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies.

ENG 623. Shakespeare. (3 h)

Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist.

ENG 625. 16th-Century British Literature. (3 h)

Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and The Faerie Queene.

ENG 626. Studies in English Renaissance Literature. (3 h)

Selected topics in Renaissance literature. Consideration of texts and their cultural background. May be repeated once for credit pending approval of instructor.

ENG 627. Milton. (3 h)

The poetry and selected prose of John Milton with emphasis on *Paradise Lost*.

ENG 628. 17th-Century British Literature. (3 h)

Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw, prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds.

ENG 630. Restoration and 18th-Century British Literature. (3 h)

Representative poetry and prose, exclusive of the novel, drawn from Addison, Steele, Defoe, Swift, Pope, Johnson, and Boswell. Consideration of cultural backgrounds and significant literary trends.

ENG 633. Jane Austen. (3 h)

An intensive study of the works of the British novelist Jane Austen and her cultural contexts.

ENG 635. Eighteenth-Century British Fiction. (3 h)

Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.

ENG 636. Restoration and Eighteenth-Century British Drama. (3 h)

British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan. Kairoff.

ENG 637. Studies in 18th-Century British Literature. (3 h)

Selected topics in 18th-century literature. Consideration of texts and their cultural background.

ENG 638. Studies in Gender and Literature. (3 h)

Thematic and/or theoretical approaches to the study of gender in literature.

ENG 639. Studies in Sexuality and Literature. (3 h)

Thematic and/or theoretical approaches to sexuality within literary studies.

ENG 640. Studies in Women and Literature. (3 h)

Women writers in society. May be repeated when the course is taught by a different professor on a different topic.

ENG 641. Literature and the Environment. (3 h)

This course studies the relationship between environmental experience and literary representation.

ENG 644. Studies in Poetry. (3 h)

Selected topics in poetry. May be repeated when the course is taught by a different professor on a different topic.

ENG 645. Studies in Fiction. (3 h)

Selected topics in fiction. May be repeated when the course is taught by a different professor on a different topic.

ENG 646. Studies in Theatre. (3 h)

Selected topics in drama. May be repeated when the course is taught by a different professor on a different topic.

ENG 647. Internship in the Major. (1.5 h)

Internship that involves both hands-on experience and academic study. Students will partner with a literature faculty member to integrate work in the community and engagement with his or her academic plan of study.

ENG 648. English Studies and the Professions. (1.5 h)

A practicum course focused on career design and career planning, specific to career options in humanities fields. The course will broaden awareness of career opportunities available to English graduate students. Pass-fail only. Cannot be repeated.

ENG 650. British Romantic Poets. (3 h)

A review of the beginnings of Romanticism in British literature, followed by a study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period.

ENG 651. Studies in Romanticism. (3 h)

Selected topics in European and/or American Romanticism with a focus on comparative, interdisciplinary, and theoretical approaches to literature.

ENG 653. Nineteenth-Century British Fiction. (3 h)

Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others.

ENG 654. Victorian Poetry. (3 h)

A study of the Brownings, Tennyson, Hopkins, and Arnold or another Victorian poet.

ENG 656. Literature of the Caribbean. (3 h)

Readings include significant works by authors from the Caribbean and authors writing about the Caribbean. Critical, historical, and cultural approaches are emphasized. All texts are in English.

ENG 657. Studies in Chicano/a Literature. (3 h)

Writings by Americans of Mexican descent in relation to politics and history. Readings in literature, literary criticism, and sociocultural analysis.

ENG 658. Postcolonial Literature. (3 h)

Survey of representative examples of postcolonial literature from geographically diverse writers, emphasizing issues of politics, nationalism, gender, and class.

ENG 659. Studies in Postcolonial Literature. (3 h)

Examination of themes and issues in postcolonial literature, such as: globalization, postcolonialism and hybridity, feminism, nationalism, ethnic and religious conflict, the impact of the Cold War, and race and class.

ENG 660. Studies in Victorian Literature. (3 h)

Selected topics such as development of genres, major authors and texts, cultural influences. Reading in poetry, fiction, autobiography, and other prose.

ENG 661. Literature and Science. (3 h)

Literature of and about science. Topics vary and may include literature and medicine, the two-culture debate, poetry and science, nature in literature, and the body in literature.

ENG 662. Irish Literature in the 20th-Century. (3 h)

Study of modern Irish literature from the writers of the Irish Literary Renaissance to contemporary writers. Course consists of overviews of the period as well as specific considerations of genre and of individual writers.

ENG 663. Studies in Modernism. (3 h)

Selected issues in Modernism. Interdisciplinary, comparative, and theoretical approaches to works and authors.

ENG 664. Studies in Literary Criticism. (3 h)

Consideration of certain figures and schools of thought significant in the history of literary criticism.

ENG 665. Twentieth-Century British Fiction. (3 h)

A study of Conrad, Ford, Forster, Joyce, Lawrence, Woolf and later British writers, with attention to their social and intellectual backgrounds.

ENG 666. James Joyce. (3 h)

The major works by Joyce, with an emphasis on *Ulysses*.

ENG 667. Twentieth-Century English Poetry. (3 h)

A study of 20th-century poets of the English language, exclusive of the U.S. Poets will be read in relation to the literary and social history of the period.

ENG 668. Studies in Irish Literature. (3 h)

The development of Irish literature from the 18th-century through the early 20th-century in historical perspective, with attention to issues of linguistic and national identity.

ENG 669. Modern Drama. (3 h)

Main currents in modern drama from 19th-century realism and naturalism through symbolism and expressionism. After an introduction to European precursors, the course focuses on representative plays by Wilde, Shaw, Synge, Yeats, O'Neill, Eliot, Hellman, Wilder, Williams, Hansberry, and Miller.

ENG 670. American Literature to 1820. (3 h)

Origins and development of American literature and thought in representative writing of the Colonial, Revolutionary, and Federal periods.

ENG 671. American Ethnic Literature. (3 h)

Introduction to the field of American Ethnic literature, with special emphasis on post World War II formations of ethnic culture: Asian American, Native American, African American, Latino, and Jewish American. The course highlights issues, themes, and stylistic innovations particular to each ethnic group and examines currents in the still developing American culture.

ENG 672. American Romanticism. (3 h)

Studies of Romanticism in American literature. Focus varies by topic and genre, to include such writers as Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson.

ENG 673. Literature and Film. (3 h)

Selected topics in the relationship between literature and film, such as adaptations of literary works, the study of narrative, and the development of literary and cinematic genres.

ENG 674. American Fiction before 1865. (3 h)

Novels and short fiction by such writers as Brockden Brown, Cooper, Irving, Poe, Hawthorne, Melville, Stowe, and Davis.

ENG 675. American Drama. (3 h)

An historical overview of drama in America, covering such playwrights as Boucicault, O'Neill, Hellman, Wilder, Williams, Inge, Miller, Hansberry, Albee, Shepard, Norman, Mamet, and Wilson.

ENG 676. American Poetry before 1900. (3 h)

Readings and critical analysis of American poetry from its beginnings, including Bradstreet, Emerson, Longfellow, Melville, and Poe, with particular emphasis on Whitman and Dickinson.

ENG 677. American Jewish Literature. (3 h)

Survey of writings on Jewish topics or experiences by American Jewish writers. Explores cultural and generational conflicts, responses to social change, the impact of the Shoah (Holocaust) on American Jews, and the challenges of language and form posed by Jewish and non-Jewish artistic traditions.

ENG 678. Literature of the American South. (3 h)

Study of Southern literature from its beginnings to the present, with emphasis upon such major writers as Tate, Warren, Faulkner, O'Connor, Welty, and Styron.

ENG 679. Literary Forms of the American Personal Narrative. (3 h)

Reading and critical analysis of autobiographical texts in which the ideas, style, and point of view of the writer are examined to demonstrate how these works contribute to an understanding of pluralism in American culture. Representative authors include Douglass, Brent, Hurston, Wright, Kingston, Angelou, Wideman, Sarton, Hellman, and Dillard.

ENG 680. American Fiction from 1865 to 1915. (3 h)

Study of such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather.

ENG 681. Studies in African American Literature. (3 h)

Reading and critical analysis of selected fiction, poetry, drama, and other writings by American authors of African descent.

ENG 682. Modern American Fiction, 1915 to 1965. (3 h)

Includes such writers as Cather, Lewis, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Baldwin, Ellison, Agee, O'Connor, Styron, Percy, and Pynchon.

ENG 685. Twentieth-Century American Poetry. (3 h)

Readings of modern American poetry in relation to the literary and social history of the period.

ENG 686. Directed Reading. (1-3 h)

A tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student.

ENG 687. African-American Fiction. (3 h)

Selected topics in the development of fiction by American writers of African descent.

ENG 689. African-American Poetry. (3 h)

Readings of works by American poets of African descent in theoretical, critical, and historical contexts.

ENG 690. The Structure of English. (3 h)

Introduction to the principles and techniques of modern linguistics applied to contemporary American English.

ENG 691. Studies in Postmodernism. (3 h)

Interdisciplinary, comparative, and theoretical approaches to works and authors.

ENG 693. Multicultural American Drama. (3 h)

Examines the dramatic works of playwrights from various racial and ethnic communities such as Asian American, Native American, and Latino. Includes consideration of issues, themes, style, and form.

ENG 694. Contemporary Drama. (3 h)

Considers experiments in form and substance in plays from Godot to the present. Readings cover such playwrights as Beckett, Osborne, Pinter, Stoppard, Churchill, Wertebaker, Albee, Shepard, Mamet, Wilson, Soyinka, and Fugard.

ENG 695. Contemporary American Literature. (3 h)

Study of post-World War II American poetry and fiction by such writers as Bellow, Gass, Barth, Pynchon, Morrison, Ashbery, Ammons, Bishop, and Rich.

ENG 696. Contemporary British Fiction. (3 h)

Study of the British novel and short story, with particular focus on the multicultural aspects of British life, including works by Rushdie, Amis, Winterson, and Ishiguro.

ENG 700. Teaching Internship. (1.5 h)

An internship for the observation and practice of undergraduate pedagogy, placing an MA student into a core literature, writing, or creative writing course taught by a permanent faculty member, typically in the first semester of the student's second year. Arranged by permission or invitation of the supervising faculty member. Must be taken as an overload in addition to the coursework for the degree. May be repeated for credit for a maximum of 3 hours.

ENG 701. Individual Authors. (3 h)

Study of selected works from an important American, English, or Global Anglophone author.

ENG 702. Ideas in Literature. (3 h)

Study of a significant literary theme in selected works. May be repeated for credit if topic varies.

ENG 703. Introduction to Composition Studies. (3 h)

This graduate seminar offers an introduction to the field of Composition Studies (also known as Composition-Rhetoric). Students examine the field's historical perspectives, research traditions, guiding theories and constructs, classroom practices, and approaches to writing assessment.

ENG 704. Studies in Rhetorical Theory and Criticism. (3 h)

In this graduate seminar, students explore major issues and perspectives in rhetorical theory, including histories of rhetoric, elements of rhetorical criticism, and methods of rhetorical analysis. May be repeated once.

ENG 705. Special Topics in Writing Studies. (3 h)

In this graduate seminar, students examine significant writing theories and practices focused on one area of study within the international field of Writing Studies. May be repeated once.

ENG 707. Workshop in Prose. (3 h)

This graduate workshop is meant to improve and consolidate prose-writing skills and expand artistic ambitions, preparing students for further study (an MFA or PhD program) or a career in writing, editing, or teaching. May be repeated once.

ENG 708. Workshop in Poetry. (3 h)

This graduate workshop is meant to improve and consolidate poetry-writing skills and expand artistic ambitions, preparing students for further study (an MFA or PhD program) or a career in writing, editing, or teaching. May be repeated once.

ENG 709. Special Topics in Creative Writing. (3 h)

This graduate workshop is meant to develop students' creative writing skills in one or more genres in the context of a particular topic, as well as to expand artistic ambitions and prepare students for further study (an MFA or PhD program) or a career in writing, editing, or teaching. May be repeated once.

ENG 710. Early Medieval Narrative. (3 h)

A variety of forms of early medieval narrative (history, saga, chronicle, poetry, hagiography), with a focus on issues of genre and narrative form, connections between story and history, and the text's relation to the culture that produced it. Emphasis is on interdisciplinary viewpoints (artistic, archaeological, geographic), and on contemporary narrative theory.

ENG 711. Arthurian Legend. (3 h)

Emphasis is on the origin and developments of the Arthurian legend in England and France, with primary focus on Malory's *Le Morte d'Arthur*. Attention to social and intellectual backgrounds.

ENG 712. Studies in Medieval Literature: Romance and Identity. (3 h)

A diverse corpus of medieval poetry, both lyric and narrative, is explored in an effort to trace the origin and evolution of the idea and meaning of "romance," a term signifying, for the medieval audience, narrative poetry in the vernacular, and, for our purposes, that uniquely new concept of ennobling love that emerged in the 12th century.

ENG 715. Studies in Chaucer. (3 h)

Emphasis on selected *Canterbury Tales*, *Troilus and Criseyde*, and the longer minor works, with attention to social, critical, and intellectual background. Lectures, reports, discussions, and a critical paper.

ENG 720. Renaissance Drama. (3 h)

Using an historical approach, this seminar examines the relationship between the theater as an institution and centers of authority during the Tudor and Stuart periods. The plays—tragedies, comedies, tragicomedies—are approached as the products of a dynamic exchange between individual authors and the larger political and social concerns of the period.

ENG 721. Studies in Spenser. (3 h)

Emphasis on *The Faerie Queene*; attention to the minor works; intellectual and critical background. Lectures, discussions, and class papers. Ettin.

ENG 722. Studies in 16th-Century British Literature. (3 h)

Introduction to critical and scholarly methodology for the study of the literature; particular emphasis on Spenser's *Faerie Queene* and Sidney's *Arcadia*.

ENG 723. Studies in Shakespeare. (3 h)

Representative text from all genres, examined in light of critical methodologies in the field of Shakespeare studies. Emphasis is on reading primary sources as well as on discussion of the impact that historical, cultural, and religious developments had on Shakespeare, the theater, and the thematics of his plays.

ENG 725. Studies in 17th-Century British Literature. (3 h)

Non-dramatic literature of the 17th century, exclusive of Milton. Emphasis on selected major writers. Lectures, discussions, and presentation of studies by members of the class.

ENG 727. Studies in 17th-Century British Literature: Primarily Milton. (3 h)

The work of John Milton, primarily *Paradise Lost*, within its cultural environment. Some attention to connections between Milton's writings and that of his contemporaries.

ENG 729. Early Modern Literature. (3 h)

Introduction to Early Modern literature, spanning a variety of genres, periods, and regions and including historical contexts, critical methodologies, and secondary criticism in Early Modern studies.

ENG 733. 18th-Century British Fiction. (3 h)

A study of two major British novelists of the 18th century. Lectures, reports, critical papers. Authors for study chosen from the following: Defoe, Richardson, Fielding, Smollet, and Austen.

ENG 737. Studies in Restoration and 18th-Century British Literature. (3 h)

Selected topics in Restoration and 18th-century literature. Consideration of texts and their cultural background.

ENG 740. Studies in Gender and Literature. (3 h)

An examination of selected writers and/or theoretical questions focusing on issues of gender.

ENG 741. Studies in Sexuality and Literature. (3 h)

Thematic and/or theoretical approaches to sexuality within literary studies.

ENG 743. Nineteenth-Century British Fiction. (3 h)

Study of one or more major British novelists of the 19th century. Lectures, reports, discussions, and a critical paper. Authors for study chosen from the following: Austen, Dickens, Thackeray, Eliot, and Hardy.

ENG 745. British Poetry of the 19th and 20th Centuries. (3 h)

Study of several British poets chosen from the major Romantics, Tennyson, Browning, Hardy, and Yeats.

ENG 746. Studies in British Romanticism. (3 h)

Examination of major writers, topics, and/or theoretical issues from the late 18th and early 19th centuries.

ENG 757. American Poetry. (3 h)

Studies of the poetry and poetic theory of three major American writers in the 19th and 20th centuries. Writers chosen from the following: Whitman, Dickinson, Frost, Eliot, Stevens, or Williams. Discussions, reports, and a critical paper.

ENG 758. Studies in Modern Poetry. (3 h)

Theoretical issues and themes in 20th-century poetry.

ENG 759. Studies in Postcolonial Literature. (3 h)

Examination of themes and issues in postcolonial literature and/or theory such as globalization, identity and hybridity, feminism, nationalism, ethnic and religious conflict, the impact of neo-imperialism and economic policy, and race and class.

ENG 760. Studies in Victorian Literature. (3 h)

Selected topics such as development of genres, major authors and texts, and cultural influences of Victorian Literature. Readings in poetry, fiction and autobiography, and other prose.

ENG 763. Studies in Modernism. (3 h)

This course will examine selected issues in Modernism, from interdisciplinary, comparative, and theoretical approaches.

ENG 765. Literary Criticism. (3 h)

Review of historically significant problems in literary criticism, followed by study of the principal schools of 20th-century critical thought. Lectures, reports, discussions, and a paper of criticism.

ENG 766. Studies in 20th-Century British Literature. (3 h)

Examination of major writers, topics, and/or theoretical issues in 20th-century British literature. In addition to fiction, the course focuses on drama, theory, prose readings, and poetry.

ENG 767. Twentieth Century British Fiction. (3 h)

Study of one or more of the major British novelists of the 20th century. Authors chosen from among the following: Conrad, Ford, Forster, Joyce, Lawrence, or Woolf.

ENG 768. Irish Literature. (3 h)

Study of major themes, theories, individual authors, or periods, which might include discussions of mythology, folklore, landscape, poetics, narrative strategies, gender, and politics.

ENG 770. Studies in American Literature. (3 h)

Introduction to studies in American literatures, spanning a variety of genres, periods, and regions (U.S., Black Atlantic, Caribbean, Central American, South American, and hemispheric literatures), including historical contexts, critical methodologies, and secondary criticism in the field.

ENG 771. American Ethnic Literature. (3 h)

Examination of how ethnic writers narrate cultural histories and respond to and represent the ambiguity of cultural location. Literary topics include slavery, exile, the Holocaust, immigration, assimilation, and versions of the American Dream.

ENG 772. Studies in American Romanticism. (3 h)

Writers of the mid-19th century, including Emerson, Thoreau, Hawthorne, and Melville.

ENG 774. American Fiction Before 1865. (3 h)

Study of novels and short fiction by such writers as Brockden Brown, Cooper, Irving, Poe, Hawthorne, Melville, Stowe, and Davis.

ENG 776. American Poetry Before 1900. (3 h)

Close reading and critical analysis of selected American poets, such as Bryant, Longfellow, Poe, Emerson, Whitman, and Dickinson.

ENG 779. Autobiographical Voices: Race, Gender, Self-Portraiture. (3 h)

Using an historical and critical approach, this seminar examines autobiography as an activity which combines history, literary art, and self-revelation. Lectures, reports, discussions, a critical journal, a personal narrative, and a critical paper. Authors for study chosen from the following: Douglass, Brent, Hurston, Wright, Angelou, Crews, Dillard, Moody, Malcolm X, Kingston, Wideman, or Sarton.

ENG 780. Studies in American Fiction from 1865 to 1915. (3 h)

Study of the principal fiction of one or more major American writers of the late 19th and early 20th centuries. Lectures, seminar reports, and a research paper. Authors for study chosen from the following: Twain, James, Howells, Adams, Crane, Dreiser, Wharton, or Cather.

ENG 781. African-American Literature and the American Tradition. (3 h)

Critical readings of selected works of major American writers of African descent within the contexts of the African-American and American literary and social traditions. Covers such genres as autobiography, fiction, drama, and poetry. Lectures, reports, discussions, and a critical paper.

ENG 782. Studies in American Fiction from 1915 to 1965. (3 h)

Study of the principal fiction of one or more major American writers of the 20th century. Writers are chosen from the following: Cather, Lewis, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Baldwin, Ellison, Agee, O'Connor, Percy, or Pynchon.

ENG 783. Contemporary American Fiction. (3 h)

Seminar devoted to the close study of some of the most important novels produced in the United States since World War II.

ENG 784. Contemporary American Poetry. (3 h)

Seminar devoted to the close study of some of the most important poems written in America since World War II.

ENG 786. Directed Reading. (1-3 h)

A tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student. May be repeated for credit if topic varies.

ENG 789. Linguistics in Literature. (3 h)

Examination of theories of grammar and attitudes toward the English language reflected in the literature of selected periods.

ENG 791. Thesis Research I. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

ENG 792. Thesis Research II. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

French (FRH)

FRH 621. Introduction to Translation. (3 h)

Introduces translation strategies through theory and practice. Emphasizes translation of a broad variety of texts, including different literary and journalistic modes. Attention is given to accuracy in vocabulary, structures, forms, and to cultural concerns.

FRH 623. Advanced Grammar & Stylistics. (3 h)

Review and application of grammatical structures for the refinement of writing techniques. Emphasizes the use of French in a variety of discourse types. Attention is given to accuracy and fluency of usage in the written language.

