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Information Directory

East Tennessee State University
Johnson City, Tennessee
Zip Code 37614/Area Code 423

Colleges and Schools

- Arts and Sciences ................................................................. 439-5671
- Business and Technology ................................................. 439-5489
- Clinical and Rehabilitative Health Sciences ....................... 439-7457
- Continuing Studies ......................................................... 439-8300
- Education ........................................................................... 439-7626
- Graduate Studies ............................................................... 439-4221
- Medicine ............................................................................ 439-6315
- Nursing ............................................................................... 439-7186
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- Public Health ....................................................................... 439-4243

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ETSU at Kingsport ................................................................. 392-8000
Marshall T. Nave Center (Elizabethton) ............................... 547-4900
ETSU at Bristol ................................................................. 844-6300

Please Note:

Degree requirements for programs of study initiated under provisions of this bulletin shall remain in effect for six years for master’s programs and seven
years for doctoral programs. Students not completing requirements within the six-year period may be required to meet subsequent criteria; it is further
provided, however, that the six-year limitation may be extended for interruption by military service where enrollment is resumed immediately upon release from
service.

The course offerings and requirements of ETSU are continually under examination and revision. This bulletin presents the offerings and requirements
in effect at the time of publication, but is no guarantee that they will not be changed or revoked. However, adequate and reasonable notice will be given to
students affected by any changes. This bulletin is not intended to state contractual terms and does not constitute a contract between the student and East
Tennessee State University.

ETSU reserves the right to make changes as required in course offerings, curricula, academic policies, and other rules and regulations affecting students
to be effective whenever determined by the institution. These changes will govern current and formerly enrolled students. Enrollment of all students is subject to
these conditions.

Current information may be obtained from the following sources: Admission Requirements-School of Graduate Studies; Course Offerings-department
offering course; Degree Requirements-School of Graduate Studies; Fees and Tuition-Comptroller’s Office.

ETSU complies fully with the Family Educational Rights and Privacy Act of 1974, as amended. The complete statement of policy may be obtained from
the Office of the Registrar. East Tennessee State University is fully in accord with the belief that educational and employment opportunities should be available
to all eligible persons without regard to age, gender, color, race, religion, national origin, disability, veteran status, or sexual orientation.

ETSU provides the opportunity for students to increase their knowledge by offering programs of instruction in the various disciplines and programs
through faculty who, in the opinion of ETSU, are qualified for teaching at the college level. The acquisition and retention of knowledge by any student are,
however, contingent upon the student’s desire and ability to learn while applying appropriate study techniques to any course or program. Thus, ETSU must
necessarily limit representation of student preparedness in any field of study to that competency demonstrated at that specific point in time at which
appropriate academic measurements were taken to certify course or program completion.

East Tennessee State University makes available to prospective students and employees the ETSU Security Information Report. This annual report
includes campus crime statistics for the three most recent calendar years and various campus policies concerning law enforcement, the reporting of criminal
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East Tennessee State University
Johnson City, Tennessee

Vol. XCV  April  2008  No. 9

Accreditation
Commission on Colleges of the
Southern Association of Colleges and Schools

East Tennessee State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, Telephone number (404) 679-4501) to award certificate, bachelor's, master's, educational specialist, and doctoral degrees.

Memberships
The American Council on Education
The American Association of State Colleges and Universities
The Tennessee College Association
The Council for Advancement and Support of Education
Council of Graduate Schools
The Council of Southern Graduate Schools
The Tennessee Conference of Graduate Schools
Association of Academic Health Centers
Oak Ridge Associated Universities
Institute of International Education
National Collegiate Athletic Association
Atlantic Sun Conference

POSTMASTER: send address changes to:
East Tennessee State University
School of Graduate Studies
Box 70720
Johnson City, Tennessee 37614-1707

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East Tennessee State University is a Tennessee Board of Regents institution and is fully in accord with the belief that educational and employment opportunities should be available to all eligible persons without regard to age, gender, color, race, religion, national origin, disability, veteran status, or sexual orientation.

East Tennessee State University is a Tennessee Board of Regents institution. The Tennessee Board of Regents is the nation's sixth largest higher education system, governing 45 post-secondary educational institutions. The TBR system includes six universities, 13 two-year colleges, and 26 technology centers, providing programs to over 180,000 students in 90 of Tennessee's 95 counties.

Public higher education in Tennessee is coordinated by the Tennessee Higher Education Commission and consists of two systems — The University of Tennessee campuses, governed by the University of Tennessee Board of Trustees, and the state universities, community colleges, and technology centers governed by the Tennessee Board of Regents. The General Assembly created the Commission in 1967 to achieve coordination and unity among the programs of Tennessee's public post-secondary institutions and to serve as a primary source of information concerning higher education in Tennessee.

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Tobacco-Free ETSU

Effective – August 11, 2008

East Tennessee State University promotes a healthy, sanitary environment free from tobacco smoke and tobacco-related debris. The ETSU faculty, staff, students, and administration acknowledge that long-term health hazards may accrue to people who use tobacco products or who are subjected to second-hand smoke. The university’s failure to address the use of tobacco products on campus would constitute a violation of the Americans with Disability Act and the Vocational Rehabilitation Act, as well as Tennessee law.

This policy, therefore, prohibits the use of tobacco products in all university buildings, on university grounds, and in state-owned vehicles unless exceptions are stated in this policy, which is applicable to all university sites/off-campus locations.

This policy is in effect 24 hours a day, year round, regardless of whether classes are in session. Violations of the policy will be dealt with in a manner that is consistent with university procedures. There shall be no reprisals against anyone reporting violations of this policy.

Exceptions — The use of all tobacco products shall be permitted in private vehicles only.

ETSU Values

ETSU pursues its mission through a student-centered community of learning reflecting high standards and promoting a balance of liberal arts and professional preparation, continuous improvement, and based on core values where:

- PEOPLE come first, are treated with dignity and respect, and are encouraged to achieve their potential;
- RELATIONSHIPS are built on honesty, integrity, and trust;
- DIVERSITY of people and thought is respected;
- EXCELLENCE is achieved through teamwork, leadership, creativity, and a strong work ethic;
- EFFICIENCY is achieved through wise use of human and financial resources; and
- COMMITMENT to intellectual achievement is embraced.

ETSU Strategic Goals for the 2005-2010 Planning Cycle

1. Demonstrate leadership for our region by
   • promoting and enhancing P-16 education,
   • enhancing workforce development for the health professions,
   • establishing successful technology-based start-up and spin-off companies through the ETSU Innovation Laboratory,
   • enhancing students’ active development of civic responsibility,
   • pursuing the use of advanced technologies, and
   • expanding externally-funded research.

2. Enhancing the rate and diversity of participation in higher education by
   • increasing the rate of participation of targeted student populations, and
   • designing and implementing a multi-variant review model for consonance between student and/or employer demand.

3. Demonstrate quality of programs and services by
   • implementing campus-wide quality institutional effectiveness initiatives,
   • providing general education, academic programs and co-curricular opportunities that meet high standards of quality,
   • enhancing civic responsibility and student engagement,
   • recruiting, retaining, and developing faculty and staff diversity,
   • increasing student retention and persistence to graduation, and
   • continued implementation of our SACS Quality Enhancement Plan for student success.

4. Demonstrate successful management of resources by expanding use of nationally recognized databases or benchmarking tools to inform resource management,
   • increasing awareness and commitment to philanthropic fund-raising projects,
   • promoting entrepreneurial and partnership initiatives to attain additional resources, and
   • striving to achieve optimal efficiency in its use of resources.

Student Conduct, Rights, and Responsibilities

University students are citizens of the state, local, and national governments and of the academic community, and are, therefore, expected to conduct themselves as law-abiding members of each community at all times. Admission to an institution of higher education carries with it special privileges and imposes special responsibilities apart from those rights and duties enjoyed by nonsstudents. In recognition of the special relationship that exists between the action as may be necessary to maintain campus conditions and preserve the integrity of the institution and its educational environment.

Pursuant to this authorization, the Tennessee Board of Regents has developed regulations which are intended to govern student conduct on the campus. In addition, students are subject to all national, state, and local laws and ordinances. If a student's violation of such laws or ordinances also adversely affects the institution's pursuit of its educational objectives, the institution may enforce its own regulations regardless of any proceedings instituted by other authorities. Conversely, violation of any section of the Tennessee Board of Regents regulations or university rules may subject a student to disciplinary measures by the institution whether or not such conduct is simultaneously violative of state, local, or national laws.

A complete statement on institutional student disciplinary rules and procedures can found in the student handbook located in the ETSU telephone directory.
Student Complaint Policy and Procedure

East Tennessee State University is committed to maintaining a learning environment which promotes student academic excellence and personal development. Various departments on campus have written procedures which allow students to appeal actions taken by the department which directly affect the student. Students who wish to appeal a specific administrative decision should contact the appropriate department and request an appeal form.

Graduate students who have a concern about their academic advisement or other academic issues, including an action based upon academic policies, procedures, or deadlines, should contact the School of Graduate Studies, P.O. Box 70720, Phone: (423) 439-4221.

Student concerns or complaints pertaining to the Offices of Admissions, Financial Aid, or the Registrar should be directed to the Vice Provost, P.O. Box 70733, Burgin Dossett Hall.

Students who have a general complaint pertaining to university policies, procedures, or personnel should provide a written statement outlining the nature of the complaint to the Dean of Students, P.O. Box 70725, Culp University Center.

Student complaints concerning sexual, racial, disability, and other harassment should be filed with the Director of Equal Employment Opportunity Affirmative Action, P.O. Box 70734, Burgin Dossett Hall. When the charge of harassment is by one student against another student, the complaint should be filed with the Dean of Students, P.O. Box 70725, Culp University Center.

In every instance, the appropriate individual will investigate the complaint, seek an equitable solution, and respond to the student in a timely manner.

Campus Security Report

East Tennessee State University makes available to prospective students and employees the ETSU Security Information Report. This annual report includes campus crime statistics for the three (3) most recent calendar years and various campus policies concerning law enforcement, the reporting of criminal activity, and crime prevention programs. The ETSU Security Information Report is available upon request from East Tennessee State University Department of Public Safety, Box 70646, Johnson City, Tennessee 37614-1702. The report can be accessed via the Internet at http://www.etsu.edu/dps/security_report.asp.

Student’s Bill of Rights

Students along with faculty, staff, and administrators are all members of the East Tennessee State University community. Inherent with such membership is the responsibility to conduct oneself reasonably to maintain a civil community which respects the rights of all individuals.

The student has certain rights guaranteed by the Federal and State Constitutions or statutorily created legislation including:

1. Freedom of inquiry, freedom of speech, and freedom of expression that is respectful or sensitive to the rights of individuals.
2. The right to peaceably assemble, in accordance with federal, state, local, and ETSU regulations.
3. Religious freedom and a clear division of church and state.
4. Freedom from unreasonable search and/or seizure of person, or personal property.
5. Freedom from discrimination or harassment on the basis of gender, age, race, color, religion, national origin, or other protected status.
6. The right to privacy, including the maintenance of confidential records in accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and 1975, qualified by the Tennessee Open Records Law.
7. The right to due process.

The Tennessee Board of Regents grants additional rights including:

1. The right to due process in disciplinary procedures of the university, including written notification of charges, an explanation of procedures, and a hearing before an appropriate administrator or committee.
2. The right to expeditious review of disciplinary sanctions upon appeal.
3. The right to participate in the decision-making process of the university through the Student Government Association (SGA), other student governance organizations, and membership on university standing and advisory committees.
4. The right to affiliate with officially registered student organizations if the membership requirements of those organizations have been met, and the right to seek to establish, through official procedures, additional student organizations of one’s choosing.

East Tennessee State University acknowledges that students have a legitimate expectation that:

1. Classes meet as scheduled, and begin and adjourn on time.
2. Course requirements are clearly specified.
3. The instructor is prepared for class and possesses both oral and written communications skills.
4. Paper project grades and test results are received in a timely manner.
5. Information about progress in coursework is provided.
6. The instructor is qualified to teach the subject matter.

Additionally, students have the right to expect:

1. Accurate information concerning institutional services, regulations, policies, and procedures, in published form.
2. Representation in the university governance system.
3. Sound and accurate academic advice, information regarding courses required for graduation, and their schedule sequence.
4. Reasonable notice of any changes in academic requirements or programs and assurance that such changes will not be made in a way that unduly impedes the academic progress of the student already enrolled.
5. Flexibility in course scheduling (by dropping and adding) or withdrawing within university guidelines.
6. Information about the various types of financial assistance available.
7. Freedom to evaluate courses, programs, and services, and provide input to appropriate segments of the campus administration.
### FALL TERM 2008

- **April 30** .......................... Preferred date to receive application for graduate admission for Fall (International)
- **June 1** ............................... Preferred date to receive application for graduate admission for Fall (Domestic)
- **Aug. 23-24** .......................... No Registration (including GoldLink)
- **Aug. 25** .............................. Classes begin
- **Aug. 29** .............................. Last day to register or late add a course
- **Sept. 1** .............................. Labor Day holiday
- **Sept. 5** .............................. Last day to drop a course without a grade of “W”
- **Sept. 8** .............................. Last day for graduate students to file intents to graduate, committee forms, and forms for candidacy and programs of study for Dec. 2008 graduation
- **Oct. 13-14** ........................... Fall break
- **Oct. 20** .............................. Last day to schedule oral exams with the Graduate Office for Dec. 2008 graduation
- **Oct. 20** .............................. Last day to drop a course
- **Nov. 3** .............................. Last day to complete oral examinations for December graduation
- **Nov. 10** ............................. Last day to file initial review copies of theses and dissertations with the Graduate Office for Dec. 2008 graduation
- **Nov. 13** ............................. Thanksgiving holidays
- **Dec. 3** .............................. Last day to withdraw from the university
- **Dec. 5** .............................. Last day of classes
- **Dec. 6-11** ............................ Final examinations
- **Dec. 8** .............................. Last day to pay microfilming fees in the Office of the Comptroller
- **Dec. 10** ............................. Last day to file final copies of theses and dissertations with the Graduate Office
- **Dec. 13** ............................. Commencement

### SPRING TERM 2009

- **Sept. 30** .......................... Preferred date to receive applications for graduate admission for Spring (International)
- **Nov. 1** ............................. Preferred date to receive applications for graduate admission for Spring (Domestic)
- **Jan. 13-14** .......................... No Registration (including GoldLink)
- **Jan. 15** ............................. Classes begin
- **Jan. 19** ............................. Martin Luther King holiday
- **Jan. 21** ............................. Last day to late register or late add a course
- **Jan. 26** ............................. Last day for graduate students to file intents to graduate, committee forms, and forms for candidacy and programs of study for May 2009 graduation
- **Jan. 28** ............................. Last day to drop a course without a grade of “W”
- **March 9-14** ........................ Spring break
- **March 11** .......................... Last day to drop a course
- **March 16** .......................... Last day to schedule oral exams with the Graduate Office for May 2009 graduation
- **March 30** .......................... Last day to complete oral examinations for May graduation
- **April 6** ............................. Last day to file initial review copies of theses and dissertations with the Graduate Office for May 2009 graduation
- **April 10** ........................... Good Friday holiday
- **April 29** ........................... Last day to withdraw from the university
- **May 1** ............................... Last day of classes
- **May 2-7** ............................ Final examinations
- **May 4** ............................... Last day to pay microfilming fees in the Office of the Comptroller
- **May 6** .............................. Last day to file final copies of theses and dissertations with the Graduate Office
- **May 9** .............................. Commencement

### SUMMER TERM 2009

- **Pre-Summer, May 18 - June 5**
  - **Feb. 1** .......................... Preferred date to receive applications for graduate admission for Summer (International)
  - **March 15** ........................ Preferred date to receive applications for graduate admission for Summer (Domestic)
  - **April 6** .......................... Registration Begins
  - **May 18** .......................... Classes begin
  - **May 19** .......................... Last day to register or late add a Pre-Summer course
  - **May 22** .......................... Last day to drop a course without grade of “W”
  - **May 28** .......................... Last day to drop a course
  - **May 25** .......................... Memorial Day holiday
  - **June 3** ........................... Last day to withdraw
  - **June 5** ........................... Last day of classes

- **Complete Session, May 18 - August 14**
  - **Dual Session, June 8 - August 14**
    - **Session 1, June 8 - July 10**
      - **Feb. 1** .......................... Preferred date to receive applications for graduate admission for Summer (International)
      - **March 15** ........................ Preferred date to receive applications for graduate admission for Summer (Domestic)
      - **April 6** .......................... Registration Begins
      - **June 8** .......................... Classes begin
      - **June 10** .......................... Last day to late register or late add a Session 1 course
      - **June 12** .......................... Last day for graduate students to file intents to graduate, committee forms, candidacy forms and programs of study for Aug. 2009 graduation
      - **June 13** .......................... Last day to late register or late add a Dual Session course
      - **June 26** .......................... Last day to drop a course without grade of “W” Session 1
      - **June 27** .......................... Last day to drop a course without grade of “W” Dual Session
      - **June 22** .......................... Last day to schedule oral exams with the Graduate Office for Aug. 2009 graduation
      - **July 8** ........................... Last day to withdraw Session 1
      - **July 3-4** ........................ Independence Day holiday
      - **July 10** .......................... Last day of Session 1

- **Session 2, July 13 - August 14**
  - **April 6** .......................... Registration Begins
  - **July 6** ........................... Last day for graduate students to complete oral examinations for August graduation
  - **July 10** .......................... Last day to file initial review copies of theses and dissertations with the Graduate Office for Aug. 2009 graduation
  - **July 13** .......................... Classes begin
  - **July 15** .......................... Last day to late register or late add a Session 2 course
  - **July 17** .......................... Last day to drop a course without grade of “W” Session 2
  - **July 31** .......................... Last day to drop a course Session 2 course
  - **Aug. 12** .......................... Last day to pay microfilming fees in the Office of the Comptroller
  - **Aug. 12** .......................... Last day to withdraw Session 2 and Dual Session
  - **Aug. 14** .......................... Last day to file final copies of theses and dissertations with the Graduate Office for August 2009 graduation.

*Some programs have earlier application deadlines; see individual programs for those dates.*
### The Graduate Council

#### Voting Members

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<tr>
<td>Dave Arnall</td>
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<tr>
<td>Stacey D. Brown</td>
<td>The Bill Gatton College of Pharmacy</td>
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<tr>
<td>William Scott Champney, Ph.D.</td>
<td>College of Medicine</td>
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<tr>
<td>Wallace Dixon, Ph.D.</td>
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<td>Mark Ellis, M.S.L.S.</td>
<td>Library</td>
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<td>Helene Halvorson, Ph.D.</td>
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<td>Don Hoover, Ph.D.</td>
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<td>Judith Anderson, Ph.D.</td>
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<td>Martha Pointer, Ph.D.</td>
<td>College of Business and Technology</td>
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<td>Jenny Reed</td>
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<td>Jasmine Renner, Ph.D.</td>
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<td>Robert Sawyer, Ph.D.</td>
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<td>Phillip Scheuerman, Ph.D.</td>
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<td>Marie Tedesco, Ph.D.</td>
<td>School of Continuing Studies</td>
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<tr>
<td>Paul Trojan, Ph.D.</td>
<td>Faculty Senate</td>
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<td>Chantelle Vernon</td>
<td>Graduate Student, Member-at-Large</td>
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#### Nonvoting Members

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<tr>
<td>Cecilia A. McIntosh, Ph.D.</td>
<td>Dean of the School of Graduate Studies</td>
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<tr>
<td>Maria Costa</td>
<td>International Programs</td>
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<tr>
<td>F. Wayne Gillespie, Ph.D.</td>
<td>Assistant Dean of the School of Graduate Studies</td>
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<tr>
<td>LaDonna Hutchins</td>
<td>Office of the Registrar</td>
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<td>Billie Lancaster</td>
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<td>Mary Ellen Musick</td>
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<td>Jeffrey R. Beck, Ph.D.</td>
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<td>Michael Woodruff, Ph.D.</td>
<td>Vice Provost for Research and Sponsored Programs</td>
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East Tennessee State University
College of Arts and Sciences
Dr. Gordon Anderson, Dean
Art - Don Davis
Biological Sciences
  - Biology - Dr. Mike Zavada
  - Microbiology - Dr. Eric L. Mustain
Paleontology - Dr. Blaine Schubert
Chemistry - Dr. Chu-Ngi Ho
City Management, Public Administration
Communication, Professional - Dr. Jack Mooney
Criminal Justice and Criminology - Dr. John Whitehead
English - Dr. Robert Sawyer
  - Teaching English as a Second Language – Dr. Teresa McGarry
History - Dr. Dale J. Schmitt
Mathematics - Dr. Robert Gardner
Psychology
  - Clinical - Dr. Peggy Cantrell
  - General - Dr. Russ Brown
Social Work - Dr. Helene Halvorson
Sociology - Dr. Leslie McCallister
Urban Planning and Economic Development Certificate
College of Business and Technology
Dr. Linda R. Garceau, Dean
Dr. Martha Pointer, Associate Dean for Graduate Studies
  - Accountancy - Dr. Gary Burkette
  - Business Administration, Graduate Certificate - Dr. Martha M. Pointer
  - Business Administration (M.B.A.) - Dr. Fred Mackara
  - Clinical Nutrition - Ms. Elizabeth Lowe
  - Computer Science - Dr. Martin Barrett; Dr. Phillip Pfeiffer
  - Emerging Technologies Certificate - Dr. Martin Barrett
  - Entrepreneurial Leadership Certificate - Dr. Andrew Czuchry
  - Technology (Digital Media) - Ms. Cher Cornett
  - Technology (Engineering) – Dr. Andy Clark
  - Technology (Geoscience) - Dr. Hugh Broome
College of Clinical and Rehabilitative Health Sciences
Dr. Nancy J. Scherer, Interim Dean
  - Allied Health – Dr. Ester L. Verhovsek
  - Communicative Disorders
    - Audiology - Dr. Patricia Chase
    - Speech Pathology - Dr. Kenny Proctor-Williams
  - Physical Therapy - Dr. Susan Epps
Claudius G. Clemmer College of Education
Dr. Hal Knight, Dean
  - Educational Media and Technology
    - Educational Communications and Technology Concentration - Dr. Harold Lee Daniels
    - School Library Media Concentration – Dr. Linda Steele
    - Library Concentration - Dr. Linda Steele
    - Elementary Education - Dr. Leslie Perry
    - Secondary Education - Dr. Jean Hamm
    - M.A.T. (Elementary and Secondary) – Drs. Aimee Govett and Jean Hamm
  - Reading/Storytelling - Dr. Joseph Sobol
  - Advanced Studies in Teaching and Learning (RODP) - Dr. Martha Collins
Claudius G. Clemmer College of Education (continued)
  - Educational Leadership and Policy Analysis
    - Administrative Endorsement Concentration - Dr. Eric Glover
    - Post-Secondary, and Private Leadership - Dr. Jim Lamplcy
    - Teacher and Classroom Leadership - Dr. Virginia Foley
    - Counseling Leadership Concentration - Dr. Janna Scarborough
    - School Leadership Concentration - Dr. Pam Scott
    - Counseling - Dr. Clifton Mitchell
    - Early Childhood - Dr. Pamela Evanshen, Dr. Amy Malkus
    - Kinesiology, Leisure, and Sport Sciences
      - Physical Education K-12 - Dr. Diarta Mozen
      - Exercise Physiology and Performance - Dr. Michael Stone
      - Sport Management - Dr. Gary Lhotsky
    - Special Education - Dr. James Fox
James H. Quillen College of Medicine
Dr. Philip C. Bagnell, Dean
Dr. Mitchell E. Robinson, Associate Dean for Graduate Studies
  - Anatomy and Cell Biology - Dr. Dennis DeFoe
  - Biochemistry - Dr. Yue Zou
  - Biomedical Sciences - Dr. Mitchell E. Robinson
  - Microbiology – Dr. Rob Schoborg
  - Pharmacology - Dr. Alok Agrawal
  - Physiology - Dr. Tom Ecy
College of Nursing
Dr. Patricia L. Smith, Dean
  - Ph.D. in Nursing – Dr. Judith Anderson
  - M.N. – Dr. Kathy Martin
  - Family Nurse Practitioner - Dr. Linda Garrett
  - Nursing Administration/Clinical Nurse Leader Programs – Dr. Kathy Martin
  - Regents Online Degree Program - Dr. Gail Gerding
Bill Gatton College of Pharmacy
Dr. Larry D. Calhoun, Dean
  - Experiential Education – Dr. Robin M. Henry
  - Pharmaceutical Sciences – Dr. David S. Roane
  - Pharmacy Practice – Dr. Ralph A. Lugo
College of Public Health
Dr. Randolph F. Wykoff, Dean
  - Biostatistics – Dr. James Florence
  - Community Health - Dr. James Florence
  - Environmental Health - Dr. Kurt Maier
  - Epidemiology Concentration and Epidemiology Certificate - Dr. James Florence
  - Gerontology Certificate - Dr. Greg Bishop
  - Health Care Management Certificate - Dr. Brian Martin
  - Health Services Administration - Dr. James Florence
  - Rural Health Graduate Certificate – Dr. James Florence
  - Dr.P.H., Community Health, and Epidemiology - Dr. James Florence
School of Continuing Studies
Dr. Norma MacRae, Dean
  - Liberal Studies - Dr. Marie Tedesco
  - Archival Studies Certificate - Dr. Marie Tedesco
  - Professional Studies - Dr. Jo Loberitini
The School of Graduate Studies

The mission of the School of Graduate Studies is to foster post-baccalaureate programs of study and scholarship that are recognized for their excellence and contributions to society. The School of Graduate Studies will provide an environment that stimulates:

- Advanced understanding of the concepts, issues, and practice of a discipline;
- Interdependent thought and the ability to generate new knowledge;
- The ability to contribute significantly to the academic community, professions, and society; and
- Diversity among ideas, programs, and people.

Graduate students assume full responsibility for knowledge of the policies and regulations of the Graduate School and special requirements of individual degree programs.

Program Administration

The Dean of the School of Graduate Studies is the administrator of graduate education at the university. The major duties of the office include admission and classification of graduate students as determined by university policy, administration of all regulations and policies governing graduate education, and maintenance of standards prescribed by the governing board and various university and program accrediting agencies. The Dean is responsible for the interpretation and implementation of the actions of the Graduate Council.

Graduate Council

The Graduate Council is an advisory body that assists the Dean of the School of Graduate Studies in administering the graduate programs at East Tennessee State University. The Graduate Council reviews all curriculum changes in graduate courses or programs and approves faculty for graduate faculty status. However, the Council's main task is to discuss, review, and advise on all matters concerning Graduate School policies. Any ETSU faculty member may offer items for discussion.

Degree Programs

The School of Graduate studies offers programs of study leading to graduate certificates, various master's degrees, the education specialist degree, and various doctoral degrees. The programs are designed to provide specialized training in professional, academic, and interdisciplinary areas. Specific requirements for each degree program are defined under Courses of Instruction in this catalog.

Graduate Program Specialists

Each graduate program or major is represented by a Graduate Program Specialist who is prepared to assist students with all aspects of the graduate process, from admission through graduation. If you have questions or would like to explore options for graduate study, please contact the appropriate program specialist listed below. Non-degree student applications are processed by Ms. Fiona Goodyear, goodyear@etsu.edu, (423) 439-4707.

Mary Duncan  
(423) 439-4302  
duncanm@etsu.edu  

Judy Lawson  
(423) 439-6590  
lawsonj@etsu.edu  
M.B.A., Accounting, City Management, Public Administration, all degrees in Educational Leadership and Policy Analysis, Social Work, and three (3) certificate programs: Business Administration, Entrepreneurial Leadership

Robin O'Dell  
(423) 439-6148  
odell@etsu.edu  

Gail Powers  
(423) 439-4703  
powers@etsu.edu  
Art, Biological Sciences, Chemistry, Clinical Nutrition, English, History, Mathematics, Microbiology, Communications (Professional), Sociology, Psychology, Technology, Liberal Studies, Professional Studies and two (2) certificate programs: Archival Studies and Emerging Technology

Shella Bennett  
(423) 439-4708  
bennetsg@etsu.edu  
Audiology, Biomedical Sciences, Computer Science, Speech Pathology, Technology
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Application for admission to graduate study is open to any person with a bachelor's degree from a regionally accredited institution. The transcripts of applicants with bachelor's degrees from nonregionally accredited institutions will be reviewed individually. If additional course-work is required to meet East Tennessee State University's minimum accreditation standards for graduation, it should be specified at the time of admission.

All application materials become the property of the university and will not be forwarded or returned. Incomplete applications are maintained in an active file for 12 months, after which the file is purged. Files in inactive status for 12 months may be purged, after which the student will be required to resubmit all new application materials prior to the deadline dates for the term in which registration/enrollment is anticipated. A postpaid card to request application materials is included in this catalog, and all materials are available on the web at: http://www.etsu.edu/gradstud/.

Applicants seeking admission to the School of Graduate Studies should have complete applications on file by the following preferred dates: June 1 for the fall semester, November 1 for the spring semester, and March 15 for the summer session. These deadlines are for U.S. residents. International students should follow the calendar listed in the Admission of International Students section of this catalog. Individual programs may have earlier admission deadlines. For this information, students should contact the department whose program they wish to enter. Since decisions regarding financial support (fellowships, assistantships, and scholarships) for the academic year are normally made in March and April of each year, applicants seeking financial assistance and admission for the fall semester are advised to submit completed applications for review by March 1. Applications can be submitted electronically via the web at: http://goldlink.etsu.edu.

Applications for admission must be approved by the last day of registration (official census date) of a semester in order to be effective for that semester.

Application for Admission to a Master's Degree Program

For admission to a master's degree program in the School of Graduate Studies, a 2.5 undergraduate GPA (on a 4.0 scale) is required. Some master's programs have higher requirements. Specialist, doctoral, and international students are subject to additional specific requirements and should refer to the appropriate sections in this catalog. Students with less than a 2.5 GPA who wish to apply must address the low GPA in the personal essay (see #4 below).

The following materials must be submitted before an applicant will be considered for admission:

1. Payment of required nonrefundable application fee. Students who previously have been or currently are admitted as non-degree or degree-seeking graduate students may not have to pay the application fee.
2. A completed application form.
3. One official transcript from each undergraduate or graduate institution attended, except previous coursework taken at ETSU. Applications will not be considered without all transcripts.
4. A personal essay.
5. Additional materials required for admission to a specific program (see graduate program listings in this catalog).

When all pertinent materials are received, the office of graduate admissions will review the application and, if university requirements are met, forward the materials to the graduate program for evaluation. Recommendation for admission to a program is the primary responsibility of the program coordinator, department admissions committee chair. Graduate program admission requirements are defined under Graduate Program Listings in this catalog. The final decision to admit or reject an applicant rests with the university through the Dean of the School of Graduate Studies.

Application for Admission to the Educational Specialist Degree Program

An applicant seeking admission to the specialist in education degree must hold a bachelor's degree and a master's degree. The following materials must be submitted before an applicant will be considered for admission:

1. Payment of required nonrefundable application fee. Students who previously have been or currently are admitted as non-degree or degree-seeking graduate students may not have to pay the application fee.
2. A completed application form.
3. One official transcript from each undergraduate or graduate institution attended, except previous coursework taken at ETSU. Applications will not be considered without all transcripts.
4. A personal essay.
5. A photostatic copy of the teaching certificate.
6. Fours (4) letters of recommendation.

When all pertinent materials are received, the office of graduate admissions will review the application and, if university requirements are met, forward the materials to the graduate program for evaluation. Program admission requirements for the specialist degree are defined under the Department of Educational Leadership and Policy Analysis in this catalog. The final decision to admit or reject an applicant rests with the university through the Dean of the School of Graduate Studies.

Application for Admission to a Doctoral Degree Program

An applicant seeking admission to a doctoral degree program must hold a bachelor's or master's degree. The following materials must be submitted before an applicant will be considered for admission:

1. Payment of required nonrefundable application fee. Students who previously have been or currently are admitted as non-degree or degree-seeking graduate students may not have to pay the application fee.
2. A completed application form.
3. One official transcript from each undergraduate or graduate institution attended, except previous coursework taken at ETSU. Applications will not be considered without all transcripts.
4. A personal essay.
5. Official scores on the general portion of the Graduate Record Examination (GRE).
6. Four (4) letters of recommendation.

Additional specific requirements are listed under the sections pertaining to each doctoral program. When all pertinent materials are received, the office of graduate admissions will review the application and, if university requirements are met, forward the materials to the graduate program for evaluation. Admission to the doctoral program is the primary responsibility of the program coordinator, program admissions committee chair, or designated representative(s). The final decision to admit or reject an applicant rests with the university through the Dean of the School of Graduate Studies.

Admission of International Students

International students must meet the same requirements for admission to the graduate program that apply to citizens of the United States. An international student must have an equivalent four-year bachelor's degree with at least a "B" average on undergraduate coursework on various grading scales, this would indicate:

a. 3.0 on a 4.0 scale;
b. 16 on a 20-point scale;
c. 80.0 from Chinese institutions;
d. 1st Class, 2nd Class Honors, or 1st and upper 2nd Division from Indian institutions;
e. Upper 2nd Class Honors on various British systems.

Other grading systems will be evaluated upon receipt of transcripts. An international student may apply for admission any semester. International student application materials should be received by: April 29 - fall semester;
East Tennessee State University

September 30 - spring semester; February 1 - summer session. The School of Graduate Studies must be notified of any change in the entering date after admission has been granted. Individual programs may have early admission deadlines and additional requirements. For this information, students should contact the departments whose program they wish to enter. The following items must be received before admission will be considered:
1. A completed application form with a nonrefundable application fee.
2. Official or attested university records (including proof of all degrees received), with certified translations if the records are not in English. Records must be attested by the awarding institution; notarized copies and third-party attestations are not acceptable. Individual-year marksheets from Indian institutions are required; summary marksheets will not suffice.
3. A personal essay.
4. Certification of English proficiency. Graduate students whose native language is not English must submit a score of 79 (Internet-based), 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL), taken within the past two years; a score of 6.5 on the International English Language Testing System (IELTS); or have received a degree from an accredited U.S. institution. Certain programs may require higher TOEFL scores. (All international students who receive a tuition scholarship or graduate assistantship must sit for an oral English proficiency interview immediately upon their arrival at ETSU.)
5. Documented evidence of financial resources sufficient to support the student with at least U.S. $22,242 per calendar year during the period of enrollment. (Figure subject to change)
6. Official scores on the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT), if required.
7. Letters of recommendation or rating forms, if required.
8. All international students are required to have acceptable insurance coverage against illness and accidents. The health and accident insurance must be maintained throughout the student's enrollment at ETSU.
9. Qualified international students may be considered for graduate non-degree admission to ETSU only as (1) visiting students during vacation breaks from other collegiate institutions in the U.S.; (2) non-degree students enrolled in ETSU courses offered outside the U.S.; and (3) non-degree students enrolled in appropriate ETSU campus classes. Students in category 3 who are on ETSU IAP-66s (J-1 status) must pursue programs of full-time study approved by the School of Graduate Studies, the Office of International Programs, and the appropriate academic division.

Admission must be granted, and financial documentation and degree confirmation must be received prior to issuance of an I-20 or DS-2019 form needed to obtain a visa.