FRH 629. Intro to Business French. (3 h)

Introduction to the use of French in business. Emphasizes oral and written practices, reading, and French business culture, as well as a comprehensive analysis of different business topics and areas.

FRH 630. French for Management. (3 h)

Explores oral and written French communication and develops intercultural skills in areas such as human resources, entrepreneurship, and marketing through case studies and current events.

FRH 643. Modern French. (3 h)

Study of the features of contemporary French including colloquial French, contrasting grammar, vocabulary, and pronunciation with standard forms.

FRH 645. Language and Society. (3 h)

Introduces sociolinguistic issues relating to the French language and its role in societies around the world.

FRH 660. Cinema and Society. (3 h)

Study of French and Francophone cultures through cinema. Readings and films may include film as artifact, film theory, and film history.

FRH 661. Special Topics in French and Francophone Film Studies. (3 h)

In-depth study of particular aspects of French and/or francophone cinema. Topics may include film adaptations of literary works, cinematographic expressions of social or political issues, selected filmmakers, theories, genres, historical periods, or cinematographic trends. May be repeated for credit for a maximum of 6 hours when topics vary.

FRH 663. Trends in French Poetry. (3 h)

Study of the development of the poetic genre with analysis and interpretation of works from each period.

FRH 664. French and Francophone Prose Fiction. (3 h)

Broad survey of prose fiction in French, with critical study of representative works from a variety of periods.

FRH 665. French and Francophone Drama. (3 h)

Study of the chief trends in French dramatic art, with reading and discussion of representative plays from selected periods: Baroque, Classicism, and Romanticism, among others.

FRH 670. Seminar in French and Francophone Studies. (3 h)

In-depth study of particular aspects of selected literary and cultural works from different genres and/or periods. Topics vary from semester to semester. May be repeated for credit for a maximum of 6 hours when topics vary.

FRH 674. Topics in French and Francophone Culture. (3 h)

Study of selected topics in French and/or francophone culture. Works will be drawn from different fields (sociology, politics, art, history, music, cinema) and may include journalistic texts, films, historical and other cultural documents. May be repeated for credit for a maximum of 6 hours when topics vary.

FRH 675. Special Topics in French and Francophone Literature. (3 h)

Selected themes and approaches to French literature transcending boundaries of time and genre. Topics to be chosen by staff in consultation with majors prior to the term the course is offered. May be repeated once for credit.

FRH 681. French Individual Study. (1.5-3 h)

May be repeated for credit. P-Permission of the department.

Graduate (GRD)

GRD 700. Independent Study. (1-9 h)

This course allows an interested student to pursue a topic covered in another class in greater depth under the guidance of a faculty member. The faculty member will work with the student to clarify the expectations; usually the course requires a combination of extensive reading, tutorial sessions, and a written paper. May be repeated.

GRD 701. Special Topics. (1-9 h)

This course allows an interested student or students to pursue a topic covered in another class in greater depth under the guidance of a faculty member. The faculty member will work with the student or students to clarify the expectations; usually the course requires a combination of extensive reading, tutorial sessions, and a written paper. May be repeated for different topics.

GRD 702. Internship. (1-9 h)

The objective of this experiential course is to prepare graduate students to practice their biomedical science expertise within one of a variety of career settings. The course is appropriate for those seeking either a Master's or PhD in biomedical sciences, preparing the student for roles in pharmaceutical/biotech (research, safety, marketing), law and regulatory agencies, medical writing, science policy, and grants management, among others. Students should register for this course if their internship placement is located within the Wake Forest umbrella. Students with placement outside of the Wake Forest umbrella should register for GRAD 703. Credit hours may be adjusted based on the length of the internship. May be repeated. Satisfactory/Unsatisfactory.

GRD 703. Internship. (1-9 h)

The objective of this experiential course is to prepare graduate students to practice their biomedical science expertise within one of a variety of career settings. The course is appropriate for those seeking either a Master's or PhD in biomedical sciences, preparing the student for roles in pharmaceutical/biotech (research, safety, marketing), law and regulatory agencies, medical writing, science policy, and grants management, among others. Students should register for this course if their internship placement is located outside the Wake Forest umbrella. Students with placement inside of the Wake Forest umbrella should register for GRAD 702. Credit hours may be adjusted based on the length of the internship. May be repeated. Satisfactory/Unsatisfactory.

GRD 704. Principles of Intellectual Property Development. (2 h)

This course is specifically designed for late stage graduate students to supplement their scientific background with a greater understanding of intellectual property protection, commercialization, and start-up company formation. Numerous aspects of our knowledge-based economy will be covered including an overview of the diverse types of intellectual property protection available to protect inventions (with a focus on patents,) the technology transfer process in an academic setting, a primer of company formation and organization, and an analysis of the different agreements (including Confidential Disclosure Agreements, Material Transfer Agreements and License Agreements) necessary to move a technology from the bench to the bedside.

GRD 705. Commercializing Innovation. (3 h)

This course will explore the processes that are involved from taking an interesting and innovative idea through successful commercial or organizational application - in going from why something is a promising innovation on to how to develop a potentially successful business. It will look at product and process innovation, as well as the increasingly important area of business model innovation. There will be strong emphasis on practical application, group work and learning from experience. Guest lecturers will be used to illuminate some of the key issues in the commercialization process. Typically offered in spring terms.

GRD 706. Regulation and Reimbursement of Novel Drugs, Biologics, and Medical Devices. (3 h)

This course is an overview of the key areas of strategic clinical development, Regulatory Affairs and the FDA-imposed regulations pertinent to the product lifecycle in the pharmaceutical, biologics, and medical device industries. The course also explores the basics of market access and reimbursement as a "second approval" prior to the product entering the market. The implications for available scientific and clinical evidence in light of market access issues will be discussed and linked back to the design of successful clinical development programs. Students will gain insight into the key elements of the regulatory process and market access in various health sector industries, governmental agencies and consultancies.

GRD 707. Professional Responsibilities & Conduct I. (1 h)

Students learn to identify general and discipline-specific professional norms and obligations for the responsible practice of science. Emphasizes development of professional decision-making skills. This course or equivalent is required for Reynolda campus Master's students who will be supported on federal grants. Pass/Fail.

GRD 708. Communicating Science. (2 h)

This course is meant to train students in the best practices of taking highly technically scientific content and translating into formats that can be more easily comprehended by non-scientists and laypersons. The course will rely heavily on student presentations, often of their own research, followed by constructive critique from other class members. Typically offered in the summer term.

GRD 709. Scientific Outreach. (1 h)

This course provides hands-on engagement with teaching and educational opportunities directed at the lay public or other, non-university groups. Planning outreach events and communicating scientific concepts to the lay public are essential skills for any scientist-in-training, especially those who may be involved in academic lecturing or public policy. The scope of such activities will derive from the scientific disciplines of the students involved, but will include activities involving the informal teaching of basic and translational science concepts in the biomedical sciences and other STEM-related disciplines. Examples of such engagement include K-12 school visits, involvement in public symposia related to science for lay audiences, or any similar activity performed under faculty guidance. May be repeated for credit not to exceed 6 hours each. Satisfactory/Unsatisfactory.

GRD 710. Scientific Outreach. (1 h)

This course provides hands-on engagement with teaching and educational opportunities directed at the lay public or other, non-university groups. Planning outreach events and communicating scientific concepts to the lay public are essential skills for any scientist-in-training, especially those who may be involved in academic lecturing or public policy. The scope of such activities will derive from the scientific disciplines of the students involved, but will include activities involving the informal teaching of basic and translational science concepts in the biomedical sciences and other STEM-related disciplines. Examples of such engagement include K-12 school visits, involvement in public symposia related to science for lay audiences, or any similar activity performed under faculty guidance. May be repeated for credit not to exceed 6 hours each. Satisfactory/Unsatisfactory.

GRD 711. Introduction to College Teaching. (1 h)

Prepares graduate teaching assistants for teaching roles. Coursework includes a 1-2 day orientation introducing students to the role and responsibility of being a teaching assistant, departmental orientation to teaching in the discipline, a series of educational workshops conducted by the Teaching and Learning Center, and classroom observation. Satisfactory/Unsatisfactory.

GRD 712. Clinical Integrity and Professionalism. (2 h)

This course offers foundational ethics and integrity training to Bowman Gray graduate students focused in pre-clinical studies. This course will utilize a combination of didactic presentations and small group, problem-based learning experiences to teach students methodology for addressing future ethical concerns in clinical and research practice. The course will provide an overview of the historical context and theoretical frameworks of biomedical ethics. Emphasis will be placed on the use of case studies to discuss topics including but not limited to: the doctor-patient relationship, professionalism, the principles of biomedical ethics, informed consent, privacy and confidentiality, medical research, social factors in healthcare, and ethical issues at the beginning and end of life. This course satisfies graduation requirements for ethics training for Bowman Gray students. Satisfactory/Unsatisfactory.

GRD 713. Foundations of Scientific Integrity and Professionalism. (1 h)

A short-course designed to offer foundational ethics and integrity training to incoming Bowman Gray graduate students. Key concepts will include introduction to key professional norms in science, including, but not limited to, responsible conduct of research, new professional expectations, as well as student life. An introduction to topics, that will be further explored using case-studies in GRAD 714, will include: plagiarism, animal & human subject research, record keeping, data management, grant writing, the student and advisor relationship, laboratory dynamics, and managing conflicts of interest. Typically offered immediately following fall orientation. Satisfactory/Unsatisfactory.

GRD 714. Scientific Integrity and Professionalism. (1 h)

A small-group, problem-based learning formatted course designed to teach discipline-specific and broad, professional norms and obligations for the ethical practice of science, primarily for first-year graduate students on the Bowman Gray campus. The content will present ethical dilemmas and promote professional behavior on, but not limited to, the responsible conduct of research and the current regulatory climate with emphasis on the underlying principles that shape these concepts. Topics will include plagiarism, animal & human subject research, record keeping, data management, grant writing, the student and advisor relationship, laboratory dynamics, and managing conflicts of interest. Typically offered weekly at 2-hour discussion sections during the spring term. This course satisfies graduation requirements for ethics training for Bowman Gray students. Satisfactory/Unsatisfactory.

GRD 715. Career Planning in Biomedical Sciences. (1.5 h)

A weekly seminar course, primarily for first-year graduate students on the Bowman Gray campus, in which invited alumni panelists share details on career options in the biomedical sciences, typically grouped by industry, highlighting a wide range of career paths. Speakers will share details from their own experiences in preparing for their chosen career paths, and may include: undergraduate college teaching, pharmaceutical research, law careers, medical writing, science policy, and grants management, among other careers. In addition to the panel discussions, students will have the opportunity to complete self-assessment exercises to help narrow their career focus, will begin to discuss best practices in resume, curriculum vitae, cover letter writing, and interviewing skills. Recommended for all students on the Bowman Gray campus. Typically offered in fall terms.

GRD 716. Seminars in Professional Development. (1 h)

A weekly seminar course, primarily for first-year graduate students on the Bowman Gray campus, in which invited speakers give presentations organized around offering students best practices in professional behaviors on topics, including: animal and human subjects research, record keeping, authorship, grant writing, preparing talks and posters, and managing conflicts of interest. Required for PhD students on the Bowman Gray campus; recommended for MS students on the Bowman Gray campus. Typically offered in spring terms.

GRD 717. Career Planning for Graduate Students. (1 h)

This course is designed to provide graduate students with experience in all three components of the career planning process: 1) self-assessment of work related values, interests, skills; 2) exploration and research of career options 3) development of job search materials including resumes, cover letters, and other relevant materials. Recommended for all students in the Reynolda Campus programs preferably in their first year. This will be offered in online format over half a semester to allow for self-guided investment in their own career plans. Satisfactory/Unsatisfactory.

GRD 720. Topics in College-Level Teaching. (1-3 h)

Students participate in the preparation and delivery of one or more lectures, homework assignments, and examinations, and facilitate small group learning sessions. Students attend at least two professional development workshops on a variety of aspects of the educational process. P-Successful completion of the first year of coursework in a biomedical graduate training program and POI. Satisfactory/Unsatisfactory.

GRD 722. Teaching Skills and Strategies Seminar. (2 h)

Designed to provide students with formal training and development in teaching strategies and teaching scholarship. A variety of theories and pedagogies are reviewed and discussed. Students receive some practical experience in developing and delivering instructional materials and assessment tools. Meets weekly for two hours throughout the spring semester.

GRD 724. Biosafety in Research Laboratories. (3 h)

This one-term course provides an overview of the types of biohazards that may be encountered while conducting scientific research, with emphasis on laboratories, and effective methods to minimize the risks associated with those hazards. P-At least one microbiology course and laboratory experience.

GRD 725. Speaking with Confidence. (3 h)

Introduction to logic and rhetoric as well as grammar, comprehension, idioms, pronunciation, and vocabulary. Focuses on increasing self-confidence to improve speaking abilities as well as future employment opportunities.

GRD 726. Written English for the Professional Graduate. (3 h)

Field-based seminar compares the barriers to market participation experienced by independent entrepreneurs cross-culturally. Free trade policies are contrasted with fair trade practices to determine why so many independent producers have trouble succeeding in a globalizing world.

Health and Exercise Science (HES)

HES 650. Human Physiology. (3 h)

A lecture course that presents the basic principles and concepts of the function of selected systems of the human body, with emphasis on the muscular, cardiovascular, pulmonary, and nervous systems. Berry, Brubaker.

HES 651. Nutrition in Health & Disease. (3 h)

A lecture/lab course that presents the principles of proper nutrition including an understanding of the basic foodstuffs and nutrients as well as the influence of genetics, eating behavior, and activity patterns on performance, energy balance, and weight control. Labs focus on intervention in obesity and coronary heart disease through diet analysis, methods of diet prescription, and behavior modification. Miller.

HES 652. Human Gross Anatomy. (4 h)

A lecture/lab course on the structure and function of the human body. Labs are devoted to the dissection and study of the human musculoskeletal, neuromuscular, and vascular systems. Marsh, Messier.

HES 653. Physiology of Exercise. (3 h)

Lecture course that presents the concepts and applications of the physiological response of the human body to physical activity. The acute and chronic responses of the muscular and cardiorespiratory systems to exercise are examined. Other topics include exercise and coronary disease, strength and endurance training, somatotype and body composition, gender-related differences, and environmental influences. P-HES 650 or POI. Miller, Berry.

HES 660. Epidemiology. (3 h)

Introduction to basic determinants of the incidence of chronic disease in the population, and development of an understanding of individual, community, and environmental approaches to promoting healthful lifestyles in youth, adults, and elderly populations. Issues are analyzed by formal statistical modeling. Mihalko.

HES 670. Biomechanics of Human Movement. (3 h)

Study of the mechanical principles which influence human movement, sport technique, and equipment design. Messier.

HES 675. Advanced Exercise Physiology. (3 h)

Lecture course on the study of physiological and biochemical adaptations of the human body to exercise, with special emphasis on substrate metabolism, ventilation and respiration, oxygen transport, and muscle physiology. Berry.

HES 682. Independent Study. (1-3 h)

Literature reviews and/or laboratory research performed on an individual basis under the supervision of a faculty member. Staff.

HES 715. Experimental Design. (3 h)

Study of the various types of research relevant to health and exercise science. While attention is given to topics such as statistical treatment of data, the primary emphasis involves discussion concerning threats to internal and external validity for experimental and quasi-experimental designs. In conjunction with a sound methodological approach, practical experiences are provided in the preparation and presentation of thesis proposals. Katula.

HES 721. Data Analysis and Interpretation. (3 h)

The application of basic statistical techniques in the analysis and interpretation of data in scientific research. Topics include descriptive statistics, simple linear and multiple correlation/regression analysis, t-tests, analysis of variance and covariance, and non-parametric statistics. Berry.

HES 733. Health Psychology. (3 h)

Seminar on current topics in health psychology with a focus on wellness programs and rehabilitative medicine. Katula.

HES 761. Cardiopulmonary Disease Management. (3 h)

A lecture/lab class that examines the physiological, pathologic, and pharmacologic considerations of managing patients with cardiovascular and pulmonary disease. Special emphasis on learning diagnostic procedures, interventions, and therapies, particularly models for cardiac and pulmonary rehabilitation. Brubaker.

HES 763. Advanced Biomechanics. (3 h)

An in-depth study of the mechanical principles that influence human movement. Topics include the study of kinetics, kinematics, cinematography, sport shoe design, and skeletal biomechanics. P-Anatomy, kinesiology, physics, or POI. Messier.

HES 765. Graded Exercise Testing and Exercise Prescription. (3 h)

The study of the rationale for the use of graded exercise testing in the evaluation of functional work capacity and prescription of exercise. Lectures include the analysis of different modes of evaluation: treadmill, bicycle ergometer, arm ergometer, and field testing, with the application of the results in the evaluation of normal and cardiac patients and prescription of exercise for special populations. Lab experiences include the use of electrocardiographs, ergometers, and metabolic analyzers in the assessment of functional capacity. Brubaker.

HES 780. Advanced Topics in Exercise and Sport Science. (3 h)

This course is divided into two or more content areas to allow an in-depth treatment of selected topics that are not a regular part of required coursework. Topics are chosen from the following areas: anatomy, biomechanics, computer analysis, multivariate statistics, and physiology of exercise. Seminar and/or lab approach. Staff.

HES 782. Independent Study in Health and Exercise Science. (1-3 h)

Literature and/or laboratory research performed on an individual basis under the supervision of a faculty member. May be repeated for credit. Staff.

HES 783. Seminar in Health and Exercise Science. (1 h)

Seminar class designed to bring graduate students and faculty together on a regular basis to discuss research proposals, research design and studies, results of research, and current topics in health and exercise science. Talks by invited or visiting speakers are included as seminar sessions. Graduate students receive reading and work assignments related to the material presented in the seminar. May be repeated for credit. Katula.

HES 784. Seminar in Health and Exercise Science. (1 h)

Seminar class designed to bring graduate students and faculty together on a regular basis to discuss research proposals, research design and studies, results of research, and current topics in health and exercise science. Talks by invited or visiting speakers are included as seminar sessions. Graduate students receive reading and work assignments related to the material presented in the seminar. May be repeated for credit. Katula.

HES 791. Thesis Research I. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

HES 792. Thesis Research II. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

Hindi-Urdu (HNU)

HNU 611. Elementary Hindi-Urdu I. (3 h)

Introduction to modern Hindi-Urdu. Designed for students with no knowledge of the language. Focus is on developing reading, writing, and conversation skills for practical contexts. Instruction in the Devanagari and Nastaliq scripts and an exploration of the cultures of India and Pakistan. Fall only.

HNU 612. Elementary Hindi-Urdu II. (3 h)

Continued instruction in modern Hindi-Urdu. Students with previous background may place into this course with the instructor's permission. Focus is on developing reading, writing, and conversation skills for practical contexts. Instruction in the Devanagari and Nastaliq scripts and an exploration of the cultures of India and Pakistan. P-HNU 611.

HNU 653. Intermediate Hindi-Urdu I. (3 h)

Introduction to the Devanagari writing system used in Hindi, as well as other South Asian languages, including Nepali and Sanskrit. Includes an overview of the Hindi-Urdu sound system and language. Students with prior proficiency in spoken Hindi or Urdu may complete this course in preparation for entering Intermediate Hindi-Urdu. P-HNU 612.

HNU 701. Intermediate Hindi-Urdu II. (3 h)

Continued intermediate instruction in spoken and written Hindi-Urdu. Students with previous background may place into this course with the instructors permission. Focus is on building oral and written communication skills in a range of contexts. Exploration of the cultures of India and Pakistan through discussions of authentic materials. Instruction in Devanagari and Nastaliq scripts. P-HNU 653 or POI.

History (HST)

HST 605. Medieval and Early Modern Iberia. (3 h)

Examines the variety of Christian, Muslim, and Jewish cultures that flourished on the Iberian peninsula between the years 700 and 1700. Themes include religious diversity and the imposition of orthodoxy, the formation of nation-states and empires, geographic exploration and discovery, and the economics of empire in the early modern period.

HST 606. Science, Magic, and Alchemy in Europe, 1400-1700. (3 h)

Examines scientists and magicians in medieval Europe, who developed theoretical models and practical approaches to understand and to manipulate the natural world. Looks at alchemists, who transformed matter to understand it as well as to make things for practical purposes: metals, gems, medicines, and the philosopher's stone.

HST 607. Italian Renaissance. (3 h)

Examination of the economic, political, intellectual, artistic, and social developments in the Italian world from 1350-1550.

HST 608. World of Alexander the Great. (3 h)

An examination of Alexander the Great's conquests and the fusion of Greek culture with those of the Near East, Central Asia, and India. Special emphasis placed on the creation of new political institutions and social customs, modes of addressing philosophical and religious issues, as well as the achievements and limitations of Hellenistic Civilization. Lerner.

HST 609. European International Relations since World War I. (3 h)

Surveys European international relations in the 20th century beyond treaties and alliances to examine the economic, social, and demographic factors that shaped formal arrangements between states. Covers the impact of new forms of international cooperation, pooled sovereignty, and nongovernmental organizations on European diplomacy and internal relations.