The university will not enroll any student who has not been approved initially or for transfer by the Immigration and Naturalization Service (INS) to attend East Tennessee State University. International students accepted for graduate study at ETSU will receive a letter of acceptance from the university. This letter and the SEVIS I-20 form furnished by the university must be presented to the consular officer of the United States to whom the applicant applies for a student visa. ETSU will not accept visas issued for admission to other colleges or universities. International students admitted to graduate study are encouraged to arrive on campus two weeks prior to the beginning of classes and should contact the Office of International Programs as soon as they arrive.

It is the responsibility of a nonimmigrant applicant to comply with current INS regulations in regard to collegiate enrollment. New INS regulations may prohibit the enrollment of an individual in B-1 or B-2 status. The Office of International Programs administers the university's foreign student (F) status and visitor exchange (J status) programs. Other nonimmigrant applicants may consult with this office.

In all cases the final decision to admit or reject an applicant rests with the university through the Dean of the School of Graduate Studies.

Admission Categories

Admission to the School of Graduate Studies is based mainly on academic preparation and potential, though the university retains the right to deny admission on nonacademic grounds, such as emotional maturity and personal deportment. Admission is denied to those applicants who do not qualify for one of the following subcategories of admission.

Unconditional Admission – A graduate student accepted unconditionally is a degree-seeking student who has fulfilled all of the School of Graduate Studies requirements and the criteria of the department to which the applicant is applying.

Conditional Admission – This category of admission is designed for applicants who are in the process of completing prerequisite courses or degrees or whose credentials are less competitive. Conditional admission may not be granted when significant admission criteria are missing, such as required standardized testing, sufficient letters of recommendation, or in the case of international students, proof of an equivalent U.S. accredited undergraduate degrees.

Conditions will be outlined in the admission letter and must be removed by the date specified. If no date is specified, they must be removed prior to the completion of 15 graduate credit hours or one calendar year, whichever is later. The student must submit a request for unconditional status. The Dean of the School of Graduate Studies will approve or deny the request upon recommendation from the degree program coordinator or program admissions committee. A student who has not met the conditional requirement deadlines will not be allowed to continue to register as a degree-seeking student and cannot be admitted to candidacy until the conditions have been met. Ultimately, failure to meet conditions of admission will result in dismissal from the program.

Visiting Student Admission – Admission as a visiting student is reserved for students who plan to earn a limited number of credits for transfer to a college or university where they are enrolled for a degree program. Visiting students may be admitted with a letter of good standing from the college where they are enrolled for a graduate degree program and with completion of a non-degree application.

Graduate Non-Degree Admission – This category of admission is for individuals who wish to enroll in graduate courses but who are not admitted to a graduate program at ETSU. These students are expected to have, at a minimum, a bachelor's degree from an accredited institution and must submit an official transcript verifying the bachelor's degree prior to the end of the first term of enrollment. If official proof of degree is not submitted prior to the end of the first term of enrollment, the ETSU transcript showing credit earned in non-degree status will not be released. Departments may exclude non-degree students from designated courses, and it is a department's prerogative to require non-degree students to have its approval prior to registering for any class. ETSU cannot assure a non-degree student that all or any work completed in this status will apply toward a degree. A student may petition to have a maximum of nine credit hours accepted for transfer by the department in this status.

Second Master's Degrees

A student holding an earned master's degree from a regionally accredited U.S. institution may qualify for a second master's degree by completing a minimum of 21 semester hours of ETSU graduate work for thesis programs, or 24 hours of ETSU graduate work for non-thesis programs, approved by the student's advisory committee. All specific program requirements, with the possible exception of electives or duplicative courses, must be met for the second degree. Such requirements include the comprehensive exam or culminating experience, such as thesis, project, strategic experience, etc. In warranted circumstances, credit used to satisfy approved graduate certificate requirements may be applied toward the second degree.
Students must be aware that they will be required to do the following:

1. Complete a Criminal Background Investigation (CBI) before participating in any educational/clinical activities.

2. Supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation (TBI); and
3. Sign an authorization and release form provided by the department or board, authorizing a qualified Tennessee licensed private investigation company by and on behalf of the board to complete a criminal history records check.

In Tennessee and nationally, due to legislative and accreditation requirements, many schools, childcare, and health care facilities require that students in health-related professions be required to submit to a Criminal Background Investigation (CBI) before participating in any educational/patient care activities at their sites. These educational/clinical activities are an essential requirement for graduation or subsequent licensure and the inability to complete this requirement may result in as student's failure to meet the graduation requirements of certain ETSU College of Public Health and College of Clinical and Rehabilitative Health Sciences programs. Students must be aware that they will be required to do the following:

1. Truthfully answer all questions, including those pertaining to felony convictions, on the student undergraduate or graduate application. Students who do not answer the questions truthfully and completely shall not be eligible for acceptance or enrollment. Discovery that the section dealing with felony convictions was not completely or truthfully answered by an enrolled student may result in dismissal.

2. Complete a CBI prior to participating in internship, field placement, or cooperative experiences at an affiliated institution that requires a CBI, as determined by the academic department.

3. Notify the Program Chair of any criminal charges within five (5) working days of their occurrence during enrollment in the program. Failure to notify the Chair of such events may result in immediate dismissal.

4. Check departmental guidelines for procedures for obtaining the CBI.

Requirements for Entering Teacher Training Programs.

1. All students wishing to enter approved teacher training programs shall be required to:
   A. Agree to the release of all investigative records to the administrator of the selected teacher training program;
Combined Graduate and Undergraduate Enrollment (5xx7 and 5956 Courses) – In some curricula, master's level students may enroll in 5xx7 and 5956 courses which are co-listed with 4xx7 and 4956 undergraduate courses. A student who has taken the 4xx7 or 4956 course for undergraduate credit cannot repeat the course for graduate credit. Graduate students enrolled in 5xx7 and 5956 courses shall be required to do specified work over and above that required of undergraduate students enrolled in companion 4xx7 and 4956 courses.

Specialist degree students may not enroll for 5xx7 and 5956 courses (except for 5957 “Topic in” courses); they must choose courses from the regular graduate-only series of 5000 and 6000 level courses, with at least one-half of all courses being at the 6000 level.

Doctoral students may not enroll for 5xx7 and 5956 courses (except for 5957 “Topic in” courses); they must choose from the regular graduate-only series of 5000, 6000, and 7000 courses, with at least one-half of all courses being at the 6000 and 7000 levels.

Limitation on 5xx7 and 5956 Courses – No more than 30 percent of all courses taken in any program may come from the 5xx7 / 5956 series. Some doctoral programs disallow 5xx7 and 5956 courses.

Independent Studies, Problems, and Workshops – Students who wish to pursue individual studies, problems, or workshops of special interest may enroll for these courses provided that the topic for study has been defined and approved by the professor and the student’s advisor. Under no circumstances should registration for independent studies, problems, or workshop courses be used to attend a course with a different number or title at any level of course classification.

Limitations on Independent Studies, Problems, and Workshops – No more than 30 percent of the semester hours for a graduate degree program may be taken in independent studies, problems, or workshops or in any combination of these types of courses.

Graduate Course Load – The full-time course load for graduate students is nine graduate credit hours. Graduate course loads in excess of 15 hours require approval of the departmental chair and Dean of the School of Graduate Studies.

Graduate Assistant and Tuition Scholars Course Loads - Full- and half-time graduate assistants and tuition scholars are required to take a minimum of nine semester hours of graduate credit each semester. Full-time graduate assistants and tuition scholars may not exceed 13 graduate-level credits each term; half-time graduate assistants may not exceed 15 graduate-level credits each term. Graduate assistants and tuition scholars may take more than 15 semester hours only by approval of the departmental advisor and the Dean of the School of Graduate Studies. Requests for exceptions to this policy will be decided individually through consultation with the graduate coordinator and with the approval of the Dean of the School of Graduate Studies prior to the beginning of each term.

Courses for Graduate Assistants - Graduate Assistants are required to register for the following courses during fall and spring terms, as appropriate to their assigned responsibilities in teaching, research, or administration: 5019 Supervised Experience in Teaching, 5029 Supervised Experience in Research, or 5039 Supervised Experience in Administration.

Class Attendance – Class enrollment represents a contract between faculty and students. Students are expected to attend classes regularly and provide faculty members with a reason for any absence. A complete policy statement regarding class attendance appears in the student handbook, Spectrum, which is included in the ETSU Telephone Directory and is available from the Office of the Vice President for Student Affairs.

Auditing Courses – Students are permitted to enroll in regular university courses as auditors. Registration fees are the same for audit as for credit. Regular attendance is required. Audit enrollment will not be considered part of the minimum credits required for full-time enrollment. Audit enrollment will be counted in determining overloads.
After the published “Last Day to Add a Course” students may not change their enrollment status in a course from credit to audit or from audit or credit.

Instructors may administratively drop auditors for unsatisfactory class attendance.

Enrollment of Disabled Persons and Persons over 60 Years of Age – (a) Audit Enrollment. Persons suffering from a permanent disability that totally incapacitates them from employment and persons 60 years of age or older may audit courses without the payment of fees. (b) Credit Enrollment. Disabled persons described in (a) above and persons 65 years of age or older may enroll for credit by payment of a service fee required to defray the cost of record-keeping.

Enrollment of such disabled persons and persons 60 years of age or over is restricted to those who are domiciled in Tennessee and may be further limited or denied on an individual classroom basis according to space availability. Acceptable documentation of disability and age is required.

Enrollment in classes offered through the James H. Quillen College of Medicine is not included in the provision.

Adding a Course – A course(s) may be added through the late registration/late add period without special permission, unless the course has reached the established maximum enrollment. To add any class that has reached the enrollment limit requires permission of the instructor and department chair. After the late registration/late add period, special permission must be obtained from the instructor, the department chair, the Dean of the School of Graduate Studies, and the registrar and may be granted only in extenuating circumstances.

Dropping a Course – A course(s) may be dropped during the first four calendar weeks of a regular semester. Courses dropped during the first four weeks will not appear on the student’s permanent record. Students who drop a course after the fourth full week of classes through the eighth calendar week will receive a grade of “W”. (During the summer session or when courses do not conform with established term dates, this schedule is adjusted appropriately to fit the condensed time frames. Consult the Schedule of Classes for exact dates.)

After the eighth week a student may not drop a course, except where verifiable extenuating circumstances can be demonstrated. A petition for a late drop may be presented by the student for consideration by the Dean of the School of Graduate Studies. Verifiable extenuating circumstances may include illness, accidental injury, or other appropriate reasons. A course may not be dropped if there is an unresolved charge of academic misconduct.

If approved by the dean, the student will receive a grade of “W” (Withdrawn) or “WF” (Withdrawn-Failing), as assigned by the instructor of the course. All approved petitions for late drops must be received in the Office of the Registrar no later than 4:30 p.m. two days before the end of classes for all academic terms. Under no circumstances will a student be permitted to drop a course after that time.

Change of Field of Study – Students seeking to change their field of graduate study from one program to another must formally apply to the new graduate program. The student is responsible for ensuring that all admissions materials required by the new program are on file in the School of Graduate Studies prior to any program deadlines. Students must resign from the program in which they are currently enrolled prior to accepting admission into the new program. Students seeking to change concentrations within a program may do so by completing a Change of Program of Study form, which can be obtained from the School of Graduate Studies.

Withdrawal from the University – Students withdrawing from the university-discontinuing matriculation in the university- during the first eight weeks of classes will receive a grade of “W” in all courses. Withdrawals from the university after the eighth week will be recorded with “W” or “WF” at the discretion of the instructor. (During the summer semester, or other shortened terms, this schedule is adjusted appropriately to fit the condensed time frame.) All requests for withdrawal must be received in the Office of the Registrar no later than 4:30 p.m. two days before the last day of classes for any academic term. Under no circumstances will a student be permitted to withdraw from the university after that time.

A student who does not withdraw by the official procedure will receive an “F” for each course. (Consult the Schedule of Classes for more details.)
Grades in the School of Graduate Studies carry the following meaning and quality points:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Quality Points per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Clear Excellence</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B Satisfactory Performance</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C Minimum Passing Grade</td>
<td>2.0</td>
</tr>
<tr>
<td>F Failed</td>
<td>0</td>
</tr>
<tr>
<td>S Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td>SP Satisfactory Progress</td>
<td>0</td>
</tr>
<tr>
<td>U Unsatisfactory</td>
<td>0</td>
</tr>
<tr>
<td>W Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>WF Withdrawal Failing</td>
<td>0</td>
</tr>
<tr>
<td>AU Audit</td>
<td>0</td>
</tr>
<tr>
<td>I Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

To remain in good standing a graduate student must maintain an overall grade point average (GPA) of 3.0 “B” or better. Graduate credit will be given for grades of “A,” “A-,” “B+,” “B,” “B-,” “C+,” and “C” in graduate level courses. Graduate credit is not awarded for Pass/Fail grades. Grades of “P” do not count toward degree requirements. All graduate course grades earned at East Tennessee State University by a student will be used in computing the grade point average (GPA). An overall GPA of 3.0 is required for admission to candidacy and for graduation.

**“S,” “SP,” and “U” Grades** — The letter grades of “S” (Satisfactory Completion), “SP” (Satisfactory Progress), and “U” (Unsatisfactory) are given for Readings and Research, Capstone Projects, Thesis, and Dissertation. A grade of “S” carries graduate credit and indicates satisfactory completion of the course. Each program must specify the number of hours required for Thesis/Dissertation. Degree completion requires an “S” on the most recent hours associated with Thesis/Dissertation or Readings and Research. “SP” indicates progress toward project or research completion, but carries no credit. This grade does not affect the student’s GPA. Students who receive an “SP” must, in subsequent semesters (including summer), enroll in additional hours of Thesis/Dissertations or Readings and Research until the requirements are completed. The “U” grade carries no credit and indicates unsatisfactory progress toward research or project completion. Students who receive a “U” must enroll for the course the following semester, including summer. The “U” is equivalent to an “F.” The first “U” does not affect the GPA; however, all subsequent “U” grades will convert to an “F” and will be figured into the GPA.

**Incomplete Grades** — A grade of “I” (incomplete) indicates that a student was passing the course at the end of the semester, but due to circumstances beyond the student’s control, was unable to complete the course requirement. It also indicates that the student has received consent from the instructor to complete the work for which an “I” is assigned. The “I” grade cannot be used to allow a student to do additional work to raise a deficient grade or to repeat a course. An “I” grade must be removed no later than one calendar year from the time the grade is awarded. Time extension requests for removal of “I” grades must be submitted to and approved by the Dean of the School of Graduate Studies before the allotted time expires. An “I” grade not removed under the guidelines noted above will be converted to an “F.” When an “I” grade converts to an “F” after one calendar year, the GPA is adjusted retroactively; consequently, a student may be subject to dismissal without a probationary term. A student cannot withdraw from or drop a course after a grade of “I” has been assigned or after one year has elapsed. To remove an “I” grade, the student must complete the work independently and must not register for the course a second time or attend the same course at a later time in order to complete the course requirements.

**Repeating a Course** — If a student chooses to repeat a course, all grades earned are computed in the grade point average. The grade earned on the repeat does not replace the original.

**Grade Reports and Appeals** — Grade reports are available through Goldlink to all students who complete registration each term. Academic departments are required to retain grade documentation for a period of one year. Specific student concerns regarding academic records, other than the Grade Appeal process described in the Student Handbook (Spectrum), must be addressed within one academic year from the date of posting of grades for the term in question.

**Academic Probation** — To remain in good standing, a graduate student (degree or non-degree), must maintain an overall grade point average of 3.0 (B) or better on all graduate work attempted. In order to graduate, students must have a minimum 3.0 grade point average overall and on the program of study. When the cumulative grade point average falls below 3.0, the graduate student will be placed on academic probation. If the student does not achieve a 3.0 cumulative grade point average at the conclusion of one probationary semester, the Dean of the School of Graduate Studies and appropriate college/departmental/program officials will determine whether the student should be dismissed from graduate study at East Tennessee State University or continued on probation. No student will be allowed more than two probationary semesters, whether consecutive or cumulative. At the end of a second probationary semester a student whose cumulative grade point average is still below 3.0 will be dismissed from graduate study. Students whose performance results in a GPA so far below 3.0 as to make it mathematically impossible to attain an overall GPA of 3.0 after one semester may be subject to dismissal without a probationary term. A student will be removed from probationary status upon attaining a cumulative 3.0 grade point average. When an “I” grade converts to an “F” after one calendar year, the GPA is adjusted retroactively; consequently, a student may be subject to dismissal without a probationary term.

**Dismissal** — Students may be dismissed from the School of Graduate Studies for such reasons as academic misconduct, failure to meet conditions of admission, failure to meet a requirement of the program, or for exceeding the allowed number of probationary semesters.

**Reinstatement** — Students who have been dismissed from the School of Graduate Studies for academic reasons may address a written request for reinstatement to the chair of their department of major. The request should include reasons why the reinstatement should be considered.

The department will review the request for reinstatement and make recommendations to the Dean of the Graduate School. If the request is denied at the departmental level, the student may then direct a written appeal to the Dean of the Graduate School, and a final decision will be made in accordance with policies established by the Graduate Council.

**Residency Requirements**

The residency requirement is primarily to provide doctoral students with significant time for sustained participation with peers and faculty members in scholarly and creative activities. Each doctoral degree program specifies how these residency requirements can be fulfilled. Nondotal doctoral graduate degree students may be required to complete one or more semesters of full-time study as determined by the degree program. Students should consult program requirements for details on specific residency requirements.

**Transfer of Credit**

Students may petition for the transfer of a maximum of nine semester hours of graduate credit from ETSU or other regionally accredited U.S. and approved international institutions, if grades of “B” (or equivalent) or higher were received (“B-” grades do not transfer). Students may be required to submit documentation as to course content and duration of course prior to transfer credit being approved. ETSU coursework solely is used to compute the grade point average; non-ETSU transfer work is not computed in the GPA.

All non-ETSU transfer credit must completed prior to the term of graduation so that the transfer process can be completed in a timely manner early in the graduation term. Transfer of credit may not be initiated after the graduation intent deadline, and official transcripts must be received by the midpoint of the graduation term.
The degree program time limit (matriculation limit) will begin with the registration date of the first course applied to the degree requirements, including transferred courses. Credit earned prior to the degree time limitations specified in this catalog will not be approved for transfer and transfer credit cannot be revalidated if it later exceeds the matriculation limits.

Credit cannot be transferred from a completed degree program into a current degree program. Extension or continuing education hours will not be transferred for credit. In general, credit earned at international institutions cannot be transferred, and petitions to transfer international credit are reviewed only if accompanied by a professional course-by-course evaluation.

**Extension and Correspondence**

All work completed at any approved ETSU site is residential and not extension credit. No correspondence work can be applied to any graduate program at East Tennessee State University.

**Experiential Learning Credit**

No graduate credit can be awarded for experiential learning that occurs prior to admission into a graduate program and which has not been under the supervision of the institution.

**Institutional Review Board (IRB)**

Institutional Review Board (IRB) – All research involving human subjects must be approved by the East Tennessee State University Institutional Review Board prior to initiation of the research. IRB approval is necessary to protect the rights of human subjects involved in physical, psychological, or social research. Following approval of the proposed research by the review board, the subject involved must be informed of the study and consent to participate. The application forms for research involving human subjects and review of such research projects are available in the Office of Research and Sponsored Programs, 103 Earnest House.

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### Timetable for Graduate Study

<table>
<thead>
<tr>
<th>Required Action</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Application for admission to the School of Graduate Studies.</td>
<td>1. See the Academic Calendar in this catalog to find the deadlines for both international students and U.S. Residents.</td>
</tr>
</tbody>
</table>
| 2. Test Scores: TOEFL or IELTS (International students)  
GMAT (M.B.A. and M.Acc. Students)  
GRE (if required by department)  
3. Consultation with departmental advisor.  
4. Transfer of graduate credits earned at other institutions or postgraduate credits earned at ETSU.  
5. Preliminary and qualifying examination.  
6. File application for candidacy, approved program of study, and committee form with the School of Graduate Studies.  
7. File intent to graduate, clear records, and pay fees for graduation.  
8. Final examination and/or defense of thesis or dissertation.  
9. Submit review copies of thesis or dissertation to the Dean of Graduate Studies.  
10. Submit final copies of thesis or dissertations to the School of Graduate Studies. | 2. TOEFL/IELTS/GMAT/GRE scores should be submitted with the graduate application.  
3. Before registration and at least once per term.  
4. After nine (9) hours in the graduate program have been completed.  
5. Check with advisor for requirements and dates.  
6. Master Degree Students: Following completion of 9-12 hours in the major with a 3.0 average and no later than the semester prior to the final semester of study. Doctoral Degree Students: Consult the appropriate section of the catalog.  
7. Before the end of the second week of the final semester of study.  
8. During the last semester of study and prior to the date specified in the Academic Calendar.  
9. Prior to date specified in the Academic Calendar.  
10. Prior to date specified in the Academic Calendar. |

### *Time Limits*

- **Graduate Certificate**: 4-6 years
- **Master's Degree**: 6 years
- **Specialist Degree**: 5 years
- **Doctoral Degree**: 7 years

*(5 years for persons previously awarded an Ed.S.)*

Note: Most forms for the required steps outlined above are available on the Internet at [http://www.etsu.edu/gradetal/forms.asp](http://www.etsu.edu/gradetal/forms.asp) and in the School of Graduate Studies office, Burgin Dossett Hall, Suite 309, Johnson City, Tennessee.
### Master’s Degree Requirements

The specific course and degree requirements for the areas of graduate study leading to a master’s degree are defined in the various school and department sections of this catalog.

Master’s degree programs, including professional degrees, should include curriculum components that demonstrate the importance of research and writing skills in graduate education.

The School of Graduate Studies requires that all graduate programs introduce students to serious research opportunities. Regardless of whether the thesis or non-thesis option is elected, students are required to enroll in a departmental course which introduces them to the tools and methods of scholarly research.

Master’s degree programs will be offered through two (2) options (not all programs offer both options):

A. **Thesis Option**—minimum of 30 credit hours of graduate coursework (including at least three (3) hours of credit for the thesis).

B. **Non-thesis Option**—minimum of 33 credit hours of graduate coursework including a research requirement to be satisfied by one (1) or more courses which introduce the student to the tools and methods of research and scholarly activities and a writing requirement on a topic in the student’s major field which conforms to the style and standards of the discipline.

   i. Courses designated to satisfy the research requirement must be approved by the Graduate Council.

   ii. The writing requirement must be approved by the Graduate Council.

### Culminating Experience

All master’s degree programs should involve a culminating experience that includes an integrating activity and a comprehensive evaluation of the student’s performance:

1. The integrating activity is intended to help students synthesize knowledge and skills acquired throughout the degree curriculum. The form of this activity may vary according to the particular discipline and may or may not involve academic credit. Examples include, but are not limited to, a thesis, analytical essay, artistic presentation, practicum, capstone project, and team consulting project. Departments and/or graduate program offices shall identify in the graduate catalog the integrating activity provided in each degree.

2. A comprehensive evaluation of the student’s performance should include a written or oral examination or evaluation to determine whether the student has achieved mastery of the student’s discipline. Assessment of a student’s performance shall be made by a committee established for that purpose consisting of a minimum of three (3) ETSU graduate faculty members. Experts from outside the university are also permitted to serve on such committees, with approval from the Dean of the School of Graduate Studies. The committee’s written assessment of the student’s performance shall become a part of the student’s permanent academic records.

   The student’s performance in the final examination or evaluation may be classified into one (1) of three (3) categories. They may (1) pass; (2) fail with no opportunity for re-examination or re-evaluation; or (3) fail with an opportunity for further study and re-examination by the committee. A second failure by any candidate will result in the student’s dismissal from the graduate program.

   The format of the final examination and standards for the three (3) categories of performance must be approved by the Graduate Council and should be included in the graduate catalog along with other degree requirements.

### Advisory Committee

During the period before candidacy, graduate students are advised by the graduate program coordinator or advisor as assigned at the time of admission. Students should form the graduate advisory committee no later than the second semester in which coursework is undertaken. For students in a thesis option, the advisory committee also serves as the thesis committee and is responsible for guiding the student through the thesis research and writing, as well as accepting or rejecting the manuscript. The committee will assist the candidate in planning the program of study and research. It must be composed of at least three (3) faculty members who hold graduate faculty status; the committee chair must hold full or associate status. In warranted circumstances, a fourth committee member who does not have graduate faculty status may be added if the Dean of the School of Graduate Studies approves the individual for a temporary graduate faculty appointment.

The advisory committee is responsible for administering the comprehensive examination to the master’s candidate and certifying that the candidate has completed all requirements in the program for the master’s degree.

If changes in the composition of the advisory committee are needed, an approval form, available at the School of Graduate Studies office, must be completed. It requires signatures of the retiring member(s), replacement member(s), the committee chair, the department chair, and the Dean of the School of Graduate Studies.

### Admission to Candidacy and Approval of the Program of Study

Admission to the School of Graduate Studies, and the approval to pursue a degree program, does not in any way imply that a student is admitted to candidacy for the master’s degree. To be admitted to candidacy the student must:

1. Remove all conditions required at the time of admission by the School of Graduate Studies.
2. Complete at least one (1) semester (9-12 hours) of study following admission to the School of Graduate Studies.
3. Meet the specific requirements of the major department.
4. Have an overall GPA of 3.0 and be in good academic standing.
5. Submit the completed forms for admission to candidacy and an approved program of study to the Dean of the School of Graduate Studies.

Ideally, the program of study is filed well in advance of the published deadline. When the application for candidacy is approved, the student may be considered a candidate for the graduate degree. When the program of study is filed with the School of Graduate Studies after the published deadline, graduation will be delayed until all program requirements have been verified.

### Change in Program of Study—Changes in the planned program of study for candidacy must be approved by the Dean of the School of Graduate Studies. Forms for program changes are available in the Graduate Studies office or through its website.

### Thesis Process

All students who select this option will register for the appropriate thesis course, undertake a research project, and write a thesis. The thesis topic will be selected by the candidate with the advice and approval of the thesis director and committee. The student must prepare a prospectus describing the research problem, its full limits, and the research methods. A copy of the prospectus will be given to each member of the student’s committee. Changes in the prospectus may be made at the committee’s discretion, with the consent of the student. After the thesis topic has been researched and written, and approved by the advisory committee members, the oral defense must be scheduled with the School of Graduate Studies. Copies of the thesis should be distributed to committee members at least one (1)
week prior to the oral defense. Following successful completion of the defense, the thesis must be prepared in final form, reviewed by the chair of the advisory committee, and submitted to the Dean of the School of Graduate Studies for review and approval through http://etd-submit.etsu.edu.

Submission of the Thesis—Students must submit theses in the format prescribed at the time of submission. All students submitting theses and dissertations must pay a microfilming fee. Students seeking exemption from electronic submission of the thesis will still be responsible for microfilming. More detailed instructions are available from the School of Graduate Studies.


Graduate Faculty Representation at Thesis Defenses—The defense of the thesis is a formal gathering at which the master's candidate presents and defends the thesis to members of the university community. The defense is a capstone event in the development of graduate students as scholars, professionals, or future teachers and must entail open and fair exchange of scholarly views. A member of the graduate faculty from outside the candidate's committee and department must be present at the defense to monitor the process.

The procedure to be followed in scheduling an oral defense and the format for the graduate faculty representative's narrative report are available in the Graduate Studies office. The defense must be scheduled according to dates specified in the Academic Calendar published in this catalog and in the Schedule of Classes Bulletin.

Education Specialist Degree Requirements
Requirements for the Ed.S. degree are included under Educational Leadership and Policy analysis in this catalog.

Doctoral Degree Requirements
• Requirements for the Ph.D. degree are included under Biomedical Sciences, Clinical Psychology, Environmental Health, and Nursing sections in this catalog.
• Requirements for the Au.D. are included under Communicative Disorders in this catalog.
• Requirements for the D.P.T. are included in the Physical Therapy section in this catalog.
• Requirements for the Ed.D. are included under Educational Leadership and Policy Analysis in this catalog.
• Requirements for the Dr.P.H. degree are included in the Public Health sections in this catalog.

Graduation
Credits Earned Above Requirements for a Degree
When students earn credits in addition to those required in the planned program of study, a request may be made to the Dean of the School of Graduate Studies to have the extra coursework defined on the transcript as post-degree credit. The request must be made prior to awarding of the degree and cannot be so defined once the degree is awarded. The School of Graduate Studies will not interpret or alter the transcript once the degree is awarded.

Required GPA
In order to graduate, students must have a minimum 3.0 grade point average overall and on the program of study for all degrees.

Intent to Graduate
Students must file an Intent to Graduate Form with the School of Graduate Studies no later than the end of the second week of the semester in which the student expects to complete the requirements for a graduate degree. If the student does not graduate in that term, a new Intent Form must be completed and submitted prior to the published deadline (see Academic Calendar).

Matriculation Limits
The time limit for the use of credit toward a certificate is four (4) to six (6) years. The time limit for the master's degree is six (6) years. For the education specialist degree, the time limit is five (5) years from the date of enrollment in the earliest course applied toward the degree. The time limit for completion of the Ed.D. program by students who hold the Ed.S. degree or equivalent is five years from the date of enrollment in the earliest course applied toward the degree. The time limit for completion of the doctoral program by students who begin a program after a bachelor's or master's degree is seven (7) years from the date of enrollment in the earliest course applied toward the degree.

Revalidation of ETSU Coursework that Exceeds Matriculation Limits—It is the department's responsibility to recommend to the School of Graduate Studies one of the following actions for revalidating course content in each instance that exceeds the matriculation limits. The department may:
1. Examine the student (orally or in writing) and report the results to the School of Graduate Studies.
2. Design an independent study if no course currently exists by which the student may update course content.
3. Have the student repeat the outdated course.
4. Have the student complete additional coursework.

This procedure may not be used to revalidate coursework for transfer purposes when the course already exceeds the matriculation limit at the time of application.
Expenses and Financial Aid

Graduation Instructions
The School of Graduate Studies publishes a Graduation Instruction Sheet for each term which provides all deadline and instructions for meeting graduation requirements.

Tuition and Fees
No tuition and fee bills are mailed to students. Account statements are available on GoldLink. Tuition and fees of the university are subject to change at any time by the Tennessee Board of Regents.

Application Fee—All applications for admission to Graduate School must be accompanied by a $25 domestic, $35 international, application fee. The application fee is nonrefundable.

Graduate In-State Tuition—$261 per semester hour, in addition to other fees; not to exceed $2,468 per semester (except during Summer Term. See Summer Schedule of Classes).*

Graduate Out-of-State Tuition—$404 per semester hour, in addition to other fees; not to exceed $4,656 per semester (except during Summer Term. See Summer Schedule of Classes).*

Auditing Fees—The fees are the same as regular tuition.

Pre-Summer Fees—The university offers a three-week pre-summer between the end the spring semester and the beginning of the summer term. Students may enroll for concentrated course offerings, special courses, and/or workshops during this period. Maintenance fees will be assessed by the credit hour.

Summer Fees—The summer semester is divided into two (2) sessions, each five (5) weeks in duration. Students may enroll for either session separately or for both sessions at the beginning of the summer term. If students who have registered for first-session courses decide later to enroll for second-session courses, they may do so by adding and paying for such courses on or before the day the second session begins. Summer maintenance fees are assessed per credit hour with no maximum.

In-State Tuition for Residents of Bordering Counties
Residents of Avery, Madison, Mitchell, Yancey, and Watauga counties in North Carolina, and residents of Lee, Scott, and Washington counties in Virginia may request an in-state tuition rate. To be considered for the special rate, students should be fully admitted to the School of Graduate Studies, and for the in-state rate to be renewed, the students must remain in good academic standing. This fee waiver is NOT applicable to the James H. Quillen College of Medicine or the College of Pharmacy. To obtain the in-state tuition rate, students must file a request form by census date (the 14th day of classes) for the semester in which the reduced tuition is sought. The form is available at http://www.etsu.edu/gradstud/forms.asp (under Residency). In-State Tuition Requests filed after this date will be considered for the following semester. Students may also be asked to provide documentation concerning their place of residence.

In-State and Out-of-State Tuition Regulations for Classifying Students

Excerpted from TBR Policy No. 34:05:01:00
The Graduate School must classify all applicants for tuition purposes based on all available information. The following regulations guide this process.

Intent - It is the intent that the public institutions of higher education in the State of Tennessee shall apply uniform rules, as described in these regulations and not otherwise, in determining whether students shall be classified “in-state” or “out-of-state” for fees and tuition purposes for admission purposes.

Rules for Determination of Status
(1) Every person having his or her domicile in this State shall be classified “in-state” for fee and tuition purposes and for admission purposes.

(2) Every person not having his or her domicile in this State shall be classified “out-of-state” for said purposes.

(3) The domicile of an unemancipated person is that of his or her parent. Unemancipated students of divorced parents shall be classified “in-state” when one parent, regardless of custodial status, is domiciled in Tennessee.

(4) The spouse of a student classified as “in-state” shall also be classified “in-state.”

Out-of-State Students who are not required to pay Out-of-State Tuition – Part-time students who are not domiciled in this State but who are employed full-time in the State, or who are stationed at Fort Campbell pursuant to military orders, shall be classified out-of-state but shall not be required to pay out-of-state tuition. This shall apply to part-time students who are employed in the State by more than one employer, resulting in the equivalent of full-time employment.

Presumption – Unless the contrary appears from clear and convincing evidence, it shall be presumed that an emancipated person does not acquire domicile in this State while enrolled as a full-time student at any public or private higher educational institution in this State, as such status is defined by such institution.

Evidence to be Considered for Establishment of Domicile – If a person asserts that he or she has established domicile in this state he or she has the burden of proving that he or she has done so. Such a person is entitled to provide to the public higher education institution by which he seeks to be classified or reclassified in-state, any and all evidence which he or she believes will sustain his or her burden of proof. Said institution will consider any and all evidence provided to it concerning such claim of domicile but will not treat any particular type or item of such evidence as conclusive evidence that domicile has or has not been established.

Definitions
(1) “Public higher educational institution” shall mean a university or community college supported by appropriations made by the Legislature of this State.

(2) “Residence” shall mean continuous physical presence and maintenance of a dwelling place within this State, provided that absence from the State for short periods of time shall not affect the establishment of a residence.

(3) “Domicile” shall mean a person’s true, fixed and permanent home and place of habitation; it is the place where he or she intends to remain, and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere.

(4) “Emancipated person” shall mean a person who has attained the age of eighteen years, and whose parents have entirely surrendered the right to the care, custody, and earnings of such person and who no longer are under legal obligation to support or maintain such deemed “emancipated person.”

(5) “Parent” shall mean a person’s father or mother. If there is a non-parental guardian or legal custodian of an unemancipated person, then ‘parent’ shall mean such guardian or legal custodian; provided, that there are not circumstances indicating that such guardianship or custodianship was created primarily for the purpose of conferring the status of an in-state student on such unemancipated person.

(6) “Continuous enrollment” shall mean enrollment at a public higher educational institution or institution of this State as a full-time student, as such term is defined by the governing body of said public higher educational institution or institutions, for a normal academic year or years or the appropriate portion or portions thereof since the beginning of the period for which continuous enrollment is claimed. Such person need not enroll in summer sessions or other such inter-sessions beyond the normal academic year in order that his or her enrollment be deemed “continuous” notwithstanding lapses in enrollment occasioned solely by the scheduling of the commencement and/or termination of the academic years, or appropriate portion thereof, of the public higher educational institutions in which such person enrolls.
Appeal – The classification officer of each public higher educational institution shall be responsible for initially classifying students “in-state” or “out-of-state.” Appropriate procedures shall be established by each such institution by which a student may appeal his or her initial classification.