HST 610. 20th Century Eastern Europe. (3 h)

Examination of the history of 20th century Eastern Europe, including the creation of nation-states, World War II, and the nature of Communist regimes established in the postwar period. Course includes a discussion of the collapse of the Eastern Bloc and the challenges of European integration.

HST 612. Jews, Greeks, and Romans. (3 h)

Largely from a Jewish context, the course explores the political, religious, social and philosophical values shaped by the collision between Jews, Greeks, and Romans, from the Hellenistic Period to the Middle Ages.

HST 613. The History of European Jewry from the Middle Ages to the Present. (3 h)

Examines the Jewish historical experience in Europe from the medieval period to the Holocaust and its aftermath. Includes a consideration of social, cultural, economic and political history, and places the particular experience of Jews within the context of changes occurring in Europe from the medieval to the modern period.

HST 614. European Economic and Social History, 1700-1990. (3 h)

Changes in Europe's economic structures and how they affected Europeans' lives. Emphasizes how economic forces interacted with social and institutional factors.

HST 615. Greek History. (3 h)

The development of ancient Greek civilization from the Bronze Age to the end of the Classical Period stressing social institutions, individual character, and freedom of social choice within the framework of cultural, political, and intellectual history. Lerner.

HST 616. Rome: Republic & Empire. (3 h)

Survey of Roman history and civilization from its beginning to about 500 C.E., with emphasis on the conquest of the Mediterranean world, the evolution of the Republican state, the growth of autocracy, the administration of the empire, and the interaction between Romans and non-Romans. Lerner.

HST 617. The French Revolution and Napoleonic Empire. (3 h)

The revolution and wars that constitute one of the pivotal points in modern history. Williams.

HST 618. Weimar Germany. (3 h)

Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. German or history credit determined at registration.

HST 619. Poland and the Baltic Region. (3 h)

Introduction to the history of Poland and the eastern Baltic littoral since 1760, covering the territory that later became Estonia, Latvia, Lithuania, and Poland; emergence of independence after World War I; the Soviet experience; and re-establishment of independence during the break-up of the Soviet Union.

HST 620. Write and Record! Diaries and Memoirs of the Nazi Holocaust. (3 h)

Examines a wide range of diaries and memoirs to illuminate the historical period of Nazism, seeking to understand daily life under Nazi rule, the brutality of the perpetrators, and the many responses of Jews forced to live in such circumstances. From Anne Frank's account of hiding in an Amsterdam secret annex to Art Spiegelman's graphic novel of his parent's experience in Auschwitz, the diaries and memoirs of Holocaust victims provide an invaluable resource for historians.

HST 621. Zionism, Palestine, and Israel in Historical Perspective. (3 h)

Investigates both the European causes of Zionism and the Middle Eastern consequences of the establishment of the State of Israel. Through our discussion, students will be introduced to many of the scholarly debates over the history, practices, and consequences of Zionism, the State of Israel, and the Israel-Palestinian conflict.

HST 622. Migrants and Refugees in Modern History. (3 h)

Explores forced migrations and the development of the concepts of refuge from the 16th to 20th centuries, drawing on cases from around the world. Considers how states, empires, and non-governmental organizations have handled migrants and refugees, as well as the lived experiences of displaced individuals.

HST 624. Fashion in the Eighteenth Century. (3 h)

Examines the relationship between consumer culture and democratic politics in the eighteenth-century, focusing on Britain, North America, France, and Haiti. Considers laws regulating dress; the relationship between democracy, political resistance, and costume; the construction of political allegiance through clothes and symbols; and the ways fashion mediated ideas about empire, race, and gender.

HST 625. English Kings, Queens, and Spectacle. (3 h)

Examines how English royal authority was created, legitimized, performed, and challenged between the reigns of Henry VIII and George III through ritual, image, and text. Topics include: gender and power; court culture; the press and political revolution; popular politics and propaganda; graphic satire; and the commercialization of politics.

HST 627. Profit and Power in Britain. (3 h)

Examines economic ideas and British society between 1688 and 1914. Topics include connections between consumption and identity; the relationship of morals to markets; the role of gender and the household; knowledge, technology, and the industrial revolution; and the place of free trade in the political imagination.

HST 628. History of the English Common Law. (3 h)

Study of the origins and development of the English common law and its legacy to modern legal processes and principles.

HST 631. The United States in Age of Empire, 1877-1919. (3 h)

Explores the late 19th and early 20th centuries when the United States joined in the global scramble for empire. Examines the domestic and international causes of American imperial expansion; the modes of rule that the U.S. exercised in its formal and informal possessions; and the political and intellectual debates at home and abroad about America's expansion as a world power.

HST 632. The United States and the Global Cold War. (3 h)

Considers United States efforts to secure its perceived interests through "nation building" and economic development in Africa, Latin America, the Middle East, and much of Asia during the Cold War and after. Emphasizes the ideological and cultural dimensions of American intervention.

HST 633. European Diplomacy, 1848-1914. (3 h)

The diplomacy of the great powers, with some attention given to the role of publicity in international affairs. Topics include the unification of Italy and of Germany, the Bismarckian system, and the coming of World War I. Staff.

HST 634. Myths, Monarchs, and Masses in South Asian Islam. (3 h)

An introduction to Islam through South Asian social, political, cultural, and intellectual history.

HST 635. Hindus and Muslims in India, Pakistan, and Beyond. (3 h)

Examines the shared yet different, intertwined yet separate histories of the Hindus and Muslims of modern India, Pakistan, Bangladesh, and Sri Lanka primarily over the last two centuries. Explores the checkered existence of the two communities in order to understand diversity and questions of coexistence and conflict.

HST 636. Gender in African History. (3 h)

Examines the close relationship between understandings of gender and power in African societies, with particular focus on the last several hundred years. After addressing the sources and methods scholars have used to address these topics, the course examines conceptions of gender and power in pre-colonial African societies, the impact of the colonial period on men and women, the gendered nature of nationalism and independence, and the importance of gender and power to many of Africa's post-colonial challenges.

HST 637. Women and Gender in Early America. (3 h)

History of women and gender roles from 1600 through the Civil War, including the social constructions of femininity and masculinity and their political, economic, and cultural significance.

HST 638. Sexuality, Race and Class in the U.S. since 1850. (3 h)

The history of gender relations from the late nineteenth century to the present. Analyzes the varying definitions of femininity and masculinity, the changing notions of sexuality, and the continuity and diversity of gender roles, with special attention to race, class, and ethnicity.

HST 639. Sickness and Health in American History. (3 h)

Analysis of major trends in health, sickness, and disease within the broad context of social, political, and economic developments. Examines indigenous healing; colonial medicine; emergence of hospitals and asylums; public health; medical ethics; race, class and gender issues; and natural versus high-tech approaches to health care in the 20th century.

HST 640. Social and Cultural Change in Urban Africa. (3 h)

While popular imagination suggests that the African past is largely a rural one, many of the continent's most explosive social and cultural transformations have taken place in its cities. This course examines how urban residents have worked to creatively shape some of sub-Saharan Africa's major transformations. Major topics include the social and cultural fabric of pre-colonial African cities, the impact of colonialism on African towns, cities as sites of revolution and independence, and the contemporary conditions and challenges facing urban residents.

HST 641. Africans in the Atlantic World, 1750-1815. (3 h)

Explores Africans' experience in the Atlantic world (Africa, Europe, and the Americas) during the era of slave trade by examining their encounters with Indians and Europeans and their adjustment to slave traders in West Africa.

HST 643. The Silk Roads. (3 h)

Explores the global exchanges across land and sea from the Bronze Age to the Early Modern Era, and their impact on the states and stateless societies connected by the Silk Road from China and Japan to the Mediterranean and the British Isles.

HST 644. Early Modernity in China. (3 h)

This course explores historic transformations in Chinese economy, society, thought and culture from 1500 to 1800. These developments are placed within their local, global and comparative context. Students read a wide variety of Chinese primary sources in English translation, including philosophical treatises, literary works, diaries, and memoirs, some of which were written by Jesuit missionaries from Catholic Europe.

HST 647. Japan since World War II. (3 h)

Survey of Japanese history since the outbreak of the Pacific War, with emphasis on social and cultural developments. Topics may include occupation and recovery of independence, the "1955 System," high-growth economics, and the problems of prosperity in recent years.

HST 648. Samurai and Geisha: Fact, Film, and Fiction. (3 h)

Focuses on two well-known groups in Japanese history, the samurai (warriors) and geisha (entertainers). By analyzing historical studies and primary sources, as well as works of fiction and films about samurai and geisha, the course considers how Japanese and Western historians, novelists, and filmmakers have portrayed the two groups and by implication Japan and its history in the modern period.

HST 650. World Economic History: Globalization, Wealth and Poverty, 1500-Present. (3 h)

Explores the growth of globalization and its role in the creation of wealth and poverty in both developed and underdeveloped nations. Focus on trade, industrialization, and agricultural and technological advances in global contexts.

HST 651. The American Revolution. (3 h)

Examines the transformation that unfolded during the struggles for sovereignty in North America between 1765 and 1800. Considers the political upheavals that converted some British colonists into insurgents and explores the unlikely unification of disparate provinces into a confederated republic.

HST 652. Ten Years of Madness: The Chinese Cultural Revolution, 1966 to 1976. (3 h)

A history of the Chinese Cultural Revolution from 1966 to 1976. Examines the origins, consequences, and collective memories of the catastrophic political events and the social and cultural transformations that took place in China during the last decade of Mao's leadership.

HST 653. War & Society in Early America. (3 h)

Examines the evolution of warfare among the indigenous and colonial societies of North America between 1500 and 1800 and considers the roles of economics, class, gender, race, religion, and ideology in cultures of violence.

HST 654. Revolutionary and Early National America, 1763-1820. (3 h)

A history of the formative generation of the United States. Considers the dramatic transformations of the constitutional, economic, and racial orders, as well as new performances in politics, national identity, gender, and culture.

HST 655. History of Nature Conservation in Latin America. (3 h)

Explores human dimensions of nature conservation in Latin America in a global perspective. It engages the historical rise of ideas about wilderness and the social consequences of environmental protection, including the different implications for rural and urban areas, for resident peoples, for particular species, and for international relations. Special attention is given to the ways different cultures and societies in Central and South America and the Caribbean conserved natural resources (including forests, fields, waterways, and animals) and how conservation and ideas about conservation changed over time. Taught only in conjunction with field experience in Peru or other sites in Latin America. (CD)

HST 656. Jacksonian America, 1815-1850. (3 h)

The U.S. in the age of Jackson, Clay, Calhoun, and Webster.

HST 658. The United States from Reconstruction to World War I. (3 h)

Examines the impact of state and federal court cases upon the evolution of race and gender relations in the U.S. from 1789 to the present. Each case is placed within the political, economic and social historical context for the given time periods. Race includes Native Americans, African Americans, Asian Americans, and Latino Americans. This class will analyze government intervention, inaction, and creative interpretation.

HST 659. Prostitutes, Machos, and Travestis: Sex and Gender in Latin-American History. (3 h)

Explores gender and sexuality across 20th century Latin America and the Caribbean. Applies new theoretical developments in gender, masculinity, and LGBT studies to the region's history of race, revolution, labor, dictatorship, and social movements. Cases include the Mexican, Cuban, and Nicaraguan Revolutions and the Dominican and Argentine dictatorships.

HST 660. Jewish Migrations to the Americas. (3 h)

Compares Jewish migrations to the U.S., Latin America, and the Caribbean from the colonial period to the present, focusing on the peak mobility of the 1880s-1920s. Topics include changing conceptions of identity (national, racial, ethnic, religious), class, gender, assimilation, institutions, and relations both among Jews and between Jews and other groups.

HST 662. American Constitutional History. (3 h)

Origins of the Constitution, the controversies involving the nature of the Union, and constitutional readjustments to meet the new American industrialism.

HST 665. Modern Native American History. (3 h)

Considers broad historical issues and debates about native American identity, experiences with and memories of colonialism, cultural preservation and dynamism, and political sovereignty from 1830 to the present. Focuses on individual accounts, tribal case studies, and popular representations of Native people.

HST 666. Historic Preservation and Conservation. (3 h)

Explores the history of the preservation and conservation movements organized to save historic buildings and landscapes in the U.S. and other nations. Examines the laws, international charters, national, statewide, and local agencies, practices, collaborations, and emerging challenges of historic preservation and conservation.

HST 667. Public History. (3 h)

Introduces students to the major issues involved in the practice, interpretation, and display of history for nonacademic audiences in public settings. Central themes include controversial historical interpretations, the role of history in popular culture, issues and aims in exhibiting history, and the politics of historical memory. Explores some of the many ways people create, convey, and contest history, major themes in community and local history, and the problems and possibilities of working as historians in public settings.

HST 668. US Environmental History. (3 h)

Focuses on human actors and actions while highlighting how the material, or natural, world impacted Americans and shaped the nation. Investigates U.S. politics, society, and culture through the lens of the environment while exploring how American defined, represented, and used their natural environment over time.

HST 669. Modern Military History. (3 h)

Making war in the modern era, with special attention to the social context of military activity. Hughes.

HST 670. Topics in North Carolina History. (3 h)

A general chronological survey of North Carolina with emphasis on selected topics. May be repeated for credit if topic varies.

HST 671. Transgender History, Identity, and Politics in the U.S.. (3 h)

This course explores the experiences of and responses to transgender, gender non-conforming, and intersex (TGI) people in nineteenth- and twentieth-century America. We will examine how scientific/medical authorities, legal authorities, and everyday people have understood and responded to various kinds of gender non-conformity.

HST 672. Introduction to African History. (3 h)

Explores how public history projects (oral histories, museums, archives, documentaries) document gay, lesbian, and queer communities in the U.S. Discusses how historical and contemporary LGBTQ stories have been collected and examines the various queer identities that emerge through this process.

HST 674. Protest and Rebellion in Latin America. (3 h)

Study of the history of protest movements and rebellions in Latin America from primitive and agrarian revolts to mass working class and socialist organizations.

HST 675. Black Lives. (3 h)

Explores both the lived experience and the historical reality of African Americans. Black lives are profoundly shaped by their group experience, influenced in no small part by the role of racism. The biographical approach individuates historical figures struggling to fashion identity. Topics include character development, intimacy, gender roles, public and private personas, self-deceptions or defenses, and personal perceptions and biases. The craft of writing biography is taught throughout the semester.

HST 676. Civil Rights and Black Consciousness Movements. (3 h)

A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. Parent.

HST 678. Race, Memory, and Identity. (3 h)

Explores the collective memory and identity of American-Indian and African-American communities and their response to historical trauma in their cultural imagination, spirituality, and political and social activism. Also listed as REL 648.

HST 680. America at Work. (3 h)

Examines the American entrepreneurial spirit within the broader context of industrial, social, and economic change from the colonial period to the present and explores the social and cultural meanings attached to work and workers, owners and innovators, businesses and technologies, management and leadership.

HST 681. Religious Utopias and the American Experience. (3 h)

Religious groups of many different origins have found in North America an open space for creating settlements that would embody their ideals. This course surveys a range of such 18th- and 19th-century communities, including Moravians, Rappites, Shakers, and the Oneida and Amana colonies.

HST 682. Religion in the Development of Higher Education. (3 h)

Examines the role of religious groups in the founding of American colleges and universities, and explores how their role has changed across history up through contemporary trends and issues. Major themes include the heritage of religion in European higher education; institutions of higher education founded by specific American religious groups; religion in the liberal arts curriculum; religious activities in student life; the relationship of colleges and universities with religious sponsors and constituents, focusing on controversies such as science and religion; the impact of universities on liberal art colleges; and the trends toward growth and "secularization" in the last 50 years.

HST 684. Global Outlaws in History since 1500. (3 h)

Examines the motivations, ideologies, goals, and behavior of those who have been deemed "outlaws" to international society since 1500, including pirates, terrorists, smugglers, war criminals, and violators of copyright. Analyzes the role of power in creating the global regimes that define and target such activities.

HST 685. History of Film: Bollywood and the Making of Modern India. (3 h)

This course juxtaposes historical films made by the world's largest film industry based out of Bombay/Mumbai with the textual primary sources and secondary historical works and seeks to understand films as both interpretations and sources of history. It also explores specific themes such as nation, gender, caste, and community characteristics that are critical to understanding modern India.

HST 687. Islamic Empires Compared: The Ottomans, Safavids and Mughals. (3 h)

Examines, in a comparative way, central themes in the history of the Ottoman, Mughal, and Safavid Empires in the early modern period (1400-1800). Considers the ways in which Muslim rulers fostered political legitimacy, ruled over non-Muslim and heterodox subject populations, and recruited persons of diverse religious and ethnic background into state service.

HST 688. Nation, Faith and Gender in the Middle East. (3 h)

Traces the development of nationalism and its interaction with religious, transnational, and gender identities in the Middle East in the nineteenth and twentieth centuries. Topics include Zionism, Arabism, Turkish nationalism and Islamic revivalism.

HST 689. The British Empire in the Middle East. (3 h)

Covering the period from the late eighteenth to late twentieth centuries, this course considers British involvement in the Middle East, exploring the political, economic, social, and cultural facets of imperial power, decolonization and post-colonial international relations.

HST 690. Research Seminar. (3 h)

Offered by members of the faculty on topics of their choice. A paper is required.

HST 691. Making History. (3 h)

Seminar explores how historians make history through analysis, synthesis, and interpretation. Open to all students.

HST 692. Individual Research. (3 h)

Writing of a major research paper. May be taken in lieu of HST 690. P-POI.

HST 693. American Foundations I. (3 h)

Interdisciplinary study of American art, history, literature, and music. Using its collection of American art as the basis for study, Reynolda House Museum of American Art, in cooperation with Wake Forest University, accepts a limited number of students to study with professors from various disciplines through lectures, discussions, and concerts. Includes a study tour to New York City. (Taught in summer; students enroll for both courses. Students may enroll in either 693 or 763) Staff.

HST 697. Historical Writing Tutorial. (1.5 h)

Individual supervision of historical writing to improve a project initiated in HST 690 or HST 692. P-POI.

HST 698. Individual Study. (3 h)

Project for a qualified student in an area of study not otherwise available in the department; subject to approval. Work must be equivalent to an upper-level course.

HST 699. Directed Reading. (1-3 h)

Concentrated reading in an area of study not otherwise available. May be repeated for credit if topic varies. P-POI.

HST 763. American Foundations I. (3 h)

Interdisciplinary study of American art, history, literature, and music. Using its collection of American art as the basis for study, Reynolda House Museum of American Art, in cooperation with Wake Forest University, accepts a limited number of students to study with professors from various disciplines through lectures, discussions, and concerts. Includes a study tour to New York City. (Taught in summer; students enroll for both courses. Students may enroll in either 693 or 763) Staff.

HST 765. Management of Cultural Organizations. (3 h)

The structure and management of not-for-profit institutions, with emphasis on museums, historical societies and preservation organizations, libraries, archives, and research institutions.

HST 771. Internship. (1-3 h)

A project involving supervised work in a historical organization or scholarly effort; permitted only upon approval by the graduate committee of a petition presented by a qualified student. Staff.

HST 798. Individual Study. (3 h)

A project in an area of study not otherwise available in the department; permitted upon approval by the graduate committee of a petition presented by a qualified student. Staff.

Liberal Arts Studies (LBS)

LBS 700. Prophecy & Protest: The Prophetic Voice in American Public Discourse. (3 h)

This course addresses how prophecy is a communicative act, and how prophetic speech has influenced American public discourse. Prophetic speech forms from the Hebrew Bible, traced through to American prophetic traditions such as those of the Quakers, Puritans, & Native Americans, and the use of American dissent rhetoric will be discussed. Readings will include primary texts from the Bible and American public discourse as well as important critical discussions of prophetism as a social and rhetorical phenomenon.

LBS 702. Black Light: The Novels of Toni Morrison and Gloria Naylor. (3 h)**LBS 703. The Artists: American Silent Cinema. (3 h)****LBS 704. Globalization in Contemporary World Literature. (3 h)**

This course explores globalism in contemporary poetry, narrative fiction, and films from the Caribbean, South Asia, South Africa, and multi-ethnic Britain. Students will focus on how literature reflects social processes associated with globalization, become familiar with recent postcolonial literature in English, and be introduced to debates over globalization. Students will also acquire skills in literary interpretation.

LBS 705. Black Religion & Radical Thought: An Intellectual & Cultural History. (3 h)

This course charts an intellectual history from antebellum America through the Civil Rights Movement. We assess several classic and contemporary texts on radical black political thought en route to an investigation of the connections between black religious thinking and political activism. We also study the complex religious voices within the American freedom struggle—whether traditional African, Muslim, or Judæo-Christian. We will trace religion's role in the various forms and phases of the resistance through the nearly 400 years of the African American pilgrimage to secure social transformation.

LBS 706. Reading Illness Narratives:. (3 h)

This Course will examine fiction, memoirs, poems, plays, films, medical journal articles, and feminist theory that represent the experience of living with (and sometimes dying of) a serious illness. From their perspectives as a psychosocial oncologist and a literary and gender studies scholar, the professors will seek to illuminate how contemporary writers depict life-threatening illness, what people living with chronic disease choose to document, and what literary and visual techniques they use. We will also consider what these artists teach others about living close to death and how gender affects the themes and strategies of illness narratives. Emphasis will be placed on how the quality and skill of empathy appears in assigned texts and how it impacts patients, caregivers, readers, and viewers.