Effective Date of Reclassification – If a student classified out-of-state applies for in-state classification and is subsequently so classified, his or her in-state classification shall be effective as of the date on which reclassification was sought. However, out-of-state tuition will be charged for any quarter or semester during which reclassification is sought and obtained unless application for reclassification is made to the admissions officer on or before the last day of registration of that quarter or semester.

Classification of Employees, Their Spouses and Children, and Graduate Assistants for Purposes of Fees and Tuition (TBR Policy No. 5.01:04:10) – (1) All regular full-time employees, their spouses and children, shall be classified as in-state students for purposes of fees and tuition when enrolled in courses at any institution in the State University and Community College System. (2) Graduate assistants shall be classified as in-state students for purposes of fees and tuition at the institutions where they are pursuing graduate studies as graduate assistants.

Housing Fees

(subject to change without notice)

Family and Graduate Housing

(Apartment rent listed below is 2007-2008 prices and does not include monthly utilities.)

Buccaneer Village Apartments

Deposit .......................................................... $150.00
Rent
Efficiencies .......................................................... $1,505/semester
One bedroom ................................................ $1,630/semester
Two bedroom ................................................ $1,850/semester

Buccaneer Ridge Apartments (Phase I)

Deposit .......................................................... $150.00
Rent (per person)
Two bedroom—academic year lease .......... $2,380 per semester/per person
Two bedroom—extended (12 month) lease .... $2,030 per semester/per person
Four bedroom—academic year lease ......... $2,128 per semester/per person
Four bedroom—extended (12 month) lease .. $1,780 per semester/per person

Buccaneer Ridge Apartments (Phase II)

Deposit .......................................................... $150.00
Rent (per person)
Two bedroom—academic year lease .......... $2,476 per semester/per person
Two bedroom—extended (12 month) lease ... $2,116 per semester/per person

General Expenses

University Cafeteria (estimate/semester) .......... $950-$1141 + tax
Books (estimate per semester) ...................... $300 - $450
Debt Service Fee .............................................. $8/credit hour
Debt Service Fee .............................................. $90 maximum
Student Activity Fee ...................................... $20

(Fee assessed on business courses that are not part of the general education core.)

Approved Programs in Graduate Studies

Master of Science in Engineering Technology – Virginia
Master of Science in Environmental Health – Florida
Master of Arts in Reading – Alabama
Master of Arts in Reading (Storytelling Option) – Alabama

Regulations Governing Fee Payment

The university operates on the semester system and on a cash basis. Students are required to pay all university fees when registering at the beginning of each semester. The student ID card is used for admission and identification for athletic contests, social functions, and other activities during the semester.

The engagement of a room in the dormitory is for the full year, payable on a semester basis. However, if a student enters the residence hall after the semester begins, the charges are prorated for the remainder of the semester. Dormitory rent may be paid on installment if the student does not have sufficient grant, scholarship, or loan funds to pay all registration fees including dormitory rent at the beginning of the semester. There is a $5 charge for this service.

Students shall be held responsible for damages, breakage, or loss of university property. The room reservation fee of $100 is retained as a room breakage deposit for all living in the dormitories.

Students may not re-enroll, graduate, or receive a transcript until all indebtedness to the university is removed.

Academic Common Market

The Academic Common Market is an interstate agreement among southern states for sharing academic uncommon programs. Participating states are able to make arrangements for their residents who qualify for admission to enroll in specific programs in other states on an in-state tuition basis.

To enroll as an Academic Common Market student, you must (1) be accepted for admission into an ETSU program to which your state has obtained access for its residents through the Academic Common Market; (2) obtain certification of residency from the Common Market Coordinator in your home state. Contact the State Coordinator for certification information; (3) Process certification in ETSU Office of Admissions (undergraduate programs) or Graduate Office (graduate programs). Important - Certification must be processed by the 14th day of the semester (official census date) in order to be effective with that semester. Certification processed after that date will be effective with the next semester.

* Note: Programs are subject to change by the university, the state, or the Southern Regional Education Board without notice.
A student’s registration is not completed until the university receives payment in the amount of fees due the university. If payment is made with a check that is not honored (acknowledged bank error excepted), a late fee will be charged when the student redeems the unpaid check. The late fee will be in accordance with the catalog schedule of charges for late registration. If the check is not redeemed in 10 days, the student’s class schedule is subject to cancellation.

Deferred Payment Plan

Although all charges are due and payable at the beginning of each term, students in good financial standing at ETSU may request the deferment of up to 50 percent of his/her tuition, fees and housing for fall and spring semesters. The deferment of fees is not available for summer terms.

To be eligible for the Deferred Payment Plan, each participant must be prepared to make a minimum down payment of 50 percent of the tuition, fees and dorm rent. A student who has failed to make timely payments in a previous term may be denied the right to participate in the Deferred Payment Plan in additional enrollment periods.

The amount deferred will be payable in two monthly installments. For the fall term, installment payments are due by October 1 and November 1. For the spring term, installment payments are due by March 1 and April 1. Participants in this plan must apply all financial aid received, including student loans, toward payment of tuition and room before a deferment will be considered.

Each participant will be charged a $50 service fee each term to defray administrative costs. This fee is payable along with the 50 percent down payment on or before the registration payment deadline listed in the Schedule of Classes. An additional late payment charge of $25 will be assessed for each installment not paid on or before the 10th day of the month that a payment is due.

Dropping a course or withdrawing from the university will not remove charges. Students who drop or withdraw are required to complete the deferred payment. Any refund due under the regular refund policy will be credited to the unpaid balance.

Refund Policies

Refund policies for maintenance fees, out-of-state tuition, and debt service fees are outlined below.

Change of a Student’s Status Which May Not Permit a Refund

- Students who are removed from university housing for disciplinary reasons or are suspended or expelled from the university are not eligible for a refund of housing fees or university tuition/fees.
- Change of a Student’s Status Which May Permit a Refund
  - Change in a full-time student’s schedule which results in reclassification to a part-time student; change in a part-time student’s schedule which results in a class load of fewer hours.

Situations Which May Permit a Refund

- Dropping a course or courses; withdrawing from the institution; cancellation of a class by the institution; death of the student.

Refund Procedures

- The refund amount for students not receiving Title IV aid is based upon the state policy listed below.

Refunds are defined as the portion of maintenance and/or tuition and university housing charges due as a rebate when a student withdraws or is expelled from the university. The amount of the refund is determined according to the schedule below.

Seventy-five percent of fees will be refunded for drops or withdrawals within 14 calendar days beginning with and including the first official day of classes or within a proportioned period for a short-term course. Twenty-five percent of fees will be refunded following the 14 calendar days through the expiration of one-fourth (25 percent) of the time covered by the term. These refund procedures are also applicable to dormitory rent. No refund will be made thereafter.

One hundred percent of fees will be refunded for classes canceled by the institution. One hundred percent of fees will be refunded for drops or withdrawals prior to the first official day of classes for the regular academic terms and prior to the beginning of summer term. One hundred percent of fees will be refunded in case of a student’s death.

Return of Title IV Federal Student Aid

This requirement applies to you ONLY if: You receive federal student aid, and you withdraw prior to completing 60 percent of the period for which the aid was provided.

Federal law requires federal aid recipients to “earn” the aid they receive by staying enrolled in college. Students who withdraw prior to completing 60 percent of the semester for which they received federal student aid may be required to return some or all of the aid they were awarded.

The new law assumes that you used the Title IV student aid to pay your institutional charges – tuition, fees, dorm room, and board. Thus, if you withdraw prior to completing 60 percent of the semester for which you were awarded aid, a prorata amount of your aid must be returned to the federal government.

First, the university will restore to the appropriate federal fund source a proportional share of the institutional charges that you paid. In general, the effect of this “return of Title IV aid” by the institution will be to reduce your outstanding loan balance. Second, if the amount returned by the university is not enough to repay the entire “unearned” amount of student aid according to the length of your enrollment, you will be required to return portions of the federal student aid you received to pay non-institutional charges.

Amounts that must be returned to federal aid sources, whether by the university or by you, will first be applied to your federal loans. With respect to any amount you owe after the university has returned its share, you will be permitted to repay loans based on the original terms of the loan. In the event you received a grant or scholarship from a Title IV source you may be required to return portions of the grant or scholarship. In the case of “unearned” portions of federal grants or scholarships, you will be expected to pay 50 percent of the “unearned” portion immediately.

(Revised as of 2001. This policy is based on 34 CFR, Section 668.22 of Title IV of the Higher Education Act of 1965, as amended.)

Distribution Order of Refunds

Refunds will be credited back to student aid program accounts in the following order:

Title IV programs:
1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal Perkins Loans
4. Federal PLUS Loans
5. Federal Pell Grants
6. Federal SEOG program
7. Other refunds will be credited to
   a. state, private, or institutional aid;
   b. the student.

Refund Appeals Procedure

Students contesting the refund policy may file a refund appeals form which may be obtained in the Comptroller's Office, 202 Dosssett Hall. It is the student’s responsibility to provide written documentation substantiating his/her reasons for the appeal. Withdrawals or reductions in course load due to personal illness/injury require a statement from a licensed medical physician stating withdrawal was necessary due to the health of the student; a death in the immediate family can be verified with a copy of the obituary. Immediate family includes spouse, child, stepchild, parent, stepparent, foster parent, parent-in-law, sibling, grandparents, and grandchildren. Other reasons must be supported by written documentation.

Refund of Residence Hall Rent

Refunds of residence hall rent after registration will be prorated on a weekly calendar basis when the student is forced to withdraw from the residence hall: (1) because of personal medical reasons confirmed in writing by a licensed physician; or (2) at the request of the institution for other than disciplinary reasons. Full refund will be made in the case of death. Withdrawals for other reasons, except disciplinary reasons, will be subject to the same 75/25 percent amounts and time periods as maintenance fees. Student(s) who are suspended or expelled from the
Financial Aid

The Office of Financial Aid at East Tennessee State University provides a broad spectrum of programs to assist students in financing their college education. The university is committed to providing access to students through a variety of resources. Types of financial aid include scholarships, grants, fee waivers, fellowships, assistantships, work-study, and student loans.

Financial Aid is a supplement to an applicant’s personal resources. Reasonable family contributions are expected. The majority of financial aid awarded at the university is based on the student’s financial need. Scholarship funds are awarded based on academic merit or other criteria specified by the donor or organization managing the program. Need is defined by federal formulas and based on a student’s estimated cost of attendance less any expected family contribution.

The Free Application for Federal Student Aid (FAFSA) is the federal government’s form for applying for financial aid. Students must complete the FAFSA every year as soon after January 1st as possible using accurate tax information from the prior year. The FAFSA provides a comprehensive review of the family’s financial status. The results, including the Expected Family Contribution, are generated on the Student Aid Report (SAR), sent to the student, and sent electronically to colleges and universities listed by the student on the FAFSA. Students will find links to other helpful financial aid information at www.etsu.edu/finaid. A link is also provided to complete the FAFSA electronically.

Financial aid programs, rules, and regulations are subject to change. Federal funds are conditional upon congressional appropriations and receipt of those funds at ETSU. The Financial Aid Policies and Procedures Guide located at www.etsu.edu/finaid gives additional detail on program requirements.

Financial Aid counselors are assigned to students according to the student’s last name. Students may contact their counselor with any questions or concerns regarding their eligibility.

In an effort to adhere to federal privacy laws, the ETSU Office of Financial Aid restricts the release of certain private student information. Students must contact the Office of Financial Aid personally to check the status of their financial aid application and awards. Often, we will be unable to release information to third parties (i.e., parents, spouses, etc.) without a signed release form on file from the student. To obtain a Release of Information Form, the student must visit our office in person and present a photo ID. This Release of Information does not authorize third parties to complete documents that, by law, require the student’s completion and/or signature. Access to financial aid information is limited and does not include access to information from other university departments. This release will remain in place until the student submits a written cancellation request to the Office of Financial Aid.

Any applicant who has a concern that cannot be resolved between the student and a financial aid counselor may appeal in the following order: to the Client Services Coordinator, the Assistant Director of Financial Aid, then the Director of Financial Aid. The student may appeal to the Vice Provost if none of the previous steps resolved the issue.

“Funding Education Beyond High School,” a publication by the United States Department of Education, is a helpful source of information regarding the federal financial aid programs. Copies are available in the Office of Financial Aid or directly from the government.

Federal Financial Aid Application Procedures

1. Apply for a personal identification number (PIN) for yourself at www.pin.ed.gov if you do not already have one.

2. Every year, complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1st using accurate tax information from the prior year. Students are encouraged to complete the FAFSA electronically at the following web site: www.fafsa.ed.gov. List the ETSU school code, 003487, on the FAFSA for ETSU to receive the data electronically.

3. ETSU will review the student’s financial aid record electronically with the National Student Loan Data System (NSLDS). If the student has attended another institution and discrepancies are found, the student must resolve the discrepancy with that institution.

4. The Federal Processor sends the Student Aid Report (SAR) to the student in response to completing the FAFSA. ETSU will receive the SAR data electronically when the student lists ETSU on the FAFSA. If ETSU was not listed on the FAFSA, the student should go to www.fafsa.ed.gov and add the ETSU school code, 003487. The student is encouraged to review the SAR for accuracy. If corrections are required, ask the Office of Financial Aid for assistance. If the student is selected for verification, the student should contact the ETSU Office of Financial Aid for further instruction or assistance. The Office of Financial Aid may require other information.

5. When the student receives the financial aid award letter, review the letter, sign and return it to the Office of Financial Aid by the due date.

6. If you accept the Stafford Loan, complete the Stafford Lender Selection Form and return it with the financial aid award letter. If you are a first-time borrower, complete the Master Promissory Note (MPN) with your lender. Complete Stafford entrance loan counseling online at www.mapping-your-future.org for ETSU regardless if completed at another institution. If you accept Perkins Loan, complete the Master Promissory Note with the Office of the Bursar and complete entrance loan counseling for Perkins at www.mapping-your-future.org regardless if completed at another institution.

Important Dates

Early application remains the most important action in securing funds to assist with financing the student’s education. The university recommends the following dates as a guideline:

1. January 1
   Complete the Free Application for Federal Student Aid (FAFSA) as soon as possible using accurate tax information.
II. EVALUATION PROCESS

Academic Progress Policy.

GPA, East Tennessee State University will utilize the following Satisfactory Academic Progress Policy.

In order to assure that students make progress toward the degree both in terms of number of credits completed and cumulative GPA, East Tennessee State University will utilize the following Satisfactory Academic Progress Policy.

I. PROGRESS STANDARDS

A. SEMESTER PROGRESS: Students must, as a minimum, receive a satisfactory grade (*) in the courses they attempt each semester as outlined below:

<table>
<thead>
<tr>
<th>Attempt</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 or more credit hours</td>
<td>More than 21</td>
</tr>
<tr>
<td>15-19 credit hours</td>
<td>19</td>
</tr>
<tr>
<td>12-14 credit hours</td>
<td>18</td>
</tr>
<tr>
<td>7-11 credit hours</td>
<td>17</td>
</tr>
<tr>
<td>1 - 6 credit hours</td>
<td>16</td>
</tr>
</tbody>
</table>

85% Completion Rate

80% Completion Rate

75% Completion Rate

Attempt Pass

7-11 credit hours 11

67% Completion Rate

80% completion rate

1-6 credit hours 6

85% completion rate

100% Completion Rate

(*) For purposes of financial aid, satisfactory grades are: A, A+, B+, B, C+, C, C-, D+, D, S, SP, or P. Unsatisfactory grades are: F, W, WF, or U. Audits do not count as attempted hours and are not eligible for financial aid.

NOTE: Unsatisfactory grades will not be counted as earned credit hours, but will be counted as attempted credit hours.

B. STUDENTS WHO RECEIVE ALL “I”, “F”, OR “W”, “WF”, OR “U” GRADES IN COURSES ATTEMPTED IN ANY TERM (FALL, SPRING, SUMMER) WILL BE INELIGIBLE FOR FINANCIAL AID. (SEE RETAIN ELIGIBILITY.)

C. REPEAT COURSES WILL BE COUNTED IN EARNED CREDIT HOURS. (NOTE: ALL COURSES ATTEMPTED, EXCEPT AUDITED COURSES, COUNT IN TOTAL CREDIT HOURS ATTEMPTED.)

D. TRANSFER COURSES RECOGNIZED BY ETSU WILL BE COUNTED IN ATTEMPTED AND EARNED CREDIT HOURS.

E. ALL DISTANCE EDUCATION, TELECOMMUNICATIONS, TELEVISION, AND WEB-BASED COURSES ARE CONSIDERED IN TOTAL ATTEMPTED HOURS.

F. STUDENTS CLASSIFIED AS “GRADUATE NON-DEGREE” (SPG) ARE ELIGIBLE FOR FEDERAL FINANCIAL AID FOR A MAXIMUM OF ONE YEAR IF THEY ARE ENROLLED IN CLASSES THAT ARE:

1. REQUIRED FOR A TEACHER CERTIFICATION PROGRAM. (THE LOAN LIMIT IS THAT OF A FIFTH-YEAR UNDERGRADUATE;)
2. NECESSARY AS PREREQUISITE COURSES FOR ENROLLMENT INTO A GRADUATE PROGRAM. (THE LOAN LIMIT IS THAT OF A FIFTH-YEAR UNDERGRADUATE.)

III. REGAINING FINANCIAL AID ELIGIBILITY

A. SATISFACTORY PROGRESS APPEAL: Students who fail to meet these standards and lose eligibility for financial aid can appeal that decision to the Office of Financial Aid within two (2) weeks of notification. The appeal must be prepared in writing on the Satisfactory Academic Progress Appeal Form, and must be accompanied by appropriate supporting documentation.

Reasons that may be acceptable for the appeal are:

1. Serious illness or accident on the part of the student;
2. Death, accident, or serious illness in the immediate family;
3. Class cancelled by ETSU;
4. Other acceptable extenuating circumstances will be considered.

B. MAKING UP DEFICIENT CREDIT HOURS WITHOUT AID:

In the event that the student does not qualify for an appeal, the student may be eligible to have financial aid reinstated. The student must contact their financial aid counselors to discuss the actions required.

IV. APPEAL LIMITS

The maximum number of appeals any student may normally have granted is two (2). Under extreme circumstances, a third appeal may be granted, provided that the student has documented proof of the circumstances. In the case of a student who files a third appeal, the reasons for the student’s two (2) previous appeals will be reviewed and considered when making a decision. Additionally, the student’s progress within the academic program will be a determining factor in third appeals.

Graduate Assistantships and Tuition Scholarships

Application Process – Students who wish to be considered for a graduate assistantship or tuition scholarship should so indicate on the appropriate place on the degree application for admission to Graduate School. When the degree application is forwarded to the department or program, the student’s qualifications for an assistantship or tuition scholarship are reviewed as part of the admission process.

Students who wish to be considered for assistantships or scholarships in programs or offices outside his/her major discipline should submit a letter of interest and a current resume directly to the office or department posting the vacancy.

The Graduate Office posts graduate assistantship and tuition vacancies at http://www.etsu.edu/gradstud/positions.asp.

Applicants will not be approved for assistantships or tuition scholarships until they have been admitted to a graduate degree program and have registered for at least nine hours. International students must sit for the Oral Proficiency Interview before the contract can be approved.

Graduate Assistantships – Students receiving graduate assistantships must register for at least nine graduate hours per semester within his/her approved graduate program unless a waiver is obtained from the Dean of
the School of Graduate Studies. During the summer terms, graduate students on assistantships must register for a total of six hours. Out-of-state tuition is waived for graduate students who hold assistantships. All or part of the in-state tuition may be waived, depending on the level of the award. Graduate assistantships may not take more than 15 hours of graduate credit per semester without prior permission from the Dean of the School of Graduate Studies. Students normally do not hold a graduate assistantship for more than two years.

**Tuition Scholarships** – A limited number of tuition scholarships are available to qualified first-time graduate students. A tuition scholarship award waives the tuition and maintenance fees for in- and out-of-state recipients. Tuition Scholarship recipients must register for at least nine graduate hours each term and perform eight hours of service per week at his/her assigned location.

**Resignations** – Graduate assistants and tuition scholars who resign his/her positions during a term must notify the Graduate School immediately upon resignation and are responsible for a prorata portion of tuition and fees accrued during that term.

**Handbook for Graduate Assistants and Tuition Scholars** – Additional guidelines and policies pertaining to graduate assistantships and tuition scholarships are available in the Graduate Assistant Handbook, which is available at: http://www.etsu.edu/gradstud/pdf/ga-thesisbook.pdf.

**Residence Hall Assistantships** – Residence hall assistantships are available to students pursuing an advanced degree. Graduate students may serve as a Resident Director where they will supervise and be assisted by an undergraduate staff. Resident Directors are responsible for the overall management of a residence hall such as staffing, counseling, group advising, program development, and housing administration.

Preference is given to those majoring in psychology, guidance and counseling, education, educational administration, and with residence life experience and/or group work of a related nature. Students must maintain nine credit hours of enrollment. Selection will be based on the above listed criteria, acceptance into the School of Graduate Studies, letters of recommendation, a personal interview, and a background check.

Appointment is for a nine-month period with the possibility of summer work when available. Remuneration includes a furnished apartment with utilities, in-state and out-of-state fee waiver and a monthly stipend. Further information and applications are available from the Department of Housing and Residence Life, ETSU Box 70723, Johnson City, TN 37614-1710. (www.etsu.edu/students/housing/housing.htm)

**Graduate Assistantships in the Division of Student Affairs** – In addition to the Residence Hall Assistantships, approximately 20 other graduate assistantships are available through the Division of Student Affairs. These positions offer a wide range of experience and opportunities, such as the Counseling Center, the Center for Community Engagement, Learning, and Leadership, and Campus Recreation. Students from all majors are eligible to apply, although efforts are made to match the students’ abilities, interests and particular degree program with an assistantship. Most Student Affairs Graduate Assistants work 20 hours/week on a nine month contract, although exceptions do exist. For more information concerning these assistantships you may contact the Office of the Vice President for Student Affairs by phone, 439-4210, or by e-mail, lees@etsu.edu.

### Work

The Federal Work-Study (FWS) Program offers employment opportunities to students with financial need. Students are paid minimum wage bi-monthly.

The Regular Student Work Program (RSWP) offers employment to students not eligible for need-based, Federal Work-Study. Students may work up to 8 hours per week and are paid minimum wage.

Available positions for FWS and RSWP are listed at www.etsu.edu/finaid under Student Work Positions.

The ETSU Office of Career Development has information about off-campus jobs and the Cooperative Education (CO-OP) Program. The CO-OP Program gives students the opportunity to gain work experience related to his/her academic major and career objective.

### Loans

**The Alumni Loan Fund** – Made available by donations from alumni. Loans of up to $250 are made to students who demonstrate financial need having a satisfactory academic record (2.0 or better). Two cosigners are required. Interest at the rate of 6 percent per annum will begin on the date the maker ceases to be enrolled full-time at ETSU.

**The George Washington Bradley Memorial Loan Fund** – Established to honor the memory of Dr. Bradley, former ETSU Assistant Professor of Education and Psychology. Available funds may be loaned to worthy graduate students majoring in education, counseling, or guidance who demonstrate financial need and are making satisfactory progress in school. The repayment may be deferred until after graduation, with interest at the rate of 6 percent per annum beginning at that time.

**The East Tennessee State University Loan Fund** – A short-term loan fund administered by ETSU for those students having temporary needs to meet his/her educational expenses for tuition/fees. There is a processing charge, and repayment is due at least two weeks prior to the end of the semester in which the loan is made. A Short-Term Loan Application is required. A cosigner is required.

The loan fund was established by an original gift of $1,000 from the business and professional men of Johnson City. It has been augmented with gifts from other sources, which include: a gift from Mrs. Elizabeth Allison in memory of her husband, Mr. M.H. Allison; the American Legion Auxiliary, Kings Mountain Unit No. 24, in memory of Mrs. Ferne Fisher Miller; the Business and Professional Women's District Loan Fund; the Lt. (e.g) William C. Dunn Memorial Loan Scholarship Fund; the Ada Hornsby Earnest Loan Scholarship; the Eastern Star Loan Fund, Nolichucky Chapter 194; the Faculty Women's Club Loan Fund; the Frieberg Memorial Loan Scholarship, established by the Col. D. Henley Chapter of the U.S. Daughters of 1812; the Sidney Gordon Gilbreath Loan Fund, established in memory of the first president of the university; the Sarah Hawkins Chapter, DAR Loan Fund; an annual contribution from Home Federal Savings and Loan Association; the Johnson County Loan Fund, established by the Weitzel-McBride Chapter of the U.S. Daughters of 1812; the Jesse M. Jones Memorial by Mr. and Mrs. Doyle Jones; the Theona Main Memorial established by the East Side PTA, Elizabetheton; the Ferne Fisher Miller Memorial Loan Scholarship, established by the Col. D. Henley Chapter of U.S. Daughters of 1812; the Mac Nave Memorial Loan Fund; the William R. Rigell Memorial Loan Fund; the C.C. Sherrill Memorial Loan Fund, established in memory of the second president of the university; the P.W. Alexander Alumni Memorial Fund; the John Sevier Chapter, DAR Loan Fund; the Tennessee Students’ Loan Fund, a memorial to Hortense Cooke Hayes and J Norment Powell; the U.S. Daughters of 1812 Loan Scholarship, established by the Weitzel-McBride Chapter, the Gen. Nathaniel Taylor Chapter, and the Watauga Chapter; and the YMCA Student Loan Fund.

**The Patience Myers McLain Fund** – Established by the late Roy B. McLain in memory of his mother. This is a loan fund whereby needy students preparing for ministerial or social welfare work may borrow up to $300 per semester. Repayment begins six months after the maker ceases to be enrolled full time, with interest at the rate of 3 percent per annum.

**Federal Stafford Loan Program** – Stafford loans are awarded based on a student’s dependency status, financial need, cost of attendance, and grade level. Both undergraduate and graduate students may borrow in this program. These loans will be subsidized when based on need and the federal government will pay the interest while the student remains enrolled at least half time. Unsubsidized loans are also available based on the student’s cost of attendance and other financial aid. These loans require the student to pay or accrue the interest while enrolled, although the principal amount of the loan is deferred. Borrowers begin repaying both subsidized and unsubsidized Stafford loans at the end of at least half-time enrollment. Interest rates are currently 6.8% but may vary with legislative changes.
Advisement, Resources, and Career Center — The Advisement, Resources, and Career Center (ARC) is located on the second level of the D.P. Culp University Center next to the Bookstore, phone (423) 439-8650. The ARC is open Monday–Friday 8:00 a.m. - 4:30 p.m., www.etsu.edu/arc/.

The ARC is staffed by professionals who evaluate students’ academic progress as it relates to their personal aspirations and career goals. In addition to advising students, referrals for additional academic assistance are made when necessary. The ARC is user-friendly so that students can access advisement, career and support services without ever leaving the facility. The ARC serves as a primary resource for students who have a variety of needs including those who are entering the university for the first time, those that are unsure about an academic major or career option, and those who wish to take advantage of various academic support services to enhance their classroom learning. The ARC incorporates several academic and student support services listed below.

- **University Advisement Center - Undeclared** (423) 439-5244 — The Center offers academic advising and counseling to all students who have not declared a specific major or who are not yet ready to commit to a major at ETSU or who are taking developmental studies courses. Counselors help students understand and complete General Education requirements and assist students to identify careers and coursework that affirm their academic strengths and interests. Visit our web site at www.etsu.edu/advisement/uac/index.jsp.

- **Arts and Sciences in the ARC** (423) 439-5671 — Associate Dean and executive aide for the College of Arts and Sciences available in ARC for administrative forms needing College of Arts and Sciences dean signature. See our web site for more details www.etsu.edu/cac.

- **Cooperative Education and Internship Services** (423) 439-5388 — This office provides students the opportunity to gain valuable “work world” experience while earning academic credit. Students may co-op/intern in their chosen major or minor. Additionally, this office assists with resume development and Internet job access information. Visit our web site at www.etsu.edu/careers.

- **University Tutoring Services** (423) 439-4758 — An academic support program that offers a variety of tutoring approaches. Group study sessions called PAL are held in Sherrod Library, Room 354. PAL sessions are offered in selected high-risk General Education core courses. University Tutoring Services also offers assistance in study skills and online course assistance, using the Blackboard program, which provides additional course material and handouts, and makes available Discussion Boards for posing questions. Visit our web site at www.etsu.edu/ats.

- **Peer Career Center** (423) 439-8651 — Located in the ARC, the Peer Career Center is a starting place for students who are uncertain about their choice of academic major or career. With the assistance of our professional staff, career interest inventories, personality inventories, and an extensive career library, we can help students identify career options that suit their personal needs. These services are free to current ETSU students. Limited services are available to potential students and ETSU alumni. Visit our web site at www.etsu.edu/students/counsel/peercareer.htm.

Alumni Association — The ETSU Office of University Alumni is the campus contact for nearly 70,000 university graduates and former students. All of these individuals are members of the ETSU Alumni Association. Alumni may participate in a variety of activities, such as regional chapter activities, constituent societies, special alumni programs, alumni student recruitment, reunions, Homecoming and various events that support ETSU.

Many alumni are chosen to participate in the popular “Alumni Return to the Classroom” program, which features alumni as “Professors for a Day” sharing their professional experiences with students during Homecoming week. Alumni also participate in the “Buc Connection” career development network or support student recruitment through the Alumni Admissions Council.

ETSU’s Alumni Association, in cooperation with the ETSU Foundation, also supports scholarships for academically outstanding students. The Office of University Alumni is located on campus in room 303 of Burgess E. Dossett Hall, phone (423) 439-4218 - www.etsu.edu/alumni/index.asp.

Appalachian Studies and Services — The Center for Appalachian Studies and Services, a Tennessee Center of Excellence, coordinates instruction, research, and public service programs that address quality of life issues in the Appalachian region. The center encompasses the Archives of Appalachia, the B. Carroll Reece Museum, the Regional Resources Institute, and supports the minor in Appalachian Studies; the Bluegrass, Old-Time, and Country Music Program; Appalachian, Scottish, and Irish Studies Program; the Encyclopedia of Appalachia; the Governor's School for Tennessee Heritage; and a host of other activities. The center offers...
internships for qualified students. The center’s administrative offices are located at 209 Warf-Pickle Hall, phone (423) 439-7865, e-mail cass@etsu.edu, http://www.etsu.edu/cass/.

Banking — The Tennessee Teachers Credit Union, located in the University Bookstore, provides full-service banking for students. There is also an ATM machine in the Culp University Center.

Bookstore — The University Bookstore is located in the middle of the D.P. Culp Center. It is open fall and spring semester Monday - Thursday 7:45 a.m. to 6 p.m. and Friday 7:45 a.m. to 5 p.m. You may reach the store by phone at (423) 439-4436 - www.etsubookstore.com.

Busing System — The university has contracted with the Johnson City Transit System to offer a free shuttle service for students, faculty, staff, and visitors, linking parking lots on the perimeter of the campus with main academic and administrative buildings. Operation hours are scheduled during class periods as well as in conjunction with selected major campus events. Schedule, route, and other details are available at various locations on campus including the Office of Adult, Commuter and Transfer Services, middle level of the Culp University Center, phone (423) 439-5641 and the Student Affairs Office, phone (423) 439-4210. - www.johnsoncitytransit.org/campus.html.

Career and Internship Services — Since the university realizes that the choice of a career is a complex and yet essential task, a number of services are provided, some for those choosing a career and others to assist in obtaining a job.

Consultation with the Office of Career and Internship Services staff can help by providing: (1) job placement opportunities for full-time, part-time, and summer employment; (2) field experience-based cooperative education for academic credit; (3) an occupational and employment information library for information on career opportunities including data on specific area employers; (4) workshops and seminars on career planning, resume writing, interview techniques, and job-hunting skills; (5) computer-assisted job matching and resume design; (6) national employment trends and salary information.

The Office of Career and Internship Services is located in the ARC Center, 2nd level, D.P. Culp University Center, phone (423) 439-4450 - www.etsu.edu/careers.

Commuting Student Services — The Office of Adult, Commuter and Transfer Services provides specialized student services especially important to the commuting student. These services include transit information, loan of battery pack, air compressor, and off-campus housing information. An information “HotLine” (423) 439-5641 is provided for university bad weather advisories. These services are offered in the Office of Adult, Commuter and Transfer Services which is located in the ARC in the D.P. Culp University Center.

Computer Labs — ETSU provides a wide range of computer resources in support of instruction, research, administration, and public service. The administrative systems run under an Alpha cluster. The academic systems are comprised of a number of PC servers that form a Windows NT domain. This domain enables any student and machine that have accounts on the domain to access the same software and e-mail account from multiple locations around campus.

Six labs contain 157 Dell PCs, 60 wireless Dell laptops and 24 Macintosh computers. A growing software library is available in each lab, and all computers are connected to the campus network. Software currently available in the D.P. Culp Lab, Rogers-Strout 320, and Lucille Clement labs are Microsoft Windows XP, Microsoft Office XP, Microsoft Visual Studio, Net 2003, Internet Explorer, Internet-based e-mail, most Adobe and Macromedia products, SAS, SPSS, and Minitab along with McAfee virus protection software. The currently available software in Warf-Pickle 419 is Photoshop, PageMaker, Quark-XPress, and Macromedia Freehand. When not in use as classrooms, computers labs are available for walk-in use by any registered student.

The computer labs are staffed by Lab Monitors (student workers) at all times. They are supervised by a central Lab Manager. Lab Monitors help users with common problems and keep the lab secure and orderly. They are not tutors. All students are provided with Internet access and an e-mail address that will be active for the duration of their stay at ETSU. Students are able to register for classes and even pay fees online via Goldlink on ETSU’s web page.

Computer Resources Code of Ethics — All users of any institutionally maintained electronic data, data files, software, and networks are expected to handle the resource in a responsible and ethical manner. A user’s interest ceases when it invades the right of personal and/or institutional privacy; results in the destruction of personal and/or institutional property; demonstrates a potential for loss, embarrassment, litigation to the individual and/or institution; or causes a limited resource to be used in a wasteful or careless manner.

All information processed through Computer Services is considered sensitive and/or confidential. The responsibility for the release or discussion of data is assigned to the official custodian of the data file(s). Access to information is based on a legitimate “need to know” and directly related to assigned duties.

University electronically maintained data, data files, software, and networks will be used for authorized purposes only. Users are responsible for the security of the resources.

Any use of the resource deemed irresponsible or unethical (as defined in the Faculty Handbook section 1.10.1) will result in the immediate denial of use of the resource. The violation will be referred to the proper authorities for disciplinary and/or legal action including, but not limited to, restitution, restriction, reprimand, suspension, probation, expulsion, termination, and, if necessary, legal action. Appeals will be handled through due process channels (APA) already established for students and/or staff. Student violations will be referred to the Vice President for Student Affairs and/or Vice President for Health Affairs; faculty violations will be referred to the Vice President for Academic Affairs and/or the Vice President for Health Affairs; and staff violations will be referred to the Vice President for Administration and Development.

The following examples attempt to convey the intent of irresponsible and/or unethical use: violation of Federal/State copyright laws; violation of the Family Educational Rights and Privacy Act of 1974; use of the resource for obscene material; deliberate wasteful use of the resource, unauthorized altering of hardware, software, or data; piracy of data or software belonging to another person; or careless use of the resource which may result in the release of restricted information.