LBS 707. Ideas&Pract Contem Pol Protest. (3 h)

The notion that contemporary political protests lack coherent ideas and visions has become sufficiently commonplace as to warrant critical investigation. Focusing on several recent cases from both the national and international scene, our seminar will explore the following questions: What are intellectual origins of and political visions being articulated by those individuals and groups active in recent waves of protest activity? What old and new understandings of some of the central concepts of politics—such as identity, power, sovereignty, territory, government, the state, democracy, the public sphere, movement, protest, and representation—emerge from these actions and our analysis of them? .

LBS 708. Bodies, Commodities, & Global Environments. (3 h)

This course investigates human practices that bring health, commodities, and environments together on multiple spatial scales from the personal to the global. By exploring both historical and contemporaneous case studies, students will analyze how people understand and engage the natural world through specific cultural practices. The course looks into both material connections between bodies, commodities, and environments, and conceptualizations of human relationships with non-human nature. It examines biology, capitalism, mass media, environmental knowledge, and changes to the physical world. Students will evaluate commonly deployed concepts, develop a new lexicon of spatial connections, and make meaningful comparisons between locales and cultures that span the globe.

LBS 709. Bollywood: Culture & Identity in Modern India. (3 h)**LBS 710. Herman Melville & His World. (3 h)**

This course is an introduction to certain classics of world literature and to American culture in the nineteenth century. We will study the literary, biographical, historical, and societal contexts out of which Melville's important works grew, including the texts that inspired "Moby Dick," such as Homer's *Odyssey*, selections from the Bible, Plato's dialogues, Shakespeare, Coleridge's *Rime of the Ancient Mariner*, and Emerson's essays. We will also consider the major events in Melville's life; nineteenth-century debates about American identity; and the features of the U.S. literary marketplace.

LBS 711. Social Media and You: The Benefits and Burdens. (3 h)

The course will describe the development of Computer Mediated Communication from its early days, tracing the important points of inflexion, and then focus on the way in which the current systems and devices allows for interactions through digital media using narbs, pointing towards the theoretical underpinning of the idea of narbs and its application.

LBS 712. Afghanistan, Pakistan, Iraq Wars and US Foreign Policy. (3 h)

This course broadly addresses the phenomena of US involvement in two wars - the Afghan War (2001-) and the Iraq War (2003-2011), approaching this topic from a historical and policy perspective. Owing to the on-going nature of the conflicts readings and emphasis may change as the term progresses. Readings will be drawn from books, policy reports, government documents, and journalistic sources.

LBS 713. Race, Myth, and the American Imagination. (3 h)

This course is an examination race, myth, and the American imagination. Students will interrogate how race has functioned in mythical ways, across space and time, in American history. From the ante-bellum period to the present, biblical narratives, literary texts, popular entertainment, including, journalism, television, and cinema, have shaped racial thinking in the United States. Such thinking has been internal and external to the American experience. Students will attend to the local and global import of racialized mythology. Because racial mythology is gendered, specific attention will be given to racialized myths about African- American women and men. Such a focus illuminates how racial mythology has been applied to the moral character of African- American communities. At the end of this course, students will have a heightened appreciation for the study of myth and its relation to race and the American imagination.

LBS 715. Rumor & Urban Legends. (3 h)

The purpose of this course is to allow students to explore and discuss academic literature on rumor, urban legends, gossip and myths. Our society prides itself on its rationalist perspective, but the reality is that people find and construct knowledge in ways that are idiosyncratic, but personally logical. These four related communication phenomena may serve constructive social functions even if those are not immediately obvious. The power of rumor and urban legends to capture the human imagination and influence the workings of society is profound and fascinating. The readings will draw on important studies in sociology, psychology, communication and folklore.

LBS 720. Special Topics: Language and Literature. (3 h)

Special Topics in Liberal Studies related to Language and Literature. Course emphasis will vary with instructor. May be repeated for credit if topic differs.

LBS 721. Special Topics: Media, Arts, and Rhetoric. (3 h)

Special Topics in Liberal Studies related to studies in media, art, and rhetoric. Course emphasis will vary with instructor. May be repeated for credit if topic differs.

LBS 722. Special Topics: Politics and International Relations. (3 h)

Special topics in Liberal Studies related to politics and international relations. Course emphasis will vary with instructor. Course may be repeated for credit if the topic differs.

LBS 723. Special Topics: History, Societies, and Culture. (3 h)

Special topics in Liberal Studies related to studies in history, societies, and various cultures. Emphasis will vary with instructor. Course may be repeated for credit if the topic differs.

LBS 724. Special Topics: Philosophy and Religion. (3 h)

Special Topics in Liberal Studies related to studies in philosophy and religion. Emphasis will vary with instructor. Course may be repeated for credit if the topic differs.

LBS 725. Special Topics: Popular Culture. (3 h)

Special Topics in Liberal Studies related to studies in popular culture. Course emphasis will vary with instructor. Course may be repeated for credit if topic differs.

LBS 726. Special Topics: Urban Arts and Architectural Design. (3 h)

Special Topics in Liberal Studies related to urban arts and architectural design studies. Course emphasis will vary with instructor. Course may be repeated for credit if topic differs.

LBS 727. Special Topics: Science, Health, and Culture. (3 h)

Special Topics in Liberal Studies related to the sciences, health and culture. Course emphasis will vary with instructor. Course may be repeated for credit if the topic differs.

LBS 728. Special Topics: Fine Arts, Aesthetics, and Creativity. (3 h)

Special Topics in Liberal Studies related to the study of Fine Art and the areas of aesthetics and creativity. Course emphasis will vary with instructor. Course may be repeated for credit if topic differs.

LBS 729. Special Topics: Psychology, Humanism, and Business. (3 h)

Special Topics in Liberal Studies related to the areas of psychology, humanism, and business. Course emphasis will vary with instructor. Course may be repeated for credit if topic differs.

LBS 786. Directed Study. (1-3 h)

Working with a faculty advisor, the student completes a special reading project in area not covered in regular courses or a special research project not related to the master's thesis. A student who wishes to enroll must submit the Directed Study Form, signed by the advisor, to the program director. May be repeated once for credit with the permission of the program director.

LBS 790. Capstone Project. (3 h)

Capstone project options include: 1) research paper describing and explaining tentative hypotheses based on quantitative and/or qualitative research; 2) creative work with accompanying interpretive text; 3) internship with non-profit or for-profit organization with on site supervision; 4) portfolio of M.A. work, including a retrospective paper on major learnings from student's course of study as well as two academic papers from M.A. courses taken.

LBS 791. Thesis Research. (3 h)

LBS 791 Thesis Research II (3.h) Liberal Studies thesis research now spans two terms and is awarded a total of 6 credit hours (LBS 791 & LBS 792)

LBS 792. Thesis Research II. (3 h)

LBS 792 (3h) Thesis Research II Liberal Studies thesis research now spans two terms and is awarded a total of 6 credit hours (LBS 791 & LBS 792)

LBS 824. Commemoratives of Mid Passage. (3 h)

This course examines the historical memory of the slave trade which forcibly removed more than 10 million Africans from their homes. The Middle Passage has been memorialized in films, novels, poetry, the plastic arts, exhibits, and historical monuments, especially the slave castles along the Western African coast. Major themes explored are the sensory and experiential expressions, cultural diversity, internal population dynamics, gendered relations of power, and sexual differences. The social reproduction of cultural mores with the removal of "saltwater" Africans to the Americas and the absorption of new sources of slaves in Africa will also be examined.

LBS 832. India Calling. (3 h)**LBS 853. State, Econ & Intl Competitive. (3 h)**

LBS 853. State, Economy and International Competitiveness (3h). The course explores a range of important case studies of national economic performance, including the strengths and weaknesses of leading examples of welfare capitalism, liberal capitalism, and capitalisms in which the state plays an active developmental role. We will examine the viability of welfare capitalism against the growing penchant for liberal capitalist solutions to contemporary problems of economic growth, international competitiveness and unemployment. We will also explore the impact of labor, capital, culture and the state, including an examination of the main theories of economic growth currently informing public policy, and the future of the American model of capitalism.

Linguistics (LIN)

LIN 610. Sociolinguistics & Dialectology. (3 h)

Study of variation in language: effects of regional background, social class, ethnic group, gender, and setting; social attitudes toward language; outcomes of linguistic conflicts in the community; evolution of research methods for investigating language differences and the diffusion of change. P- LIN 150 or POL.

LIN 640. Special Topics:.. (3 h)

Inter-cultural Communication. In-depth examination of the role of intercultural communication in the shaping of the world order today. Through a historical and theoretical survey, as well as self-awareness tools, students will acquire insights and experience in the analysis and design of intercultural communication strategies with a global mindset at personal, corporate, national and international mass-media levels.

LIN 680. Language Use & Technology. (3 h)

Introduction to the fundamental concepts of creating and accessing large linguistic corpora (electronic collections of "real world" text) for linguistic inquiry. Course surveys a variety of cross-discipline efforts that employ corpus data for research and explores current applications.

LIN 683. Language Engineering Localization and Terminology. (3 h)

Introduction to the process of making a product linguistically and culturally appropriate to the target locale, and to computer-assisted terminology management. Surveys applications in translation technology. Taught in English. P-POL.

Mathematics (MTH)

MTH 605. Applied Multivariable Mathematics. (3 h)

Specific topics covered include: vector algebra, solving linear systems of equations, rank, vector spaces, determinants, eigenvalues, linear transformations, first order differential equations, second order linear ordinary differential equations, and power series solutions to differential equations. May not be used toward any graduate degree offered by the department.

MTH 606. Advanced Mathematics for the Physical Sciences. (3 h)

Advanced topics in linear algebra, special functions, integral transforms, and partial differential equations. May not be used toward any graduate degree offered by the department. P-MTH 605.

MTH 611. Introductory Real Analysis I. (3 h)

Limits and continuity in metric spaces, sequences and series, differentiation and Riemann-Stieltjes integration, uniform convergence, power series and Fourier series, differentiation of vector functions, implicit and inverse function theorems.

MTH 617. Complex Analysis I. (3 h)

Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus.

MTH 624. Linear Algebra II. (3 h)

A thorough treatment of vector spaces and linear transformations over an arbitrary field, canonical forms, inner product spaces, and linear groups.

MTH 626. Numerical Linear Algebra. (3 h)

An introduction to numerical methods for solving matrix and related problems in science and engineering using a high-level matrix-oriented language such as MATLAB. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis is given to applications.

MTH 631. Geometry. (3 h)

An introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries.

MTH 634. Differential Geometry. (3 h)

Introduction to the theory of curves and surfaces in two and three dimensional space including such topics as curvature, geodesics, and minimal surfaces.

MTH 645. Elementary Number Theory. (3 h)

Course topics include properties of integers, congruences, and prime numbers, with additional topics chosen from arithmetic functions, primitive roots, quadratic residues, Pythagorean triples, and sums of squares.

MTH 646. Elementary Theory of Numbers II. (3 h)

Course topics include a selection of number-theory topics of recent interest. Some examples include elliptic curves, partitions, modular forms, the Riemann zeta function, and algebraic number theory.

MTH 647. Graph Theory. (3 h)

Paths, circuits, trees, planar graphs, spanning trees, graph coloring, perfect graphs, Ramsey theory, directed graphs, enumeration of graphs and graph theoretic algorithms.

MTH 648. Combinatorial Analysis I. (3 h)

Enumeration techniques, generating functions, recurrence formulas, the principle of inclusion and exclusion, Polya theory, graph theory, combinatorial algorithms, partially ordered sets, designs, Ramsey theory, symmetric functions, and Schur functions.

MTH 651. Introduction to Mathematical Modeling. (3 h)

Introduction to the mathematical modeling, analysis and simulation of continuous processes using MATLAB, Mathematica or Maple. Topics include dimensional analysis, stability analysis, bifurcation theory, one-dimensional flows, phase plane analysis, index theory, limit cycles, chaotic dynamics, hyperbolic conservation laws and traveling waves.

MTH 652. Partial Differential Equations. (3 h)

A detailed study of partial differential equations, including the heat, wave, and Laplace equations, using methods such as separation of variables, characteristics, Green's functions, and the maximum principle.

MTH 654. Discrete Dynamical Systems. (3 h)

Introduction to the theory of discrete dynamical systems as applied to disciplines such as biology and economics. Includes methods for finding explicit solutions, equilibrium and stability analysis, phase plane analysis, analysis of Markov chains and bifurcation theory.

MTH 655. Introduction to Numerical Methods. (3 h)

An introduction to numerical computations on modern computer architectures; floating point arithmetic and round-off error including programming in a scientific/engineering language such as MATLAB, C, or Fortran. Topics include algorithms and computer techniques for the solution of problems such as roots of functions, approximations, integration, systems of linear equations and least squares methods. Also listed as CSC 655.

MTH 657. Probability. (3 h)

Distributions of discrete and continuous random variables, sampling distributions. Covers much of the material on the syllabus for the first actuarial exam. This course is cross-listed as STA 610.

MTH 658. Mathematical Statistics. (3 h)

This course will cover derivation of point estimators, hypothesis testing, and confidence intervals using both maximum likelihood and Bayesian approaches. P - MTH 657 or POI.

MTH 681. Individual Study. (1, 2 h)

A course of independent study directed by a faculty adviser. By prearrangement. May be repeated for credit.

MTH 682. Reading in Statistics. (1-3 h)

Reading in statistical topics to provide a foundational basis for more advanced study in a particular area. May not be used to satisfy any requirement in the MS degree with thesis. No more than three hours may be applied to the requirements for the MS degree without thesis. May be repeated for credit for a total of 3 hours.

MTH 683. Advanced Topics in Mathematics. (1-3 h)

Topics in mathematics that are not considered in regular courses. Content varies.

MTH 711. Real Analysis. (3 h)

An introduction to analysis on metric spaces and to calculus on Banach spaces with applications.

MTH 712. Real Analysis. (3 h)

Measure and integration theory, elementary functional analysis, selected advanced topics in analysis.

MTH 715. Seminar in Analysis. (1 h)**MTH 716. Seminar in Analysis. (1 h)****MTH 717. Optimization in Banach Spaces. (3 h)**

Banach and Hilbert spaces, best approximations, linear operators and adjoints, Frechet derivatives and nonlinear optimization, fixed points and iterative methods. Applications to control theory, mathematical programming, and numerical analysis.

MTH 718. Topics in Analysis. (3 h)

Selected topics from functional analysis or analytic function theory.

MTH 721. Abstract Algebra. (3 h)

Groups, rings, fields, extensions, Euclidean domains, polynomials, vector spaces, Galois theory.

MTH 722. Abstract Algebra. (3 h)

Groups, rings, fields, extensions, Euclidean domains, polynomials, vector spaces, Galois theory.

MTH 724. Seminar on Theory of Matrices. (1 h)**MTH 725. Seminar in Algebra. (1 h)****MTH 726. Seminar in Algebra. (1 h)****MTH 728. Topics in Algebra. (3 h)**

Topics vary and may include algebraic coding theory, algebraic number theory, matrix theory, representation theory, non-commutative ring theory.

MTH 731. Topology. (3 h)

Point-set topology including topological spaces, continuity, connectedness, compactness, and metric spaces. Additional topics in topology may include classification of surface, algebraic topology, and knot theory.

MTH 732. Topics in Topology and Geometry. (3 h)

Topics vary and may include knot theory, algebraic topology, differential topology, manifolds, and Riemannian geometry. May be repeated for credit. P - 731 or POI.

MTH 733. Topics in Topology and Geometry. (3 h)

Topics vary and may include knot theory, non-Euclidean geometry, combinatorial topology, differential topology, minimal surfaces and algebraic topology. Howard.

MTH 735. Seminar on Topology. (1 h)**MTH 736. Seminar on Topology. (1 h)****MTH 737. Seminar on Geometry. (1 h)****MTH 738. Seminar on Geometry. (1 h)****MTH 744. Topics in Number Theory. (3 h)**

Topics vary and are chosen from the areas of analytic, algebraic, and elementary number theory. Topics may include Farey fractions, the theory of partitions, Waring's problem, prime number theorem, and Dirichlet's problem.

MTH 745. Seminar on Number Theory. (1 h)**MTH 746. Seminar on Number Theory. (1 h)****MTH 747. Topics in Discrete Mathematics. (3 h)**

Topics vary and may include enumerative combinatorics, graph theory, algebraic combinatorics, combinatorial optimization, coding theory, experimental designs, Ramsey theory, Polya theory, representational theory, set theory and mathematical logic.

MTH 748. Seminar on Combinatorial Analysis. (1 h)**MTH 749. Seminar on Combinatorial Analysis. (1 h)****MTH 750. Dynamical Systems. (3 h)**

Introduction to modern theory of dynamical systems. Linear and nonlinear autonomous differential equations, invariant sets, closed orbits, Poincaré maps, structural stability, center manifolds, normal forms, local bifurcations of equilibria, linear and non-linear maps, hyperbolic sets, attractors, symbolic representation, fractal dimensions. P - MTH 611.

MTH 752. Topics in Applied Mathematics. (3 h)

Topics vary and may include computational methods in differential equations, optimization methods, approximation techniques, eigenvalue problems. May be repeated for credit.

MTH 753. Nonlinear Optimization. (3 h)

The problem of finding global minimums of functions is addressed in the context of problems in which many local minima exist. Numerical techniques are emphasized, including gradient descent and quasi-Newton methods. Current literature is examined and a comparison made of various techniques for both unconstrained and constrained optimization problems. Credit not allowed for both MTH 753 and CSC 753. P - MTH 655 or CSC 655.

MTH 754. Numerical Methods for Partial Differential Equations. (3 h)

Numerical techniques for solving partial differential equations (including elliptic, parabolic, and hyperbolic) are studied along with applications to science and engineering. Theoretical foundations are described and emphasis is placed on algorithm design and implementation using either C, FORTRAN, or MATLAB. Credit not allowed for both MTH 754 and CSC 754. P-MTH 655 or CSC 655.

MTH 757. Stochastic Processes and Applications. (3 h)

This course includes the axiomatic foundations of probability theory and an introduction to stochastic processes. Applications may include Markov chains, Markov Chain Monte Carlo with Metropolis-Hastings, Gibb sampling, Brownian motion, and related topics, with an emphasis on modern developments. This course is cross-listed as STA 710. P-MTH 657 or STA 610 and MTH 611 or POI.

MTH 791. Thesis Research I. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

MTH 792. Thesis Research II. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

Philosophy (PHI)

PHI 631. Plato. (3 h)

Detailed analysis of selected dialogues, covering Plato's most important contributions to moral and political philosophy, theory of knowledge, metaphysics, and theology.

PHI 632. Aristotle. (3 h)

Study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P-POI.

PHI 641. Kant. (3 h)

Study of Kant's principal contributions to metaphysics and the theory of knowledge.

PHI 642. Studies in Modern Philosophy. (3 h)

Treatment of selected figures and/or themes in seventeenth and eighteenth century European philosophy. P-POI.

PHI 652. 19th Century European Philosophy: Hegel, Kierkegaard, and Nietzsche. (3 h)

Is there a way to think about the natural world that also makes sense of human life and history? Is anything gained, or lost, by thinking holistically about the world as a whole? Is a life dedicated to thinking about the world (and living accordingly) a way of avoiding an authentic human life? What does it mean to live authentically? Does nihilism provide the answer or is it a form of avoidance?.

PHI 653. Heidegger. (3 h)**PHI 654. Wittgenstein. (3 h)**

The work of Ludwig Wittgenstein on several central philosophical problems studied and compared with that of Frege, James, and Russell. Topics include the picture theory of meaning, truth, skepticism, private languages, thinking, feeling, the mystical, and the ethical. P-POI.

PHI 660. Ethics. (3 h)

Systematic examination of central ethical theories in the Western philosophical tradition. Such theories include Kantian deontology, utilitarianism, Aristotelian virtue ethics, and divine command theory.

PHI 661. Topics in Ethics. (3 h)

P-POI.

PHI 662. Social & Political Philosophy. (3 h)

Systematic examination of the work of selected contemporary and traditional philosophers on topics such as the state, the family, distributive justice, property, liberty, and the common good.

PHI 670. Philosophy & Christianity. (3 h)

Examination of the philosophical foundations of Christian thought and belief. Christian concepts of God and life everlasting, trinity, incarnation, atonement, prayer, sin, evil and obligation.

PHI 671. Aesthetics and the Philosophy of Art. (3 h)

Covers such questions as: What is beauty? What is taste? What is art? Must art be beautiful? Can immoral art be good art? Readings may cover historical figures such as Plato or Kant, or may focus on contemporary writers.

PHI 672. Philosophy of Religion. (3 h)

What is religion? Are the gods dead? Is God dead? Is religious belief a symptom of an underlying human weakness or biological process, or could it be a response to the sacred? Must believers rely on something less than knowledge? Are philosophical proofs the way to knowledge of God? What sort of problem is the "problem of evil" and what is its significance? How are religious beliefs like and unlike metaphysical, moral, and modern scientific beliefs?

PHI 673. Philosophy of Science. (3 h)

Systematic and critical examination of major views concerning the methods of scientific inquiry, and the bases, goals, and implication of the scientific conclusions which result from such inquiry. P-POI.

PHI 674. Philosophy of Mind. (3 h)

Selection from the following topics: the mind-body problem; personal identity; the unity of consciousness; minds and machines; the nature of experience; action, intention, and the will.

PHI 675. Philosophy of Language. (3 h)

Study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantical paradoxes, and the differences between languages and other sorts of sign-systems. P-POI.

PHI 681. Topics in Epistemology. (3 h)

The sources, scope and structure of human knowledge. Topics include: skepticism; perception, memory and reason; the definition of knowledge; the nature of justification; theories of truth. P-POI.

PHI 682. Topics in Metaphysics. (3 h)

P-POI.

PHI 685. Seminar. (2-3 h)

Offered by members of the faculty on specialized topics of their choice. With permission, may be repeated for credit. P-POI.

Physics (PHY)

PHY 601. Physics Seminar. (0.5 h)

Discussion of contemporary research, usually with visiting scientists. S/U only.

PHY 607. Biophysics. (3 h)

Introduction to the structure, dynamic behavior, and function of DNA and proteins, and a survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods are emphasized.

PHY 610. Extragalactic Astronomy and Cosmology. (3 h)

Topics covered include galactic structure, models for galaxies and galaxy formation, the large-scale structure of the universe, the Big Bang model of the universe, physical processes such as nucleosynthesis in the early universe, and observational cosmology.

PHY 620. Physics of Macromolecules. (3 h)

The physics of large biologically important molecules, especially proteins and nucleic acids. Topics covered include the physical basis of biomolecular structure, the energetics and statistical mechanics of biomolecular dynamics, and the electrostatics and solvation of biomolecules. Designed for students with biochemistry, chemistry, or physics backgrounds.

PHY 623. Comput Biophys Lab. (1 h)

Application of techniques in molecular modeling, including energy minimization, molecular dynamics simulation, and conformational analysis. C-PHY 620 or POI.

PHY 625. Biophysical Methods Lab. (1 h)

Experiments using various biophysical techniques such as electron paramagnetic resonance, atomic force microscopy, stopped-flow absorption spectroscopy, X-ray diffraction, and gel electrophoresis. C-PHY 607.

PHY 635. Computational Physics. (3 h)

An introduction to finding numerical solutions to scientific problems. Topics include understanding computational errors, differentiation, integration interpolation, root finding, random numbers, linear systems, Fourier methods, and the solution of ODEs and PDEs. There is no computer programming prerequisite. Credit will not be given for both PHY 635 and CSC/MST 655.

PHY 637. Analytical Mechanics. (1.5 h)

The Lagrangian and Hamiltonian formulations of mechanics with applications. Taught in the first half of the fall semester.

PHY 639. Electricity and Magnetism. (1.5 h)

Electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations and applications to radiation, relativistic formulation. The first half course is taught in the second half of the fall semester, following PHY 637. The other course is taught in the spring semester. These should be taken in sequence.

PHY 640. Electricity and Magnetism. (3 h)

Electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations and applications to radiation, relativistic formulation. PHY 640 is taught in the spring semester after PHY 639. These should be taken in sequence. P-PHY 639.

PHY 641. Thermodynamics and Statistical Mechanics. (3 h)

Introduction to classical and statistical thermodynamics and distribution functions.

PHY 643. Quantum Physics. (3 h)

Basic quantum theory and applications including the time-independent Schrodinger equation, formalism and Dirac notation, the hydrogen atom, spin, identical particles, and approximation models.

PHY 644. Quantum Physics. (3 h)

Basic quantum theory and applications including the time-independent Schrodinger equation, formalism and Dirac notation, the hydrogen atom, spin, identical particles, and approximation methods.

PHY 652. Physical Optics and Optical Design. (1-4 h)

Interaction of light with materials; diffraction and coherent optics; ray trace methods of optical design. Lab-three hours.

PHY 652L. Physical Optics Lab. (0 h)**PHY 654. Introduction to Solid State Physics. (3 h)**

Survey of the structure, composition, physical properties, and technological applications of condensed matter. P-PHY 643.

PHY 655. Exotic Materials. (1.5 h)

This course explores materials systems that express exotic properties derived from some aspect of dimensionality or topology. Thermal, electrical, optical and magnetic properties of these quantum materials will be addressed with emphasis on applications in quantum information sciences. From superconducting SSH polymers, to topological insulators, simple models are used throughout the course to develop insight into the physics of low-dimensional structures.

PHY 656. Electronic Imaging Sciences. (1.5 h)

This course introduces the theory and application of the electron imaging systems: transmission electron microscopy (TEM) and scanning electron microscopy (SEM). It focuses on basic materials science though some biological materials will be covered. It is taught as a series of lectures followed by laboratories.

PHY 657. Scanning Probes. (1.5 h)

This course examines the theory and application of scanning tunneling microscopy and atomic force microscopy (STM/AFM). It introduces how each type of imaging works, how to model spectroscopic data, and how to use each microscope. Students will image using the STM and AFM as well as take and reduce spectroscopy data using models built in Maple or Mathematica.

PHY 658. Kinetics of Materials. (1.5 h)

This course offers a study of driving forces for atomic and ionic motion within solids leading to a range of materials properties from work hardening to phase transformations and formation. Atomic-level models for diffusion will be introduced as well as techniques and examples of the solution to the diffusion equation. It complements the traditional thermodynamics course.

PHY 661. Biophysics Seminar. (1 h)

Seminal and current publications in biophysics are studied. Each week a member of the class makes an oral presentation on a chosen publication and leads the ensuing discussion. Students may also be required to make a second oral presentation relevant to their own research. Does not fulfill course requirements for Master's or PhD degrees. May be repeated for credit.

PHY 663. Condensed Matter Seminar. (1 h)

Seminal and current publications in condensed matter physics are studied. Each week a member of the class makes an oral presentation on a chosen publication and leads the ensuing discussion. Does not fulfill course requirements for Master's or PhD degrees. May be repeated for credit.

PHY 685. Bioinformatics. (3 h)

Introduction to computational approaches essential to modern biological inquiry. Approaches may include large biological dataset analyses, sequence similarity and motif searches, and analysis of high-throughput genomic technologies. Emphasizes interdisciplinary interaction and communication. Also listed as CSC 685 and BIO 685.

PHY 691. Special Topics in Physics. (1-4 h)

Courses in selected topics in physics. May be repeated if course content differs.

PHY 692. Special Topics in Physics. (1-4 h)

Courses in selected topics in physics. May be repeated if course content differs.

PHY 711. Classical Mechanics and Mathematical Methods. (3 h)

A study of variational principles and Lagrange's equations, the rigid body equations of motion, the Hamilton equations of motion and canonical transformations, Hamilton-Jacobi theory, and applications to continuous systems and fields.

PHY 712. Electromagnetism. (3 h)

A study of electric and magnetic fields in vacuum and within media and their sources. Analytical and numerical methods for solving Maxwell's equations are also an important part of the course.

PHY 715. Nonlinear Optics and Quantum Electronics. (1-4 h)

Nonlinear phenomena in laser spectroscopy, the quantum nature of optical processes in matter, and topics in laser physics. Lab-three hours.

PHY 731. Elementary Particle Physics. (3 h)

Fundamentals of contemporary elementary particle physics.

PHY 741. Quantum Mechanics. (3 h)

Study of the foundations of quantum theory, Hilbert space, operators, Schrodinger's equation and its solutions, symmetries, spin, multiple particles, approximation methods, scattering, the Dirac equation, and quantization of the electromagnetic field and its interaction with atoms.

PHY 742. Quantum Mechanics. (3 h)

Study of the foundations of quantum theory, Hilbert space, operators, Schrodinger's equation and its solutions, symmetries, spin, multiple particles, approximation methods, scattering, the Dirac equation, and quantization of the electromagnetic field and its interaction with atoms.

PHY 744. Introduction to Quantum Field Theory. (3 h)

Introduction to relativistic quantum field theory, including canonical quantization, path integral techniques, perturbation theory, and renormalization.

PHY 745. Group Theory. (3 h)

Group theory and its applications to the quantum mechanics of atoms, molecules, and solids.

PHY 752. Solid State Physics. (3 h)

Introductory course including the structure of perfect crystalline solids, their thermal, electronic, and magnetic properties. Crystal symmetries, the free electron and band theory of metals, optical and transport properties, and semiconductors. Consequences of electronic interactions.

PHY 754. Surface Science. (3 h)

Experimental and theoretical methods for the study of surfaces and interfaces. Lab-1.5 hours.

PHY 765. Gravitational and Particle Theory Seminar. (1 h)

Topics in general relativity, particle physics, and astrophysics are studied. Each week a faculty member or member of the class makes an oral presentation on a chosen topic and leads the ensuing discussion. Does not fulfill minimum course requirements for Master's and PhD degrees. May be repeated for credit.

PHY 770. Statistical Mechanics. (3 h)

Introduction to probability theory and to the physics of systems containing large numbers of particles from the classical as well as the quantum point of view.

PHY 771. Radiological Physics. (3 h)

The nature and fundamental concepts of ionizing radiation including: ionizing radiation, radiation quantities, attenuation and stopping power, charged particle and radiation equilibria radioactive decay, photon interactions, charged and uncharged particle interactions, x-ray production and quality, dosimetry concepts, ionization cavity theory, and calibration of ionizing radiation beams. Also listed as BMES 771 and MPHY 771.

PHY 773. Radiation Therapy Physics. (3 h)

The physics of radiation treatment including: radiation producing equipment, character of photon and electron radiation beams, radiation dose functions, computerized radiation treatment planning, brachytherapy, special radiation treatment procedures, quality assurance, and radiation shielding for high energy facilities. Also listed as BMES 773 and MPHY 773.

PHY 774. Physics of Medical Imaging. (3 h)

The physical principles, mathematical algorithms and devices used in diagnostic medical imaging, covering the following imaging modalities: x-ray digital imaging, digital image receptors, computerized tomography and reconstruction algorithms, ultrasound imaging, magnetic resonance imaging and nuclear medicine imaging. Also listed as BMES 774 and MPHY 774.

PHY 776. Medical Health Physics. (3 h)

Physical and biological aspects for the use of ionizing radiation in medical environments, biological consequences of human radiation exposure, principles of ionizing radiation protection, operational dosimetry, radiation exposure recommendations and regulations, physical principles of radiation shielding design, personnel monitoring, medical health physics instrumentation, and waste disposal. Also listed as BMES 776 and MPHY 776.

PHY 780. Theory of General Relativity. (3 h)

Study of the covariant formulation of physical laws in mechanics and electromagnetism.

PHY 785. Topics in Theoretical Physics. (1-3 h)

Selected topics of current interest in theoretical physics not included in other courses. May be repeated for credit.

PHY 787. Advanced Topics in Physics. (1-3 h)

Lectures on advanced topics in physics that depend on the subspecialty of the instructor. Topics range from medical physics to special topics in biophysics, condensed matter physics, or quantum optics. May be repeated for credit.

PHY 789. Survival Skills for Scientists. (1 h)

Students will learn skills that are essential to a successful career in the sciences. The following topics will be covered: Mentoring; How to Read, Write, and Review a Research Paper; Grant & Fellowship Basics; Choosing a Career Path & Creating a Winning Job Application; and Networking & Giving Effective Talks.

PHY 791. Thesis Research I. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

PHY 792. Thesis Research II. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

PHY 795. Physics for Education Research. (3 h)

Fulfills the requirement for a graduate course in physics for students in the Masters in Education program seeking certification to teach physics.

PHY 891. Dissertation Research I. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

PHY 892. Dissertation Research II. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

Politics&International Affairs (POL)

POL 611. Political Parties Voters and Elections. (3 h)

Examination of party competition, party organizations, the electorate and electoral activities of parties, and the responsibilities of parties for governing.

POL 617. Politics of the Mass Media. (3 h)

Exploration of the relationship between the political system and the mass media. Two broad concerns are the regulation of the mass media and the impact of media on political processes and events.

POL 618. Congress and Policymaking. (3 h)

Examination of the composition, authority structures, external influences, and procedures of Congress with emphasis on their implications for policymaking in the United States.

POL 620. The American Presidency. (3 h)

Explores the interaction of the presidential office and the individual contemporary presidents in an evolving political context.

POL 629. Women, Gender, and Politics. (3 h)

Examines classical and contemporary studies of how gender structures politics, including the political participation of women and other gendered social groups, as well as current policy issues.

POL 632. Politics in Russia and Eastern Europe. (3 h)

Analysis of the political, economic, and social patterns of the region emphasizing the internal dynamics and divergent outcomes of the regime transitions after the fall of communism in Central and Eastern Europe and the former Soviet Union.

POL 636. Government and Politics in Latin America. (3 h)

Comparative analysis of the institutions and processes of politics in the Latin American region.

POL 646. Politics and Policies in South Asia. (3 h)

Survey of major issues relevant to politics and policy in India, Pakistan, Bangladesh, and Sri Lanka.

POL 647. Islam and Politics. (3 h)

Explores the interrelationship of Islam and politics in the contemporary world. Deals with Islam as a political ideology which shapes the structure of political institutions and behavior. Looks at Islam in practice by examining the interaction between Islam and the political systems of Iran, Pakistan, Saudi Arabia, and others.

POL 650. Afghanistan, Pakistan, Iraq and U.S. Policy since 2001. (3 h)

Broadly addresses the phenomena of U.S. involvement in two ongoing conflicts – the Afghanistan war and the Iraq war. Focuses on the respective domestic and international politics and policies of the four main actors relevant to the conflicts: U.S., Afghanistan, Pakistan, and Iraq.

POL 653. International Political Economy. (3 h)

Analyzes major issues in the global political economy including theoretical approaches to understanding the tension between politics and economics, monetary and trade policy, North-South relations, environmentalism, human rights, and democratization.

POL 654. American Foreign Policy Contemporary Problems. (3 h)

Analyzes the historical and theoretical perspectives shaping U.S. engagement with the world past and present. Applies the understanding to current problems in U.S. foreign Policy.

POL 659. Palestine&Arab-Israeli Conflict. (3 h)

Explores the nature and scope of the conflict with particular emphasis on the time period post-1967 and the respective policies of the three most significant actors in the conflict: the U.S., Israel and Palestine.

POL 663. U.S. Foreign Policy Mid East. (3 h)

Critical analysis of U.S. foreign policy with respect to the Middle East since the second World War. Utilizes a case study method of instruction.

POL 672. Democratic Theory. (3 h)

Examines the historical and theoretical underpinnings of democracy and some of the critiques of those foundations. Focuses on understanding some of the major and competing traditions of democracy theory and how key democratic concepts are reconceptualized within these various traditions.

POL 673. Marx, Marxism, and Post-Marxism. (3 h)

Examines Marx's early humanistic writings, his later philosophy, the vicissitudes of 20th century Marxism and attempts to reorient Marx's theory in light of developments in contemporary political thought and practice.

POL 677. Feminist Political Thought. (3 h)

Introduces feminist thought and its implications for the study and practice of political theory. Topics include feminist critiques of the Western political tradition and schools of feminist political theory.

POL 678. Politics and Identity. (3 h)

Investigates the ways in which concepts of identity have informed political norms, structure, and practices; the myriad forms identity takes (particularly gender, sexual orientation, class, race, religion, and ethnicity) drawing on examples from across the globe, and theoretical approaches proposed for engaging differences.

POL 687. Individual Study. (2, 3 h)

Intensive research leading to the completion of an analytical paper conducted under the direction of a faculty member. Students initiate the project and secure the permission of an appropriate instructor. May be repeated for a maximum of 6 hours, only three of which may count toward the major. P-POI.

POL 688. Directed Reading. (2, 3 h)

Concentrated reading in an area of study not otherwise available. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P-POI.

POL 689. Internship in Politics. (2, 3 h)

Field work in a public or private setting with related readings and an analytical paper under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. Normally one course in an appropriate subfield is taken prior to the internship. P-POI.

Psychology (PSY)

PSY 620. Physiological Psychology. (3 h)

Neurophysiological and neuroanatomical explanations of behavior.

PSY 622. Psychopharmacology. (3 h)

Survey of the influences of a wide range of psychoactive drugs, both legal and illegal, on human physiology, cognition, and behavior.

PSY 623. Animal Behavior. (3 h)

Survey of lab and field research on animal behavior.

PSY 626. Learning Theory and Research. (3 h)

Theory and current research in learning, with emphasis on applications of learning principles for behavior modification and comparisons across species.

PSY 629. Perception. (3 h)

Survey of theory and research findings on various sensory systems (vision, hearing, touch, taste).

PSY 631. Research in Cognitive Psychology. (3 h)

In-depth examination of research in a selected area of cognitive psychology such as memory, attention, or executive function. Research projects required.

PSY 633. Motivation of Behavior. (3 h)

Survey of basic motivational concepts and related evidence.

PSY 638. Emotion. (3 h)

Survey of theory, methods, and research in the area of emotion. Developmental, cultural, social-psychological, physiological, personality, and clinical perspectives on emotions are given.

PSY 641. Research in Developmental Psychology. (3 h)

Methodological issues and selected research in child development. Research projects required.

PSY 646. Stereotyping and Prejudice. (3 h)

Research and theory on social and cognitive processes that underlie prejudice and discrimination.

PSY 648. Clinical Neuropsychology. (3 h)

Surveys connections between abnormal neurological processes and clinical abnormalities. This implies already having an understanding of normal brain function and anatomy.

PSY 651. Personality Research. (3 h)

The application of a variety of research procedures to the study of human personality. Research projects required.

PSY 655. Research in Social Psychology. (3 h)

Methodological issues and selected research in the study of the human as a social animal. Field research projects required.

PSY 657. Cross-Cultural Psychology. (3 h)

Examination of differences in psychological processes (e.g., attitudes, perception, mental health, organizational behavior) associated with cultural variation.

PSY 659. Psychology of Gender. (3 h)

Exploration of the psychological similarities and differences between human males and females, including consideration of social, cognitive, motivational, biological, and developmental determinants of behavior.

PSY 662. Psychological Testing. (3 h)

Theory and application of psychological assessment procedures in the areas of intelligence, aptitude, vocational interest, and personality.

PSY 663. Survey of Clinical Psychology. (3 h)

Overview in the field of clinical and other selected areas of applied psychology.

PSY 664. Prejudice, Discrimination, Racism, and Heterosexism. (3 h)

Comparison of cross-cultural similarities and differences in the initiation, maintenance, and treatment of prejudice, discrimination, and racism, with an emphasis on past and current trends in the U.S.

PSY 667. Parent-Child Relationships. (3 h)

Surveys characteristics of parent-child relationships and issues of parenting as related to a variety of factors, including developmental changes of parent and child, family structure, and sociocultural context.

PSY 674. Judgment and Decision Making. (3 h)

Theoretical and empirical examination of how people make decisions and judgments about their lives and the world, and how these processes can be improved.

PSY 692. Contemporary Problems in Psychology. (1.5 h)

Seminar treatment of current theory and research in specific areas within psychology. The course is one-half semester.

PSY 701. Current Topics in Psychology. (1.5 h)

Seminar courses in selected topics in psychology.

PSY 702. Current Topics in Psychology. (1.5 h)

Seminar courses in selected topics in psychology.

PSY 703. Current Topics in Psychology. (3 h)

Seminar course in selected topics in psychology.

PSY 715. Research Design and Analysis in Psychology. (3 h)

Intensive study of the design of experiments and the analysis of research data in psychology. Covers conventional methods, including univariate and multivariate analysis of variance, multiple regression, and factor analysis. Requires previous or concurrent coursework in basic statistics. Written permission of instructor required. Furr, Stone.

PSY 716. Research Design and Analysis in Psychology. (3 h)

Intensive study of the design of experiments and the analysis of research data in psychology. Covers conventional methods, including univariate and multivariate analysis of variance, multiple regression, and factor analysis. Requires previous or concurrent coursework in basic statistics. Written permission of instructor required. Furr, Stone.

PSY 720. Biological Psychology. (3 h)

Study of the biological basis of behavior and mental processes, with emphasis on current developments in neuroscience, and human applications of this information. Laboratory work in neuroanatomy and psychophysiology. Blumenthal.

PSY 728. Human Cognition. (3 h)

Current theory and research on functional characteristics and neural correlates of cognitive processes in such areas as memory, attention, and language. Dagenbach.

PSY 738. Learning and Motivation. (3 h)

Basic learning principles and concepts and related motivational concepts.

PSY 742. Seminar in Developmental Psychology. (3 h)

Critical examination of the major findings, principles, and theories of development, with attention to both human and lower-animal research. Best, Buchanan.

PSY 752. Seminar in Social Psychology. (3 h)

Content and methodology of social psychology examined through a critical and comparative analysis of contemporary theory and literature. Petrocelli.