Computer Network and Internet Access: Privileges & Responsibilities — East Tennessee State University (ETSU) operates a wide-area network that interconnects local area networks in academic and administrative offices, student computer labs, and in the future dormitory rooms. The university maintains connections into the Tennessee Education Cooperative Network (TECnet), the Internet and the World Wide Web. Thus, the university’s network is a part of the global network that provides access to information and information processing technologies. By having access to the university’s network and its resources, students, faculty, and staff can communicate and collaborate among themselves and their counterparts throughout the world. This privilege carries with it responsibilities with which all users must comply.

Everyone within the ETSU community who uses networked computing and communications facilities has the responsibility to use them in an ethical, professional and legal manner, and to abide by TECnet policies. Users should respect the privacy rights of others. ETSU’s facilities and network access capabilities should never be used for purposes intended to incite crime. Communications which violate Tennessee, federal, or international law are not acceptable. For example, the use of ETSU’s computer and network resources to threaten or harass others or the misrepresentation of one’s identity in electronic communications for the purpose of illegal or unauthorized actions or activities will not be tolerated.
East Tennessee State University

These statements concerning responsibility are not meant to be exhaustive. Any questionable use should be considered “not acceptable.” Serious or repeated instances of abuse will be referred to the proper authority for disciplinary or legal action.

**WARNING** Any person who knowingly brings on campus, has in their possession or distributes any virus without the authorization and written permission of the Division of Information Resources, will be considered to be in violation of the above and will be vigorously prosecuted.

**Campus** is defined to include any property owned, leased, maintained or controlled by ETSU and includes any site or area where any system owned, leased, operated and/or maintained by ETSU is housed.

NOTICE TO USERS: It is the policy of East Tennessee State University to protect all institutional computing resources including, but not limited to, hardware and software, consisting of the actual equipment being supplied by the university as well as the programs and related materials used in conjunction therewith. In accordance with local, state, and federal law, indiscriminate examination of individual user's files is not permitted, nonetheless as a means of maintaining the integrity and security of those aforementioned resources.

East Tennessee State University retains the right to inspect individual accounts and files stored on any system owned, maintained and/or leased by said university. While no prior authorization by individual users is required to inspect those files and accounts, the user is, by virtue of accepting the account offered by ETSU and “logging” on to its computing equipment, granting to the university prior unrestricted permission, subject to university policy, to review, examine and/or otherwise view, by any method at the sole discretion of the university and without any additional advance notice to said user, any account and/or file stored on university computer resources.

Should such a review take place, the user will be given notice, as is the courtesy only, of the results of said review within a reasonable time after the review is completed. While use of university computing resources for personal use is strictly forbidden, should the user have materials for which he/she has any reasonable expectation of privacy or which the user considers to be confidential for any reason, the user should retain those materials on a disk which can be secured as would any other personal items or materials which one consider private in nature.

For such a policy to work, it is essential that users observe responsible and ethical behavior in the use of the resources. In an effort to assist the user community in effective use of the limited computer resources, it seems reasonable to highlight some specific responsibilities and types of behavior that represent abuse of a user's privilege. The examples do not constitute a complete list but are intended to convey the intent of the code.

Users should not damage or attempt to damage computer equipment or to modify or attempt to modify equipment so that it does not function as originally intended. It is equally wrong to damage or modify or attempt to damage or modify the software components: operating systems, compilers, utility routines, etc.

Users should not use or attempt to use an account without authorization from the owner of that account. Users have the responsibility of protecting their accounts through the proper use of passwords, but the fact that an account is unprotected does not imply permission for an unauthorized person to use it. Further, accounts are to be used only for the purposes for which they have been established. [Only the individual owner of an account is authorized to use that account. Providing passwords or in any way permitting or making it possible for anyone other than the authorized owner of the account to use computer resources is not authorized and may be a violation of Tennessee Law. Under this condition both the owner and the unauthorized user may be subject to legal action if determined to be appropriate by ETSU legal counsel.] Additionally, it is wrong to use a university-sponsored account for funded research, personal business, or consulting activities. There are special accounts for such purposes.

Users should not use private files without authorization. Owners of such files should take precautions and use the security mechanisms available. However, the fact that a file is not protected does not make it right for anyone to access it, unless it is specifically designed as a public access file. It is equally wrong for anyone to change or delete a file that belongs to anyone else without authorization. Violation of property rights and copyrights covering data, computer programs, and documentation is also wrong. In the event of accidental access of private files, confidentiality of those files must be maintained.

Any deliberate wasteful use of resources is irresponsible; it encroaches on others’ use of facilities and deprives them of resources. Printing of large unnecessary listings and the playing of games solely for entertainment are examples of such abuse. Users are expected to be aware of the resources they are using and to make reasonable efforts to use these resources efficiently.

All state and federal copyright laws will be abided by at all times. Users must not copy any part of a copyrighted program or its documentation which would be in violation of the law or the licensing agreement without written and specific permissions of the copyright holder.

Serious or repeated instances of abuse of computer facilities and resources will be referred to the proper authorities for disciplinary or legal action including, but not limited to, restitution, restrictions, reprimand, suspension, probation, expulsion, or termination.

**Computer Services** — ETSU provides a wide range of computer resources in support of instruction, research, administration, and public service. The administrative systems utilize a VAX 6520 under the VMS operating system. The academic mainframe is an IBM ES/9000 model 190 with a VM operating system and utilizing the Conversational Monitoring System (CMS). A vector processor and a number of compilers and software packages are available, including SPSS, SAS, FORTRAN, and PASCAL. Student access to the academic system in support of classroom assignments is available in the microcomputer labs.

**Cooperative Education** — Cooperative education provides an opportunity to earn academic credit in most disciplines for carefully planned and supervised work experience in business, industry, health, and governmental agencies. Students may take classes while in a co-op placement, or alternate between semester placements. Information about the cooperative education program can be obtained through the Office of Career and Internship Services located in the ARC Center, 2nd level, D.P. Culp University Center, phone (423) 439-5388.

**Counseling Center** — (340 D.P. Culp University Center) provides an array of counseling and mental health service to ETSU students, including personal counseling, career counseling and assessment, educational programming, psychiatric services, and consultative services. Our staff is comprised of psychologists, an outreach coordinator, psychiatric residents, graduate assistants, and support staff. The Center is also responsible for the Campus Alcohol and Other Drug Program and the Campus Advocates Against Sexual Violence Program. We provide our career services through the Peer Career Center, located in the Advisement, Resources, and Career (ARC) Center. Counseling services are confidential and free to all ETSU students. For more information about our services, contact our main number (423) 439-4841 or contact the Peer Career Center (423) 439-8651 - www.etsu.edu/students/counsel/counsel.htm.

**Disability Services** — In compliance with federal regulations outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, East Tennessee State University makes accommodations, course substitutions, and other academic adjustments when necessary to ensure equal access for students with disabilities. While all students with disabilities are protected from discrimination, some students may not be eligible for all of the services coordinated by Disability Services. Classroom and testing accommodations are made on an individual case-by-case basis. Students who wish may request an accommodation or academic adjustment because of a disability by completing the intake process with Disability Services self-identity.

During the intake process, Disability Services informs students of procedures surrounding the accommodation process, student responsibilities, as well as ETSU responsibilities. Eligibility for classroom
and testing accommodations and other support services coordinated by Disability Services is based on the review of student's documentation of disability. Intake applications are not complete until Disability Services has received and reviewed current documentation of disability. Individualized education plans (IEP) cannot be used as documentation; however, information included in an IEP may be helpful when identifying the services a student may utilize while at ETSU.

In order to establish eligibility, the documentation provided should follow the established guidelines and include:

- Statement of diagnosis, date of most recent evaluation, and when available, date of original diagnosis by an impartial professional,
- Description of diagnostic criteria and/or diagnostic tests used,
- Description of the current impact of the disability in an academic environment,
- Credentials of the diagnosing professional,
- Documentation of attention deficit disorders should be no more than three years old, and
- Documentation of learning disabilities should be no more than five years old with results based on an adult measurement scale.

The diagnosing professional must have specific training and expertise in a field related to the type of disability being diagnosed. For example, a psychologist, psychiatrist, or educational examiner must make a learning disability diagnosis. Documentation not including the information outlined above or from a professional whose credentials are not generally indicative of expertise in the specific disability being diagnosed can not be used to establish eligibility for services. ETSU does not provide any type of learning disabilities evaluations; however, Disability Services maintains a list of professionals in private practice that can evaluate learning disabilities.

Disability Services is located in the D.P. Culp Center, on J. L. Sechorn, Jr. Road (v/tdd) (423) 439-8346, (tdd) (423) 439-8370 - www.etsu.edu/students/disable/disable.htm.

Early Childhood Learning and Development — The Center for Early Childhood Learning and Development operates programs to serve the needs of young children and their families. Some of these programs offer child care services for families. The Infant-Toddler programs serve children ages three months to three years in a full-year, full-day program. The Early Learning Program, Child Study Center, serves children ages three through five years of age in a full-year, full-day program. Students who are interested in enrolling their children in either of the programs can obtain more information by calling (423) 439-7555. Enrollment is on a limited basis. http://child.etsu.edu.

A child care program, Little Buccaneers Student Child Care Center, specifically designed to meet the needs of ETSU students, opened in June 1997. ETSU students can enroll their children for blocks of time each semester that would accommodate their child care needs while attending classes and during study times. This program is supported by the Student Activities Allocation Committee and ETSU. Information for this program can be obtained by calling 439-7549.

Students majoring in early childhood education, communicative disorders, special education, nursing, social work, counseling or psychology may find it beneficial to observe in these programs. Some of these programs offer child care services for families. The Infant-Toddler programs serve children ages three months to three years in a full-year, full-day program. The Early Learning Program, Child Study Center, serves children ages three through five years of age in a full-year, full-day program. Students who are interested in enrolling their children in either of the programs can obtain more information by calling (423) 439-7555. Enrollment is on a limited basis. http://child.etsu.edu.

Financial Aid — A comprehensive financial aid program has been developed to assist eligible students. Counselors are available from 8 a.m. - 4:30 p.m. Monday through Friday. This office is located in Burgin E. Dossett Hall, phone (423) 439-4300, 1-800-704-ETSU (3878), e-mail finaid@etsu.edu. For more information, please visit the financial aid office web page at http://www.etsu.edu/finaid/.

ID Card and Campus Debit Card (ID BUCS) — All students must obtain an official East Tennessee State University ID Card in order to have access to university facilities and services. Your ID card not only provides student identification, but will also allow access to Sherrod Library services, door access to residence halls, Mini-Dome, CPA, computer labs, parking lot gates. Your ID card is also used to access meal plans, to obtain tickets to athletic events, and to participate in student voting.

Students may also choose to create a debit account called ID BUCS. You may use ID BUCS in the Campus Bookstore, all Food Service locations, laundry facilities in residence halls, Student Health Clinic, Sherrod Library, Bursar's Office, and Pepsi, Coke, and snack machines located all over campus.

ID Cards will be issued during new student orientations or any time after registering for classes. Please come by the ID Services Office on the 2nd floor of the D.P. Culp University Center for additional information and a brochure detailing all of the terms and conditions and services.

East Tennessee State University
ID Services Office
P. O. Box 70611
Johnson City, TN 37614
Phone: (423) 439-8316
www.etsu.edu/students/univcent/id.htm

Immunization Requirements — Full-time students must provide proof of receipt of the first MMR vaccine dose prior to the first day class of students’ initial semester at the institution. Subsequently, universities and colleges must obtain proof of receipt of the second dose of the MMR vaccine from full-time students who are completing the MMR vaccination series as a condition of enrollment as soon as possible after the prescribed twenty-eight (28) day waiting period between doses, but no later than the beginning of the next semester.

Note that the following categories of full-time college and university students are exempt from compliance with the MMR immunization regulation:

- Students born prior to January 1, 1957.
- Students who provide a signed written statement, affirmed under penalty of perjury, that their religious tenets and practices prohibit their receipt of any type of vaccination. (Note: A parent or guardian must sign the statement if a student is under the age of eighteen (18) years. The statement need not be issued by a member of the clergy and/or notarized.)
- Students with written documentation from a physician certifying that they are allergic to the MMR vaccine.
- Students with written documentation from a physician attesting that they have had a diagnosed case of all three diseases covered by the MMR vaccine. (e.g., measles, mumps, and rubella)
- Students with written documentation from a physician or their laboratory confirmed immunity to all three diseases covered by the MMR vaccine. (e.g., measles, mumps, and rubella)
- Students who graduated from a public or private high school in Tennessee in May 1999 or at any point in time thereafter.
- Students who attended a public or private school in Tennessee for grades kindergarten through twelve for any period of time on or after July 1, 2001.
- Students who graduated from a public or private Tennessee high school between May 1979 and December 1998 are not required to provide proof of immunization with the first dose of the MMR vaccination. However, students who graduated from a public or private Tennessee high school between May 1979 and December 1998 are required to provide proof of receipt of the second dose of the MMR vaccination.
- Students who are classified as active duty military personnel and provide proof of their active duty status.
- Students who were previously enrolled as a full-time student at a TBR college or university for at least one full semester after August 1, 2007. The State of Tennessee mandates that all students be informed about Hepatitis B infection. Those students who will be living in on-campus housing must also be informed about the risk of meningococcal meningitis infection. A waiver indicating that the student is aware of the disease risks and the availability of vaccines for the diseases of hepatitis and meningitis must be signed. The waiver may be obtained from Student Health Services, from the Student Health Services web site: www.etsu.edu/studenthealth, or can be electronically signed on GoldLink at the time of registration for
classes. The law does not require hepatitis or meningitis vaccinations for enrollment at this time. The waiver must be signed to avoid delays in the registration process for classes and attainment of grades. The paper waiver should be turned in to Student Health Services. It may be faxed to (423) 430-4560.

Information Areas — For information by phone call 0 if on campus and 439-1000 if off campus. Information via the Internet is available at www.etsu.edu.

The University Center Office on the second floor of the D.P. Culp University Center serves as a general information area from 8 a.m. to 10 p.m., Monday through Friday 10 a.m. to 10 p.m. Saturday and Sunday during the fall and spring semesters.

The Center for Community Engagement, Learning, and Leadership located in the D.P. Culp Center provides information on student organizations, campus programs, campus calendar of events, and distributes student basketball tickets for home games. Hours are 8 a.m. - 4:30 p.m. Monday - Friday. Phone (423) 439-5675.

The Center for Adult, Commuter, and Transfer Services, located in the ARC Center on the 2nd level of the Culp University Center, has a supply of most printed material available on campus. Staff members are willing to locate the information desired, if it is not already available in the office. Hours are 8 a.m. - 4:30 p.m. Monday-Friday. Phone 0 if on campus and (423) 439-5641 if off campus.

Insurance — It is the responsibility of all students to provide hospitalization insurance for themselves if they desire to have coverage in the event of an illness or in case of injury while attending the university. For those students not having protection under a family insurance plan or for those who want additional coverage, ETSU has arranged for a special student insurance policy. Application forms and information pertaining to this insurance are available in the Student Affairs Office located on the 3rd level of the D.P. Culp Center.

International Programs and Services — The International Programs and Services Office, located on the first floor of Yoakley hall, serves the international community of visiting international students and scholars from more than 60 countries who attend or visit ETSU. Programming, advising, immigration paperwork, community outreach and the Friendship Family Program are among the many services offered by the office. (www.etsu.edu/honors/international)

The office also coordinates study abroad and exchange programs such as the National Student Exchange (NSE) and the International Student Exchange Programs (ISEP), among others. (423) 439-7737.

Libraries — The current Sherrod Library, containing the major learning resources that support the university’s program of teaching and research, opened in 1999. The collections include one-half million volumes, over one million microforms, over 12,000 periodical subscriptions (electronic and print), more than 350,000 federal and state documents and maps, audiovisual media, and the state depository collection of K-12 state-adopted textbooks. All of the materials in the collections can be found in the MILLENNIUM catalog, which is accessible from any Internet-connected computer. Over sixty computers (including 25 laptops) are distributed throughout this state-of-the-art, wireless building which has more than 1,800 seats. A study room open 24 hours a day is accessible with a student ID. (423) 439-5309 - http://sherrod.etsu.edu

The ETSU at Kingsport Library has a collection of over 25,000 volumes and maintains subscriptions to over 100 periodicals. (423) 392-8010

The Medical Library is located in Building 4 of the Veterans Affairs Medical Center. The library has a seating capacity of 213 and houses a collection of over 96,000 books, journals, computer databases and media which support the academic, clinical, and research programs of the College of Medicine. http://com.etsu.edu/medlib (423) 439-6252

Museum — A campus history project initiated in the late 1920s created a repository that ultimately emerged as the B. Carroll Reece Memorial Museum. Its initial collections were made up of art and artifacts which had been collected and housed by the Department of Art and Design and Sherrod Library. The Carroll Reece Museum was formally dedicated on October 10, 1965. It is a component of ETSU’s Center for Appalachian Studies and Services and has been accredited by the American Association of Museums since 1972.

Stop by, look around, enjoy regional fine art and history exhibitions and join in on special programs such as workshops, storytelling, musical performances, and receptions. Exhibits include annual quilt exhibitions, items from the permanent collections, contemporary art, and traveling displays. The museum is at the junction of Stout Drive and Gilbreath Circle on the East Tennessee State University campus. All events and admission are free to the public. Allow one hour minimum. Gallery hours are 9 a.m. until 4 p.m., Monday-Wednesday and Thursday, 9 a.m. until 7 p.m., closed holidays and the week of December 25. Phone: (423) 439-4392. www.etsu.edu/reece

Service Programs — ETSU’s commitment to service is evident through the campus mission statement and the numerous opportunities we provide students. Whether community-based and interdisciplinary education, service-learning, and/or co-curricular service opportunities, students are encouraged to expand their intellectual and social development. For more information, contact the Center for Community Engagement, Learning, and Leadership at (423) 439-5675.

Student Organizations — If you are looking for ways to get involved on campus - you have come to the right spot. There are more than 150 registered student organizations on the campus of ETSU, representing the diverse interests of our student population. Students are encouraged to be involved in campus life and our office can help you make the connection.

The Center for Community Engagement, Learning, and Leadership serves as the resource center for all registered student organizations. We provide services and information, such as registration of organizations, assistance with event planning, maintenance of student activity calendar of events, and leadership training for student organizations.

Almost 150 student organizations provide involvement opportunities for everyone. Student organizations at ETSU are categorized into one or the following areas which best describes their general purpose: Academic, Community Service, Governance, Greek, Honors, Religious, Residence Life, University Programs, and Special Interest. Contact Community Engagement, Learning, and Leadership, phone (423) 439-5675 for more information.

Academic Clubs

Advertising Club
Alpha Sigma Iota
AMA – Medical Student Section of ETSU
American Association of Family and Consumer Sciences Student Unit at ETSU
American Congress on Surveying and Mapping
American Marketing Association
American Pharmacists Association Academy of Student Pharmacists, ETSU Chapter
American Society of Interior Designers
Association for Computing Machinery
Biomedical Sciences Graduate Association
Club Cervantes
Construction Management Association
Criminal Justice Society
Der Deutsche Club - German Club
Doctoral Nursing Student Organization
Economics Club
Educational Leadership Association
Entrepreneur’s Club
Future Doctors of Audiology
Geology Club at ETSU
Graduate and Professional Student Association
Graduate Students Association of Psychology
History Society
Human Development and Learning
Japanese Cultural Society
La Societe Francais
Masters of Social Work Student Association
National Student Speech Language Hearing Association

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NET - Nontraditional Student Network
Organization of Student Representatives (College of Medicine)
Percussion Society
Phi Mu Alpha Sinfonia - Music
Philosophy Club
Pre-Pharmacy Club
Psychology Club
Public and City Management Association of Graduate Students
Public Health Student Association
Public Relations Student Society of America
Student ACM SIGGRAPH at ETSU (EDGE)
Student Association for Young Children
Student Ceramic Association
Student Dietetic Association
Student Metal Art Club
Student Nurses Association
Student Painting, Drawing, and Alumni Association
Student Photography Association
Student Physicians Interested in Anesthesiology
Student Sculpture Society
Student Social Workers Association
Student Tennessee Education Association
Student Women in Medicine (SWIM)
Students of Finance Association
Taletellers

Honor Societies
Alpha Lambda Delta
Alpha Phi Sigma
Alpha Sigma Lambda - Adult Student Honor Society
Beta Alpha Psi - Business
Beta Theta Pi
Delta Phi Alpha - German
Delta Sigma Pi
Epsilon Pi Tau
Golden Humanism Honor Society
Golden Key Honor Society
Kappa Delta Pi
Kappa Kappa Psi
Kappa Omicron Nu – Economics
Lambda Pi Eta
National Residence Hall Honorary
Omicron Delta Epsilon
Omicron Delta Kappa
Phi Alpha Honor Society
Phi Alpha Phi
Pi Delta Phi Honor Society – French
Pi Sigma Alpha
Psi Chi - Psychology
Sigma Alpha Iota
Sigma Alpha Lambda
SigmaTheta Tau - International Honor Society for Nursing Students

Campus Ministry Opportunities
Adventist Christian Fellowship
Baptist Collegiate Ministries
Campus Crusade for Christ
Catholic Campus Ministries
Chi Alpha Christian Fellowship
Christian Student Fellowship
Generation Church
Hillel
Latter Day Saint Student Organization
Presbyterian Student Fellowship
Reformed University Fellowship
The Well
Wesley Foundation
Young Life - QUEST

Social Fraternities and Sororities
Alpha Phi Alpha Fraternity, Inc.
Kappa Sigma
Lambda Chi Alpha
Pi Kappa Alpha
Sigma Alpha Epsilon
Sigma Chi
Sigma Nu
Sigma Phi Epsilon
Tau Kappa Epsilon

Sororities
Alpha Delta Pi
Alpha Kappa Alpha Sorority, Inc.
Alpha Xi Delta
Delta Sigma Theta
Kappa Delta
Sigma Kappa
Zeta Phi Beta

Community Service
Alpha Phi Omega
Alternative Spring Break
Relay for Life
Up 'til Dawn
Volunteer ETSU

Governance
Graduate and Professional Student Association
Honors College Student Council
Inter-Fraternity Council
National Pan-Hellenic Council
Residence Hall Association and 8 Hall Councils
Student Government Association

Special Interest Groups
African Diaspora Society
Amnesty International
Art History Society
BUC WILD
Bucs Against Drunk Driving
Chinese Student and Scholar Association
College Democrats
College Republicans at ETSU
Colleges Against Cancer
Collegiate Merchandising Association
Cycling Club
Feminist Majority Leadership Alliance
Fiber Club
First Book
Foundation for the International Medical Relief of Children – ETSU Chapter
Gaming Society at ETSU
Gospel Choir
Initiative for Clean Energy
Kingsport Student Service Board
Knitting Club of ETSU
Leadership House
NAACP at ETSU
NAM – Bucs
National Association of Black Social Workers
National Society of Scabbard and Blade
NET (Adult, Commuter, and Transfer Services Leadership Network)
Patchwork Players
Silent Bucs
Society for Intellectual Diversity
Society of American Archivists Student Chapter at ETSU
Student Ghost Hunters at ETSU
University Amateur Radio Club

Sporting/Activity
BUC Paintball Club
Climbing Club
Dance H.I.T.S.
Ducksquad
Eddie Reed Ranger Challenge Team
Exercise and Sports Science Club
Fencing Club of ETSU
Leadership House
Marksmanship Club
Men’s Soccer Club at ETSU
Residence Life

Carter-Stone Hall Council
Davis Hall Council
Dossett-West Hall Council
Lucille Clement Hall Council
Lunsford Hall Council
Powell-Panbellenic Council

University Sponsored

Admissions Ambassadors
Black Affairs Association
East Tennessean
Preview and Orientation Leaders Association
Buctainment

• Buctainment — Comprised of students, Buctainment plans major campus events such as concerts, movies, lectures, comedy shows, and Homecoming. Students can be involved with Buctainment as a member or programmer, or by attending a show as an audience member. It is a great opportunity to learn the technical, business, and marketing side of the entertainment industry. Located in the Student Organization Resource Center, D.P. Culp University Center, lower level, phone (423) 439-6828 or e-mail etsufun@etsu.edu.

• Placement Service — Placement services are provided as part of the Office of Career and Internship Services. The office processes inquiries from business, industry, school systems, hospitals, and government and social agencies. It also assembles employment materials, checks recommendations, arranges for interviews, distributes credentials, and provides other support service to complete the employment process. The Office of Career and Internship Services is located in the ARC, 2nd level, D.P. Culp Center, phone (423) 439-4441.

• Public Safety — The Public Safety Building is located at the entrance of the university on University Parkway and has personnel on duty 24 hours a day for assistance. The emergency telephone number is 911. The public safety staff is composed of 21 state-certified sworn police officers who are also trained fire fighters. Public safety is a full-service police department encompassing traffic and parking enforcement, uniformed patrol, criminal investigations, and crime prevention education. Public Safety also provides these services: an escort service, engravers, booster cables, and battery booster packs. The non-emergency telephone number is (423) 439-4480. The number for the administrative offices is (423) 439-6900. www.wcetsu.edu/dps

A traffic and parking regulation brochure has been prepared to inform and to protect all who use the campus roadways and parking areas. It is available in the Public Safety Building or at window #10 on the second floor of Burgen E. Dossett Hall.

• Regional Centers — ETSU at Kingsport is located on 97 acres and offers day, evening and weekend classes, including lower and upper division and graduate courses. The selection is sufficient to meet most degree requirements of the university during the first two years. The phone number is (423) 392-8000. www.etsu.edu/ecs/etsukingsport.asp

ETSU at Bristol is located at 1227 Volunteer Parkway, Bristol, Tenn. The site offers a variety of undergraduate and graduate classes leading toward selected majors with day, evening, and weekend schedules. The telephone number is (423) 844-6300. www.etsu.edu/ecs/etsubristol.asp

ETSU at Greeneville is located in the Greeneville-Greene County Center for Higher Education building, 215 North College Street in downtown Greeneville. Selected undergraduate and graduate courses are available during the day and evening through an articulation agreement between ETSU and Walters State Community College.

The Department of Allied Health Sciences, located at the Nave Center in Elizabethton, is a multidisciplinary department offering courses of study leading to a Bachelor of Science. The Bachelor of Science degree is available in Allied Health with concentrations in Allied Health Leadership, Cardiopulmonary Science, and Radiography. The telephone number is (423) 547-4900. The department offers a Bachelor of Science degree in Dental Hygiene. The telephone number is (423) 439-4497.

• Research Development Committee — The ETSU operating budget provides funds for assistance to faculty and staff members for individual research projects. These funds are administered by the Research Development Committee which evaluates applications for research grants, summer stipends, and grants-in-aid.

• School of Continuing Studies — As an academic service provider for the university, the School of Continuing Studies offers a variety of opportunities. The Division of Cross-Disciplinary Studies makes it possible to offer degree programs or selected courses at the work place or in local communities through Cohort Programs. The Bachelor of General Studies, Bachelor of Applied Science, Bachelor of Science in Professional Studies, and the Bachelor of Science in Interdisciplinary Studies programs serve non-traditional students who need courses off-campus, in the evening, or online. The Master of Arts in Liberal Studies and the Master of Professional Studies allow adult students to pursue interdisciplinary study in a variety of areas. Regional centers and sites in Bristol and Kingsport afford students the opportunity to remain close to home and pursue a degree. Distance Education plays a central role in the university's ability to serve students in their own community, thereby saving the students time and transportation expense. Professional Development offers nationally or regionally known noncredit programs and can custom design a program for those who have a need. The federally supported TRIO Programs provide a great opportunity for low income, first generation college students, college-bound students, disabled students, or veterans.

• Service-Learning — Service-Learning is a form of experimental education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. ETSU’s Service-Learning program offers students the opportunity to combine community service with an academic course. A variety of departments have service-learning courses available. Some examples of courses with a service-learning component include Spanish, History, Sociology, Criminal Justice, and Education. Separate courses: Introduction to Service-Learning (SRVL 1020) and Advanced Service-Learning (SRVL 2000) offer students a more in-depth look at community needs while providing a service placement to work on those issues. Co-curricular service-learning opportunities are available through Volunteer ETSU, Reading Tutors, and Alternative Spring Break. Contact the Office of Service-Learning in the Center for Center for Community Engagement, Learning, and Leadership, lower level of the Culp Center for more information (423) 439-5675.

• Student Government Association — The Student Government Association (SGA) strives to represent the opinions of the students on every aspect of campus academic and extracurricular life. Its members work closely with students, faculty, and administration to provide advice and information and a strong voice in the governance of the university. The SGA is located near the Center for Community Engagement, Learning, and Leadership on the lower level of the D.P. Culp University Center, phone (423) 439-4253. www.etsu.edu/sga/

• Student Health Services — East Tennessee State University students enjoy the benefits of a modern health care service. The Student Health Clinic is part of the College of Nursing Faculty Practice Network. Clinic Services are available to all enrolled students. The professional staff includes nurse practitioners, physicians, registered nurses, and a health educator. Services include:
  - Management of acute, episodic illnesses and injuries
  - Referrals for assistance in managing chronic disorders
  - Immunizations
  - Women's health program and assistance with family planning
  - Men's health program

Men's health program
Community Engagement, Learning, and Leadership, Center for

At the Center for Community Engagement, Learning, and Leadership, students excel in service and leadership both on campus and in the community. The center brings new, fun, and exciting learning opportunities for students through involvement in such programs and activities as student organizations, Greek Life, service-learning, and leadership education.

The mission of the Center for Community Engagement, Learning, and Leadership is to educate through programs, services, advisement, and other experiences necessary to the growth of students and their development of social awareness and civic responsibility.

Located on the lower level of the D.P. Culp Center, the Center is open 8 a.m. - 4:30 p.m. For information contact us at (423) 439-5675. Our web site is located at www.etsu.edu/students/cell/.

ETSU Welcome Center — The ETSU Welcome Center is home to several offices, as follows:

Scholarship Office — coordinates most of the academic and need-based scholarships. The office provides information and scholarship applications for ETSU scholarships and serves as a resource for external scholarship information. www.etsu.edu/scholarships

Roan Scholars Program — This innovative program aims to develop tomorrow’s leaders by providing a select number of exceptional students with unique, carefully designed leadership opportunities and learning experiences on the campus of ETSU and beyond.

Undergraduate Student Advisement and Student Retention — This office is the home of ETSU’s Director of University Advisement.

Campus Tours — For a virtual visit to ETSU, try our web site at www.etsu.edu.

University Center, D.P. Culp — The D.P. Culp University Center is a modern architecturally designed student center conveniently located in the heart of campus. The specific purpose of the Culp Center is to serve students as an integral part of their educational and recreational life. The Culp University Center provides a wide variety of services, entertainment, and social and recreational activities for the campus community.

In addition to recreational facilities, the Culp University Center houses five separate food service areas, the bookstore, the post office, a mini-market, a computer lab, a variety of administrative offices, meeting rooms and conference facilities, a ballroom, and an auditorium/theater. For information regarding the use and reservation of these facilities, contact the Culp University Center office at (423) 439-4286.

Among the administrative offices housed within the building are the Counseling Center, Career and Internship Services, Vice President for Student Affairs, Student Support Services, Upward Bound, Food Services, Community Engagement, Learning, and Leadership, Center for Adult, commuter, and Transfer Services (ACTS), Campus ID System Offices, Advisement and Career Resources Center and the University Center.

University Press — The University Press is the Tennessee Board of Regents recognized print facility for ETSU and is located on the lower level of Sam Wilson Hall. The Press is a full service print shop with the ability to produce brochures, programs, handbooks, reports, newsletters, fliers, posters as well as other B&W and color publications. UP also provides comprehensive graphic services for faculty, administration, and staff including business cards, letterhead, invitations along with output of graphic files and scanned material. Also located at University Press is a full service quick copy department, ready to handle one copy or high volume. For more information, call (423) 439-4250.

Veterans’ Affairs — Coordinates the delivery of military-related educational benefits of the United States Department of Veterans Affairs (USDVA), Department of Defense and State of Tennessee eligible service members, veterans and certain disabled veterans’ dependents.

Benefit Programs - Primary entitlement programs administered by the Veterans’ Affairs office:

- Montgomery GI Bill – Active Duty (MBGIB-AD) Educational Assistance Program [Authority: Chapter 30, Title 38 United States Code (USC)];
- Vocational Rehabilitation & Employment (VR&E) Program [Authority: Chapter 31, Title 38 USC];
- Reserve Educational Assistance Program (REAP) [Authority: Chapter 1607, Title 10 USC];
- Montgomery GI Bill – Selected Reserve (MBGIB-SR) Educational Assistance Program [Authority: Chapter 1606, Title 10 USC];
- Survivors’ & Dependents’ Educational Assistance (DEA) Program [Authority: Chapter 35, Title 38 USC];
- Veterans’ Work-Study Allowance Program [Authority: Chapters 30, 31, 35 of Title 38 & Chapters 1606 & 1607 of Title 10 USC];
- Veterans’ Tuition & Fee Deferment Program [Authority: § 49-7-104 Tennessee Code Annotated (TCA)]; and
- Veterans’ Dependents’ Postsecondary Educational Assistance Program [Authority: § 49-7-102 TCA].

Information on the above federal programs, except VR&E and state programs, may be found at www.gibill.va.gov. VR&E information can be found at www.vba.va.gov/lbh/vre/. For further information on state programs and other miscellaneous education benefit entitlements not listed above, contact the campus Veterans’ Affairs office. (423) 439-6819 www.etsu.eduva

Points of Contact - The Veterans’ Affairs office on campus provides information, forms and general assistance to those applying for the above education benefit programs. Official decisions on eligibility are made by the appropriate government office and not the Veterans’ Affairs office. Questions regarding USDVA applications/benefit payments status (except VR&E) should be directed to:

Central Region Processing Office
United States Department of Veterans Affairs
Post Office Box 66830
Saint Louis, Missouri  63166-6830
Secure e-mail: https://www.gibill2.va.gov
888.GI.BILL.1 (442.4551)

VR&E beneficiaries should contact:
Ronald Miles, Counselor/Case Manager
Vocational Rehabilitation & Employment
United States Department of Veterans Affairs

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Benefit Program Applications
Applicants for the MGIB-AD and REAP programs must provide a copy of their most recent Certificate of Release or Discharge from Active Duty [Department of Defense (DD) Form 214]. For MGIB-AD applicants, if claiming entitlement to the “buy-up” program, provide a copy of the election form and evidence of the increased benefit contribution. New applicants for the MGIB-SR will need to provide a copy of their Selected Reserve Educational Assistance Program Notice of Basic Eligibility (DD Form 2384) available from their unit. If applying for the MGIB-AD, REAP or MGIB-SR and entitled to a college fund/”kicker” then supporting documentation should also be provided. New VR&E and DEA applicants should provide a copy of the disabled veterans “Disability Rating Decision.” Additionally, DEA applicants should provide a copy of their birth certificate to submit along with their application. Adoption orders and parents’ marriage license/certificate should be included if the dependent was legally adopted by the veteran. In response to a completed application, the USDVA will issue a “Certificate of Eligibility,” a copy of which should be provided to Veterans’ Affairs. If a beneficiary previously used benefits elsewhere, a change in program or place of training form must be completed.