PSY 757. Seminar in Personality Psychology. (3 h)

Evaluation of contemporary solutions to important problems in personality psychology, with special attention to historical context and anticipated future directions. Fleeson, Furr, Jayawickreme.

PSY 770. Psychology Practicum. (1-3 h)

Work experience in an applied psychology setting (such as clinical or industrial) under a qualified supervisor. Staff.

PSY 771. Psychology Practicum. (1-3 h)

Work experience in an applied psychology setting (such as clinical or industrial) under a qualified supervisor. Staff.

PSY 772. Psychology Practicum. (1-3 h)

Work experience in an applied psychology setting (such as clinical or industrial) under a qualified supervisor. Staff.

PSY 773. Psychology Practicum. (1-3 h)

Work experience in an applied psychology setting (such as clinical or industrial) under a qualified supervisor. Staff.

PSY 782. Readings and Research in Psychology. (1-3 h)

This listing allows the graduate student, working under the supervision of a faculty member, to pursue and receive credit for 1) a special reading project in an area not covered by regular courses or 2) a special research project not related to the master's thesis. Supervising faculty member and hours credit for which enrolled determined by graduate committee prior to registration.

PSY 785. Directed Thesis Research I. (3 h)

First-year students undertake a substantial research project under the direction of their adviser. Staff.

PSY 786. Directed Thesis Research. (3 h)

PSY 791. Thesis Research I. (1-9 h)
Staff.

PSY 792. Thesis Research II. (1-9 h)

Staff.

Religion (REL)

REL 600. Approaches to the Study of Religion. (3 h)

A phenomenological study of different ways of defining religion, including views of representative philosophers, psychologists, sociologists, anthropologists, theologians, and historians of religion.

REL 604. Myth, Ritual, and Symbolism. (3 h)

Explores how people envision and manipulate the supernatural in cross-cultural perspective. Emphasizes functional aspects of religious beliefs and practices.

REL 605. Ethnography of Religion. (3 h)

Study of theory and method in ethnography of religion where students closely read ethnographies from a variety of cultures and discuss the practical, methodological, and ethical issues related to ethnography. Course culminates with students researching and writing their own ethnographies.

REL 606. Ritual Studies. (3 h)

An introduction to the various methods and theories employed in the field of ritual studies, while examining comparative rituals and ritualized practices from around the world.

REL 607. Magic, Science, and Religion. (3 h)

Explores concepts of magic, science, and religion that emerged in Western thought and culture from late antiquity through the European Enlightenment and analyzes connections between religious traditions and Western, Modern Science.

REL 608. Sacred Scripture in the Tradition of Abraham. (3 h)

Comparative study of sacred texts in Judaism, Christianity, and Islam with particular attention to the issues of authority, function, and interpretations.

REL 610. The Prophetic Literature. (3 h)

Examination of the development and theological contents of the literary products of Israel's prophetic movement.

REL 612. The Critical Study of the Pentateuch. (3 h)

Study of the five traditional books of Moses (the Torah) and various lines of analysis that modern Biblical critics have used to interpret their composition and role in the development of Israelite theological thought.

REL 613. Near Eastern Archeology. (3 h)

Survey of archaeological work in the Near East with attention to the ways in which interest in the Bible has shaped research questions, interpretation of materials, and museum exhibits.

REL 615. Field Research in Biblical Archeology. (3 h)

Study of the religion and culture of the ancient Near East through the excavation and interpretation of ancient sites.

REL 616. Field Research in Biblical Archeology. (3 h)

Study of the religion and culture of the ancient Near East through the excavation and interpretation of ancient sites.

REL 617. The Wisdom Literature. (3 h)

Examination of the development, literary characteristics, and theological contents of the works of ancient Israel's sages.

REL 618. Feminist and Contemporary Interpretations of the Bible. (3 h)

Study of feminist and contemporary approaches to the Bible in light of the history of interpretation and a range of contemporary concerns and interpretive contexts.

REL 620. The Search for Jesus. (3 h)

Introduction to the issues, assumptions, evidence, and debate that shapes the continuing quest for the historical Jesus.

REL 623. Jesus Traditions. (3 h)

Examines ancient Christian and other religious representations of Jesus in historical, social, cultural and theological context.

REL 624. Early Christian Literature. (3 h)

Examination of various literature and perspectives of the first three centuries of the Christian movement.

REL 628. Jewish-Christian Relations and the New Testament. (3 h)

Study of Jewish-Christian relations and selected writings of the New Testament in the historical, social, religious and political contexts of ancient Judaism and emerging Christianity. Focus varies with instructor.

REL 629. Chinese Medicine. (3 h)

An interdisciplinary exploration and analysis of Chinese medicine, its fundamental theories, and its range of health-oriented and religious applications.

REL 630. Pope, Jefferson & Imam: A Study In Comparative Ethics. (3 h)

Comparative study of the moral values and socio-ethical positions in the major religious traditions of the world, with focus on their various methods of reasoning and sources of authority.

REL 631. Religion and Law. (3 h)

A study of religion and law as distinct yet interdependent spheres that influence cultural negotiations about authority, power, identity, and the regulation of society. Geographic and tradition-specific focus may vary with instructor.

REL 632. Religion and Public Engagement. (3 h)

This seminar introduces students to dynamics at work at the interface between religious communities and the public sphere. It will explore, through a wide range of readings, guest lectures, and films, the potential for social change—constructive and destructive—within and between communities in locally, regionally, nationally and globally.

REL 635. Christian Ethics and the Problem of War. (3 h)

Examination of the causes and characteristics of war, various Christian responses to it, and approaches to peacemaking, with attention to selected contemporary issues.

REL 636. Religious Traditions and Human Rights. (3 h)

Study of the relationships and tensions between religious traditions and human rights, with illustrations from historical and contemporary issues and movements.

REL 638. Religion Ethics and Politics. (3 h)

Examination of ethical issues in religion and politics using materials from a variety of sources and historical periods.

REL 639. Religion, Power and Society in Modern Africa. (3 h)

Interdisciplinary study of the growth transformations of Africa's major religious traditions (Christianity, Islam, and the indigenous religions) and of their relations with secular social changes.

REL 640. Holy Chow: Food and Religion. (3 h)

Explores the roles food and eating play in religious behavior and the ways in which religious practices and experiences impact our eating habits and food choices.

REL 641. Religion and Ecology. (3 h)

Cross-cultural examination of the relationships among human beings, their diverse cultures, habitats, and religions, including social and political understandings of the environment.

REL 642. Religious Intolerance in U.S.. (3 h)

Study of the various manifestations of religious intolerance in the U.S. from the colonial period until the present.

REL 643. Religion, Culture, and the Body. (3 h)

A cross-cultural, multi-disciplinary exploration of the body as a malleable locus of contested ideals that informs personal, social, and religious identity formation.

REL 644. Religion, Poverty, and Social Entrepreneurship. (3 h)

Interdisciplinary study of major themes in religion, poverty, reduction, and social entrepreneurship. Focus and community emphasis may vary with instructor.

REL 645. The African American Religious Experience. (3 h)

Exploration of the religious dimensions of African-American life from its African antecedents to contemporary figures and movements.

REL 647. Religion, Gender, & Sexuality. (3 h)

This course explores how "religion" regulates gender and sexuality by examining religious texts, media, and political rhetoric through feminist, queer, and postcolonial theory. Through an analysis of historical and contemporary debates and issues concerning gender and sexuality, this course considers how political, social, and religious institutions understand and deploy religious belief and discourse to legislate, repress, and pathologize certain criminal, deviant, immoral, or sinful.

REL 648. Race, Memory, and Identity. (3 h)

Explores the collective memory and identity of American-Indian and African-American communities and their response to historical trauma in their cultural imagination, spirituality, and political and social activism.

REL 649. Asian Meditation Practices. (3 h)

Introduces and examines theoretical and practical aspects of various forms of Eastern meditation (concentration, mindfulness, Zen, visualization, and moving energy work) from both practitioner and modern scientific perspectives.

REL 651. Sociology of Religion. (3 h)

Introduces the sociological analysis of religion, including religious beliefs and experiences, the cultural context of religion, varieties of religious organization, religious change and social change.

REL 655. Jewish Identities: Religion, Race, and Rights. (3 h)

Examines how evolving definitions of race, religion, and Jewishness have correlated and conflicted in varied and sometimes surprising ways and how these shifts have been tied to legal rights and social privileges.

REL 656. Faces of Modern Judaism. (3 h)

Examines contemporary expressions of Judaism and its historical roots.

REL 657. Jews in the United States. (3 h)

Focusing on the 19th-21st centuries, this course examines Jewish American histories, experiences, and identities, as well as their impact on American society as a whole.

REL 659. Hinduism in America. (3 h)

Study of the meanings, values, and practices associated with the religions of Hinduism in dialogue with the dominant culture of America.

REL 660. Hindus, Muslims, and Sikhs in North America. (3 h)

This course examines the racialization of Hinduism, Islam, Sikhism in North America. Through an analysis of historical documents, immigration laws, mainstream and social media, popular culture, and academic texts, this class explores how these religions are racialized in Canada and the US. Using a postcolonial and intersectional approach, we will examine how race, religion, gender, sexuality, and class interact to stigmatize or empower certain individuals and/or groups.

REL 661. Topics in Buddhism. (3 h)

Variable topics in buddhist history, thought, and/or practice. May be repeated for credit if topic varies.

REL 662. Topics in Islam. (3 h)

Examination of the origins and development of Islam, the world's second largest religious tradition. Attention is given to the formation of Islamic faith and practice as well as contemporary manifestations of Islam in Asia, Africa, and North America. May be repeated for credit if topic varies.

REL 663. Religions of Japan. (3 h)

Study of the central religious traditions of Japan from pre-history to the present, including Shinto, Buddhism, Zen Buddhism, Christianity, and Confucianism.

REL 665. History of Religion in America. (3 h)

Study of American religions from colonial times until the present.

REL 667. Contemplative Traditions In Christianity. (3 h)

Study of Christian mysticism and contemplation (spirit possession, visions, dreams, and meditation) and their relation to contemporary issues.

REL 668. The Protestant and Catholic Reformations. (3 h)

Study of the origin and development of Reformation theology and ecclesiology.

REL 669. Radical Christian Movements. (3 h)

Study of selected radical movements in the Christian tradition and their relation to contemporary issues.

REL 672. History of Christian Thought. (1.5, 3 h)

Study of recurring patterns in Christian thought across time and cultures and some of the implications of those patterns in representative ancient and modern figures.

REL 672B. History of Christian Thought Medieval and Reformation Thought. (1.5 h)

Study of the history of Christian thought, beginning with its Hebraic and Greek backgrounds and tracing its rise and development to modern times. The course may be divided into halves for 1.5 credits each: a) Patristic Thought and b) Medieval and Reformation Thought.

REL 673. Special Topics in African-American Religious Traditions. (3 h)

Variable topics in African-American religious traditions. May be repeated for credit if topic varies.

REL 674. Black Messiahs and Uncle Toms. (3 h)

Examines the cultural and religious history of black leadership in the United States.

REL 675. Race, Myth, and the American Imagination. (3 h)

A study of myth and mythology in relation to the racial imaginary in America.

REL 676. Race, Religion, and Film. (3 h)

Examines past and contemporary filmmakers who couple religious themes with racial concerns.

REL 678. Latin American Liberation Theology. (3 h)

Historical, contextual, and theoretical survey of diverse forms of Latin American theologies of liberation.

REL 679. Muslim Youth. (3 h)

Explores the lived experiences of young Muslims around the world through the intersecting lenses of religion, power and protest.

REL 681. Zen Buddhism. (3 h)

An examination of the origins and development of Zen Buddhism from China (Ch'an) to Japan and contemporary America. Particular attention is given to Zen doctrine and practice in the context of the broader Buddhist tradition.

REL 682. Religion and Culture in China. (3 h)

A thematic study of Chinese religious traditions and culture focusing on history, ritual, scripture, and popular practice. Topics include cosmology, ancestor veneration, shamanism, divination, and the role of women. Ford.

REL 683. The Qur'an & the Prophet. (3 h)

Examines the history, content, and main approaches to the sacred book of Islam. Explores the influence and interaction between the holy word and its transmitter the Prophet Muhammad.

REL 684. Islam and Law: Varieties in Interpretation and Expression. (3 h)

Explores main tenets of the Islamic law (Shari'ah) and how this law has been applied in past and present Islamic societies. Looks at legal issues through the lens of gender, ethics, non-muslim minorities, rights, and duties.

REL 685. Topics in South Asian Religions. (3 h)

Variable topics in the religions of South Asia. May be repeated for credit if topic varies.

REL 686. Indian Epics. (3 h)

Examines one or both Indian epics, the Mahabharata and Ramayana, while paying attention to either epic's religious, social, and political contexts, performance, and development in Indian history.

REL 687. Priests, Warriors and Ascetics in Ancient India. (3 h)

Introduces students to the history, culture and religious traditions of ancient India by examining the overlapping practices, beliefs, ideologies, and gender representations of priests, warriors, kings, and ascetics.

REL 688. South Asian Women: Religion, Culture and Politics. (3 h)

This course examines the intersection of religion, race, and gender of South Asian women from a feminist and postcolonial perspective. This course is cross-listed as WGS 688.

REL 689. Islam in the West: Changes and Challenges. (3 h)

Explores issues of identity, ethnicity and religion within various Muslim communities living in western countries. A central goal is to understand how these communities negotiate the new environment and the challenges they face.

REL 690. Spec Topics in Religion. (1.5-3 h)

Religion topics of special interest. May be repeated for credit.

REL 691. Topics in East Asian Religions. (3 h)

Variable topics in the religions of China, Korea, and Japan. May be repeated if topic varies.

REL 692. Topics in First Peoples' Traditions. (3 h)

Variable topics in the religions of American Indian and Canadian First Nations. May be repeated for credit if topic varies.

REL 693. Topics in Religions of Africa. (3 h)

Variable topics in the religions of Africa or African diaspora. May be repeated for credit if topic varies.

REL 695. Exploring Interfaith Practice and Leadership. (3 h)

This online course on interfaith leadership invites students to consider how they might engage most effectively with people from a variety of religious backgrounds.

REL 696. Interreligious Encounters and Engagements. (3 h)

Surveys the history of dialogue activities among various religious communities and introduces the methods and theories of interreligious dialogues. Part of this class is interaction with local interfaith projects.

REL 700. Theory and Method in the Study of Religion. (3 h)

Explores the history of and methodological resources for the study of religion. Focus may vary according to the instructor, but the emphasis is on the ways religion has been defined, studied and interpreted over the last several centuries.

REL 701. Directed Reading. (1-3 h)

May be repeated for credit if topic varies.

REL 702. Directed Reading. (1-3 h)

May be repeated for credit if topic varies.

REL 703. Postmodern Perspective on Power, Symbolism and Performance. (3 h)

A critical examination of postmodern theories on the relationship between religion and culture.

REL 704. Conceptions of the Ultimate. (3 h)

A comparative study of religious conceptions of the ultimate (divine, sacred) within Eastern and Western traditions through a range of methodological lenses including phenomenological, philosophical, theological, and sociological.

REL 705. Research in Religion. (3 h)

Tools and methodologies applicable to research in religion. Fulfills the three hours in research methods that the religion department requires of first-year MA students.

REL 708. Religion Language & Symbol. (3 h)

An examination of the distinct use of language in religious discourse, with attention to theoretical understandings of human language, the variety of philosophical efforts to define the validity of religious language, and the role of metaphor and analogy in religious communication.

REL 709. Field Program in Religion and Public Engagement. (1-3 h)

Integrated study of major themes in religion and public engagement carried out in partnership with one or more communities off campus. Focus varies with instructor. On request.

REL 716. Old Testament Theology. (3 h)

Major motifs of revelation in the Old Testament; analysis of recent attempts to write Old Testament theology.

REL 718. Old Testament Exegesis. (3 h)

Detailed analysis and exegesis of selected portions of the Hebrew Bible. P-Biblical Hebrew.

REL 719. Old Testament Exegesis. (3 h)

Detailed analysis and exegesis of selected portions of the Hebrew Bible. P-Biblical Hebrew.

REL 720. The History of Biblical Interpretation. (3 h)

A detailed study of the history of biblical interpretation and hermeneutics.

REL 721. New Testament Theology. (3 h)

Delineation of an approach to New Testament theology as a whole, a consideration of the hermeneutical problem, and an examination of two or three themes in New Testament theology.

REL 723. New Testament Exegesis. (3 h)

Examination of selected portions of the Greek New Testament, with attention to the tools necessary for exegesis. P-Koine Greek.

REL 724. New Testament Exegesis. (3 h)

Examination of selected portions of the Greek New Testament, with attention to the tools necessary for exegesis. P-Koine Greek.

REL 726. Seminar in Early Christianity Studies. (3 h)

Intensive study of selected topics and texts in early Christianity studies.

REL 737. Figures and Traditions in Religious Ethics. (3 h)

Seminar course that examines the basic ethical works and theories of central figures in Western and non-Western traditions. Students engage in close readings of important texts in religious thought and morality and produce essays reflecting on the themes addressed by the authors.

REL 738. Seminar in Christian Social Ethics. (3 h)

Critical study of classic texts and figures in the history of Christian ethics and social thought.

REL 740. Seminar in the Sociology of Religion. (3 h)

Examination of selected classical and contemporary texts illustrative of the theories, methods, and purposes of the sociological study of religion.

REL 751. Theory and Practice of Pastoral Counseling. (3 h)

Study of counseling methodologies, psychotherapeutic techniques, personal development, and human behavior in terms of the implications for pastoral counseling.

REL 755. Clinical Pastoral Education. (3 h)

Clinical experience in pastoral care, including work in crisis situations, seminars, interdisciplinary clinical group sessions, formal pastoral counseling, urban ministry assignments, and participation in group therapy. (Both semesters must be completed.)

REL 756. Clinical Pastoral Education. (3 h)

Clinical experience in pastoral care, including work in crisis situations, seminars, interdisciplinary clinical group sessions, formal pastoral counseling, urban ministry assignments, and participation in group therapy. (Both semesters must be completed.)

REL 761. Seminar in Eastern Religion. (3 h)

Directed study in the selected areas of the religious traditions of the East.

REL 762. Literature of Ancient Judaism. (3 h)

Examination of the rabbinic writings (Mishnah, Tosefta, Talmud, Midrashim, Targumim, and the Liturgy), the Dead Sea Scrolls, The Old Testament Apocrypha and Pseudepigrapha, and the literature of Hellenistic Judaism (e.g., Philo and Josephus).

REL 763. Hellenistic Religions. (3 h)

Considerations of available source materials, questions of method, and bibliography related to such Hellenistic religions as the Mysterics, Hellenistic Judaism, and Gnosticism.

REL 766. Seminar in Christian History. (3 h)

Directed study of selected areas in the history of Christianity, including Baptist history.

REL 768. The Protestant and Catholic Reformations. (3 h)

Study of the origin and development of Reformation theology and ecclesiology.

REL 771. Religions in America. (3 h)

A study of religious traditions, events, and individuals shaping religious life in America. Attention is given to native religious, colonization, denominations, awakenings, religious liberty, the western movement, and the rise of the "American Self." The development of pluralism and the impact of immigration, civil rights, and "new religions" are also studied.

REL 775. Seminar in the History of Christian Thought. (3 h)

Intensive study of a selected period or movement in Christian theological history, with special reference to seminal persons and writings.

REL 780. Seminar in Theology & Lit. (3 h)

Intensive study of a single theologian in relation to a literary figure with a similar religious outlook, the aim being to investigate how literature and theology mutually invigorate and call each other into question. Representative pairings: Niebuhr/Auden, Barth/O'Connor, Tillich/Updike, Newman/Eliot, Kierkegaard/Percy. May be repeated for credit if the writers studied are different.

REL 781. Special Topics in Religion. (3 h)

An intensive, in-depth study of a selected issue in the study of religion. Focus varies with instructor. May be repeated if topic varies.

REL 791. Thesis Research I. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

REL 792. Thesis Research II. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory.

Spanish (SPA)

SPA 622. Spanish Pronunciation and Dialect Variation. (3 h)

Description of, and practice with, the sounds, rhythm, and intonation of Spanish and the differences from English, with special attention to social and regional diversity. Strongly recommended for improving pronunciation. This course meets a N.C. requirement for teacher certification.

SPA 623. Advanced Grammar & Composition. (3 h)

Advanced-level review of Spanish morphology and syntax applied to the refinement of writing techniques.

SPA 630. The Debate about Woman in Late Medieval Spain. (3 h)

Explores romantic love in the Iberian Peninsula in the 14th and 15th centuries focusing on the debate about woman as an index of social changes happening at the moment.

SPA 631. Medieval Spain A Cultural and Literary Perspective. (3 h)

Examination of the literary, social, and cultural themes, such as: Quests and Discoveries, Pilgrimage and the Act of Reading, Images of Islam, the Judaic Tradition in Spanish Literature, and Spiritual Life and Ideal.

SPA 632. Golden Age of Spain. (3 h)

Close analysis of literary texts, such as Lazarillo de Tormes, and study of the history of art, politics, and economics of the sixteenth and seventeenth centuries, with emphasis on themes such as the writer and society, humanism, the picaresque, Catholic mysticism, and power and politics.

SPA 633. Don Quijote: The Birth of the Novel. (3 h)

Study of Don Quijote, the first modern novel, and several exemplary novels, and contemporary theoretical approaches to them. Considers related art, music, and film. Includes discussion of themes such as the development of prose fiction, the novel as a self-conscious genre, women and society, religion and humanism, nationalism, and imperialism.

SPA 634. Voices of Modern Spain. (3 h)

Study of the multifaceted cultural identity of contemporary Spain through different literary genres, art, and film.

SPA 635. Love, Death, and Poetry. (3 h)

Study of the representation of universal themes in Spanish poetry from different historical periods.

SPA 638. Love, Death, and Poetry. (3 h)**SPA 641. European-American Encounters, 1492 to the Present. (3 h)**

Study of the 500-year tradition of representations of encounter between Spain and the Americas, with special attention to the ways the topic is used to define and redefine individual and collective identities. Primary texts include narratives, plays, engravings, murals, films, and advertisements.

SPA 642. From Colonial to Postcolonial Voices. (3 h)

Study of a variety of texts from the 18th and 19th centuries dealing with political emancipation, nation-building, and continental identity.

SPA 647. Contemporary Theatre in Spain and Spanish America. (3 h)

Study of contemporary Peninsular and Spanish-American theatre within its political, social, cultural, and aesthetic context.

SPA 648. Contemporary Women Novelists and their Female Characters. (3 h)

Study of representative novels by women writers from Spain and Latin America, with emphasis on the representation of the female protagonist within her cultural context.

SPA 655. Romantic Nationalism, Avant-garde Nihilism, and the Deconstruction of Utopia. (3 h)

Study of Latin-American poetry, including symbolist, surrealist, and conversational poetry, "happenings," and artistic manifestoes. Politics, nation-building, liberation theology, and love are common themes.

SPA 656. Transgressing Borders: Identity in the Literature of Latin American and U.S. Latino Cultures. (3 h)

A socio-historical study of theories on culture, sexual politics, and race in relation to literary texts, lyrics of popular music, and art of Latin America and the diaspora.

SPA 657. Spanish-American Short Story. (3 h)

Intensive study of the 20th-century Spanish-American short story with emphasis on major trends and representative authors, such as Quiroga, Rulfo, Borges, Cortázar, Donoso, García, Márquez.

SPA 658. Spanish-American Novel. (3 h)

Study of the novel in Spanish America from its beginning through the contemporary period.

SPA 659. Spanish-American Theatre: From Page to Stage. (3 h)

Study of the transition of a dramatic work from text to performance and the role of Spanish-American theatre as a vehicle for cultural values and sociopolitical issues. Includes rehearsals for the public staging of selected one-act plays. Proficiency in Spanish and willingness to act on stage are required.

SPA 660. Colonial Spanish America. (3 h)

Explores the early Spanish-American colonial period alongside contemporary intellectuals' attempt to return to and recover the historical past. Readings include 15th- and 16th-century codices, post-conquest indigenous writings, Iberian chronicles and letters, as well as 20th-century documents.

SPA 661. Fiction Literatures of the Mexican Revolution. (3 h)

Explores 20th-century Mexican cultural production as it relates to the Mexican Revolution (1910-1920). Readings include novels, short stories, popular poetry, and historiographic texts. Attention to Mexican muralism and cinema, and special emphasis on relationships between literature, history, and contemporary politics.

SPA 670. Film Adaptations of Literary Works. (3 h)

The development of Spanish from an early Romance dialect to a world language. Study of ongoing changes in the language's sounds, grammar, and vocabulary system, with a focus on the effects of cultural history and relationships with other languages.

SPA 671. Contrastive Spanish/English Grammar and Stylistics. (3 h)

Advanced study of structure and style in a variety of Spanish texts, with an in-depth approach to idiomatic expressions and some back/cross translation exercises.

SPA 679. Special Topics in Hispanic Linguistics. (3 h)

Investigation of key areas in Spanish languages research, such as dialectology, history, language acquisition, and usage.

SPA 681. Spanish Translation. (3 h)

Introduces translation strategies through practice, with emphasis on Spanish into English. Focuses on translating in domains such as social science, computing economics, the entertainment industry, banking, and journalism.

SPA 682. Spanish/English Interpreting. (1.5, 3 h)

Introduction to strategies of interpreting from Spanish into English, primarily. Intensive lab practice course to develop basic skills in consecutive/escort/simultaneous interpreting. Some voice-over talent training is also included.

SPA 683. Medical and Scientific Translation. (3 h)

In this elective course, students will develop and refine a practical translation skill set within the scientific and medical domains. In addition, students will gain familiarity with textual conventions that govern source and target texts within these domains and deepen their understanding of both Spanish and English as language for special purposes. Apart from translation proper, students will also be able to analyze texts for register, style, tone and content to determine the most appropriate process to achieve the highest quality translation. Finally, students' research skills will improve through the examination of available resources and the creation of domain-specific resources.

SPA 684. Internships for Spanish Translation Localization and Spanish Interpreting. (2-4 h)

Under faculty supervision, a student undertakes a translation/interpretation project at a translation bureau or translation department of a company/public organization. A community service-oriented internship is preferred for interpreting.

SPA 687. Intro to Spanish for Business. (3 h)

Introduction to Spanish vocabulary and discourse in business. Emphasizes oral and written practices, reading, and Hispanic business culture as well as a comprehensive analysis of different business topics and areas. Two mid-term essays and final essays are required.

Statistics (STA)

STA 610. Probability. (3 h)

Distributions of discrete and continuous random variables, sampling distributions. Covers much of the material on the syllabus for the first actuarial exam. This course is cross-listed as MST 657.

STA 611. Statistical Inference. (3 h)

Derivation of point estimators, hypothesis testing, and confidence intervals, using both frequentist and Bayesian approaches. P-STA 610 or MST 657 or POI.

STA 612. Linear Models. (3 h)

Theory of estimation and testing in linear models. Topics include least squares and the normal equations, the Gauss-Markov Theorem, testing general linear hypothesis, model selection, and applications. P-STA 610 or MST 657, or POI.

STA 652. Networks: Models and Analysis. (3 h)

A course in fundamental network theory concepts, including measures of network structure, community detection, clustering, and network modelling and inference. Topics also draw from recent advances in the analysis of networks and network data, as well as applications in economics, sociology, biology, computer science, and other areas.

STA 662. Multivariate Statistics. (3 h)

Multivariate and generalized linear methods for classification, visualization, discrimination, and analysis.

STA 663. Introduction to Statistical Learning. (3 h)

An introduction to supervised learning. Topics may include lasso and ridge regression, splines, generalized additive models, random forests, and support vector machines. Requires prior experience with R programming.

STA 664. Computational and Nonparametric Statistics. (3 h)

Computationally intensive methods to fit statistical models to data. Topics include simulation, Monte Carlo integration and Markov Chain Monte Carlo, sub-sampling, and nonparametric estimation and regression. P-MST 657 or POI.

STA 668. Time Series and Forecasting. (3 h)

Methods and models for time series processes and autocorrelated data. Topics include model diagnostics, ARMA models, spectral methods, computational considerations, and forecasting error. P-STA 610 or MST 657, or POI.

STA 679. Advanced Topics in Statistics. (1-3 h)

Topics in statistics not considered in regular courses or which continue study begun in regular courses. Content varies.

STA 682. Readings in Statistics. (1-3 h)

Reading in statistical topics to provide a foundational basis for more advanced study in a particular area. May not be used to satisfy any requirement in the MA degree with thesis. No more than three hours may be applied to the requirements for the MA degree without thesis. May be repeated for credit for a total of 3 hours.

STA 683. Individual Study. (1-3 h)

A course of independent study directed by a faculty adviser. By prearrangement.

STA 710. Stochastic Processes and Applications. (3 h)

This course includes the axiomatic foundations of probability theory and an introduction to stochastic processes. Applications may include Markov chains, Markov Chain Monte Carlo with Metropolis-Hastings, Gibbs sampling, Brownian motion, and related topics, with an emphasis on modern developments. This course is cross-listed as MST 757. P-STA 610 or MST 657 and MST 611 or POI.

STA 711. Advanced Statistical Inference. (3 h)

Advanced mathematical treatment of point estimators, hypothesis testings, and confidence intervals, using both frequentist and Bayesian approaches. P-STA 610 or MST 657, or POI.

STA 712. Generalized Linear Models. (3 h)

Extensions of the classical linear model to cover models for binary and count data, ordinal and nominal categorical data, and time-to-event data, along with numerical maximization techniques needed to fit such models. Additional topics may include longitudinal data, the Expectation-Maximization algorithm, non-linear models, or related topics. P-STA 612 or POI.

STA 720. Bayesian Analysis. (3 h)

Fundamental concepts, theory, and computational methods for Bayesian inference. Topics may include decision theory, evaluating Bayesian estimators, Bayesian testing and credible intervals, Markov chain Monte Carlo methods, and hierarchical models. P-STA 610 or MST 657, or POI.

STA 779. Topics in Statistics. (3 h)

Topics vary by instructor. May be repeated for credit.

STA 791. Thesis Research. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory. P-POI.

STA 792. Thesis Research. (1-9 h)

May be repeated for credit. Satisfactory/Unsatisfactory. P-POI.

Sustainability (SUS)

SUS 600. Communications Workshop. (1 h)

Effective, persuasive communication requires clarity, engaging language, sound reasoning, and an informed appreciation of audience. To that end, this workshop seeks to equip students as change agents that can effectively articulate a vision for ways to invest in and contribute to creating a sustainable future. Specifically, the Communication Skills Workshop teaches you how to apply such concepts to forms of written (e.g., memos) and oral (e.g., PowerPoint presentations) communication typically found in business and non-profit organizational settings. The workshop includes numerous interactive lessons that focus on the essentials of dynamic and economical writing, argument and evidentiary analysis, engaging and well-researched oral presentations, and audience adaptation.

SUS 601. Professional&Leadership Skills. (1 h)

This workshop will support students in understanding and developing the skills required to be thought leaders in the sustainability field. Learning will focus on leadership skills required to create meaningful change in various organizational settings. Topics include influencing others, collaborating in teams, managing conflict and working across cultures. To enhance self-awareness we will employ self-assessments and the creation of a program-long development plan.

SUS 602. Scientific Literacy. (1 h)

In this course we will focus on the nature of scientific inquiry, and explore how it is pursued, reported, and applied. In particular, we will focus on the intersection of climate science and the scientific study of attitudes/beliefs about climate science. We will also explore the projected impacts on and policy responses from the state of North Carolina.

SUS 603. Natural Capital Valuation and Ecosystem Services. (1 h)

This workshop introduces the concept of Ecosystem Services and Natural Capital Valuation in theory and practice. It focuses broadly on the concept of natural capital and the process of valuing ecosystem services, and more closely on how the process is working at multiple scales in policy, markets and projects. Ecosystem services is a new and rapidly growing field that crosses science, policy and management. Practitioners have varied expertise; from spatial modelers, research scientist, and economists, to policy makers and social scientists. We will cover some of the historical development and current state of the ecosystem services markets specifically for carbon and water. Critical spatial tools of GIS and spatial modeling of ecosystem services are also introduced.

SUS 691. Special Topics. (1-3 h)

Examination of topics not covered in the regular curriculum.

SUS 694. Internship. (1-4 h)

Internships are available for a student who has completed one year of graduate study and desires experience working in the private sector or a nonprofit or government agency. Internships typically take place during the summer months and last for three months, although the timing and duration may be adjusted to satisfy each student's needs and the type of internship available. Credit hours are adjusted based on the length of the internship. The student receives a written evaluation from the host organization mentor and is required to submit a written report of his/her work. May be repeated for up to 4 credits.

SUS 695. Individual Study. (1-3 h)

Opportunity to pursue a topic covered in a regular course in greater depth or topics relevant to the student's field of concentration. Usually involves extensive reading and tutorial sessions with a faculty supervisor. Written papers may be required. May be repeated for up to 6 credits.

SUS 701. Global Human Systems. (3 h)

Sustainability is a human term with context specific connotations—in other words deployments of the term in the public sphere often tell us more about the perceptions and values of those utilizing the term than they do about what is central to achieving sustainability. In this course we will interrogate the ways in which uses of this human term intersect with earth systems and politics. Students will gain a basic understanding of earth systems science, gather historical data related to human impacts on earth systems, and study human values as they relate to the other-than-human entities with which they share their habitats. Fundamentally, the goal of this course is to go beyond the traditional disciplinary divides (natural science, social sciences, and humanities), to begin to sketch the outlines of each of these areas while highlighting important convergences and differences.

SUS 702. Sustainable Organizational Mgt. (3 h)

Are organizations part of the problem or part of the solution – or both? What practices will produce desirable organizational outcomes and improve the environment? This course will provide information to address these questions. It will include an overview of the presence and impact of sustainable practices in private and public sector organizations. The course information and experiences will equip participants with the ability to think critically about the trade-offs inherent in the relationship between certain organizational decisions and sustainability best practices.

SUS 703. Natural Science for Sustainability. (3 h)

Students will explore qualitative and quantitative chemical and physical aspects of sustainability for waste, water, air, and energy. The course provides an in-depth scientific understanding of the most important nonrenewable and renewable energy sources. Students will study the world's present and future energy needs, focus on energy production, consumption, and environmental impact, and explore ways in which these principles relate to sustainability. The sustainability and environmental trade off of different energy systems will be studied.

SUS 704. Environmental Law & Policy. (3 h)

To understand how we can move toward sustainability domestically and abroad, we must understand how and why law and policy are developed, challenged, and changed. This course will look at the historical development of environmentalism and the movements that provided the impetus for modern environmental legal regimes, as well as case studies illustrating contemporary environmental issues. We will cover common law and statutory remedies for private citizens, principles of federalism and separation of powers, agency rulemaking, the role of the judiciary in environmental law and policy, and international environmental law. Each case study in this course will emphasize one of the major U.S. environmental statutes, so that upon completion of the course you will not only have a foundation in law and policy processes but also a familiarity with the most significant U.S. statutory schemes.

SUS 705. Applied Sustainability 1. (2 h)

This course will introduce you to the practice of building sustainable systems in today's world. In it you should improve your ability to understand design principles for sustainability, assess sustainability actions of organizations at all levels, use different frameworks to track and assess sustainability, and apply your skill sin effectively managing change. The objective of this course is for us to learn how to advance sustainability today, see what might be done in the future, and identify opportunities that exist for each of us. We will use a variety of learning experiences, including site visits, group presentations and in class presentations by outside leaders.

SUS 706. Applied Sustainability: Creativity and Impact. (2 h)

Applied Sustainability is crafted to experience sustainability in action through Human Centered Design. Human Centered Design is a philosophy, a set of abilities, a set of mindsets, and a set of practices that proves invaluable in addressing the sustainability issues of our time. This way of working is a making based approach to problem solving and solution development. You will apply and practice the mindsets and abilities of design in different scenarios and different scales to address sustainability problems, and develop and build on new to the world ideas. This class is project oriented and team based. This course as a journey culminates with a client/community based sustainability practicum. Overall, this class emphasizes new ways of approaching work and life.

SUS 710. Sustainable Urban Planning and the Built Environment. (3 h)

This course will explore the tenets of sustainable construction and high performance building practices and prepare students for the U.S. Green Building Council's LEED Green Associate Exam. LEED, or Leadership in Energy & Environmental Design, is a certification program that recognizes best-in-class building strategies practices. Sustainable architecture and construction seeks to minimize the negative environmental impact of buidlings by efficiency and moderation in the use of materials, energy, and development space. This course widens the conversation to include how buildings and other community planning impacts urban environments. The focus of this planning is to satisfy construction and design goals with sustainable outcomes.

SUS 715. Environmental Sustainability in a Global Context. (2 h)

Students will develop practical problem-solving skills that address the challenges of climate change in an international context. This experiential learning course employs a variety of interdisciplinary approaches to explore concepts related to climate change adaptation. Students will interact with practitioners and stakeholders in various economic and political sectors to develop a group client-based project that supports real policy and management decisions on sustainable practices. Students will have the opportunity to travel internationally to visit affected areas and meet with government officials, researchers, conservationists, and economic planners. This course offers students a firsthand opportunity to conduct field research, hone interviewing practices, draft policy reports, and engage clients.

SUS 720. Sustainability Practices & Policy in a National Context. (1 h)

This seminar is designed specifically for graduate students in sustainability, students who are early and mid-career professionals looking to transition into careers in sustainability or environmental protection through business, government, NGOs, policy institutes or non-profits. Students will hear from and meet with a range of experts in climate change and sustainability, learn about the work they do and get a clear understanding of the challenges they face (practically and politically) and the impact they can have. This seminar will model possible career paths and provide networking opportunities.

SUS 791. Thesis Research. (1-4 h)

Research directed toward fulfilling the capstone requirement. May be repeated for up to a total of 4 credits.

Translation Interpret Studies (TIS)

TIS 684. Internship. (1-3 h)

The internship requires 60 hours of shadowing, observing, gathering data and interpreting/translation work in a professional interpreting, translation, educational or healthcare setting, depending on the student's chosen track.

TIS 731. Applied Interpreting Studies. (3 h)

This course explores connections between research and practical issues in studies of interpreting (simultaneous, consecutive, bilateral and other modalities). It focuses on the interdisciplinary of the interpreting field and, based on case studies, examines the interface between interpreting as a profession, research in interpreting studies and the teaching of interpreting. It includes a research project.

TIS 732. Methodology of Teaching Interpreting. (3 h)

his course discusses syllabus design and lesson planning for teachers of interpreting in a field-specific context. It focuses on the development of interpreting skills, including use of recent technological advancements. It explores classroom management options and strategies for providing feedback to students. It also covers internship design methods, including an on-site observation of various interpreting settings.

TIS 733. Applied Translation Studies. (3 h)

This course examines the theory and practice of translation from a variety of linguistic and cultural angles. It introduces key concepts such as relevance, equivalence, skopos, back-translation, and explores critical approaches, depending on the translated text types.

TIS 734. U.S. Heritage Speakers. (3 h)

This course provides a comprehensive introduction to the fields of heritage languages, bilingualism, and bilingual education from a cross-disciplinary perspective. It covers a wide variety of topics, including individual and societal conceptions of heritage and dominant languages, general bilingual educational issues, bilingualism and multilingualism as they relate to identity, political and ideological issues, Spanish in the U.S. among many others.

TIS 735. Discourse Organization and Interpreting. (3 h)

This course will explore the links between social situations, interlocutors, and the functional aspects of communicative events. The course will focus on several important methodological approaches that have been developed to do discourse analysis in as much as they highlight important features of translation and interpreting. We will review the varied traditions around meaning-making, including sociolinguistics, conversation analysis, critical discourse analysis, and discursive psychology. Readings will tie in traditional topics in discourse analysis with specific issues in translation and interpreting. This course will link theory to practice. One session per week will be devoted to practical, hands-on activities using real world data in various formats: written transcripts, aural speeches, or videos.

TIS 736. Organizational Behavior and Interpreting. (3 h)

This course is designed to apply organizational behavior theories into the interpreting field in order to bring about a better understanding of how individual interpreters or interpreter teams actually behave in large-scale project/organizational setting. Particular emphases are placed on interpreter's roles and on how to evaluate interpreter's performance, motivate interpreters, and maintain a high level of interpreting services. This course prepares students to enter managerial positions in translation/interpreting companies or organizations.

TIS 738. Editing and Revising for Translators. (3 h)

This course covers various aspects of the editing of translated English text, from copy editing to more substantive forms. Rules of grammar, orthography and principles of composition are reviewed in the context of specialized discourses. Focus is placed on practical issues and editing tasks commonly faced by translators.

TIS 742. Spanish Specialized Translation. (3 h)

Develops and refines a practical translation skill set within specialized domains, for example, technology, law, international relations, media. Students gain familiarity with textual conventions that govern source and target texts in specialized contexts and deepen their understanding of both Spanish and English as language for specific purposes.

TIS 750. Contrastive Chinese-Eng Gramm. (3 h)

Advanced study of structures and vocabulary. Exploration of general principles behind 'atom-like' rules and the main lexical dichotomies, and how implications for meaning help in choosing the best option. Discussion of structures that are usually taught as idiomatic but are more compositional than previously thought: subject-predicate vs. topic-comment, verb-particle, verb-complement, serial verb construction, relative clause construction, reduplication, imperative, negation, adposition, etc.

TIS 751. Chinese-English Translation. (3 h)

Development of advanced translating skills through the practice of bidirectional translation with a strong emphasis on Chinese into English translating. Some back translation exercises will be offered as part of this course.

TIS 752. Chinese-English Specialized Translation. (3 h)

Develops and refines a practical translation skill set within the specialized domains such as medicine, science, business, etc. In addition, students will gain familiarity with textual conventions that govern source and target texts within these domains and deepen their understanding of both Chinese and English as language for special purposes. Apart from translation proper, students will also be able to analyze texts for register, style, tone and content to determine the most appropriate process to achieve the highest quality translation. Finally, students' research skills will improve through the examination of available resources and the creation of domain-specific resources.