Policies & Procedures
1. As soon as students are enrolled for classes, they should contact Veterans’ Affairs each semester to request a certification of enrollment to the USDVA Regional Processing Office (RPO). Only required courses in the student’s officially declared academic program may be certified. RPO processing of enrollment certifications of the school can vary but generally require 45-60 days so students should plan accordingly for their personal finances.
2. Students must keep Veterans’ Affairs informed of all changes in enrollment so that timely reports can be made to the USDVA RPO.
3. Beneficiaries must attend classes and demonstrate satisfactory conduct and effort toward meeting the course requirements. Failure to maintain satisfactory attendance and conduct may result in retroactive adjustments in certified training time that will likely result in an overpayment of benefits that will be collected by the USDVA.
4. Beneficiaries are reminded that benefits are paid cumulatively and automatically up through the date of processing an enrollment certification by the RPO. Thereafter, MGIB-AD and MGIB-SR beneficiaries must verify their continued enrollment at the beginning of the following month and every month thereafter, to receive further payments during the term. Monthly self-verification of enrollment can be accomplished securely online at https://www.gibill.va.gov/wave/ or toll-free at 877.823.2378. Interval payments (benefit payments for the time between terms) are also automatic when a beneficiary stays continuously enrolled. Retroactive payments occur only when the RPO processes an enrollment certification for a subsequent term.
5. A student needs only to remain in good academic standing with the institution for continued receipt of benefits.
6. A course for which a student receives an “Incomplete” must be graded within one year or the beneficiary will be subject to a retroactive adjustment in the semester’s training time likely resulting in an overpayment and recovery of benefits.
7. Pre-professional declarations (e.g., Pre-Med, Pre-Law, etc.) as the student's major and/or enrolling in courses to meet prerequisites for professional study are not approved objectives currently approved by the USDVA.
8. Military registry transcripts are required of all beneficiaries in undergraduate studies who have military service (see separate topic on how to request military registry transcripts). For credit-by-examination policy (e.g., CLEP, DSST, etc.), students should consult the “Non-Traditional Credit” pamphlet available from Undergraduate Admissions.
9. Beneficiaries are expected to regularly consult with their academic advisor and to refer to their respective catalog of admission on academic requirements, policies and procedures. Moreover, students are expected to clearly identify their degree, major (including concentrations, emphasis, tracks, etc.) and minor, as required.
10. All changes to a student’s academic program (except VR&E) must be reported to Veterans’ Affairs office for the completion of the appropriate forms and USDVA reporting. The academic program on file with Veterans’ Affairs must agree with what is declared with the university. VR&E beneficiaries must coordinate any changes in their academic program with their case manager who must approve a program change. Failure to report or coordinate changes of academic programs will likely result in delayed receipt of benefit payments.
11. Graduate students must provide a copy of their acceptance letter into their degree program.

Veterans Tuition & Fee Deferments
Beneficiaries who pay in-state tuition and fees, have remaining benefit entitlement, and such entitlement does not expire within the semester may request additional time in payment of tuition and fees under state law. Approval is contingent upon a beneficiary demonstrating benefits eligibility with sufficient entitlement to cover tuition and fees and no indebtedness to the USDVA. If a continuing student or one previously enrolled and utilized a veterans tuition and fee deferment, the student must have timely paid in full deferred tuition and fees to remain eligible for the deferment. Students who do not follow the conditions of a deferment will forfeit their eligibility for deferments in all future enrollments.

Military Registry Transcripts
New and transfer undergraduate student beneficiaries with military service must ensure an official military registry transcript is sent to Veterans’ Affairs and Undergraduate Admissions offices. University policy permits the award of academic credit only for formal military training and not skill levels attained/occupational experience. Army training with academic credit award recommendations is documented in an Army-American Council on Education Registry Transcript System (AARTS) transcript (further information available at http://aarts.army.mil/order.htm). Navy and Marine Corps training is contained in a Sailor-Marine American Council on Education Registry Transcript (SMART) (for further information or to order online go to https://smart.navy.mil/smart/welcome.do). Air Force veterans must submit an official transcript from the Community College of the Air Force (CCAF) (or further information or to make online requests go to http://www.maxwell.af.mil/au/ccaf/transcripts.asp). Students with formal Coast Guard training should submit an official copy of their Coast Guard Institute transcript, if available (request form available at http://www.uscg.mil/hq/cg/Institute_Forms/1564.pdf). All forms to request transcripts are also available in the Veterans’ Affairs office.

Veterans Work-Study Allowance Program
Veteran work-study opportunities are available locally to beneficiaries with sufficient remaining benefit entitlement and enrolled in school at least three-quarter time. Interested students should contact the Human Resources (Building 20) office at the James H. Quillen Veterans Affairs Medical Center (VAMC) at Mountain Home. The VAMC Veterans Work-Study Coordinator may be contacted at 423.926.1171, extension 7181.

Selected Reserves Tuition Assistance
Currently members in good standing with the Tennessee Air & Army National Guard and Army Reserve can receive tuition assistance subject to annual limits and available funding in addition to other benefit entitlements. Veterans’ Affairs can provide information and guidance on the process and procedures in applying for tuition assistance.

Military Mobilizations
A student may withdraw at any time during the semester for active military service and the student’s academic record will be annotated as a withdrawal.
for military reasons. A copy of official military orders or other official supporting documentation must be submitted for review in advance of withdrawing. Depending on the nature/authority of the call to active duty, payments under certain federal benefit programs may be kept and entitlement used during the interrupted term restored to the beneficiary’s entitlement. Tuition and fees may also be refunded under certain instances of active military duty. Students receiving financial aid should check with the Financial Aid Office for the handling of Title IV funds awarded. Students should contact any student loan lenders and inform them of their military status to avoid entering student loan repayment status and other possible adverse collection actions while serving on active duty. Veterans’ Affairs is located in 101A Burgin E. Dossett Hall and is open from 8:00 a.m. to 4:30 p.m. weekdays. The office can be reached at 423.439.6819 or va@etsu.edu.

**Volunteer ETSU** — Volunteer ETSU is a student-organized community service resource center that promotes, organizes, and supports a variety of public service opportunities for the campus community. It continues a long tradition of service to the community by students, faculty, staff, and alumni of East Tennessee State University.

Named the 417th Point of Light by the Office of the President of the United States, Volunteer ETSU promotes volunteerism and coordinates the major service projects and activities for students, encouraging thoughtfulness in service, and challenging participants to actively address the problems we face as a society.

For more information or to become involved in Volunteer ETSU or any of its numerous projects, call (423) 439-4234 or e-mail at etsu@etsu.edu. Volunteer ETSU is located inside the Center for Community Engagement, Learning, and Leadership, lower level of the D.P. Culp University Center.

**Housing and Residence Life**

Student housing is an integral part of ETSU campus life. On-campus living is attractive, affordable, safe, and convenient and offers many educational opportunities for students. Resident students have increased access to the library; computer labs; extracurricular activities; intramural sports; health facilities; intramural and recreation programs; other students; lectures; concerts; other campus facilities; services; and programs.

On-campus living offers many ways for residents to experience individual growth and development. Residents have the opportunity to participate in academic and leadership experiences such as: The First Year Program; Leadership House; Residence Hall Association; International Living-Learning Community; National Residence Hall Honorary; Residence Hall Judicial Board; and many residence staff positions. Residents are involved at every level of the housing process.

Residence halls/apartments are centrally located and provide an environment for living and learning. University housing includes residence halls/apartments for single students and apartments for family housing. All residence halls have rooms furnished with twin-size beds; desk; chairs; closets; mini-blinds; and telephone and cable TV hookup. Some halls have carpeted hallways; laundry; kitchen and vending facilities; and adjacent parking. All rooms/apartments are wired for data access. Smoking is prohibited in all campus buildings, including the residence halls and apartments. Private rooms/apartments are available on a first-come, first-served basis.

Trained residence hall staff is available in each hall to assist with the total operation of the hall; enforce rules and regulations; provide programs and activities; advise, counsel and refer students; assist in emergencies; and other assigned duties. The university has adopted lifestyle options and visitation activities; advise, counsel and refer students; assist in emergencies; and other assigned duties. The university has adopted lifestyle options and visitation activities; advise, counsel and refer students; assist in emergencies; and other assigned duties.

**Family/Graduate Housing - Buccaneer Village** — A limited number of apartments are available for married or single parents or single graduate students. These include one- and two-bedroom apartments for married or single parents, and a limited number of private efficiency apartments for graduate students. Applications for these apartments require a $150 deposit. Rent, which includes water, telephone (except for long-distance calls), data access, and cable TV hookup, are payable on a per semester/monthly basis. Elecric bills are payable by the month. Rent, which includes water, telephone (except for long distance), data access, and cable TV hookup is payable on a per semester basis.

**Buccaneer Ridge Apartments** — Sophomores and above enjoy two- and four-single occupancy bedroom apartment units. Each apartment contains a furnished living area, single bedrooms with double bed, closet, desk, and chest of drawers; kitchen facilities, including full-sized refrigerator, stove, microwave, and garbage disposal; washer and dryer; patio or balcony; and two bathrooms. Each bedroom is provided with an alarm system; telephone; cable TV, and data jack; and individual locks.

Residents enjoy a clubhouse with copier and fax availability; lounging pool; volleyball and basketball courts; on-site staff, and individual leases with no connection fees.

**Application Procedure** — An application will be mailed to all students approved for admission to the university or an application may be obtained by contacting the Department of Housing and Residence Life. Early application, preferably before April 1, for fall semester and October 1 for spring semester is encouraged. Assignments for fall semester begin in April and mid-December for spring.

A completed application and a $100/$150 reservation/damage deposit is required and accepted at any time. Room/hall assignments are made according to the date of the application and deposit and availability. On-campus students are able to retain their current room or sign for another hall and/or room each semester.

For housing costs, please see “Housing Fees” in the section entitled “Expenses.”

The Department of Housing and Residence Life is located in room 108, Burgin E. Dossett Hall. The mailing address is:

East Tennessee State University
P.O. Box 70723
Johnson City, TN 37614-1710
Telephone (423) 439-4446
Fax: (423) 439-4690
e-mail: housing@etsu.edu
www.etsu.edu/students/housing/housing.htm

**Campus Recreation**

The Department of Campus Recreation, a unit in the Division of Student Affairs, provides a wide range of physical activities and recreational sports for the entire ETSU community. Five types of programs are offered: fitness, intramural sports, non-credit instruction, outdoor adventure, and sports clubs.

All programs operate out of the Basler Center for Physical Activity, a “state-of-the-art indoor and outdoor complex designed for the exclusive recreational use of the ETSU student body and current employees. The “CPA” was built and operates with student fee dollars. Indoor spaces include: basketball/soccer/volleyball courts, climbing wall, group exercise/martial arts studio, pool, racquetball/squash courts, and weight rooms (huge weight room). There is also a casual care service, equipment room, locker room, and personal training suite. Directly adjacent to the CPA is the Basler Challenge course with its towers, walls, and low elements. Also located beside the building are two lighted ballfields that can accommodate a range of team sports. The project’s intent will improve the connection students have to ETSU and give them a more complete collegiate experience.

Fitness programs are the most popular types of recreational activity on any college campus. The CPA boasts a 15,000-square-foot weight room with cardiovascular stations, free weights, and weight machines. Aerobic/group exercise classes are scheduled daily in the CPA’s aerobics/martial arts studio. There is also a personal training service with fitness testing, exercise prescription, and supervised workouts. Lap swimming will be
scheduled three times daily during the week. Aqua aerobics classes are scheduled as well.

Varieties of team and individual intramural sports are scheduled each semester. Traditional fall team sports are flag football and volleyball. Spring team sports are basketball and softball. The four major leagues play four game regular seasons plus playoffs and contest Men's A, Men's B, Women's, and Co-Rec divisions. Each year's individual sports includes two road races and a golf tournament in the fall, and a bench press contest, racquetball, and tennis in the spring. Campus Recreation is also very involved in Homecoming in the fall.

Non-credit instruction classes provide ETSU students with the opportunity to learn new physical activities and recreational sports from qualified instructors. The unit has offered karate, kayaking, rock climbing, and swim lessons and intends to expand into racquet sports, SCUBA, and self-defense in the near future.

The Basler Challenge Course is the centerpiece of the university's outdoor-adventure program. The course includes an Alpine Tower, Carolina Straight Wall, and 12 low elements. Campus Recreation stages leadership and team building seminars for academic departments and student groups. For more information or to schedule a seminar, call 439-4266. There are also times for individual students to challenge the tower and climb. All gear is provided. Backpacks, sleeping bags, and tents can be rented from room 230, Brooks Gym. The department stages skydiving, paintball, skiing, and whitewater rafting most years.

Student leadership and volunteerism in an athletic environment are the focus of sports clubs programs. Individual clubs promote competition, instruction, and social interaction. To learn about currently functioning clubs, or to establish a new one, contact the Campus Recreation Office.

Campus Recreation is one of ETSU's largest employees of student labor. The unit participates in all of the university's work programs - APS, FWSP, RSWP, and temporary support. Graduate assistant positions are also available.

Preference is given to students majoring in exercise science or sports management, but any ETSU student would find Campus Recreation to be a challenging, rewarding, user-friendly environment. Studies have indicated that students who are employed on campus persist to graduation better than those who work off campus or do not work at all. Please inquire early in the semester about possible employment opportunities.

There are two options for spouse and dependent use of the CPA. Spouse and dependent memberships may be purchased at the equipment room. Such memberships are available only to the immediate family members of currently enrolled students and currently employed faculty and staff members. Pricing was established based on the $70 student fee increase and other university fee structures and the market value of commercial fitness and recreation centers in the Tri-Cities. Dependents 17 and under must be accompanied by a parent at all times in the CPA. Memberships for dependents 18-21 may also be purchased and those adult users will be issued a picture ID. Access will not be made available to dependents 22 and over. A Saturday morning family program will be held weekly from 9 a.m. - 11 a.m. free of charge. Families will be able to use the pool, climbing wall, and gyms. There will also be instructional programs and special events scheduled on a regular basis. Children must be accompanied by their parents at all times and proper ETSU ID will be required for admission.

Participation in any type of positive activity is an important part of the collegiate experience. However, there are risks involved in any and all sports. Persons injured while participating in recreational activities are responsible for their own medical expenses. ETSU does not carry any type of blanket insurance coverage. The Department of Campus Recreation takes a wide range of precautions to protect its participants, but everyone is encouraged to purchase some type of comprehensive insurance protection.

It is the goal of the Department of Campus Recreation to provide a comprehensive service schedule of events, programs, and services for the entire ETSU community. The program is all-inclusive and previous athletic experience or skill is not a prerequisite for participation. For more information, call (423) 439-7980 or come by the department office in the Basler Center for Physical Activity. www.etsu.edu/students/intramu
Program and Course Information

This section of the catalog provides narratives on graduate programs, concentrations, and certificates alphabetically by department. As well as specific information on admission criterion and fulfillment of graduate degree and certificate requirements. Specific courses are also listed.

The following courses are available under individual department offerings but cannot be counted toward the minimum requirements for the degree. They are designed to provide supervision and assistance to graduate assistants and to monitor their assignments.

- Supervised Experience in Teaching (XXXX-5019)
- Supervised Experience in Research (XXXX-5029)
- Supervised Experience in Administration (XXXX-5039)

Graduate Faculty Rosters

Faculty rosters appearing in the following contain an alphabetical list of graduate faculty members participating in each program. A complete current listing of full and associate members of the graduate faculty, in addition to their rank, title, and places of study can be found in the back of this catalog.

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Accountancy

Master of Accountancy

Martha M. Pointer, Ph.D., Associate Dean for Graduate Studies in Business and Technology

214 Sam Wilson Hall
Box 70699
(423) 439-5314 Fax: (423) 439-5274
E-mail: pointer@etsu.edu

Gary D. Burkette, Ph.D., Chair

220 Sam Wilson Hall
Box 70699
(423) 439-4432
E-mail: burkette@etsu.edu

Faculty:

- Murray S. Anthony
- Gary D. Burkette
- Richard A. Manahan
- Thomas E. McKee
- Robert Morgan
- Martha Pointer
- Kent Schneider
- Mark Steadman

The Master of Accountancy degree (M.Acc.) is designed for individuals who desire advanced study of accountancy and seek professional careers in public accounting, industry, and government. The M.Acc. program is fully accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

The M.Acc., together with the B.B.A. degree, meet the educational requirements for Certified Public Accountants in Tennessee and all other states. Furthermore, the M.Acc. is a major step toward obtaining the credentials necessary for a teaching career in accountancy. The M.Acc. program covers financial and managerial accounting, auditing, taxation, and regulation, as well as providing exposure to topics representative of the larger business environment.

Admission Requirements

A student applying to the M.Acc. program must be eligible for admission to the university as a graduate student and must meet the admission criteria for the program. The student must submit transcripts of all academic work previously completed and scores on the Graduate Management Admissions Test (GMAT). Admission criteria include the applicant's undergraduate grade point average and satisfactory scores on the GMAT. The applicant is presumed to have computer literacy and an understanding of mathematics. Questions relating to admission requirements should be addressed to the Associate Dean for Graduate Studies in Business and Technology.

Students admitted to other graduate programs in the university may enroll in selected graduate accountancy courses if appropriate course prerequisites have been completed. Non-degree students, visiting students, and applicants awaiting admission to the M.Acc. program may not register for graduate accountancy or business courses without prior approval of the Associate Dean for Graduate Studies in Business and Technology.

Course Requirements

Accountancy Foundation Courses:

- ACCT 5000 Essentials of Accounting ....................... 3
- ACCT 3010 Financial Accounting I ............................ 3
- ACCT 3020 Financial Accounting II .......................... 3
- ACCT 3110 Management Accounting .......................... 3
- ACCT 3410 Federal Income Taxes ............................. 3
- ACCT 4010 Advanced Accounting .............................. 3
- ACCT 4310 Accounting Information Systems ............... 3
- ACCT 4610 Auditing Theory & Practice ...................... 3
- ACCT 4717 Not-for-Profit Entity Accounting ............... 3

Business Foundation Courses:

- ECON 5000 Essentials of Economics ........................ 3
- ECON 5010 Essentials of Statistics .......................... 3
- FNCE 5000 Essentials of Finance ............................. 3
- MKTG 5010 Essentials of Marketing ......................... 3
- MGMT 5010 Essentials of Management ....................... 3
- MGMT 5020 Legal & Social Environment ..................... 3
- MGMT 5030 Quant. Analysis for Operations ................. 3

Maximum .................................................... 48 Credit Hours

Accountancy Core Courses

- ACCT 5010 Seminar in Financial Accounting I ............. 3
- ACCT 5110 Seminar in Managerial Accounting .............. 3
- ACCT 5510 Seminar in Accounting Regulations .......... 3
- ACCT 5427 Federal Income Taxes II ......................... 3
- ACCT 5610 Seminar in Auditing ............................... 3

Credit Hours

Business Core Courses

- BADM 5140 Data Analysis and Modeling .................... 3
- BADM 5140 Research Methods and Statistics ............... 3
- BADM 5220 Global Business .................................... 3

Electives and Capstone

Electives** ...................................................................... 6
- ACCT 5890 Professional Accounting Experience*** ...... 3

Total Hours Required for Degree ....................... 33 Credit Hours

* For those students with recent formal academic preparation in accounting or business administration, one or more foundation courses may be waived by the Director of Graduate Studies in Business.

** All electives must be at the graduate level and must be approved by the Associate Dean for Graduate Studies in Business and Technology prior to registration. The six credits of free electives will be selected to meet students' special interests and needs.

*** This course fulfills the Culminating Experience requirement in the M.Acc. program.

The length of the M.Acc. program will depend upon a student's prior academic work and the number of courses to be taken per semester. The well-prepared full-time student can complete the program in three semesters. Part-time students can complete the program through evening classes at the ETSU main campus. Students can take selected courses at ETSU at Kingsport, ETSU at Bristol, via the instructional television system, at sites throughout Northeast Tennessee, or via CD rom.

Administrative Endorsement Concentration

See Educational Leadership and Policy Analysis
2. A candidate who has an undergraduate GPA of less than 3.0 on a 4.0 scale may be granted admission by either of the following two procedures:
   a. Obtaining a minimum of 2400 points based on the following formula:
      (1) the sum of the GRE aptitude scores (V+Q+AW);
      (2) GPA x 500; and
      (3) The sum of numbers (1) and (2).
   b. Scores on the GRE-AW will be substituted for the Analytical (A) scores using a scaled transfer.

Matriculation: The coordinator of the program to which the prospective candidate has been admitted serves as the initial advisor. When students become eligible for candidacy, their advisory committees are selected by the student and approved by the program coordinator. Students who anticipate candidacy for a degree are strongly encouraged to take courses based on guidelines provided by their advisor.

Students determining to complete the Master of Education degree in Advanced Studies in Teaching and Learning are required to meet with the chair of the advisory committee to plan the sequence of courses leading to the degree. They must successfully complete the required professional development courses.

A comprehensive oral final examination is required of all students completing graduate programs in advanced education. Presentation of the Professional Level of Teaching portfolio is a required part of the oral examination. Candidates meet with their advisor at the beginning of the final semester to plan for these examinations. Specific program requirement are indicated below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTL 5701</td>
<td>Teacher as Learner</td>
<td>3</td>
</tr>
<tr>
<td>ASTL 5700</td>
<td>Portfolio Development</td>
<td>3</td>
</tr>
<tr>
<td>ASTL 5721</td>
<td>Theory and Foundation of Development Literacy I</td>
<td>3</td>
</tr>
<tr>
<td>ASTL 5723</td>
<td>Understanding and Implementing Best Practices in Teaching Beginning Literacy (Literacy II)</td>
<td>3</td>
</tr>
<tr>
<td>ASTL 5725</td>
<td>Understanding and Implementing Best Practices for Continued Literacy Growth in the Middle Grades (Literacy III)</td>
<td>3</td>
</tr>
<tr>
<td>ASTL 5705</td>
<td>Assessment of Learning</td>
<td>3</td>
</tr>
<tr>
<td>ASTL 5703</td>
<td>Knowledge of the Learner</td>
<td>3</td>
</tr>
<tr>
<td>ASTL 5726</td>
<td>Diagnosing Literacy Problems K-8 (Literacy IV)</td>
<td>3</td>
</tr>
<tr>
<td>ASTL 5706</td>
<td>Learning Strategies/Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ASTL 5729</td>
<td>Remediation of Literacy Problems K-8 (Literacy V)</td>
<td>3</td>
</tr>
<tr>
<td>ASTL 5709</td>
<td>Action Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours Required for Degree: 33
Master of Science in Allied Health
Department of Allied Health Sciences in
the College of Clinical and Rehabilitative Health Sciences

Ester L. Verhovsek, Graduate Coordinator
143 Nave Center
Box 70573
(423) 547-0235
e-mail: verhovse@etsu.edu

Donald A. Samples, Department Chair
143 Nave Center
Box 70573
(423) 547-4905
e-mail: samplesd@etsu.edu

Faculty:
Randy L. Byington; Shirley J. Cherry; Deborah L. Dotson; Charles C. Faust; K. Shane Keene; Douglas E. Masini; Donald A. Samples; Ester L. Verhovsek.

Purpose
The purpose of the Master of Science in Allied Health (MSAH) degree program is to prepare allied health professionals for positions in education and administration in their respective health care discipline. The goals of the Master of Science Degree in Allied Health program are as follows:
1. enable allied health practitioners to be sensitive to the health care environment in which they work in order to analyze, interpret, and respond to the major factors influencing health care;
2. prepare allied health practitioners to function in a professional manner as a member and representative of the health care team;
3. prepare allied health practitioners to have a basic understanding of administration/management skills as related to their discipline;
4. enable graduates to function as educators in the academic, clinical, and community settings;
5. prepare allied health practitioners to be critical thinkers able to analyze concepts, principles, research, and clinical findings, technologies, and outcomes and apply them to the professional practice as appropriate;
6. provide a quality education in the allied health sciences for the preparation of health professionals for advanced positions or leadership roles.

Program Admission Requirements
Students who apply to the Master of Science Degree in Allied Health must meet all of the requirements of the master's degree as established by the School of Graduate Studies at East Tennessee State University. They must also meet the following program specific requirements:
a. Attain a bachelor's degree from a regionally accredited institution (Southern Association of Colleges and Schools or equivalent).
b. Hold a professional license in an allied health discipline.
c. Have a cumulative grade point average of 2.75 or higher on a 4.0 scale or complete the GRE exam with a minimum of 2400 points based on the following formula: sum of the GRE aptitude score (V+Q+M) and the GPA x 500.
d. Completed GRE exam.
e. Three professional letters of recommendation.

Admission is based on the GPA, GRE scores, quality of reference letters, strength of background, and available space in the program. The department can grant conditional admission to candidates not meeting all of the minimum requirements. All applicants must submit an official transcript, GRE scores, and letters of reference before their application will be reviewed.

Curriculum
The program of study in the Master of Science in Allied Health consists of 18 hours of major field core, 12 hours of guided electives, and a 6-hour thesis or non-thesis capstone project. The student will work with their advisor to select courses from the guided electives that meet their professional needs and career aspirations. Students have the option of guided electives in allied health administration and education, and public health.

Allied Health Core Requirements
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALHE 5000</td>
<td>Information Technology</td>
<td>1</td>
</tr>
<tr>
<td>ALHE 5100</td>
<td>Interdisciplinary Health Care Teams</td>
<td>2</td>
</tr>
<tr>
<td>ALHE 5200</td>
<td>Assessment, Planning, and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ALHE 5500</td>
<td>Legal &amp; Ethical Issues in Allied Health</td>
<td>3</td>
</tr>
<tr>
<td>ALHE 5070</td>
<td>Leadership Theory for Health Care Delivery</td>
<td>3</td>
</tr>
<tr>
<td>ALHE 5150</td>
<td>Population Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>ALHE 5500</td>
<td>Methods of Research in Allied Health</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Guided Electives
(Choose four)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALHE 5010</td>
<td>Clinical Teaching Strategies</td>
</tr>
<tr>
<td>ALHE 5060</td>
<td>Allied Health Curriculum Design</td>
</tr>
<tr>
<td>ALHE 5300</td>
<td>Administration at the Department Level</td>
</tr>
<tr>
<td>ALHE 5700</td>
<td>Financial &amp; Strategic Planning for ALHE Prof.</td>
</tr>
<tr>
<td>PUBH 5310</td>
<td>Biostatistics I</td>
</tr>
<tr>
<td>PUBH 5400</td>
<td>Epidemiology I</td>
</tr>
<tr>
<td>PUBH 5550</td>
<td>Human Resources Mgmt. in Health Org.</td>
</tr>
<tr>
<td>PUBH 5900</td>
<td>Grant and Proposal Development</td>
</tr>
<tr>
<td>Total Elective Credits</td>
<td>12</td>
</tr>
</tbody>
</table>

Thesis or Non-Thesis Option
<table>
<thead>
<tr>
<th>Option</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALHE 5800</td>
<td>Advanced Practice Seminar in ALHE</td>
</tr>
<tr>
<td>ALHE 5960</td>
<td>Thesis</td>
</tr>
<tr>
<td>Total hours</td>
<td>6</td>
</tr>
</tbody>
</table>

Total for Master's Degree
36

Retention Standards
Students in the Master of Science Degree in Allied Health program must meet the retention standards as set forth for graduate students by the School of Graduate Studies. Grades shall be based on the 4.0 scale as set forth in the Graduate Catalog. A student will be considered deficient for any course grade less than a “C” (2.0), or when their overall grade average is less than a “B” (3.0). No more than 6 semester hours of “C” grades in the program of study can be applied toward the degree. Students with an overall grade average of less than a “B” (3.0) will be placed on probation for one semester. If their overall grade average does not improve to a “B” (3.0) the following semester, the student will be dismissed from the program. Students must have a cumulative grade point of 3.0 or better in order to register for thesis or advance practice seminar credit.

Graduation Requirements
Students accepted into the Master of Science Degree in Allied Health may select between the thesis and non-thesis option. All students must successfully complete 18 credit hours of allied health core and 12 credit hours of guided electives.
hours in the selected electives. Upon completion of the required coursework, a comprehensive evaluation of the student’s performance will be administered in the form of a written examination to determine the level of mastery of their discipline.

Successful completion of a comprehensive examination is necessary prior to enrolling in thesis or advance practice courses. A culminating experience is required of all candidates in the form of 6 credit hours of ALHE 5800 Advance Practice Seminar or ALHE 5960 Thesis. All course work and other requirements for the Master of Science degree in Allied Health must be completed within 6 years from the date of initial enrollment. Students are required to meet additional graduation requirements as stated in the ETSU Graduate Catalog.

**Anatomy and Cell Biology Concentration**

*Biomedical Sciences*

**Faculty: *See College of Medicine***

**Barney Miller, Ph.D., Graduate Coordinator**

Department of Anatomy and Cell Biology

B247 Stanton-Gerbier Hall

Box 70582

(423) 439-2121

e-mail: millerb@etsu.edu

**Richard G. Skalko, Ph.D., Department Chair**

Department of Anatomy and Cell Biology

A203 Stanton-Gerbier Hall

Box 70582

e-mail: skalko@etsu.edu

**Faculty:**

Mark J. Airhart; Ronald H. Baisden; Dennis M. Defoe; Fred E. Hosler; Barney Miller; Paul J. Monaco; Ellen M. Rasch; Uta B. Schambra; Richard G. Skalko; Michael L. Woodruff.

The Department of Anatomy and Cell Biology consists of 10 faculty with a diverse range of interests. Research in the department encompasses many areas, including: neurobiology, neural plasticity, microvasculature and vascular corrosion casting, interactive computer-assisted instruction, developmental biology, developmental pharmacology and toxicology, quantitative cytochemistry of DNA, and umbilical cord and placental development.

**Archival Studies Concentration**

*Liberal Studies*

**Faculty: *See Liberal Studies***

The concentration in archival studies within the MALS program offers students a cross-disciplinary program of study consistent with recommendations of the Society of American Archivists. Students take core courses in liberal studies, as well as core courses in archival studies. Electives come from three (3) categories: Library Science, Management, and Subject Field. A practicum at a local repository is an elective option.

### M.A.L.S. Core for the Archival Studies Concentration

- **MALS 5000** Foundations in Liberal Studies .................. 1
- **MALS 5100** Introduction to Interdisciplinary Study .......... 3
- **MEDA 5800** Information Networks-Resource Sharing or
  **MEDA 5850** Managing Content on the Internet .................. 3
- **MALS 5400** Seminar in Interdisciplinary Research .......... 3
- **MALS 5950** Special Project in Liberal Studies or
  **MALS 5960** Thesis .................................................. 3

*May substitute a research methods course approved by the M.A.L.S. director.

**Total MALS Core ...................................................... 13 Credit Hours**

#### Archival Studies Hours ......................................... 12

**Guided Electives**

Students will choose one (1) of the following Management courses:

- **MGMT 5010** Essentials of Management .......................... 3
- **BADM 5100** Introduction to Public Administration .......... 3
- **PMGT 5020** Legal and Social Environment of Business .... 3

**Total Management Hours .......................................... 6

Students will choose two (2) courses, six (6) credit-hours, from the following Management courses:

- **MGMT 5010** Essentials of Management .......................... 3
- **BADM 5100** Introduction to Public Administration .......... 3
- **PMGT 5020** Legal and Social Environment of Business .... 3

**Total Program Credit Hours ....................................... 40

#### Archival Studies Graduate Certificate**

*Liberal Studies*

**Faculty: *See Liberal Studies***

The Archival Studies Graduate Certificate is an eighteen (18) credit-hour program designed for individuals who need, or want, archival training, but for whom the full degree program is not a necessity. Employees of a museum, historic site, or business may benefit from the certificate, as may history students who desire to complement their undergraduate or graduate degree. Individuals who must organize church or family records will also benefit from the certificate program. Admissions requirements for students pursuing the certificate are the same as those for students entering the MALS program. Please note that the certificate may be completed online. Please contact the Archives Education coordinator for details at 423-439-4223.

#### Required Archival Studies Courses

Students must take the following three (3) courses

- **AVST 5310** Archives History and Issues ...................... 3
- **AVST 5311** Archives Theory and Practice ..................... 3
- **AVST 5312** Archives Conservation ............................. 3

**Total Archival Studies Hours ..................................... 9

#### Guided Electives

Students must take three (3) courses from the list below:

- **AVST 5570** Archives Practicum ................................ 3
- **CSCI 5011** Internet Technology I ............................... 3
- **PMGT 5100** Introduction to Public Administration .......... 3
- **MEDA 5000** History and Philosophy of Educational Media and Technology ........................................... 3
- **MGMT 5010** Essentials of Management .......................... 3
- **HIST 5950** Introduction to Historical Research ............ 3
- **SOAA 5627** Ethnographic Fieldwork ............................ 3
- **MEDA 5720** Organization of Library Materials .............. 3
- **MEDA 5750** Information and Records Management .......... 3

**Total Elective Hours .................................................. 9

**Total Hours Required .............................................. 18

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2008-2009 Graduate Catalog
Master of Arts: Art History and Studio Art
Master of Fine Arts: Studio Art

M. Wayne Dyer, Department Chair
121 Ball Hall
Box 70708
(423) 439-4247
e-mail: dyerm@etsu.edu

Donald R. Davis, Graduate Coordinator
105 Art Annex
Box 70708
(423) 439-7864
e-mail: davisd@etsu.edu

Faculty:
Don Davis; Anita DeAngelis; David Dixon; M. Wayne Dyer; Min Gerard;
Travis Graves; Mindy Herrin; Vida J. Hull; Scott Koterbay; Patricia Mink;
Catherine Murray; Peter H. Pawlowicz; Ralph Slatton; Michael A. Smith.

ETSU's Department of Art and Design is an accredited institutional
member of National Association of Schools of Art and Design.
Additionally, the department holds membership in the College Art
Association and other professional art organizations.

The Department of Art and Design, within the framework of the College
of Arts and Sciences, has the responsibility to provide educational
opportunities of high quality in the professional art disciplines. Our mission
is to prepare and produce students who are equipped to function capably
in their chosen area of the visual arts.

The department offers two graduate degrees: Master of Arts (M.A.) and
Master of Fine Arts (M.F.A.). The M.A. degree may be taken in art history,
or in studio art. The M.F.A. is a degree in studio art with specializations
available in the following areas: painting, drawing, sculpture, printmaking,
graphic design, photography, ceramics, fibers, or jewelry and metalsmithing.
The program leading to the degree of M.F.A. has as its goal competence in
selected areas of the art field and is strongly oriented toward creative
production. The M.F.A. is considered the terminal degree for college or
university studio teaching and/or professional work in the field.

Program Admission Requirements
Application deadline for fall semester: February 15.

The undergraduate record will be reviewed by the departmental graduate
selection committee. To be admitted to the program, the applicant must have:
1. An undergraduate minimum average of 3.0 in art on a 4.0 scale.
2. Deficiencies may require make-up work without graduate credit.
3. Demonstration of a capacity to pursue graduate work in the department.

Master of Arts - Prospective M.A. candidates must hold a bachelor's degree.
All candidates for the graduate program are strongly encouraged to
arrange a personal interview with the area advisor. The applicant for the
M.A. concentration in Art History should take the Graduate Record Exam
and have a reading knowledge of one foreign language (French, German,
Italian, or another that is appropriate for the student's proposed area of
study). The applicant for the M.A. concentration in Studio Arts must submit
15 slides and the additional materials as listed below for the M.F.A. candidate.