TIS 755. Chinese-English Interpreting. (3 h)

Chinese-English Interpreting develops strategies for community, conference, escort and other types of interpreting. Current employment opportunities in the field of interpreting will be also briefly presented. In class work will focus on learning and practicing interpreting techniques. Individual, at home, preparation - besides the assigned readings and interpreting exercises - will also include a strong terminology enhancement.

TIS 760. U.S. Landscapes: Systems, Culture and Norms. (3 h)

This course is designed for international students to increase their knowledge of US socio-political structures and Anglo-American cultural identity through the study of U.S. history, politics and popular traditions.

TIS 770. Multimedia Translation. (3 h)

This language-neutral course examines concepts, characteristics, tools and software of multimedia translation, a distinctive and booming sector in the arena of translation and localization. Students will explore translation challenges encountered and creative techniques adopted in translating films, TV shows, documentaries, anime, etc.

TIS 785. Applied Research Project. (3 h)

The applied research project will establish a rigorous connection between the practical experience in the workplace and the more theoretical experience in research and in the classroom. The applied research project will be divided in two components: during the fall semester (3 credit hours) students will learn about general research methodology and receive individual guidance to choose between the research project options. During the spring semester (3 credit hours) students will complete the research project under supervision of a project director.

TIS 786. Special Topics. (1-3 h)

Examination of topics not covered in the regular curriculum. May be repeated for credit.

TIS 789. Independent Study. (1-3 h)

Independent research project to meet the needs and interests of selected students to be carried out under the direction of a faculty member. Must be approved by program director. May be repeated for credit.

Women's and Gender Studies (WGS)

WGS 600. The WGS Field Guide to Museums. (1.5, 3 h)

This hands-on course consists of gender/sexuality-focused lectures, readings, workshops, digital storytelling, and guided visits of university and art galleries, museums, historical societies and homes, community centers, and other local institutions that have relevant artwork or archive materials, whether print or digital. Provides opportunities to develop expertise in interpretation of collections through a gender lens while considering the role of public education and creative thinking in community settings.

WGS 601. Feminist Political Thought. (3 h)

Introduces feminist thought and its implications for the study and practice of political theory. Topics include feminist critiques of the Western political tradition and schools of feminist political theory.

WGS 602. Studies in Gender and Literature. (3 h)

Addresses ways in which gender and literary practices intersect in various cultures and historical periods. Attention will be paid to the role of literature in formulating, subverting, or resisting gender norms. May be repeated for credit if topic differs.

WGS 603. Gender and Sexuality in Lit. (1.5, 3 h)

Focuses on understanding the relationship between written literature (novel, play, short story, poem) and its adaptation to another genre or medium (film, painting, video game, song, etc.) through the lens of gender and sexuality. It can also involve adapting the same literary work in the same genre or medium for different purposes, i.e. to work with a cast of differing gender or race, in a smaller or larger venue (or on the road), for a different demographic or ethnic group, or in a different geographical/historical setting. This course studies how adaptations enable us to rework literature and rethink attitudes about issues of gender, ethnicity, class, history, and identity.

WGS 604. Transgender History, Identity, and Politics. (3 h)

Explores the experiences of and responses to transgender, gender non-conforming, and intersex (TGI) people in nineteenth- and twentieth-century America. We will examine how scientific/medical authorities, legal authorities, and everyday people have understood and responded to various finds of gender non-conformity.

WGS 606. Queer Public Histories. (3 h)

This course explores how public history projects (oral histories, museums, archives, documentaries) document gay, lesbian, and queer communities in the U.S. Discusses how historical and contemporary LGBTQ stories have been collected and examines the various queer identities that merge through this process.

WGS 609. Gender, Humanities, and the Environment. (3 h)

Provides a framework for understanding how the Humanities can contribute to civic conversations about environmental change, examining in particular the role of women environmentalist and eco-feminist in constructing global environmental narratives.

WGS 610. Gender, Power, and Violence. (3 h)

A research-centered study of various issues related to violence, power, and gender in American society. Emphasizes sociological analysis of competing theoretical explanations of violence with respect to race, class, gender, religion, and sexual orientation.

WGS 617. Introduction to Sexuality Studies. (3 h)

Provides an interdisciplinary grounding in the foundations of queer culture and studies, with a critical interrogation of sex, gender, sexuality, pleasure, and embodiment in popular culture, literature, health, science, and politics.

WGS 618. Film Lab in Women's, Gender, and Sexuality Studies. (1.5 h)

Viewing, dissecting, and analyzing films. Fosters the skills to create complex cinematic analyses and explore feminist theoretical issues related to spectatorship.

WGS 619. Women Playwrights. (3 h)

Examination of selected plays and/or performance texts by women. Focus varies, for example, looking at works by contemporary American women or early women dramatists such as Hrosvitha, Sor Juana, and Aphra Behn.

WGS 622. Introduction to Women's and Gender, and Sexuality Studies. (3 h)

An interdisciplinary course that integrates materials from the humanities and the sciences, taught by WGS faculty representing the least two fields. Topics include critical methods and practical solutions, history and theory of women's gender, and sexuality studies, women in culture and society, and cross-cultural issues of gender, ethnicity, social class, disability, and sexual orientation.

WGS 623. Feminist, Womanist, and Mujerista Theologies: Constructive Perspectives on Christian Thought. (3 h)

Examination of selected plays and/or performance texts by women. Examines major topics in Christian theology from African American (womanist), Latina/Hispanic (mujerista), and queer perspectives.

WGS 624. Readings in Queer Theology. (1.5 h)

This seminar-style reading course surveys classic and new works in queer theology. Queer theology transgresses dominant constructions of gender identity and sexuality; and as such, it can be seen as an expression of the Christian gospel that subverts human understandings of life, community, and the divine. The course explores biblical and Christian theological perspectives on sexuality, social constructions of sexuality, and issues such as power, marriage equality, and sexual ethics.

WGS 625. Feminist Leadership Project. (1.5 h)

Explores the principles of feminist leadership to deepen self-awareness about personal leadership skills and gain tools for creating feminist social change. This highly interactive class welcomes students who are new to feminist thought/activism as well as those seeking to deepen their engagement with feminism. Satisfactory/Unsatisfactory.

WGS 626. Telling Women's Lives: Writing about Entrepreneurs, Activists, and Thought Leaders. (3 h)

This course will use an interdisciplinary approach to address fundamental issues of female leadership by examining recent developments in long- and short-form narratives about women (biography, essays, profiles) and employing journalistic tools to interview and write profiles of women entrepreneurs, activists, and thought leaders.

WGS 627. The Feminist Book Society. (1.5 h)

A reading course designed to introduce students to classic and contemporary feminist texts. Emphasis on close reading, discussion, and writing. May be repeated for credit if texts differ.

WGS 629. Politics of Gender and Sexuality: Cross-Cultural Perspectives. (3 h)

Examines cultural constructions of gender and sexuality from a cross-cultural perspective and the relationship between feminism and cultural rights activism through time. Emphasizes how varied forms of feminisms are constituted within diverse social, cultural, and economic systems. Students consider how feminists are negotiating positions at the intersection of cultural and human rights.

WGS 630. Gender and the Politics of Health. (3 h)

This course examines the intersections of gender, medicine, health, and illness, with a focus on the U.S. context. Topics include: reproduction, mental illness, breast cancer, heart disease, and HIV/AIDS, among others. We explore the following questions: How have women and men interacted differently with the field of medicine, as healers, patients, and subjects of medical research? How do social and cultural norms about gender influence the definition of illness categories? What role does medicine play in defining and enforcing the boundaries of what is considered socially acceptable in terms of gender? How does gender as social role affect health outcomes?

WGS 632. Men, Masculinity, and Power. (3 h)

Introduces the burgeoning interdisciplinary field of masculinity studies. Students will explore the social, historical, and cultural constructions of masculinity and male roles (as fathers, sexual and romantic partners, and workers) and how these constructions differ according to race, class, sexuality, etc. In addition, the course will examine how norms about masculinity simultaneously empower men as a group and many individual men, while also disadvantaging any individual men and regulating the behavior of all men. Students will explore possibilities for challenging hegemonic forms of masculinity and for creating new types of masculinity.

WGS 633. Sexual Politics in the United States. (3 h)

This course explores the politics of sexuality in the United States. Drawing on feminist scholarship, queer theory, and lesbian, gay and transgender studies, we will explore different historical and theoretical approaches to thinking about issues of power and sexuality. We will discuss sexual identities and cultures, state regulation of sexuality, sexual commerce, and cultural representations of sexuality, among other topics. Throughout we will examine how other social categories such as race, class, gender, and disability intersect with the politics of sexuality.

WGS 640. Feminist Philosophy. (3 h)

Examines feminist approaches to philosophical theorizing. Topics may include feminist critiques of the scope and methods of mainstream philosophy, feminist approaches to ethics, epistemology and philosophy of language, and feminist conceptions of the self, sexuality, and moral agency.

WGS 645. Girls Gone Wild: A Century of Misbehavior. (3 h)

This course analyzes what made girls and women “bad” and “wild” in the twentieth-century United States, and how such judgments changed over time. This class engages closely with novels, short stories, movies, comics, podcasts, and an opera with an eye to what behaviors were considered appropriate, and how they interrelated with sexual attraction, with economics, and with love. We examine the relationship between being configured as a sexual object (a recipient of desire) and a sexual subject (a possessor of desire) and come to a critical understanding of how the “proper” and “improper” forms of both were constantly in flux. We ask how race, ethnicity, and queerness interacted with hegemonic concepts of beauty and desire, and whether “masculinity” and “femininity” are necessarily attached to men and women. We read theories of sex and gender, examine concepts of projection and male hegemony, and ask how men as well as women are shaped by rules of appropriate behavior.

WGS 646. Visual Narratives: Image, Sequence, Story. (3 h)

This class investigates the relationship of image, sequence, and story in typography, comics, woodcut novels, and photographic books, and films, as well as fiction and poetry with unusual visual elements, and then asks how these various elements offer different visual and textual expressions of sexuality. Students will conduct formalist analyses and further investigate visual narrative through creative exercises with the goal of developing an aesthetic sensibility and a technical vocabulary that enable them to discuss visual narrative with precision. Please note that some visual narrative will include graphic scenes of sexuality.

WGS 647. Joan Didion/Edmund White: Personal/History. (3 h)

This course examines Didion and White, two of the most important American writers of the past fifty years. Both are known for their journalism as well as their fiction, and their interest in U.S. cultural and political history, especially in terms of gender and sexuality, permeates their novels. This course analyzes three works by each author, developing themes from motherhood, sexuality, imperialism, rebellion and AIDs.

WGS 649. Invert, Pervert, Bull Dagger, Queen: U.S. Queer Fiction in the 20th Century. (3 h)

This class explores the history of lesbians, gay men, bisexuals, the transgendered, and other queers through fiction by and about them written over the last century in the United States. We also consider biography, artifacts of popular culture, comics, drama, and film. Topics include the relationship between homosexual desire and queerness in a broad sense; LGBTQ children; biological and psychological understandings of sexual orientation; and how social construction informs sexual identity and desire.

WGS 650. Biocultural Perspectives on Women and Aging. (3 h)

Examines biological, socio-psychological, and cultural issues affecting older women.

WGS 651. Race and Ethnic Diversity in America. (3 h)

Different race and ethnic experiences are examined through an institutional approach that examines religion, work, gender, schooling, marriage patterns, and culture from a cross-cultural perspective. Grand theoretical schemes like the “melting pot” are critiqued for their relevance in an age of new cultural expectations among the many American ethnic groups.

WGS 658. Mothers and Daughters Literature and Theory. (3 h)

Examines literature and feminist theories on motherhood and the mother-daughter relationship. A cross-cultural perspective is taken.

WGS 659. Fathers and Daughters. (3 h)**WGS 662. Feminism and Theatre. (3 h)**

Introduces the student to the intersection of theater and feminism and experience its interdisciplinary lineage and academic interventions. Students will learn and apply feminist theory which looks beyond the conventional theater for a continuum of performance that includes play, ritual, sports, everyday life and social roles, as well as performance art, global and intercultural performance. Engaging with various feminist theoretical approaches from radical and liberal feminism to intersectional and transnational feminism, students will be encouraged to critically examine race, class, gender, sexuality, ethnicity, and nationality expressed on and offstage. Through readings, discussions, lectures, research and creative assignments, indoor and outdoor classroom activities, and campus events, students will explore historical and socio-political factors entangled with representation, identification, and spectatorship, and strengthen their capacity to exercise feminist practice in theater and performance.

WGS 663. Gender and Sexuality in Contemporary Korea. (3 h)

This course will examine gender and sexuality in Korean TV, film, K-pop, protests, and everyday performances, focusing on diverse socio-political issues within and beyond the Korean Peninsula. Topics include: the evaluation of feminism, #metoo movement, LGBTQ cultures, sex work, aging, plastic surgery industry, postcolonial and post-Korean war conflicts, and transpacific affinities.

WGS 664. Women of Color, Feminism, and the Politics of Resistance in the US. (3 h)

Examines historical and contemporary issues and current events affecting the lives of African American, Asian American, Latina, and Native American women. Exploring major theoretical and practical viewpoints in women's studies scholarship, the course will reveal the importance of intersectionality between race, gender, sexuality, class, and/or ethnicity in the everyday lives of multicultural women. Through arts-based civic engagement projects and activities, this course will also encourage students to formulate their own language of resistance against multiple forms of oppression.

WGS 665. Transnational Asia and Asian American Feminism. (3 h)

This course will analyze historical, socio-political, and cultural events as well as contemporary issues structuring the lives of Asian American women and queer community. Students will learn intersectional and transnational feminist approaches to examine race, class, gender, sexuality, ethnicity, nationality, and kinship in Asian American art and activism.

WGS 671. Making Sense of the News through a Feminist Lens. (1-3 h)

Inquiry into news literacy from a feminist perspective, with the intention to identify gender bias and consider questions of empowerment, exclusion, consumerism, and how to navigate the digital landscape to distinguish verified, reliable news from propaganda.

WGS 677. Special Topics. (1.5-3 h)

Includes such a wide range of women's, gender, and sexuality studies topics as gender issues in the 21st century, critical approaches to gender issues, and the emergence of feminist thought. May be repeated for credit if topic differs.

WGS 680. Sexuality, Law, and Power. (3 h)

Explores a wide variety of issues related to sexual identity and orientation by looking at the ways in which law can constrict development as well as a catalyst for change. Examines how religion and popular morality shape the law, and are shaped by it.

WGS 681. Gender and the Law. (3 h)

This course will examine how the law affects women's lives in a number of contexts. The class will consider a number of different areas, including but not limited to employment, education, family responsibilities, violence against women, and other issues affecting women's bodies, including pornography and prostitution. The class will also review a number of feminist legal theories and issues relating to the intersection of gender with race and class.

WGS 683. Race, Gender and the Courts. (3 h)

This course examines the impact of state and federal court cases upon the evolution of race and gender relations in the U.S. from 1789 to the present. Each case is placed within the political, economic and social historical context for the given time periods. Race includes Native Americans, African Americans, Asian Americans, and Latino Americans. This class will analyze government intervention, inaction, and creative interpretation.

WGS 688. South Asian Women: Religion, Culture, and Politics. (3 h)

Using a feminist and post-colonial perspective, and taking into account the histories, experiences, and lives of South Asian women this course, examines the intersection of religion, race, and gender from both a theoretical and a practical point of view. It focuses on issues of representation and identity formation, recognizing how categories such as "South Asian" and "women" become tools for a simultaneous understanding of both culture and gender, creating a place for both oppression and empowerment.

WGS 696. Independent Study. (1-3 h)

Independent projects in women's gender, and sexuality studies, which either continue study begun in regular courses or develop new areas of interest. By prearrangement. May be repeated for credit.

WGS 697. Public Engagement in Women's, Gender, and Sexuality Studies. (1.5, 3 h)

This class provides an opportunity for students to engage in work and research that is shared with the broader public, either on campus or in a local community. A maximum of 3 hours may apply to the major or minor.

WGS 698. Theory and Practice of Women, Gender, and Sexuality Studies. (3 h)

Examines the major themes and terminology in Women, Gender, and Sexuality Studies, with focus on its diverse and multicultural expressions through time. Themes to be explored include schools of feminisms, interlocking systems of oppression and the connection between theory and practice.

WGS 699. Research Seminar in Women, Gender, and Sexuality Studies. (3 h)

A capstone, research-centered course in which students complete a significant research or creative project of their choosing situated within the field of Women's, Gender, and Sexuality Studies.

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Graduate Council and Faculty

The Graduate Council

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Brad Jones, PhD	Dean (Reynolda)	jonesbt@wfu.edu
Allyn Howlett, PhD	Assistant Dean (Bowman Gray)	ahowlett@wakehealth.edu
Jennifer Rogers, PhD	Associate Dean for Students (Reynolda)	rogersjl@wfu.edu
Ron Von Burg, PhD	Associate Dean for Academic Initiatives (Reynolda)	vonburrl@wfu.edu
Chaowei Zhu, PhD	Assistant Dean for Global Initiatives (Reynolda)	zhuc@wfu.edu

Graduate Council (3 year terms)

Name	E-mail	Term
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Fred Salsbury, Physics	salsbufr@wfu.edu	Term Expires: 2023
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Mark Ferris, Neuroscience	mferris@wakehealth.edu	Term Expires: 2025
Tracy Criswell, Int Phys & Pharm	tcriswel@wakehealth.edu	Term Expires: 2025*

*serving second term

Graduate Faculty Representative to Faculty Senate (4 year term)

Name	E-mail	Term
Kerry Danelson, Biomedical Engineering	kdanelso@wakehealth.edu	Term: 2022-2026
Melissa Shields Jenkins, English	jenkinms@wfu.edu	Term: 2021-2025

The Graduate Faculty

Please visit the Graduate School's website (<https://graduate.wfu.edu/faculty-search/>) for a current list of all graduate faculty with their year of appointment and department affiliations.

The Administration

Administration reflects leadership as of July 1, 2022. Year following name indicates year of hire.

Graduate School of Arts and Sciences

Dwayne Godwin (1997)
Dean, Biomedical Sciences
BA, University of West Florida; PhD, University of Alabama (Birmingham)

Bradley T. Jones (1989)
Dean, Arts and Sciences
BS, Wake Forest University; PhD, Florida

Jennifer Rogers (2015)
Associate Dean for Graduate Students, Arts and Sciences
BA, UNC-Greensboro; MA, Wake Forest, PhD, Syracuse University

Ron Von Burg (2012)
Associate Dean for Continuing Studies, Arts and Sciences
BA, BS, Arizona State University; MS, PhD, University of Pittsburgh

Administration – Reynolda Cabinet

Susan R. Wente (2021)
President
BS, University of Iowa; PhD, University of California Berkeley

Michele K. Gillespie (1999)
Provost
BA, Rice; MA, PhD, Princeton University

Jane Aiken (2019)
Dean, School of Law
BA, Hollins College; JD, New York University; LLM, Georgetown University

Ashleigh Brock (2021)
Chief of Staff, President's Office
BA, University of Richmond; MA, Michigan State University; PhD, College of William and Mary

Andrew R. Chan (2009)
Vice President, Innovation and Career Development
BA, MBA, Stanford

John Currie (2019)
Director of Athletics
BA, Wake Forest University; MS Tennessee

James J. Dunn (2009)
Special Assistant to the President & CEO, Verger Capital Management, LLC
BS, Villanova

Julie A. Freischlag, MD (2018)
CEO, Wake Forest Baptist Medical Center, Dean of Wake Forest School of Medicine and Chief Academic Officer of Atrium Health Enterprise
BS, University of Illinois; MD, Rush University

Charles Iavocou (2001)
Dean, School of Professional Studies
BS, University of Vermont; PhD, University of British Columbia

Julia Jackson-Newsom (2021)
Senior Advisor for Planning and Partnerships
BA, Wake Forest University; MS, PhD, Penn State University

Shea Kidd Brown (2022)
Vice President for Campus Life

BA, University of Southern Mississippi; MEd, University of Georgia; PhD, University of Memphis

Eric Maguire (2019)
Vice President for Enrollment
BA, Muhlenberg College; MA, Indiana University

Anthony P. Marsh (1996)
Interim Dean of the College
BPE, MEd, Western Australia; PhD, Arizona State

B. Hofler Milam (2010)
Executive Vice President and CFO
BS, MBA, Wake Forest University

James Reid Morgan (1979)
Senior Vice President and General Counsel
BA, JD, Wake Forest University

Mark A. Petersen (2008)
Vice President for University Advancement
BA, Brandeis; MA, University of Southern California

Annette L. Ranft (2022)
Dean, School of Business
BS, Appalachian State University; MS, Georgia Institute of Technology; PhD, University of North Carolina Chapel Hill

José Villalba (2011)
Vice President for Diversity and Inclusion and Chief Diversity Officer
BS, MEd, EdS, PhD, Florida

Jonathan L. Walton (2020)
Dean, School of Divinity
BA, Morehouse College; MDiv and PhD, Princeton Theological Seminary

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