Master of Fine Arts - The prospective candidate for the M.F.A. degree
must have a bachelor's degree with a major in art or equivalent evidence of
proficiency. Candidates are encouraged to arrange a personal interview with
the area advisor. In addition to the materials required by the School of
Graduate Studies, the student should submit the following application
materials to the School of Graduate Studies:

- A cover letter to the Graduate Selection Committee with the Area
  of Specialization clearly identified. Nine Areas of Specialization
  are listed above.
- Résumé—Indicate exhibitions, prizes, work experience, student
  activities or honors, or other activities.
- Three (3) letters of recommendation—preferably from individuals
  conversant in the visual arts.
- Artist's Statement—no more than 200 words—indicating the
  focus of the images presented.
- 20 slides or 20 professional quality jpeg images on disc. Work
  should be submitted following a sequence of older to newer work.
- Identification Sheet (for slides or disc) indicating title, media, size,
  and year.
- SASE for the return of slides. Correct postage must be included.
  Work submitted without proper return postage may be destroyed.

Guidelines for Image Submission

The portfolio is the primary means of evaluating the potential graduate
student in the studio areas. All slides should be submitted in a clear plastic
sheet in the proper viewing position, i.e., top side up, and in the same order
as the Identification Sheet, from older to newer work. Do not submit
work in a binder or carousel. No more than one close-up and alternative
view may be represented by detail slides. If more than 20 slides are submitted,
only the first 20 will be reviewed.

Each slide must be labeled with the following information (clearly
printed or typed):
1. First and last name of applicant.
2. Title of work, medium, size (HxWxD), date.
3. Clear indication of top of slide or red dot in the lower left-hand
corner of the slide mount.
4. Slide number to correspond to Identification Sheet.

Please prepare quality images to accurately document the artwork.
Common mistakes are out-of-focus images, items behind the art that distract
from the image, poorly framed slides, incorrect film and lighting, shadows
that are too apparent, etc.

Review for Admission to Candidacy

Students are not candidates for a degree until they have passed a review
process. Review for admission to candidacy will take place after the student
has completed a minimum of 12-15 credit-hours in residence.

Admission to candidacy for the degree is based on the recommendation
of the prospective candidate's graduate committee. The committee is
composed of three faculty members. The committee will review the
student's work, grades, and progress and make one of the following
recommendations:
1. Student accepted for candidacy (no restrictions).
2. Student not accepted (option to reapply only twice at nine (9)
   semester hour intervals).
3. Student not accepted (no option to reapply).

Minimum Degree Requirements

The major area advisor will determine requirements other than those
specified below after reviewing the undergraduate record and consulting
with the student. To remain in good standing, a graduate student must
maintain a minimum grade point average of 3.0 (B) overall.

Master of Arts, Studio - A minimum of 30 semester credits is required,
apportioned as follows: 15 credit-hours in a major area, 3 credit-hours in
art history, 6 credit-hours of advisor-recommended studio electives, 3
credit-hours in Art 5950 (Methods of Research), 3 credit-hours in Art
5960 (Thesis).

Studio candidates must mount a thesis exhibition of acceptable
professional quality; a supporting thesis paper must be written in
conjunction with the thesis exhibition. All candidates must defend their
work, visual and written, in a final oral examination.

Master of Arts, History - A minimum of 30 semester credits is
required, apportioned as follows: 24 credit-hours in Art History, 3 credit-
hours in Art 5950 (Methods of Research), 3 credit-hours in Art 5960
(Thesis). All candidates must defend their written thesis in a final oral
examination.

- ETSU's Department of Art and Design is an accredited institutional
  member of National Association of Schools of Art and Design.
- Other professional art organizations.
- ETSU's Department of Art and Design is accredited by the National Association of Schools of Art and Design.
East Tennessee State University

Master of Fine Arts, Studio - The M.F.A. program requires at least one academic year in continuous residence. A minimum of 60 credit-hours is required, apportioned as follows: 42 credit-hours in graduate studio classes, 30 of these must be in major area; 9 credit-hours in art history; 3 credit-hours in elective classes; 3 credit-hours in Art 5950 (Methods of Research); 3 credit-hours in Art 5960 (Thesis).

A project proposal or statement of intent shall be submitted to the candidate(s) for approval at least one semester prior to beginning work on the creative thesis. The M.F.A. creative thesis includes: the presentation of an exhibition of original creative work and a supporting thesis paper. All candidates must defend their work, visual and written, in a final oral examination. All M.F.A. candidates are required to provide the Department of Art and Design with a set of slides of the work in their graduate exhibit before graduation.

Audiology
(Clinical and Rehabilitative Health Sciences)

Doctor of Audiology
Department of Communicative Disorders
in the
College of Clinical and Rehabilitative Health Sciences

Patricia Chase, Ph.D., Graduate Coordinator
208 Lamb Hall
Box 70643
e-mail: chase@etsu.edu
(423) 439-5252

The primary goal of the Doctor of Audiology (Au.D.) degree program at ETSU is to provide clinical instruction and coursework that will prepare students to practice audiology with varied and diverse populations and individuals. To that end, the program will prepare students for roles as audiologists and clinic directors by providing advanced practical experiences in a variety of settings and by directing students to appropriate clinical training sites. The program is intended to prepare students as audiologists able to uphold the ASHA Code of Ethics and provide the standard of care in a variety of diagnostic and rehabilitative areas. Although the Au.D. is a clinical doctorate, it will provide students with the analytical and substantive knowledge they will need to assess and improve the effectiveness of practice, and the utilization of research. Two tracks are available for admission into and matriculation through the Au.D. program. Students who apply to the program while holding the bachelor's degree take the Traditional Entry Track. Students who apply to the program while holding a master's degree in Audiology may take the Advanced Standing Track.

Program Admission Requirements

Applicants seeking admission to the Au.D. degree program must fulfill all the requirements for admission to both the School of Graduate Studies and the Department of Communicative Disorders. The School of Graduate Studies requires that all students submit the following materials: a completed application form including payment of a nonrefundable application fee; official transcripts of all previous undergraduate and graduate work; and a written essay.

Traditional Entry Track—In addition to requirements of the School of Graduate Studies, the Communicative Disorders Department requirements for admission to the Traditional Entry Track include:

1. Cumulative GPA of 3.25 (on a 4.0 scale) for the last two years of undergraduate study.
2. Submission of quantitative, qualitative, and analytical writing GRE scores.
3. At least eight credit-hours in the lab sciences (chemistry, biology, or physics).
4. At least six credit-hours in college-level mathematics of which at least 3 credit-hours must be in the study of statistics.
5. At least 6 credit-hours in the behavioral and/ or social sciences such as normal, abnormal, developmental, and/ or experimental psychology, sociology, or anthropology.
6. Completion of an interview.
7. Three (3) letters of recommendation.

Advanced Standing Track—In addition to requirements of the School of Graduate Studies, the Communicative Disorders Department requirements for admission to the Traditional Entry Track include:

1. Cumulative GPA of 3.25 (on a 4.0 scale) in graduate-level audiology courses. Students will be required to repeat a course in any audiology foundation area in which they received a C as a graduate or undergraduate;
2. Completion of an interview.
3. Three (3) letters of recommendation from peers and/ or employers that address the clinical activities performed by the applicant.
4. Successful completion of a master's degree in Communication Sciences and Disorders in a program accredited by ASHA and CAA. Applicants must provide evidence of audiology-related employment and continuing education since matriculation, including statements pertaining to scope of practice, areas of expertise, and perceived areas of weakness.
5. Applicants must meet the certification standards as specified by ASHA and must be current holders of the CCC-A.
6. Applications to the Advanced Standing Track will be screened for the following criteria:
   - Quality of scholarship at the graduate level
   - Quality of coursework completed at the graduate level
   - Amount and variety of clinical experience since acquiring the M.S. degree
   - Professional activity other than clinical work (i.e., publications, research assistantships, affiliations with state and national organizations, professional activities, presentations, and publications).

Applications cannot be evaluated until they are completed. The evaluation process considers elements from the admission requirements, relevant professional experience, and the applicant's ability during the required interview, to discuss goals and expectations related to doctoral study of audiology. Interview times will be scheduled by the Communicative Disorders Department. The department may admit a promising applicant who has not met all the admission requirements on a conditional basis. All admission requirements related to clinical practicum and progression standards are consistent with those of the department.

Degree Requirements

Students in the Au.D. program must complete a minimum of 120 credit-hours (75 credits of coursework, 45 credits of clinic practicum) and meet the academic and practicum requirements for the Certificate of Clinical Competence of the American Speech-Language-Hearing Association.

Coursework Requirements—Each Au.D. candidate must complete the required 75-credit-hour program of study. Any elective coursework completed by a student will be in addition to the 75-hour minimum. The fourth year of study consists of a clinic externship. Competency across the scope of didactic courses and clinical practice will be assessed throughout the program of study. Consistent with ASHA knowledge and skills acquisition requirements, students will display competence in all areas of audologic practice prior to graduation.

Clinical Requirements—In addition to the department's requirements for enrollment in and progress through clinical practicum, each degree candidate must complete a minimum of 45 credit-hours of clinic practicum including a fourth-year, full-time externship. The students must have clinical experience at three or more distinct clinic sites. Students will complete more than 2,000 hours of clinic activity including the fourth-year externship.
The department's guidelines regarding progression through the clinic pertain to the Au.D. degree with the exception of #4, the sequence of clinical competency levels. Au.D. students and supervisors document clinical competency goals and track student progression as goals are exceeded, met, or not met. No levels of progression are completed; rather levels of competence are assessed across the clinical activities that comprise audiological practice.

Comprehensive and Qualifying Examinations—Written comprehensive examinations are required after the first year of coursework to facilitate formative assessment of the student. Results may indicate the need to review or modify a student's program of study. A set of written qualifying examinations is required after the second year of study in which the student should demonstrate the breadth of knowledge (provided by the foundation courses) required for continued doctoral study in audiology. Students who fail any portion of the qualifying examination will complete an oral examination addressing that material related to the failing grade. Students who fail any portion of the oral examination will retake the relevant coursework and modify their programs of study appropriately. At the end of the third year of coursework, students will complete an oral comprehensive examination designed to assess integration of course material and decision-making skills specifically related to clinical practice. The student cannot progress to the fourth-year externship without first passing the qualifying examination and the oral comprehensive examination sequence.

Research Project—All Au.D. students are required to complete and present an original research project. See the Au.D. Handbook (www.etsu.edu/cpah/commdis) for details regarding this requirement.

Time Limit—The time limit for completion of the Au.D. degree program by a student is six years from the date of enrollment in the earliest course applied toward the degree.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CDIS 5010</td>
<td>Neurological Bases of Communication and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 6100</td>
<td>Instrumentation &amp; Acoustic Measurement</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 6110</td>
<td>Anatomy, Embryology, Physiology</td>
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<td>CDIS 6115</td>
<td>Audiologic Evaluation I</td>
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<td>CDIS 6140</td>
<td>Amplification Systems I</td>
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<tr>
<td>CDIS 6141</td>
<td>Amplification Systems II</td>
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<td>CDIS 6142</td>
<td>Amplification Systems III</td>
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<td>CDIS 6145</td>
<td>Pathologies of Auditory System</td>
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<td>CDIS 6150</td>
<td>Psychoacoustics and Hearing Science</td>
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<td>CDIS 6160</td>
<td>Audiologic Evaluation II</td>
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<td>CDIS 6180</td>
<td>Pediatric Audiology</td>
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<td>Electrophysiology II</td>
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<td>CDIS 6205</td>
<td>SLP for Auditory Students*</td>
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<td>CDIS 6300</td>
<td>Rehab. Audiology for Children</td>
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<td>CDIS 6310</td>
<td>Rehabilitative Audiology for Adults</td>
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<td>CDIS 6330</td>
<td>Auditory Measures of Speech Perception</td>
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<td>CDIS 6340</td>
<td>Audiology Clinic Practice Mgmt.</td>
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<td>CDIS 6355</td>
<td>Tinnitus Management</td>
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<td>CDIS 6360</td>
<td>Vestibular Assessment</td>
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<td>Adv. Vestibular Assess. &amp; Rehab.</td>
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<td>Hearing Conservation</td>
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<tr>
<td>CDIS 6410</td>
<td>Audiology Seminar</td>
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Total Didactic Hours: 75

Total Clinical Practicum Hours: 45

Students may also take electives in Speech Pathology with advisor approval.

Total Hours Required (minimum): 120
East Tennessee State University

Program Admission Requirements

Students applying for admission to graduate study:
1. Must submit a general GRE score.
2. Must have a 3.0 overall grade point average (4.0 system) in mathematics and science courses.
3. Must have an undergraduate major in a biological science discipline, with supporting courses in general chemistry, one year of organic chemistry (microbiology concentration will accept one semester of organic and one semester of biochemistry), and one year of physics.
4. A course in calculus and/or a course in probability and statistics is recommended.
5. Must have 2-3 letters of recommendation submitted on their behalf.

Core Course Requirements

The core requirements are as follows:
1. All students must take Bibliographic Research (5600) their first fall semester.
2. Biometry 5500 is required. Two semesters of Seminar (5700) are required. (All students are expected to attend departmental seminars regularly.)
3. Students will take at least two of the Topics courses (5100, 5200, 5300, 5400.) Selection of the appropriate courses will be made in consultation with the student's advisory committee and/or the graduate coordinator.
4. BIOI 5960 Thesis is required.

The student will choose a major professor as early as possible, at least by the end of the first semester. To facilitate this selection, during their first semester students will interview faculty members to determine their research interests and explore the potential for student participation in ongoing research programs. The major professor, in consultation with the student, recommends at least two additional members of the student's advisory committee. Persons from outside the program may also be added. The advisory committee will meet with the student to set up the plan of study based on the student's background and interests. The program must be approved by one of the program coordinators. The student's advisory committee will meet with the student a minimum of once per semester to assess progress, check the plan of study being followed, make suggestions and provide supervision as needed. The advisory committee's composition is not binding, and it may be changed upon written justification. It is the student's responsibility to maintain acceptable progress toward the completion of all degree requirements.

All students pursuing an M.S. in Biology are required to complete a thesis. A minimum of 30 semester credits are required for the degree. The thesis (writing) comprises three (3) of the 30 credits. BIOI 5990 and/or 5910 may be taken for a total of nine (9) credit-hours.

Before admission to candidacy, the student must meet the minimum requirements of the Graduate School and the student's advisory committee. Before graduation the student must satisfactorily complete a written qualifying examination preferably near the end of the third semester. One re-evaluation is allowed. Failure to complete the evaluation satisfactorily will result in removal from the program. The evaluation will include emphasis on interrelationships, problem solving, and analysis.

Final evaluation involves an oral presentation of the thesis and an oral examination in the area of specialization.

Concentration in Paleontology

Blaine W. Schubert, Ph.D., Graduate Coordinator
200B Hutcheson Hall
Box 70636
(423) 439-7883
e-mail: schubert@etsu.edu

Faculty:
Jay Franklin; Yusheng (Chris) Liu; Blaine Schubert; Steven Wallace; Michael Whiteclaw; Michael Zavada.

The Master of Science degree program in Paleontology is designed to prepare students for conducting research in one of the many realms of Paleontology with particular emphasis on Vertebrate Paleontology and Paleobotany. Students will fully exploit the paleontologic resources provided by the Gray Fossil Site, local caves, and other deposits. This concentration will provide an alternate track to Geology for the purpose of training in Paleontology and will foster interdisciplinary research between both faculty and students from East Tennessee State University and other institutions.

Concentration Requirements

GEOL 5100 Lower Vertebrate Paleontology .................... 4
GEOL 5150 Higher Vertebrate Paleontology .................... 4
GEOL 5307 Field Methods in Paleontology ..................... 3
BIOL 5480 Paleobotany .......................................... 3
Electives ............................................................. 3

Total Credits Required ........................................... 30

Biomedical Sciences

Master of Science—Concentrations in Anatomy, Biochemistry, Microbiology, Pharmacology, and Physiology

Mitchell Robinson, Ph.D., Associate Dean for Graduate Studies

Doctor of Philosophy—Concentrations in Anatomy, Biochemistry, Microbiology, Pharmacology, and Physiology

Dr. David Chi Clinical Departments

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Member

Dr. Mitchell Robinson
Phone (423) 439-2010
Dr. Dennis Defoe
(423) 439-2009
Dr. David Johnson
(423) 439-2027
Dr. Stephen Trent
(423) 439-6293
Dr. Alok Agrawal
(423) 439-6336
Dr. Tom Ecay
(423) 439-2046
Dr. David Chi
(423) 439-6382

Department
Chair, Asst. Dean
Anat. & Cell Biology
Bio. & Molec. Biology
Microbiology
Pharmacology
Physiology
Clinical Departments

Email Address
robinson@etsu.edu
defoe@etsu.edu
david@etsu.edu
trentms@etsu.edu
agrawal@etsu.edu
ecay@etsu.edu
chi@etsu.edu

Phone
(423) 439-2010
(423) 439-2009
(423) 439-2027
(423) 439-6293
(423) 439-6336
(423) 439-2046
(423) 439-6382

2008-2009 Graduate Catalog
The Biomedical Science Program of the James H. Quillen College of Medicine offers courses of study leading to the Master of Science and the Doctor of Philosophy in Biomedical Science with concentrations in five basic science disciplines: anatomy and cell biology, biochemistry and molecular biology, microbiology, pharmacology, and physiology. The program is designed to prepare students for professional careers in research in the life sciences. Graduates find career opportunities in a variety of settings including universities, health science centers, health care industry, pharmaceutical and biotechnology companies.

**Master's Degree Requirements**

**Admission Requirements**—Applicants to the M.S. program must select a concentration from one of the five basic science areas: anatomy, biochemistry, microbiology, pharmacology, and physiology. Applications are reviewed by the faculty in the appropriate basic science area, and admission decisions are made on the basis of an overall evaluation of the applicant’s ability to complete advanced study in Biomedical Science. Particular attention is paid to the applicant’s cumulative GPA, performance in physical science and natural sciences courses, scores for the Graduate Record Examination and letters of recommendation. A personal interview may be required.

**Note of Course Starting Dates**—Some graduate courses in biomedical science are taught in conjunction with the James H. Quillen College of Medicine, and course starting dates coincide with those of the College of Medicine, usually at least two weeks prior to other graduate courses.

**Program of Study**—The planned program of study will be based on the student's prior academic preparation, the student's stated interests and goals, and the specific background required for demonstration of competence in the area of biomedical sciences. A minimum of 30 credits of graduate coursework is required for the master’s degree. At least 22 of the 30 credits must be earned in residence at East Tennessee State University. Additional hours may be required for completion of the program.

The student will be required to complete successfully a preliminary examination, a computer requirement, a thesis, and a final examination. (See also Degree and Graduation Requirements in the front matter of this catalog.)

**Course Requirements**—The core curriculum is designed to provide a broad multidisciplinary background for all students in the Biomedical Science graduate program.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOM 5010</td>
<td>Biomedical Science I</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 5020</td>
<td>Molecular Organization of Cells</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 5030</td>
<td>Gene Expression and Regulation</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 5040</td>
<td>Biomedical Science III</td>
<td>3</td>
</tr>
<tr>
<td>MDED 5010</td>
<td>Biometry and Biomedical Computing I</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 5300</td>
<td>Scientific Ethics</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Core Hours** ................................................................. 16 Credit Hours

**Advisory Committee**—A temporary advisor will be designated at the time of admission to assist the student in planning the initial registration. After the student has completed 9-12 credit-hours of graduate coursework, the graduate coordinator for the major area of study will meet with the student to appoint an advisory committee consisting of three members of the graduate faculty: two members from the major area of study and one member from a related area of study. The advisory committee chair must hold full or associate graduate faculty status. The graduate advisory committee will assist the student in planning the remainder of the program of study, supervise the research, and conduct the final examination.

**Admission to Candidacy**—When 9-12 credit-hours of graduate coursework have been completed successfully and the computer requirement has been met, the student may apply for admission to candidacy.

**Thesis Requirements**—A thesis is required for the Master of Science degree in biomedical science. Students should follow the guidelines for the thesis option in this catalog.

**Doctor of Philosophy Degree Requirements**

A unique feature of the Ph.D. program is its multidisciplinary character, giving students a broad choice of faculty and laboratories for their research training. Students are admitted centrally rather than to departmental graduate programs and need not select an area of concentration until the end of the first year of study. An interdisciplinary core curriculum covers the basic knowledge and skills necessary for research in all areas of the biomedical sciences. Students become familiar with the laboratory environment of different faculty through a flexible program of laboratory rotations. After choosing a research advisor, students receive individualized research training. There are currently over 60 faculty, from five basic science and seven clinical departments, participating in the graduate program.

**Admission Requirements**—All applications for admission to the Ph.D. program will be reviewed by the Admissions Committee of the Biomedical Science Program. Admission decisions are made on the basis of an overall evaluation of the applicant’s ability to complete advanced study in Biomedical Science. Particular attention is paid to the applicant’s cumulative GPA, performance in physical science and natural sciences courses, scores for the Graduate Record Examination and letters of recommendation. A personal interview may be required.

**Program of Study**—The course of study leading to the Ph.D. degree in biomedical sciences will be designed in accord with the student’s prior training, the student’s stated interests and goals, and the specific background required for demonstration of competence in an area of biomedical science. A minimum of 60 credit-hours are required beyond the baccalaureate degree. For admission to candidacy, at least 30 of the minimum 60 credit-hours must be earned in courses at the 6000 and 7000 level. More than the minimum hours may be needed for completion of the degree program.

**Note of Course Starting Dates**—Some graduate courses in biomedical science are taught in conjunction with the James H. Quillen College of Medicine, and course starting dates coincide with those of the College of Medicine, usually at least two weeks prior to other graduate courses.

**Non-degree students**—Non-degree students may register for graduate courses in the biomedical science program with permission of the course director and assistant dean for graduate studies. Graduate courses that are taught in conjunction with the James H. Quillen College of medicine are not open to non-degree students. Any exception must be approved by the dean of the College of Medicine.

**Course Requirements**—The core curriculum is designed to provide a broad multidisciplinary background for all students in the Biomedical Science graduate program.

**Core Requirements**

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<td>Gene Expression and Regulation</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 6040</td>
<td>Biomedical Science IV</td>
<td>3</td>
</tr>
<tr>
<td>MDED 6010</td>
<td>Biometry and Biomedical Computing I</td>
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</tr>
<tr>
<td>BIOM 6300</td>
<td>Scientific Ethics</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Core Hours** ................................................................. 22

East Tennessee State University

2008-2009 Graduate Catalog
Advisory Committee—An academic advisor will be appointed at the time of admission by the assistant dean for graduate studies and will assist the student in planning the program of study through the first year. Each student will select a research advisor following completion of the laboratory rotation program. The research advisor will assume primary responsibility for the student’s academic and research progress. Prior to the beginning of the second year of study, students will form a graduate advisory committee. The committee will consist of at least five members of the graduate faculty, with no more than three members from one department. The student’s research advisor will serve as chair of the committee and must hold full or associate graduate faculty status. Other members of the committee will be selected by the student and research advisor and will be approved by the departmental chair and assistant dean for graduate studies. The committee will be responsible for overseeing the student’s overall academic program, including the program of study, preliminary examination, advancement to candidacy and preparation and defense of the dissertation. The advisory committee should meet formally with the student at least once each year to review the research and academic progress.

The Preliminary Examination—A preliminary examination may be administered at the discretion of the advisory committee after one semester of enrollment. The examination will be designed to evaluate the student’s potential to complete a total planned program and to aid in planning the program of study.

Change in Program of Study—Changes in the planned program of study for candidacy must be approved by the dean of the School of Graduate Studies. Forms for program changes are available in the School of Graduate Studies Office.

Residence Requirements—A period of one academic year (two continuous semesters) will be required in keeping with the needs of the program and with accreditation standards. A student may be assigned to study at an off-campus site for special programs. This study must be approved in advance by the student’s graduate advisory committee to be applied toward residency requirements. No more than nine credit-hours of credit may be earned in special programs.

Time Limits—Credit earned more than seven years prior to the awarding of the degree will not be accepted as part of the degree requirements.

Qualifying Examination—The qualifying examination will be administered by the advisory committee after the first year and before the end of the second year of continuous enrollment. Successful completion of the examination should demonstrate that the student has obtained a breadth of knowledge in biomedical science, utilizing the information obtained in the core curriculum. The student should also demonstrate competence in researching the literature and organizing and presenting information on a topic of current importance. The format of the written examination will be a research proposal similar to a research grant application. The topic will be selected by the student and approved in advance by the committee. The topic should be original and not identical to the intended research. An oral examination, in which the student defends the written research, follows successful completion of the written requirement.

The Final Examination—The final examination will be oral and will be devoted to an evaluation and defense of the student’s dissertation. A student must be a formally admitted candidate for the doctorate for one full semester before being eligible to take the final examination. Students will not be allowed to complete a program during the same semester in which they are formally admitted to doctoral candidacy. The examination for defense of the dissertation will not be scheduled until the student’s dissertation is accepted by the graduate advisory committee. However, this approval and the final oral examination must both take place by the deadline in the university calendar. Each doctoral student’s final oral examination will be publicly announced by the School of Graduate Studies. It will be an open examination, and all interested persons will be encouraged to attend.

Graduate Faculty Representation at Dissertation Defenses—The defense of the dissertation is a formal gathering at which the doctoral candidate presents and defends her or his research to members of the university community. The defense is a capstone event in the development of graduate students as scholars, professionals, or future teachers and must entail open and fair exchange of scholarly views. A member of the graduate faculty from outside the candidate’s committee and department must be present at the defense to monitor the process. The procedure to be followed in scheduling an oral defense and the format for the graduate faculty representative’s narrative report are available in the Graduate Studies office.

Dissertation—All doctoral candidates must complete a dissertation as a major requirement for the Ph.D. degree. The dissertation topic will be selected by the candidate with the advice and approval of the graduate advisory committee. The student must present a prospectus describing the research project for review and approval by the graduate advisory committee. After the dissertation topic has been researched, written, and accepted by the committee, it must be prepared in the proper form and submitted to the School of Graduate Studies for approval at least one week prior to graduation. The School of Graduate Studies has been accepting dissertations in both electronic and paper formats. ETSU has approved a requirement for electronic submission, which will begin when the pilot submission program is completed. Students must submit dissertations in the format prescribed at the time of submission. Students seeking exemption from electronic submission of the dissertation must be prepared to follow an alternate submission schedule and will be responsible for binding fees and microfilming costs. The School of Graduate Studies publishes a guide to the Preparation of Theses and Dissertations, which is available in the Graduate Studies Office along with specific guidelines for submission and review of the manuscript.

Institutional Review Board—Student research involving human subjects must be approved by the East Tennessee State University Institutional Review Board prior to initiation of the research. It is necessary to protect the rights of human subjects involved in physical, psychological, or social research. Following approval of the proposed research by the review board, the subject involved must be informed of the study and consent to participate. The application forms for research involving human subjects and review of such research projects are available in the Office of Research and Sponsored Programs, 1110 Seminole Drive.

Evaluation—The evaluation of an advanced graduate student is a function of the instructors and the student’s graduate advisory committee. The latter has full authority for program planning and the evaluation of oral and written preliminary and qualifying examinations, provided that all university and departmental requirements have been met.

Anatomy and Cell Biology
*See Anatomy and Cell Biology Concentration

Biochemistry and Molecular Biology
*See Biochemistry and Molecular Biology Concentration

Microbiology
*See Microbiology Concentration

Pharmacology
*See Pharmacology Concentration

Physiology
*See Physiology Concentration
Biostatistics Concentration
(Public Health)

*See Public Health

Biostatistics Graduate Certificate
(Public Health)

James Florence, Dr.P.H., C.H.E.S., Graduate Coordinator/Interim Chair
College of Public Health
101 Lamb Hall
Box 70674
(423) 439-6720
e-mail: mphcoordinator@etsu.edu

This graduate certificate in biostatistics is designed to meet the needs of public health practitioners who desire additional training in biostatistics. It provides training in quantitative skills used in health departments, managed care organizations, community-based organizations, international health agencies, and state and federal agencies.

Upon completion of this program, students will be able to:
• Use statistical techniques in the design of observational and experimental studies found in public health research and practice;
• Develop the knowledge, skills, and abilities in the use of statistical techniques and common statistical software packages for the analysis of health data;
• Apply probability distributions to public health outcomes; and
• Effectively communicate statistical methods, results, and conclusions with other public health professionals and the community at large.

Admission to the Program

The criteria for admission to the Biostatistics Graduate Certificate Program include:
1. A bachelor's degree from a regionally accredited institution.
2. A minimum undergraduate grade point average of 2.5 on a 4.0 scale.
Application materials which must be submitted to the School of Graduate Studies include:
1. an application;
2. three (3) letters of recommendation; and
3. official transcripts from all colleges attended.
All applications will be evaluated by an admission committee. Letters of recommendation are waived for applicants of the Tennessee Workforce Development Consortium.

Course Requirements

Major Field Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 5030</td>
<td>Overview of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5310</td>
<td>Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5400</td>
<td>Epidemiology I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Major Field Core Hours</strong></td>
<td></td>
<td><strong>9</strong></td>
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</table>

Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 5350</td>
<td>Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5410</td>
<td>Statistical Software for Health</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Concentration Hours</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Total Required Coursework Hours ............................................. 15

The Biostatistics graduate certificate is awarded to students who have been officially admitted to the program and have successfully completed 15 credit hours of approved coursework. A student may use a course from the following list to replace a required course previously taken at another institution, or completed in fulfillment of another degree at ETSU.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 5460</td>
<td>Spatial Epidemiology and Geographical Studies of Health</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5287</td>
<td>Applications of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5460</td>
<td>Environmental/Occupational Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5900</td>
<td>Grant and Proposal Development</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5400</td>
<td>Epidemiology I</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5310</td>
<td>Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5030</td>
<td>Overview of Public Health</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Required Coursework Hours</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Bluegrass, Old Time, and Country Music

W.F. Mackara, Ph.D., Director
214 Sam Wilson Hall
Box 70699
(423) 439-5314 FAX (423) 439-5274
e-mail: mackara@etsu.edu

Faculty:
Jafar Alavi; Edward Baryla; Ting-Heng Chu; Andrew Czuchry; Douglas Dotterweich; Michaela Driver; Michael Everott; Lon Felker; James Frierson; Frederick Hipple; Kurt Loess; Warren Mackara; Michael Marchioni; Michael McKinney; Phillip Miller; Loraine Mitchell; Robert Morgan; John Quigley; Joel Ryman; Gary Shelby; Donald Shemwell; Jon Smith; Allan Spritzer; Jean Stead; Walter Stead; Kerry Swinehart; Karen Tarnoff; Paul Trogan; Thomas Tull; Craig Turner; Harold Warren; Ronald Wein; Mahmoud Yasin; Ugur Yavas.

The Master of Business Administration (M.B.A.) program offers men and women an opportunity to advance their knowledge and preparation for positions of responsibility in business or not-for-profit institutions. The M.B.A. program is fully accredited by AACSB International.

The M.B.A. degree is recognized as the key to success in both large and small organizations. It is suited to graduates in engineering, science, technology, health care, the liberal arts, and other non-business areas, as well as students with undergraduate degrees in business. The M.B.A. is a general, broad-based degree program that incorporates and integrates study of the organizational, financial, and operational management of organizations; the global economic, technological, and information environment; and the production and marketing of goods and services. Emphasis is given to the strategic view of the organization, teamwork, and effective problem solving.

Admission Requirements for the Traditional M.B.A.

An undergraduate application to the traditional M.B.A. program must be eligible for admission to the university as a graduate student and must meet the admission criteria for the program. The student must submit completed application and scores on the Graduate Management Admissions Test (GMAT). Admission criteria include the applicant's undergraduate grade point average and satisfactory scores on the GMAT. The applicant is presumed to have computer literacy and an understanding of mathematics. Questions relating to admission requirements should be addressed to the Associate Dean for Graduate Studies in Business and Technology.

Admission Requirements for the Accelerated M.B.A.

The accelerated M.B.A. is designed for students who have at least three years of professional managerial experience and who desire a rapid-paced, alternative delivery of the M.B.A. courses. A student applying to the accelerated version of the M.B.A. program must be eligible for admission to the university as a graduate student. An applicant must have at least
three years of professional managerial experience and the support of his or her supervisor. Admission criteria include the applicant's undergraduate grade point average, professional managerial experience as indicated on a current resume, three letters of recommendation, a letter of support from the applicant's supervisor, an interview, and an essay.

Students admitted to other graduate programs in the university may enroll in selected graduate business courses if appropriate course prerequisites have been completed. Non-degree students, visiting students, and applicants awaiting admission to the M.B.A. program may not register for graduate business courses without prior approval of the Associate Dean for Graduate Studies in Business and Technology.

### Course Requirements

#### M.B.A. Foundation Courses*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 5000</td>
<td>Essentials of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON 5000</td>
<td>Essentials of Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 5010</td>
<td>Essentials of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 5000</td>
<td>Essentials of Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5010</td>
<td>Essentials of Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 5010</td>
<td>Essentials of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5020</td>
<td>Legal &amp; Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5030</td>
<td>Quantitative Analysis for Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Maximum ........................................................................... 24

#### Traditional M.B.A. Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 5140</td>
<td>Data Analysis and Modeling</td>
<td>3</td>
</tr>
<tr>
<td>BADM 5150</td>
<td>Accounting Information for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>BADM 5180</td>
<td>Economics for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BADM 5210</td>
<td>Operations and Technology Strategy</td>
<td>3</td>
</tr>
<tr>
<td>BADM 5220</td>
<td>Global Business</td>
<td>3</td>
</tr>
<tr>
<td>BADM 5230</td>
<td>Strategic Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BADM 5400</td>
<td>Market Strategy</td>
<td>3</td>
</tr>
<tr>
<td>BADM 5430</td>
<td>Applied Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>BADM 5500</td>
<td>Strategic Management Process</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives and Capstone Electives** .................................... 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 5800</td>
<td>Strategic Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours ........................................................................... 36

* For those students with recent formal academic preparation in business administration, one or more foundation courses may be waived by the Director of Graduate Studies in Business.

** A ll electives must be at the graduate level and must be approved by the Director of Graduate Studies in Business prior to registration. The six credits of electives will be selected to meet students' special interests and needs and may include non-business courses. Foundation courses may not be taken for elective graduate credit, and no more than one elective may be taken from courses co-listed with undergraduate courses.

*** This course fulfills the Culminating Experience requirement in the M.B.A. program.

### Accelerated M.B.A. Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
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<td>AMBA 5140</td>
<td>Data Analysis and Modeling</td>
<td>3</td>
</tr>
<tr>
<td>AMBA 5150</td>
<td>Account. Info. for Decision Making</td>
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</tr>
<tr>
<td>AMBA 5180</td>
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<tr>
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<td>Operations and Tech. Strategy</td>
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</tr>
<tr>
<td>AMBA 5220</td>
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<tr>
<td>AMBA 5500</td>
<td>Strategic Management Process</td>
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*** This course fulfills the Culminating Experience requirement in the M.B.A. program.

The accelerated M.B.A. program will meet every third weekend on Friday evenings and all day on Saturday. Students in the accelerated M.B.A. program will complete three courses in each of the four twelve-week sessions. An orientation session for the accelerated M.B.A. students will be held on the Saturday prior to the beginning of classes. The entire accelerated M.B.A. program may be completed in one year. Students enrolled in the accelerated M.B.A. will pay a differential fee for the accelerated courses. Students enrolled in the accelerated M.B.A. program are not eligible for Graduate Assistantships or Tuition Scholarships.

### Business Administration Graduate Certificate

Martha M. Pointer, Ph.D., Director  
214 Sam Wilson Hall  
Box 70699  
(423) 439-5314 Fax (423) 439-5274  
e-mail: pointer@etsu.edu

Faculty:
Jafar Aliaci; Edward Baryla; Ting Heng Chu; Douglas Dotterweich; Michaela Driver; Michael Everett; Lon Felker; Daniel French; James Frierson; Frederick Hipple; Kurt Loess; Warren Mackara; Michael Marchioni; Michael McKinne; Phillip Miller; Lorainne Mitchell; John Quigley; Joel Ryman; Gary Shelley; Donald Shemwell; Jon Smith; Allan Spritzer; Joan Stead; Walter Stead; Kerry Swinehart; Karen Tarnoff; Paul Trojen; Thomas Tull; Craig Turner; Harold Warren; Ronald Weir; Mahmoud Yasin; Ugur Yavas.

The Business Administration Graduate Certificate (B.A.G.C.) is offered to individuals who hold undergraduate degrees in nonbusiness fields and who desire some formal education in business. They include employees of business organizations planning to move into management positions, entrepreneurs planning to set up small businesses, and teachers seeking certification or recertification to teach high school business courses. The program is also offered to individuals who earned undergraduate degrees in business several years ago and who seek to update their knowledge and skills. Coursework completed in fulfillment of the Certificate program could subsequently be used to satisfy foundation requirements for the M.B.A. or M.Acc. program. Thus, a student who earned the B.A.G.C. would be closer to meeting the requirements for one of these two degree programs.

### Admission Requirements

Applicants for admission to the B.A.G.C. program must hold an undergraduate degree from a regionally accredited institution. Applicants...
must submit transcripts of all undergraduate work completed. Admission criteria will include the student's grade point average (GPA); work experience; and general suitability for graduate study. International students must be eligible for admission to the university as a graduate student, as determined by the School of Graduate Studies. The applicant is presumed to have computer literacy and an understanding of mathematics through calculus. A student who does not have these competencies will be required to complete appropriate undergraduate courses before proceeding to take related Certificate coursework.

**Curriculum**

All students in the B.A.G.C. program are required to complete a minimum of 15 semester credits of graduate coursework. Students, guided by an advisor, will select 15 credits of courses from the following list:

**B.A.G.C. Courses:**

Five approved courses from the following:

- **ACCT** 5000 Essentials of Accounting ................. 3
- **ECON** 5000 Essentials of Economics ................. 3
- **ECON** 5010 Essentials of Statistics ................. 3
- **FNCE** 5000 Essentials of Finance* ................. 3
- **MGMT** 5010 Essentials of Management ............. 3
- **MGMT** 5020 Legal & Social Environment ........... 3
- **MGMT** 5030 Quantitative Analysis for ............. 3
- **MKTG** 5010 Essentials of Marketing ................. 3

One elective graduate business course approved by ......... 3

the student's advisor and the respective department chair

**Total Credit Hours Required** ............................................ 15

* The prerequisite for FNCE 5000 is ACCT 5000 or equivalent.
** Prerequisites for MGMT 5030 are ECON 5010 and MGMT 5010 or equivalents.

A formal program of study will be drawn up for each student and authorized by the Director of Graduate Studies in Business and Technology.

Students who receive a Business Administration Graduate Certificate are expected to have some basic knowledge in each of the five core areas of business: accounting, economics, finance, management, and marketing. A student will be permitted to take the elective course in the above list only if he or she can demonstrate previously-acquired knowledge in all five core areas.

Students who have, within a five-year period, completed coursework at the undergraduate or graduate level which is essentially equivalent to a course on the above list and who earned a grade of "A" or "B" in such coursework will be required to select another course in fulfillment of the 15-hour requirement.

**Retention and Graduation**

Students enrolled in the Certificate in Business Administration program will be subject to the probation policies applicable to all graduate programs at ETSU. In order to receive the Certificate, students will be required to earn a cumulative grade point average of 3.0 on coursework leading to the Certificate.

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**Chemistry**

Chu-Ngi Ho, Ph.D., Graduate Coordinator
408 Brown Hall
Box 70695
(423) 439-6914
chungho@etsu.edu

Jeff G. Wardeska, Ph.D., Department Chair
468 Brown Hall
Box 70695
(423) 439-4367
r21jeff@etsu.edu

Faculty:
Chu-Ngi Ho; Yu Lin Jiang; Ismail O. Kady; Scott J. Kirkby; Jeff G. Wardeska; David G. J. Young.

The Department of Chemistry offers a Master of Science degree with concentrations in the four traditional major areas of chemistry: analytical, inorganic, organic and physical. The program is designed, through advanced courses and individual research, to prepare the student for a career as a chemist or for continued study in a rigorous doctoral program.

**Program Admission Requirements**

To be eligible for admission to the program leading to an M.S. degree, a student must have:

1. A bachelor's degree from an accredited college or university with an adequate undergraduate background for the advanced work in the chemistry department.
2. This background must include a course in Physical Chemistry with laboratory requiring calculus as a prerequisite.
3. At least two recommendation letters from individuals who can comment on the academic as well as personal qualifications of the applicant.

Incoming students lacking certain prerequisites may, with departmental permission, make up these deficiencies. However, graduate credit will not be received for this coursework. Upon entering, some students may be asked to take departmental placement exams, the purpose of which is to determine the level of the incoming student's preparedness for the graduate program. These exams, if administered, will be used to better advise students as to their specific course of study.

Minimum Degree Requirements - The chemistry master's program offers students a broad, yet intensive, study of the four traditional major areas of chemistry: analytical, inorganic, organic, and physical.

A graduate major must take at least one of the core courses listed in each of the areas. Additionally, each student must choose an area of study in conference with an advisor or research director. In this area, two core courses must be taken. Additional chemistry coursework may be chosen in any area.

A minimum of 30 semester credits is required for the M.S. degree in chemistry. A maximum of nine credits can be included from CHEM 5950 (Research in Chemistry), CHEM 5960 (Thesis) and CHEM 5010 (Seminar) in the required semester credits. Seminar is required and must be related to the student's research. CHEM 5450 does not count toward the required 30 credit hours. With the approval of the student's advisor, up to 10 hours of credit may be in related fields.

All graduate majors are encouraged to conduct original research and to complete a thesis in their area of study, under the direction of a graduate faculty member. The student's research director should be chosen as soon as possible after admission to candidacy. Chemistry 3450 is designed to help new students to complete this process within the first semester of their studies. See "Admission to Candidacy" elsewhere in this catalog. All students are expected to attend departmental seminars regularly even if they are not formally enrolled for credit.

The non-thesis option is not recommended for graduate students majoring in chemistry. With proper justification, the department chair may approve a non-thesis option which will require 33 credits of coursework, which may include a seminar topic of current interest. The topic is subject to the advisor's approval.

To assure that graduate students have adequately assimilated their knowledge at the master's level, written comprehensive examinations are given in each of the four basic areas of chemistry. The examinations are taken after completion of the appropriate core courses. All majors must pass the comprehensive exam in their selected area of study. In addition, majors must pass comprehensive exams in all the other areas, except that these additional exams may be waived by achieving a grade of "B" or better in a core course within that given area. In the event that a student does not pass the comprehensive exam on the first attempt, the exam may be retaken as early as the next scheduled time with the approval of the student's advisory committee. However, remedial coursework for the student may be required by the advisory committee before approval is
East Tennessee State University

given. Students are limited to two attempts of each comprehensive exam. Failure to pass an exam after two attempts will result in the student being ineligible to continue in the program.

After successfully completing all other requirements for the master's program, a final oral examination is administered to the student by the student's advisory committee. The oral exam is the defense of the candidate's thesis and is open to all interested faculty and students. Questions from the committee, while centering around the candidate's thesis work, are not limited to the research involved, but may cover other related topics of chemistry that a student would be expected to encounter in a master's program.

Concentration Requirements

The department offers core courses in each of the major areas of chemistry as listed below:

Analytical: 5210, 5220 .............................................. 3-6 credits
Inorganic: 5110, 5120 .............................................. 3-6 credits
Organic: 5510, 5541 .............................................. 3-6 credits
Physical: 5710, 5741, 5743 ........................................ 3-6 credits
Total ............................................................................... 15 credits

A student is required to take two core courses (6 credit hrs.) in the chosen area of concentration and at least one core course in each of the remaining three (3 credit hrs. each) for a total of 15 credit-hours.

City Management

*See Public Administration

Clinical Nutrition

Master of Science in Clinical Nutrition

Elizabeth Lowe, Graduate Coordinator
101 Hutcherson Hall
Box 70671
(423) 439-7537
e-mail: lowee@etsu.edu

Angela Lewis, Ph.D., Chair
208 Hutcherson Hall
Box 70671
(423) 439-7534
e-mail: lewisar@etsu.edu

Faculty:
Amelia Brown; Angela Lewis; Elizabeth Lowe; Anna Roberts; Alison Schaefer; Deborah Sawson.

The Department of Family and Consumer Sciences offers a two-year program in clinical nutrition leading to a master's science degree. The 33-36 credit curriculum provides a study of medical nutrition therapy, management, nutrition in community, and nutrition research. The dietetic internship program, which includes more than 1000 hours of supervised practice, also incorporates graduate level coursework as a mandatory component of the 10-month program. The dietetic internship program is currently granted initial accreditation status by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA), 120 South Riverside Plaza, Chicago, IL 60606-6995, 312/899-5400. Students successfully completing the internship program will be eligible to take the Registration Examination for Dietitians. Upon completion of the program and successful completion of the registration exam, students may become registered dietitians (RD) and seek positions as clinical, community, research, consultant, educator, and management dietitians.

Program Admission Requirements

1. Admission to the School of Graduate Studies.
2. Completion of the undergraduate didactic program in dietetics (DPD). Students applying to the dietetic internship program must also have received a verification statement or an intent to graduate from the DPD program director. Students from related disciplines will be required to complete the undergraduate prerequisites mandated by ADA, with a grade point average (GPA) of 3.0 on a 4.0 grading scale.
3. A GPA of 3.0 on a 4.0 scale in the applicant's undergraduate major and/or minor discipline.
4. Satisfactory references from three persons familiar with the applicant's academic and work experience.

Applications are accepted for the M.S. in Clinical Nutrition at any time during the year. Guidelines for applying are found in the Graduate Catalog and on the ETSU web site. Dietetic Internship applications are accepted once per year in mid-February. The American Dietetic Association and the Commission on Accreditation for Dietetics Education set this deadline in accordance with the national computer matching process. Applicants will be notified of admission status in April for the Dietetic Internship Program. Students who are not applying for the internship program may be admitted and begin graduate coursework at the beginning of any semester.

Internship or Practicum

The dietetic internship requires an additional 18 credits in supervised practice/practicum settings. Students complete these under the guidance of registered dietitians at 12 different clinical, community and food service management sites. The internship didactic coursework begins in mid-July and ends the following May, while the practicum rotations are in fall and spring semesters. Students in the internship will be responsible for costs related to clinical rotations including but not limited to: 1) liability insurance; 2) transportation; 3) professional membership fees and 4) required medical screenings. This program is offered with the support of James H. Quillen College of Medicine. For more information about the program, please contact the Program Director at (423) 439-7537.

Minimum Degree Requirements

The M.S. in Clinical Nutrition consists of 33 - 36 credits and offers thesis and non-thesis options. The culminating project for each option requires a research project and oral defense or presentation of the thesis/capstone project.

Nutrition Requirements ......................... 15 Credit Hours
FACS 5410 Seminar in Nutrition ......................... 3
FACS 5420 Maternal-Child Nutrition ..................... 3
FACS 5430 Complex Adult Nutrition Care ............... 3
FACS 5450 Advanced Nutrition Therapy ................. 3
PUBH 5400 Epidemiology ..................................... 3

Core Requirements ......................... 12-15 Credit Hours
Students will choose one (1) of the following research courses:
EDFN 5950 Methods of Research ......................... 3
or
FMNU 5001 Nursing Research and Design ............... 3
or
SOCI 5210 Sociological Research ......................... 3

Students will choose one (1) of the following science courses:
FACS 5447 Nutritional Biochemistry ....................... 3
or
BIOL 5167 Biochemistry of Metabolism .................... 3
or
PEXS 5467 Nutrition and Exercise ......................... 3

Students will choose one (1) of the following statistics courses:
PUBH 5310 Biostatistics ...................................... 3
or
SOCI 5444 Applied Data Analysis ......................... 3
or
ECON 5010 Essentials of Statistics ...................... 3

Students will choose one (1) of the following options for culminating experience:

Thesis Option:
FACS 5960 Thesis ........................................ 6

Non-thesis Option:
FACS 5460 Capstone Research Project ..................... 3
Guided Electives

Thesis Option ................................................................. 3
Non-thesis Option ............................................................ 9

Students will choose from list or as approved by graduate coordinator:
FCNU 5507 Social Concerns and Women’s Health ........... 3
FCNU 5807 Global Health Issues ........................................ 3
IDGE 5000 Introduction to Normal Aging ...................... 3
PEXS 5655 Sports Nutrition and Ergonomic Aids ............ 3
PEXS 5650 Advanced Concepts in ................................... 3
Wellness Promotion
ENVH 5607 Food Sanitation Principles ................................. 3
PMNU 5008 Alternative Health Practices ................................. 3
PMNUN 5110 Intercultural. Approach to Bioethical Issues ... 3
PUBH 5505 Managing Health Care ........................................ 3
PUBH 5110 Assessment of Individual and Community ....... 3
PUBH 5401 Rural Health Issues ........................................... 3
PUBH 5130 Planning and Implementation of ....................... 3
Community Health Programs
PUBH 5377 Health Communication ..................................... 3
PUBH 5525 Health Services Delivery and ......................... 3
Organization
PUBH 5007 Principles and Practices of ............................... 3
Patient Education
PUBH 5607 Gerontology and Health ................................ 3
Total - Thesis option ..................................................... 33 Credit Hours

Non-Thesis Option ....................................................... 36 Credit Hours

Requirements for Dietetic Internship - 18 Credit Hours

*FACS 5421-23 Lifespan Nutrition Practicum ......................... 6
*FACS 5431-33 Medical Nutrition Therapy Practicum ........... 6
*FACS 5451-53 Nutrition & Food Systems ............................ 6
Management Practicum

Clinical Psychology (Ph.D.)

Faculty: *See Psychology, Clinical

Communication

Master of Arts in Professional Communication
Web Page: http://www.etsu.edu/cas/comm/programs/graduate.jsp

Jack Mooney, Ph.D., Graduate Coordinator
516 Warf-Pickel Hall
Box 70667
(423) 439-4168
e-mail: mooneyj@etsu.edu

Charles Roberts, Ph.D., Department Chair
519A Warf-Pickel Hall
Box 70667
(423) 439-7577
e-mail: robertsc@etsu.edu

Faculty:
Karen Brewster; Dan Brown; Wesley Buerkle; Patricia Cutspec; Pat Cronin; Kelly Dorgan; Bobby Funk; Delbert Hall; Tom Headley; John King; Amber Kinse; William Kirkwood; Steve Marshall; Jack Mooney; Carrie Oliveria; Herbert Parker; Charles Roberts; Melissa Shafer; Norma Wilson.

In addition to its ACEJMC undergraduate accredited program in mass communication and its baccalaureate programs in speech and theatre, the department offers a Master of Arts in Professional Communication.

In seeking your master's in Professional Communication, you may select from an array of courses in the department’s three concentrations, Mass Communication (Advertising, Journalism, and Public Relations), Speech, and Theatre. Our graduates have gone on to a variety of fulfilling careers including positions in advertising, broadcasting, journalism, public relations, client relations, theatrical performance, professional stagecraft, and college education. Others have gone to doctoral work at nationally ranked institutions.

The Mass Communication emphasis offers you an interdisciplinary foundation in theory and application. You will work and learn with avid researchers and professionals in the areas of advertising, broadcasting, journalism, and public relations. Following a Speech emphasis prepares you for work in a broad range of fields that require the ability to work with diverse populations, lead others, articulate ideas and arguments effectively, and critically analyze messages. A Theatre focus provides you with the opportunities for studying theatre as a discipline as well as developing your creative skills. We encourage those focusing on Theatre to complete a creative thesis such as performing a one-person show, directing a show, producing a script, or completing a design project.

Graduate Admission Criteria

Each applicant is evaluated on the basis of the following criteria:
1. At least a 3.0 overall undergraduate grade point average.
2. Graduate Record Examination test scores predictive of success in the program.
3. Three letters that recommend admission to graduate study.

When selecting persons to write recommendation letters, please choose people who can address your academic/intellectual abilities in the discipline (e.g., professors and/or professionals). Strongly consider supplying as least two (2) letters from former or current professors, especially from those within the discipline. Letters from professionals should address the applicant’s work ethic, ability to work autonomously, potential for intellectual growth, and applicable academic skills (e.g., research and writing abilities).

4. A brief application essay of approximately 150-300 words (required by Graduate School).

In the application essay, the applicant should be certain to express why the applicant desires a Master in Professional Communication, referencing possible topics of interest identified in the PCOM program. The essay is also an opportunity for the applicant to highlight or address strengths and/or weaknesses in the application materials (e.g., GRE and GPA scores).

Applicants who are weak in one area may still be admitted if they have high credentials in other areas. Those who have not completed an undergraduate major or minor in communications may be required to undertake preparatory coursework. Such coursework will be specified by the graduate advisor, dependent upon the applicant’s background and designated emphasis area. Those applicants not meeting the admissions requirements as listed above may be conditionally admitted for 9 hours of graduate study at the discretion of the graduate committee.

During the period before candidacy, graduate students are advised by the departmental graduate coordinator. In consultation with the graduate advisor, the student devises an individualized Professional Communication program of study consisting of a core of common communication courses that all students are required to take, an emphasis in one of the six disciplines represented within the department, and a series of cognate courses from the department and from other units within the university.

Candidacy

A student must apply for candidacy after completion of the core semester hours in professional communications. A program grade point average of 3.0 or higher and the removal of all conditions imposed at the time of admission to the School of Graduate Studies is required. Students admitted to candidacy will declare two areas of emphases with one area being within the Department of Communication (6-9 hours) and one in a cognate area (9 hours). The student also must indicate pursuit of the thesis or non-thesis option at that time, with approval by graduate faculty of the department. At least 75 percent of the total course hours must be taken within the Department of Communication.

Degree Requirements

A minimum of 39 hours of coursework is required for both the thesis and non-thesis options. No more than 30 percent of all courses taken in the program may come from 5xx7 series.
Summary of Course Requirements for the M.A. in Professional Communication

Communication Core .......................................................... 18
Emphasis* ............................................................................. 6-9
Cognate ................................................................................. 9
Thesis* .................................................................................. 3-6
Approved Communication Elective ........................................ 3
Total Hours Required: ......................................................... 39

* Students opting for a 3-credit-hours thesis must choose 9 credits in the communication emphasis, while those choosing a six (6) credit-hour thesis must select 6 credits for the communication emphasis.

Communication Core

SPCH 5950 Comm. Research Methods .............................. 3
SPCH 5330 Applied Comm. Theory ................................. 3
MCOM 5037 Communications Law ................................. 3
or
MCOM 5030 Media and First Amendment ..................... 3
MCOM 5040 Seminar in Communications .................... 3
5000-level Dept. of Comm. Topics Course ...................... 3
5000-level Dept. of Comm. Elective ................................. 3
Total Communication Core: .............................................. 18

Communication Emphasis

Courses in a single area within the Department of Communication (Speech Communication, Public Relations, Advertising, Journalism, Broadcasting, or Theatre)

Total Communication Emphasis: .............................. 6-9 Credit Hours

Cognate Areas of Emphasis

Nine (9) hours of related courses must be taken in one department with approval of the respective department chair. These courses are selected and structured by the advisor and student based upon the student’s experiences, interests, and abilities. Some participating departments/ concentrations are: Art, and Design/Design of Publications; Computer Science/Communication Technology; Curriculum and Instruction/Media Services; English/Professional Writing and Editing; Foreign Languages; History; Public Health; Psychology/Organizational Communication; Technology/Professional Writing and Editing; Communication Technology. Others will be considered on a case by case basis.

Total Cognate Area of Emphasis: ............................... 9 Credit Hours

Communication Thesis or Approved Communication Elective Courses in a single area within the Department of Communication

Total: Thesis/Approved Elective .............................. 3-6 Credit Hours

Comprehensive Examinations

Students in the thesis option defend the thesis orally before a Department of Communication faculty committee. Students in the non-thesis option take a written comprehensive examination, after the completion of 36 hours. Students failing either the oral or the written examination will be permitted to reschedule the examination no sooner than one semester later. Examinations are not offered during the summer.

Communicative Disorders

Doctor of Audiology
*See Audiology

Patricia Chase, Ph.D., Graduate Coordinator
208 Lamb Hall
Box 70643
e-mail: chase@etsu.edu
(423) 439-5252

Master of Science in Speech Pathology
*See Speech Pathology

Marc Fagelson, Ph.D., Interim Chair
200A Lamb Hall
Box 70643
fagelson@etsu.edu
(423) 439-5383

Kerry Proctor-Williams, Ph.D., Graduate Coordinator
203 Lamb Hall
Box 70643
williamk@etsu.edu
(423) 439-7187

Faculty:

Teresa Bogg; Patricia Chase; Michelle Gurley Ekstrom; Sanwanan Elangovan; Marc A. Fagelson; Christopher McCrea; Carmen McCrea; Kerry Proctor-Williams; Jody Rice; Nancy J. Scherer; Jacek Smurzynski; A. Lynn Williams.

The field of communicative disorders includes extensive opportunities for the audiologist and speech pathologist to assist persons with problems of hearing, speech, and/or language communication. Through appropriate diagnosis and evaluation and through techniques of (re)habilitation and appropriate counseling, communicatively disordered persons can be led to goals of successful personal, social, and vocational competence.

The Department of Communicative Disorders (CDIS) offers the Master of Science (M.S.) degree in speech pathology and the Doctor of Audiology (Au.D.). Both programs are accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). The coursework and clinical clock hour requirements are designed for the student to obtain the ASHA Certificate of Clinical Competence and licensure with the State of Tennessee Health Related Boards and/or Board of Education.

The CDIS programs offer a variety of clinical experiences in medical and educational settings. The programs emphasize clinical experiences in medical settings for both adult and pediatric populations. Clinical practicum and research experience is available in the Audiology and Speech Pathology Service of the Quillen Veterans Affairs Medical Center and through programs in the Department of Pediatrics, Quillen College of Medicine, early intervention programs, aphasia research laboratory, traumatic brain injury practicum, rehabilitation hospitals, nursing homes, Speech and Hearing Centers, ENT physician offices, and schools.

The mission of the Department of Communicative Disorders is to foster excellence in the academic and clinical education of speech-language pathologists and audiologists through commitments to teaching, research, and service; to promote a culture of scholarship and respect for individuals; and to provide a foundation of knowledge and skills that fosters competent, autonomous, clinical practice for the professional lifetime.

The academic goals of the department are to provide the knowledge, skills, and experience needed to:
- identify and understand basic human communication processes, normal and abnormal development across the lifespan, and culturally diverse populations;
- evaluate and treat speech, language, and hearing disorders as delineated in the professions’ scopes of practice;
- integrate information and think critically;
- participate in the generation of research related to communication and/ or communication disorders;
- develop skills to be a critical consumer of research related to communication and/ or communication disorders;
- respect individuals and work harmoniously with others;
- exhibit professional and ethical deportment;
- communicate effectively with others;
- engage in continuing professional education throughout the professional lifetime;
- participate in professional and community activities.

The clinical goals of the department are to provide the knowledge, skills, and experience needed to:
- evaluate and treat speech, language, and hearing disorders as delineated in the professions’ scopes of practice;
- incorporate the scientific method in the assessment and treatment of individuals with communication disorders;
commence as a graduate student. Such evidence should include either an undergraduate GPA of at least 3.0 (on a 4.0 scale), satisfactory GRE scores (a total of at least 1050 for verbal and quantitative, with at least 400 on each), or a professional record that demonstrates readiness for graduate study in computer science.

2. Coursework in computer science. The equivalent of a major in computer science is expected. Students lacking this background may be required to complete (with a B- or higher in each course) a sequence of undergraduate foundation courses in computer science and mathematics. Related professional experience, such as programming, systems analysis, and/or systems design may be substituted for some foundation courses.

3. For international students, a TOEFL score of at least 79 (Internet based), 213 (computer based), or 550 (paper) is required as well as a GRE verbal score of at least 400, a GRE quantitative score of at least 400, and a total of at least 1050 for verbal plus quantitative.

4. Three letters of recommendation should be submitted that evaluate the applicant’s academic ability, professional maturity, and communication skills.

Minimum M.S. Degree Requirements

During the period before candidacy, graduate students are advised by the departmental graduate coordinator or associate graduate coordinator. By the beginning of the second semester students should form their graduate advisory committee. The chair of this committee becomes the student’s primary advisor. The faculty member who directs the non-thesis student’s software development project serves as the student’s primary advisor and chair of the committee. Where choices exist, students will decide, in consultation with their advisor, which courses will be taken to complete the master of science degree.

For students in a thesis option, the chair of the student’s graduate advisory committee directs the research and the preparation of the thesis. After selecting a topic, the student, in consultation with the student’s advisory committee chair, must develop a thesis proposal and plan which must be presented to the graduate faculty and approved by the student’s committee. The approval form must bear the signatures of the student and the advisory committee members. The student must orally present and defend the thesis.

Advisory Committee – Students should have this committee formed at the beginning of the second semester in which coursework is taken. Students may not apply for candidacy for a graduate degree until the committee has been formed.
Admission to Candidacy - To be admitted to candidacy a student must meet a number of requirements of the Graduate School (see Degree Requirements).

Courses Open to Graduate Students - Graduate-level courses are listed at the 5XXX level. Courses at the 4XXX level are subject to special rules concerning enrollment and availability as electives. Students who desire graduate credit for a course that is offered at both levels must register at the 5XXX level. Students who wish to count a 5XXX course as an elective should check with the graduate coordinator about that course's standing before enrolling: courses that are not explicitly listed as possible electives are treated on a case-by-case basis, and some are not eligible to be counted as electives. A course taken for undergraduate-level credit (4XXX level) cannot be repeated for graduate credit (5XXX level). Graduate students who are registered for a 5XXX level course are required to do additional work over and above that required for students registered at the 4XXX level. At most, 30 percent of all credit-hours which are applicable to a master's program may be in courses at the 5XXX level. Non-degree students who desire graduate credit may enroll for courses at the 5XXX level with consent of the instructor.

Independent Study - No more than one independent study course (1-3 hours) may be taken for credit toward a graduate degree without special written approval of the graduate program coordinator.

Special Topics - No more than two special topics courses (1-6 hours) may be taken for credit toward a graduate degree without special written approval of the graduate program coordinator.

Prerequisites for Graduate Study in Computer Science: Students must satisfy the program admission requirements (see Graduate Admission Criteria above). The foundation coursework includes the following:

1. A background in mathematics including probability and statistics, discrete structures, and for the applied computer science concentration basic calculus.
2. Computer programming, including problem analysis, algorithm, synthesis, and competence in data structures, with knowledge of high level programming language and for the applied computer science concentration assembly language.
3. Undergraduate-level coursework in database management systems. The applied computer science concentration requires additional work in file processing, computer architecture, and operating systems. The information technology track requires additional coursework in networking and web programming.
4. Some graduate courses have additional or special prerequisites.

Common Core Requirements ............... 10 Credit Hours
CSCI 5200 Software Systems Engineering ........................................... 3
CSCI 5300 Software Design ............................................................. 3
CSCI 5230 Software Project Management ........................................... 3
CSCI 5520 Research Methods in Computer Science .............................. 1
Capstone Requirements ...................... 9 Credit Hours

Choose one (1) sequence from the following:

Non-Thesis Option
CSCI 5910 Software Development Project I ........................................... 3
CSCI 5920 Software Development Project II ........................................... 3
CSCI 5930 Software Development Project III ......................................... 3

Thesis Option
CSCI 5550 Directed Research 1 ............................................................ 3
CSCI 5551 Directed Research 2 ............................................................ 3
CSCI 5960 Thesis ............................................................................. 3

Applied Computer Science Concentration

The Applied Computer Science Concentration is oriented toward the study of concepts, theory, and practical application of software development. This program teaches students to develop and use abstract models for analytic, descriptive, and predictive studies of real-world phenomena and systems. The concentration emphasizes software development practices. Student will participate in software development projects that provide practice with requirements analysis, software design, modeling, project management, verification and validation, and quality assurance. In addition, computer science topics will be applied to projects, including database management, analysis of algorithms, and principles of operating systems.

Concentration Requirements ..................... 12 Credit Hours
CSCI 5150 Topics in Distributed Systems ........................................... 3
CSCI 5220 Software Verification and Validation ................................... 3
CSCI 5250 Database Design ............................................................... 3
CSCI 5620 Analysis of Algorithms ...................................................... 3

Guided Electives ...................... 6 Credit Hours
Select six (6) credit-hours from the following:
CSCI 5100 Computer Architecture .................................................... 3
CSCI 5157 Interactive Graphics .......................................................... 3
CSCI 5217 Ethical Issues in Computing .............................................. 3
CSCI 5360 Network and System Administration ................................... 3
CSCI 5417 Introduction to System Administration ................................ 3
CSCI 5460 Network and Information Security ..................................... 3
CSCI 5610 Formal Languages and ...................................................... 3
Computational Complexity
CSCI 5710 E-Commerce Implementation ............................................. 3
CSCI 5720 Enterprise and E-Business Integration ............................... 3
DIGM 5831 Interactive Multimedia ..................................................... 3
MATH 5340 Graph Theory and Its Applications .................................. 3

Total Hours Required ......................................................... 37

Information Technology Concentration

The Information Technology Concentration builds on the basic concepts of software development and Web programming. Students in this concentration will develop e-commerce and business-to-business Web applications. The concentration emphasizes good software development practices. Students will participate in software development projects that provide practice with requirements analysis, software design, modeling, project management, verification and validation, and quality assurance. Other skills include network and system administration and information security.

Concentration Requirements ..................... 12 Credit Hours
CSCI 5150 Topics in Distributed Systems ........................................... 3
CSCI 5250 Database Design ............................................................... 3
CSCI 5360 Network and System Administration ................................... 3
CSCI 5460 Network and Information Security ..................................... 3

Guided Electives ...................... 6 Credit Hours
Select six (6) credit-hours from the following:
CSCI 5100 Computer Architecture .................................................... 3
CSCI 5150 Topics in Distributed Systems ........................................... 3
CSCI 5157 Interactive Graphics .......................................................... 3
CSCI 5217 Ethical Issues in Computing .............................................. 3
CSCI 5220 Software Verification and Validation ................................... 3
CSCI 5250 Database Design ............................................................... 3
CSCI 5417 Introduction to System Administration ................................ 3
CSCI 5460 Network and Information Security ..................................... 3
CSCI 5610 Formal Languages and ...................................................... 3
Computational Complexity
CSCI 5620 Analysis of Algorithms ...................................................... 3
DIGM 5831 Interactive Multimedia ..................................................... 3
MATH 5340 Graph Theory and Its Applications .................................. 3

Total Hours Required ......................................................... 37

Oral Examination

All students must also complete a final oral examination, with a mark of 80% or better in each subject area, within a year of completing their coursework. This examination, which will cover material from the seven courses in the student's core curriculum, will be administered by the graduate coordinator or a duly appointed member of the department's faculty. Please consult with the department for more information about the procedures that govern the exam.
## Counseling

### Master of Arts in Counseling

Janna Scarborough, Ph.D., Associate Professor, Program Coordinator
326 Warf-Pickel Hall
Box 70548
(423) 439-4191
e-mail: scarbro@etsu.edu

Teah Moore, Ph.D., Assistant Professor and Elementary and Secondary School Counseling Coordinator
301d Warf-Pickel Hall
Box 70548
(423) 439-7901
e-mail: moore@etsu.edu

Patricia Robertson, Ed.D., Professor and Chair, Human Development and Learning and Higher Education Coordinator
301 Warf-Pickel Hall
Box 70548
(423) 439-7903
e-mail: robertpe@etsu.edu

Brent Morrow, Ph.D., Associate Professor, Marriage and Family Therapy Coordinator
322 Warf-Pickel Hall
Box 70548
(423) 439-4197
e-mail: morrowb@etsu.edu

Clifton Mitchell, Ph.D., Professor and Community Agency Coordinator
322 Warf-Pickel Hall
Box 70548
(423) 439-4197
e-mail: mitchelc@etsu.edu

Faculty:
James Bitter; Graham Disque; Clifton Mitchell; Teah Moore; Brent Morrow; Patricia Robertson; Janna Scarborough.

The counseling program is designed for the advanced preparation of personnel to serve children, adults, and families in various school and community agency settings. The counseling program offers four (4) concentrations: community agency counseling, marriage and family therapy, school counseling, and higher education. Emphasis is placed upon assisting students to develop a broad range of counseling skills that are applicable in a variety of professional settings. Students are admitted into the counseling program once a year in the fall or summer semesters. To be considered for summer or fall enrollment, the early application deadline is February 15th (recommended) and the regular admission deadline is April 1st. A minimum of 48 credit hours are required to complete the Master of Arts degree in Counseling. The School Counseling, Community Agency Counseling, and Higher Education options are accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP).

### Community Agency Counseling

Clifton Mitchell, Ph.D., Professor and Community Agency Coordinator
322 Warf-Pickel Hall
Box 70548
(423) 439-4197
e-mail: mitchelc@etsu.edu

### Specific Requirements

#### Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDAL 5100</td>
<td>Human Relations and Group Process</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5110</td>
<td>Social &amp; Cultural Foundations in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5230</td>
<td>Advanced Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5430</td>
<td>Legal &amp; Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5950</td>
<td>Methods of Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Core Hours Required**: 15

#### Concentration Requirements

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
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<tr>
<td>HDAL 5150</td>
<td>Career Development</td>
<td>3</td>
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<tr>
<td>HDAL 5440</td>
<td>Treating Trauma and Abuse in the Family</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5549</td>
<td>Substance Abuse: Counseling with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5550</td>
<td>Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5561</td>
<td>Counseling Techniques with Children</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5562</td>
<td>Counseling II</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5570</td>
<td>Supervised Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5810</td>
<td>Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5880</td>
<td>Internship</td>
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</tr>
<tr>
<td>PSYC 5825</td>
<td>Psychopathology</td>
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</tr>
<tr>
<td>SOWK 5430</td>
<td>Psychopathology in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5825</td>
<td>Developmental Psychopathology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Concentration Hours Required**: 30

**Guided Elective**

**Total Hours Required for M.A. degree**: 48

### Elementary/Secondary School Counseling

Teah Moore, Ph.D., Assistant Professor and Elementary and Secondary School Counseling Coordinator
301d Warf-Pickel Hall
Box 70548
(423) 439-7901
e-mail: moore@etsu.edu

The school counseling concentration is designed to prepare individuals to work in school settings and to be eligible for licensure as a K-12 school counselor. The school counseling concentration has been approved by the state of Tennessee as a preparation program for K-12 school counselors. To satisfy state requirements, candidates without teaching experience seeking to be licensed as school counselors for grades K-12 must take EDFN 5410, Foundations of Education (EDFN 2300 can be substituted) and SPED 5500, History, Issues, and Trends in Educating Exceptional Learners (SPED 2300 can be substituted).

### Specific Requirements

#### Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDAL 5100</td>
<td>Human Relations and Group Process</td>
<td>3</td>
</tr>
<tr>
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<td>Social &amp; Cultural Foundations in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5230</td>
<td>Advanced Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5430</td>
<td>Legal &amp; Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDFN 5950</td>
<td>Methods of Research</td>
<td>3</td>
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</table>

**Total Core Hours Required**: 15

#### Concentration Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HDAL 5150</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5440</td>
<td>Treating Trauma and Abuse in the Family</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5549</td>
<td>Substance Abuse: Counseling with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5550</td>
<td>Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5561</td>
<td>Counseling Techniques with Children</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5562</td>
<td>Counseling II</td>
<td>3</td>
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<td>HDAL 5570</td>
<td>Supervised Counseling Practicum</td>
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<td>HDAL 5810</td>
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<td>3</td>
</tr>
<tr>
<td>HDAL 5880</td>
<td>Internship</td>
<td>6</td>
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</table>

**Total Concentration Hours Required**: 30

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East Tennessee State University

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East Tennessee State University

HDAL  5960  Thesis .......................................................... 3

Guided Elective

Total Hours Required for M.A. degree  48

Higher Education Counseling

Patricia Robertson, Ed.D., Professor and Chair, Human Development and Learning and Higher Education Coordinator
301 Warf-Pickel Hall
Box 70548
(423) 439-7903
e-mail: robertpe@etsu.edu

The higher education counseling concentration is designed to prepare counselors and administrative professionals for service to students in two-year and four-year colleges and universities. Graduates in this concentration may seek positions in the student affairs, college and university counseling centers, career placement centers, admissions and academic advisement, residential life, financial aid, disability services, and campus diversity and multicultural programs.

Specific Requirements

Core Requirements
HDAL  5100  Human Relations and Group Process ................ 3
HDAL  5110  Social and Cultural Foundations ...................... 3
in Counseling
HDAL  5230  Advanced Developmental Psychology ............... 3
HDAL  5430  Legal and Ethical Issues .............................. 3
EDFN  5950  Methods of Research .................................. 3

Total Core Hours Required ........................................... 15

Concentration Requirements
HDAL  5150  Career Development .................................... 3
HDAL  5440  Treating Trauma and Abuse in the Family ......... 3
or ........................................................................ 3
HDAL  5549  Substance Abuse: Counseling Individuals ......... 3
and Families
HDAL  5562  Counseling I ................................................. 3
HDAL  5567  Supervised Counseling Practicum ................... 3
HDAL  5721  Trends and Issues in Higher Education ......... 3
HDAL  5722  Student Development and the .................. 3
College Environment
HDAL  5810  Psychological Assessment .......................... 3
HDAL  5888  Internship .................................................... 6

Total Concentration Hours Required .............................. 30

HDAL  5960  Thesis .......................................................... 3

Guided Elective

Total Hours Required for M.A. degree  48

Marriage and Family Therapy

Brent Morrow, Ph.D., Associate Professor, Marriage and Family Therapy Coordinator
322 Warf-Pickel Hall
Box 70548
(423) 439-4197
e-mail: morrowb@etsu.edu

The marriage and family therapy concentration is designed to prepare students to provide counseling for individual, couple, and family problems and issues in such settings as human service agencies, mental health centers, psychiatric hospitals, religious agencies, and counseling agencies.

Specific Requirements

Core Requirements
HDAL  5100  Human Relations and Group Process ............... 3
HDAL  5110  Social & Cultural Foundations ....................... 3
in Counseling
HDAL  5230  Advanced Developmental Psychology ............ 3
HDAL  5430  Legal & Ethical Issues ............................... 3
EDFN  5950  Methods of Research ................................ 3

Total Core Hours Required .......................................... 15

Concentration Requirements
HDAL  5420  Family Therapy I ......................................... 3
HDAL  5421  Family Therapy II ....................................... 3
HDAL  5422  Counseling with Couples .............................. 3
HDAL  5423  Postmodern Approaches to ......................... 3
Family Therapy
HDAL  5440  Treating Trauma and Abuse in the Family .... 3
HDAL  5549  Substance Abuse: Counseling Individuals .... 3
and Families
HDAL  5570  Supervised Counseling Practicum ................. 3
HDAL  5880  Internship .................................................... 6
PSYC  5825  Psychopathology \or
SOWK  5430  Psychopathology in Social Work ............... 3 \or
HDAL  5825  Developmental Psychopathology

Total Concentration Hours Required .............................. 30

HDAL  5960  Thesis .......................................................... 3

Guided Elective

Total Hours Required for M.A. degree  48

Recommended Electives—It is recommended that students, with written approval of their advisor or advisory committee, choose electives with a focus clearly related to their specific professional objectives. Coursework can be chosen from the disciplines of counseling, special education, criminal justice, social work, sociology, psychology, early childhood education, health education, personnel management, and other approved disciplines. Courses should be approved for elective credit before the courses are taken.

Retention and Dismissal—As required by ACA and AAMFT, students failing to demonstrate personal, professional, and/or ethical behaviors, as these behaviors relate to the ability to function as a counselor, upon review and substantiation (with due process), can be denied continuance in counseling programs. All counseling graduate students are evaluated twice a year. If intervention is indicated and completed, the student may petition the department for readmission.

Students are responsible for being familiar with and following all graduate school admission and retention requirements as stated in the front section of this catalog and in the counseling graduate student handbook.

Licensure Information—In order to be eligible for Licensed Professional Counselor (LPC) status in Tennessee, applicants must have 60 credit-hours of coursework in counseling or a related field. Tennessee's licensure coursework requirement is 12 credit-hours beyond the 48 credit-hours required for graduation in any of the four (4) counseling concentrations. Thus, students ultimately seeking LPC licensure should note that additional courses will be required beyond those necessary to graduate with a Master of Arts degree in Counseling at ETSU. Many students delay graduation until 60 credit-hours are accumulated in order to maintain tuition scholarships, graduate assistantships, or paid internships—and in order to be license eligible with regard to coursework upon graduation. Delayed graduation is not required, however, and many other students choose to complete their licensure courses after graduation while being fully-employed. In addition, it is highly recommended that those seeking an LPC obtain the Mental Health Service Provider (MHSP) designation that requires certain courses. Students should refer to the Counseling Program Handbook or contact their designated advisor for details on obtaining MHSP status.

Program Admission Requirements

Each applicant for admission to the Master of Arts degree in counseling program must meet the following criteria:

Applicants to East Tennessee State University's graduate program in counseling must be a graduate of a regionally accredited college or university. In addition to submitting an application and an official transcript of all academic work previously completed, applicants must submit three letters of reference and their general aptitude scores from the Graduate Record
The Counseling Program offers an Educational Specialist (Ed.S.) concentration determination of suitability by the faculty. For admission to the graduate program, the interview is a significant component of the admission process of the counseling program. After interviews, candidates will receive a letter regarding admission. Students are admitted into the counseling program once a year for either the summer or fall semesters. To be considered for summer or fall enrollment, the early admission deadline is February 15th (recommended) and the regular admission deadline is April 1st.

In some instances, additional factors that are outlined below may also be considered in the decision process. Applicants who do not meet the admission criteria based upon the GRE/GPA formula but who present other evidence of potential for success in graduate study may apply to the counseling committee for further review. Review of the relevant documentation, the faculty may then request an interview. If the results of the interview with the faculty are positive, the candidate may be admitted as an exception to the formula entry standards.

The counseling program does not condone or engage in discrimination based on age, color, culture, disability, ethnic group, race, religion, sexual orientation, marital status, or socioeconomic status.

Under the preceding procedures, factors given consideration in the admission decision include the following:

1. Faculty’s assessment of interpersonal skills and aptitude for counseling;
2. Level of GRE performance;
3. Undergraduate Grade Point Average (GPA);
4. Undergraduate institution;
5. Undergraduate field of study;
6. Performance in previous graduate level study;
7. Related counseling work experience
   a. Past and current positions
   b. Years of experience
   c. Scope and variety of experiences
8. Other evidence of success in academic and professional endeavors
9. Motivation for graduate study

Applicants who are otherwise qualified for admission may not be admitted based on program enrollment and limited resources, or determination of suitability by the faculty.

Counselor Leadership (Educational Leadership)

Patricia Robertson, Ed.D., Professor and Chair, Human Development and Learning and Ed.S. in Counselor Leadership Coordinator
301 Warf-Pickel Hall
Box 70564
(423) 439-7693
e-mail: robertpe@etsu.edu

Together with the Educational Leadership program in ELPA, the Counseling Program offers an Educational Specialist (Ed.S.) concentration in Counseling Leadership. This 31-credit-hour program is designed to provide advanced, Post-Master’s training in K-12 counseling and consultation as well as leadership skills that will prepare professionals for administrative positions within various school systems and community agencies. The program is delivered to cohorts throughout the region with primary cohorts already established in Johnson City, Bristol, and Sevierville, Tennessee.

Those interested in applying for this program should contact Dr. Patricia Robertson at (423) 439-7693 and should review the application process for the Ed.S. listed in the ELPA programs in this catalog.

ELPA Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ELPA 6220</td>
<td>Specialist Seminar</td>
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<tr>
<td>ELPA 6450</td>
<td>Leadership Studies</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 6820</td>
<td>Law for Organizational Leaders</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 6872</td>
<td>Technology Applications</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 6951</td>
<td>Research Analysis and Interpretation</td>
<td>10</td>
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</table>

Total Required ELPA Core Hours

HDAL Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDAL 5540</td>
<td>Treating Trauma and Abuse in the Family</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5549</td>
<td>Substance Abuse: Counseling Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5563</td>
<td>Adv. Counseling Techniques with Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 6563</td>
<td>Advanced Social/Cultural Foundations</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 6585</td>
<td>Trauma and Recovery</td>
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</tr>
<tr>
<td>HDAL 6593</td>
<td>Advanced Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Required HDAL Credit Hours

Guided Elective

Total Required Hours for Ed.S. degree

Criminal Justice and Criminology

Master of Arts in Criminal Justice and Criminology

http://www.etsu.edu/crimjust

John T. Whitehead, Ph.D., Graduate Coordinator
201 Rogers-Stout Hall
Box 70555
(423) 439-5604
e-mail: whitehej@etsu.edu

Larry S. Miller, Ph.D., Chair
201E Rogers-Stout Hall
Box 70555
(423) 439-5964
e-mail: millersa@etsu.edu

Faculty:
Michael Braswell; Stephen Brown; Steve Ellwanger; Wayne Gillespie; Larry Miller; Leonore Simon; John Whitehead; Marian Whitson.

The Department of Criminal Justice and Criminology offers the Master of Arts degree, which is designed to enhance student understanding of crime, societal reaction to crime, and efforts to control it. It prepares the student for advancement in criminal justice professions, teaching at the community college level, and study at the doctoral level.

Program Admission Requirements

Admission decisions are based on the applicant’s combined verbal and quantitative scores on the GRE and the applicant’s undergraduate grade point average. For example, an undergraduate grade point average of 3.00, a combined score of 850 on the verbal and quantitative portions, as well as a 3.00 on the writing section of the GRE are sufficient for admission to the graduate program.

Required Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CJCR 5000</td>
<td>Criminological Theory</td>
<td>3</td>
</tr>
<tr>
<td>CJCR 5005</td>
<td>Ethics and Social Justice</td>
<td>3</td>
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<tr>
<td>CJCR 5010</td>
<td>The American System of Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJCR 5040</td>
<td>Law, Society, and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJCR 5850</td>
<td>Research Design in Criminology</td>
<td>3</td>
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<tr>
<td>CJCR 5950</td>
<td>Quantitative Methods in Criminology</td>
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Total Required ELPA Core Hours

Thesis Option

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>CJCR 5960</td>
<td>Thesis</td>
<td>3</td>
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</tbody>
</table>

Electives

Total Required Hours for Ed.S. degree

Non-Thesis Option

Electives

Total Required Hours for Ed.S. degree

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Non-Thesis Option—Students must successfully pass a comprehensive examination. The examinations will consist of written essays graded by the graduate faculty of the department. Students who have completed 27 credit-hours and ALL core courses within the program of study are eligible to take the comprehensive examination. The student must apply to take the examination by the end of the third week of the fall or spring semester in which the examination is to be administered. Students failing any part of the comprehensive examination will be permitted to reschedule the examination no sooner than one (1) semester later. Examinations are not administered during the summer. In the event of a second failure of any exam area(s), the student will be required to repeat coursework supporting those failed areas prior to a final examination attempt. Any third attempt at the comprehensive examination will be final; students failing the third attempt will be dismissed from the program.

Digital Media Concentration
(Technology)

Faculty: See Technology

The Digital Media Concentration in Technology offers a multidisciplinary approach to research in, and the creation of, digital and interactive communications, animation, video, and design. This program provides students with a combination of theoretical, aesthetic, and technical knowledge necessary for success as digital media developers, creators, evaluators, researchers, and producers. Graduates from the Digital Media concentration will be able to apply and manage new media tools, technologies, and business practices in a rapidly changing environment for communication, instruction, creative production and research; will be able to analyze and evaluate functional and communication aspects of multimedia design and production; and will have attained a theoretical base upon which to produce and manage successful digital media productions.

Students taking courses in the Digital Media Concentration will pay a program fee of $100 per semester hour for each Digital Media course taken to cover program costs for software, equipment, and facilities.

Admission Requirements

Applicants will be selected according to available space and their potential for unique contribution to this highly selective program. Due to the interdisciplinary nature of the digital media field, successful applicants may come from a variety of academic backgrounds—such as art, communication, music, theatre, computer science, technology, architecture, or industrial design—or may have considerable experience in the design and production of digital media products. A student applying for admission must:

1. Provide a portfolio or other evidence of professional competence in one (1) or more elements of digital media such as web production, interactive CD or DVD development, 3-D modeling/visualization, animation, graphic design, computer art, instructional design (distance learning and/or interactive instructional software), video/film, photography, or audio production.
2. Demonstrate competency in multiple software programs as evidenced by work included in the portfolio and as documented in application materials.
3. Have an undergraduate GPA of at least 3.0 on a 4.0 grading scale.
4. Provide a written Statement of Purpose (1,000 - 1,500 words) describing reasons for wishing to enter the program, career goals in the field of digital media, and ideas and topics for research in the digital media that the applicant intends to pursue.
5. International students must have a TOEFL score of at least 550 (paper score) or 213 (computer score), or 79 (internet), or an IELTS score of 6.5.
6. Include with the application any applicable professional and academic accomplishments (e.g., awards and honors).
7. Include with the application three (3) letters of recommendation.
8. Deadlines for application to the digital media program are March 1 for fall admission, and October 1, for spring admission. Students whose preparation is lacking in certain areas may be required to take additional undergraduate coursework that will not be counted toward the master’s degree.

Concentration Requirements

Students in the Digital Media Concentration may select either the thesis option requiring 33 credit-hours including DIGM 5960-Thesis, or the non-thesis option requiring 36 credit-hours including DIGM 5970-Digital Media Research Project.

Core Requirements

All students in the digital media concentration must complete the following core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTC 5950</td>
<td>Methods of Research</td>
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</tr>
<tr>
<td>DIGM 5820</td>
<td>New Media Communication and Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Choice of two (2) of the following graduate courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTC/BADM 5170</td>
<td>Strategic Management of Technology and Innovation</td>
<td>3</td>
</tr>
<tr>
<td>ENTC 5030</td>
<td>Investigation in Technology</td>
<td>3</td>
</tr>
<tr>
<td>ENTC 5070</td>
<td>Leading Empowered Problem</td>
<td>3</td>
</tr>
<tr>
<td>ENTC 5640</td>
<td>Innovative Entrepreneurialism</td>
<td>3</td>
</tr>
<tr>
<td>ENTC 5630</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ENTC 5860</td>
<td>Strategic Experience</td>
<td>3</td>
</tr>
<tr>
<td>ENTC 5060</td>
<td>Scheduling for Project &amp; Quality Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core Hours: 9

Guided Electives

Students must take at least 21 additional hours (Thesis Option), or 24 hours (Non-Thesis Option) of graduate-level guided electives. A combination of research and production electives must be chosen in consultation with your graduate committee chair and/or the digital media program graduate coordinator, and should support your chosen study emphasis.

Select approved elective courses from the list indicated below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIGM 5147</td>
<td>Fundamentals of Character Animation</td>
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</tr>
<tr>
<td>DIGM 5146</td>
<td>Character Animation Graduate Lab</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5617</td>
<td>Advanced Raster-Based Imaging</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5616</td>
<td>Raster-Based Imaging Graduate Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5627</td>
<td>Motion Tools II: Compositing</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5626</td>
<td>Compositing Graduate Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5637</td>
<td>Advanced Interaction Design</td>
<td>3</td>
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<tr>
<td>DIGM 5636</td>
<td>Interaction Graduate Laboratory</td>
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</tr>
<tr>
<td>DIGM 5647</td>
<td>Advanced Animation</td>
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</tr>
<tr>
<td>DIGM 5646</td>
<td>Animation Graduate Laboratory</td>
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</tr>
<tr>
<td>DIGM 5657</td>
<td>Advanced Web Design</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5656</td>
<td>Web Design Graduate Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5667</td>
<td>Advanced Product Design</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5666</td>
<td>Product Design Graduate Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5817</td>
<td>3D Effects Animation</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5816</td>
<td>3D Effects Animation Graduate Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5821</td>
<td>Digital Media as an Art Form</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5827</td>
<td>Motion Tools II: Application</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5826</td>
<td>Motion Tools III: Graduate Lab</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5877</td>
<td>Advanced Modeling and Lighting</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5876</td>
<td>Modeling &amp; Lighting Graduate Lab</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5887</td>
<td>Technical Direction for Animation</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5886</td>
<td>Technical Direction Graduate Lab</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5900</td>
<td>Independent Study in Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5910</td>
<td>Experimental Media I</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5915</td>
<td>Experimental Media II</td>
<td>3</td>
</tr>
<tr>
<td>DIGM 5957</td>
<td>Topics in Digital Media</td>
<td>2</td>
</tr>
</tbody>
</table>

Guided electives may also be taken in Technology, Computer Science, Art, Communications, Business, Math, and other departments as appropriate to support a student's chosen study emphasis and as approved by the program.
Internship and Co-op experiences are encouraged, but credits cannot be applied toward program requirements

Total Guided Elective Hours ........................................ 21-24

Note: Production-oriented courses may be combined graduate/undergraduate courses. Those courses have numbers that end in a “7” (e.g., 5xx7). No more than ten (10) hours, Thesis Option, or eleven (11) hours, Non-Thesis Option, of 5xx7 courses may be applied toward program requirements. A lie, no more than ten (10) hours, Thesis Option, or eleven (11) hours, Non-Thesis Option of Independent Study, may be applied toward program requirements.

Culminating Experience

All students in the Digital Media Concentration will be required to complete a “culminating experience” consisting of either DIGM 5960 Thesis (Thesis Option) or DIGM 5970 Digital Media Research Project (Non-Thesis Option). Both the Thesis and the Digital Media Research Project options require that the student work under the guidance of an advisory committee.

An oral presentation and defense of the completed culminating work must be scheduled. At this time the committee will conduct a final review of the Thesis or Research Project. The student may (1) pass; or (2) fail, with an opportunity for further study and re-evaluation by the advisory committee. A second failure will result in the student’s dismissal from the program. All M.S. candidates in Digital Media must provide the Department of Technology with a copy of the completed work, archived in an appropriate format, as approved by the committee.

Total Culminating Experience Hours .............................. 3
Total Hours Required for Degree ................................. 33-36

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**Early Childhood**

**Master of Arts in Early Childhood Education**

- **Master Teacher**
- **Non-Thesis Option**

**Master of Arts in Early Childhood Education**

- **Thesis Option**
- **Initial Licensure PreK-3**

Amy Malkus, Ph.D., Graduate Coordinator
516 Warf-Pickel Hall
Box 70548
(423) 439-7856
e-mail: malkus@etsu.edu

Patricia Robertson, Ed.D., Chair
303 Warf-Pickel Hall
Box 70548
(423) 439-7693
e-mail: robertpe@etsu.edu

**Pam Evanshen, Ed.D., Program Coordinator**
312 Warf-Pickel Hall
Box 70548
(423) 439-7694
e-mail: evanshep@etsu.edu

**Faculty:**
Jane Broderick; Pam Evanshen; Lissy Gloeckler; Rebecca Isbell; Amy Malkus; Laurelle Phillips.

The Department of Human Development and Learning offers three Master of Arts degrees in early childhood education. These graduate programs provide specialized education preparation for those interested in young children’s development from birth to eight years of age and their families. They focus on promoting the optimal developmental environment for young children, birth to eight years of age. The Master of Arts in Early Childhood Education - Initial Licensure leads to licensure in PreK-3 in Tennessee. The Master of Arts in Early Childhood Education - Master Teacher and Researcher/Thesis programs train for leadership roles in early childhood education, teaching in quality programs for young children, administering programs, working with families, community services, and instruction at the community college level.

**Admission Requirements**

Each applicant to the graduate program in early childhood education must complete the following:

1. Complete all the requirements for admission to the School of Graduate Studies.
2. Present a minimum of a 3.0 undergraduate grade point average or complete a probationary period in which the student achieves a grade point average of 3.0 and no grade lower than a B in the first 9 credits of graduate credit.
3. Be reviewed by the Early Childhood Admission committee. Those who do not have an undergraduate degree in early childhood education or a related field of study may be required to take selected undergraduate courses that will strengthen the applicant’s background in early childhood education.

**The Early Childhood Core**

The core courses are required of all candidates for the M.A. Degree in early childhood education. The courses are designed to provide a foundation of knowledge concerning the young child birth - eight years of age. The core includes the study of typically developing children (birth - eight), their unique learning abilities, history and philosophy of early childhood education, parental influence, program design, assessment, and research methods.

**Concentrations and Electives**

The concentration and electives are chosen with the approval of the student’s advisor and provide for the individualization of the student’s program. These specialized courses can follow the student’s individual needs and interests in a variety of areas including: working with infants and toddlers; working with parents, directing programs, designing effective curriculum for young children, teaching kindergarten and primary grades/licensure in PreK-3, and other areas that relate to young children.

**M.A. in Early Childhood Teaching**

**Initial licensure in PreK-3**

This graduate program is designed for students who have undergraduate majors in fields other than early childhood education. The concentrated master’s degree in early childhood teaching includes 15 credits of professional core and 24 credits of early childhood courses that focus on language development, technology and media, creative arts, appropriate learning environment, curriculum development, and parent involvement. It also includes courses in special education, science, and mathematics. This combination of courses must be taken to meet state competencies in early childhood for PreK-3 licensure. In addition, students will be required to complete a 9-hour student teaching and seminar in PreK-3 and 1-3. The PRAXIS II requirements from the State of Tennessee must be complete before student teaching. Students completing this comprehensive program and supervised student teaching will be highly trained early childhood teachers.

Graduate students seeking PreK-3 licensure must be admitted to the Teacher Education program. They must file a Declaration of Intent with the college’s Office of Student Services, receive a passing score on the PRAXIS I, a composite score of 22 on the ACT, or a composite score of 1020 on the SAT, be recommended by an Admissions Board, and complete all other requirements for admission to teacher education.

**Professional Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 5330</td>
<td>History &amp; Philosophy of Early</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5210</td>
<td>Advanced Child Development</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5344</td>
<td>Family &amp; Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5332</td>
<td>Designing Early Childhood Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDFN 5950</td>
<td>Methods of Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Professional Core Hours** 15
Additional Requirements for Licensure
(For candidates NOT previously certified PreK-3)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 5167</td>
<td>Constructivist Approach to Science/Math</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5335</td>
<td>Assessing &amp; Evaluating Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5336</td>
<td>Advanced Creative Development</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5356</td>
<td>Language &amp; Literacy Development of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5347</td>
<td>Technology &amp; Media in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5417</td>
<td>Curriculum Development for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5517</td>
<td>Family-School-Community</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5500</td>
<td>History, Issues, &amp; Trends in Educating Exceptional Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Additional Hours ........................................... 24

Student Teaching
The student teaching experience will be designed to ensure that the graduate student has supervised experiences in both PreK-K and Grades 1-3.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 5580</td>
<td>Student Teaching &amp; Seminar in Early Childhood Education (PreK-3)</td>
<td>9</td>
</tr>
</tbody>
</table>

Total for Initial Licensure .................................... 48

Professional Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 5330</td>
<td>History &amp; Philosophy of Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5210</td>
<td>Advanced Child Development</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5344</td>
<td>Family &amp; Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5332</td>
<td>Designing Early Childhood Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDFN 5950</td>
<td>Methods of Research</td>
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</tr>
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</table>

Total Professional Core Hours ................................ 15

Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 5167</td>
<td>Constructivist Approach to Science/Math</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5335</td>
<td>Assessing &amp; Evaluating Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5345</td>
<td>Research in Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Concentration Hours .................................... 9

Guided Electives
(Choose six (6) credit hours from the following with prior approval of the student’s graduate advisor.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 5257</td>
<td>Mentoring in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5331</td>
<td>Infant</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5332</td>
<td>Designing Early Childhood Environments</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5333</td>
<td>Processes of Learning in Infants &amp; Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5334</td>
<td>Social Development of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5336</td>
<td>Advanced Creative Development</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5347</td>
<td>Technology &amp; Media in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5352</td>
<td>Theories of Play</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5356</td>
<td>Language &amp; Literacy Development of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5357</td>
<td>Management &amp; Administration of Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5500</td>
<td>History, Issues, &amp; Trends in Educating Exceptional Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Elective Hours ............................................ 9

Culminating Experience
The candidate must complete a supervised practicum in an early childhood setting.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 5570</td>
<td>Practicum in Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total for M.A. degree (Master Teacher) ..................... 36

Master of Arts in Early Childhood Education Cohort Program
Beginning in the fall semester, a cohort of students interested in securing a master’s degree in Early Childhood Education is established. This cohort is specifically designed for individuals who are already certified in early childhood education, and who are interested in a master’s degree that can be obtained during a 4-semester plus one summer time period.

The core and concentration course requirements are the same as those required for the M.A. in Early Childhood - Master Teacher Program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 5336</td>
<td>Advanced Creative Development</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5347</td>
<td>Technology &amp; Media in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5356</td>
<td>Language &amp; Literacy Development of Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Those currently holding a Tennessee license may also enroll in the cohort to complete add-on PreK-3 requirements.

Economic Development Graduate Certificate

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 5447</td>
<td>Urban and Regional Economics</td>
<td>3</td>
</tr>
<tr>
<td>URB5 5347</td>
<td>Economic Development Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Guided Electives ................................................. 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 5000</td>
<td>Essentials of Economics</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 5000</td>
<td>Essentials of Finance</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 5217</td>
<td>Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 5317</td>
<td>Adv. Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>PMGT 5240</td>
<td>Seminar in Public Management</td>
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<tr>
<td>PMGT 5955</td>
<td>Topics in Public Management</td>
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</tr>
<tr>
<td>URB5 5087</td>
<td>Recreation and Tourism Planning</td>
<td>3</td>
</tr>
<tr>
<td>URB5 5647</td>
<td>Local and Regional Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours Required for Certificate ................ 15

Educational Leadership and Policy Analysis

Faculty:
Glenn Bettis; Virginia Foley; Kathy Franklin; Hal Knight; Eric Glover; James Lampley; Louise Mackay; Jasmine Renner; Pam Scott; Terry Tollefson.

The Department of Educational Leadership and Policy Analysis has as its primary purpose the graduate preparation of individuals who will serve as educational leaders in K-12 schools, community/technical colleges, four-year colleges and universities, and other organizations/agencies that offer educational programs and services. Programs in the department are approved by the Tennessee Department of Education. Programs leading to licensure are also approved by the National Council for the Accreditation of Teacher Education (NCATE). Student programs are individually designed to develop educational leaders through the study and practical application of educational foundations, theory, research, and field work.

Three degree programs are offered in the department, each of which has a unique emphasis: (1) master’s degree (M. Ed.) program in educational leadership that leads to Beginning Administrator Licensure (Pre-K-12) from the Tennessee Department of Education, (2) specialist in education degree (Ed. S.) that provides advanced preparation in educational leadership, and (3) doctor of education degree (Ed.D.) involving advanced study in educational leadership that culminates in the completion of a doctoral dissertation in the field of educational leadership.
Master of Education (Educational Leadership)

Eric Glover, Graduate Coordinator
Administrative Endorsement
501B Warf-Pickel Hall
Box 70550
(423) 439-7566
e-mail: glovere@etsu.edu

Program Admission Requirements

1. Individuals applying to the master's degree program in educational leadership must meet the general requirements for admission to the School of Graduate Studies, transfer of credit, and time limitations specified in the front section of this catalog. In addition, applicants must meet the specific requirements for admission to the department identified in this catalog.

2. The applicant must have completed a minimum of three years of successful teaching experience P12 prior to admission.

3. Applicants for admission to programs leading to a master’s degree must show a minimum overall undergraduate GPA of 2.75 or an upper level GPA of 3.0 on a 4.0 scale. GPAs in professional education, psychology, and major field of study, calculated individually, must also be above 2.75. All exceptions to the 2.75 GPA for admissions must be approved on appeal.

4. Applicants may apply at any time during the year, although admission decisions will be made in the semester prior to the start of a new cohort group. This requires an October 1 application deadline for programs beginning in January, February 1 application deadline for programs beginning in May, and a May 1 application deadline for programs beginning in August.

Applicants must be admitted to the master's degree program to receive credit toward the degree. Applicants for admission will be required to achieve Tennessee standards for administrative endorsements before being granted consideration for recommendation for public school certification. Prior to being admitted, applicants must also submit:

(a) a letter of support from the applicant's superintendent or other comparable supervisor;
(b) three (3) additional letters of recommendation;
(c) a current résumé and license;
(d) a copy of their teaching license.

Applicants will also be asked to participate in a personal interview.

Concentration Requirements

Cohort—All students in the Master of Education program in educational leadership will move through the degree program as part of a cohort group. Cohort students will begin the program in the same semester and continue through the program with the same group, taking one 6-hour credit course each succeeding semester until the program is completed. Applicants should contact the graduate coordinator of the ELPA Master’s degree program for information about when a new cohort program will be starting.

Required Coursework—Graduate students admitted to the master’s degree program in educational leadership begin their program completing ELPA 5100: Interpersonal Relations. The required sequence of courses has been approved by the Tennessee Department of Education as meeting requirements for Beginning Administrator Endorsement.

ELPA 5100 Interpersonal Relations ............................. 6
ELPA 5200 Emerging Perspectives ............................. 6
ELPA 5300 Professional Needs of ......................... 6
ELPA 5400 Developing Learners through ............... 6
ELPA 5500 Implementation Strategies: ..................... 6
ELPA 5600 Shaping the Quality and Character of the Institution ............................. 6

Performance Assessment—While in the program students will develop a professional portfolio, the presentation and committee review of which will serve as a culminating experience. Development of the portfolio provides each student with opportunities for reflection and self-evaluation. The portfolio also serves to spotlight skills and accomplishments that will be of interest to future employers. Specific information on the required elements for the portfolio may be obtained from the Graduate Coordinator.

Performance Assessment—Students in the master's degree program in educational leadership will be engaged in assessments that are based on the domains of competence underlying the thematic core curriculum. These assessments will include written examinations, videotaped performances, materials development, research projects, internship performance, and oral presentations.

Beginning Administrator License — The applicant for beginning administrator must have completed the approved master's degree program in educational leadership. The applicant must successfully pass the examination required by the Tennessee Department of Education.

Specialist in Education (Educational Leadership)

Pam Scott, Graduate Coordinator
School System Leadership
506 Warf-Pickel Hall
Box 70550
(423) 439-7618
e-mail: scottp@etsu.edu

Virginia Foley, Graduate Coordinator
Teacher Leadership
502 Warf-Pickel Hall
Box 70550
(423) 439-7615
e-mail: foleyv@etsu.edu

Eric Glover, Graduate Coordinator
Administrative Endorsement
501B Warf-Pickel Hall
Box 70550
(423) 439-7566
e-mail: glovere@etsu.edu

Patricia Robertson, Ed.D., Graduate Coordinator
Counselor Leadership
301 Warf-Pickel Hall
Box 70548
(423) 439-7693
e-mail: robertps@etsu.edu

Program Admission Requirements

The Department of Educational Leadership and Policy Analysis offers four (4) concentrations leading to the Specialist in Education Degree (Ed.S.): administrative endorsement, counselor leadership, school system leadership, and teacher leadership. The administrative endorsement concentration leads to beginning administrator license. The school system leadership concentration is designed primarily for practitioners who already possess administrative license and desire to work in central office positions in public schools. The teacher leadership concentration is designed to meet the needs of practicing teachers in the public schools who have a desire to develop a greater understanding of the teaching-learning process and the role of teacher leaders in schools. The counselor leadership concentration is designed to prepare students to become school counselors. Applications for admission to the School of Graduate Studies and to the Ed.S. program may be obtained by contacting the office of the School of Graduate Studies. All students must submit a résumé as part of their application. Those applying to the Administrative Endorsement or Teacher Leadership concentration must also submit a copy of their teaching certificate(s).

Transfers From Other Institutions—Students must earn a minimum of 31 credit-hours above the master's degree to become eligible for the
awarding of the specialist degree. Nine (9) semester credits of appropriate graduate credit earned after completion of the master's degree from an accredited institution may be used in an Ed.S. program, if recommended by the student’s graduate committee and approved by the registrar, program coordinator, and the deans of the College of Education and School of Graduate Studies.

Screening — Potential students will be notified of screening times. The screening process consists of an evaluation of each student in terms of selected criteria for admission. Each criterion has been assigned a numerical value. The total of these values equals a possible 85 points.

1. Writing Skills .............................................. 10 points
2. Scholarship (Graduate Level) ......................... 15 points
3. Speaking Skills ............................................ 10 points
4. Evidence of Leadership (to date) ..................... 10 points
5. Estimated Leadership Potential ....................... 10 points
6. Employment Record ...................................... 10 points
7. Four Letters of Recommendation .................... 20 points

Concentration Requirements

A comprehensive examination is required of all students completing the Ed.S. program. Upon completion of the screening process, the departmental committee will make a recommendation to the School of Graduate Studies.

Field Experience — Field-based experiences will be required in a number of courses. Students enrolled in the Ed.S. program will be required to complete a major field project that results in a culminating experience such as the completion and presentation of an action research project, an evaluation project, or an in-depth study of a contemporary issue or practice in education. The Specialist Seminar (ELPA 6220) will provide a framework for the culminating experience. This seminar should not be taken before at least 24 semester credits have been completed in the Ed.S. program.

Evaluation — The evaluation of an advanced graduate student is a function of instructors and a graduate committee. The latter has full authority for program planning and the evaluation of written and/or oral final comprehensive examinations, provided that all university and departmental requirements have been met. Graduate committees will consider the student’s professional purposes and needs, progress in terms of individually planned programs, writing and speaking ability, general competence, apparent propensity for their intended profession, and state certification requirements. To be cleared for the award of the Educational Specialist degree, a student must be recommended by the graduate committee, whose chair will report to the deans of the College of Education and of the Graduate School, and the program coordinator that the student has fulfilled the requirements of the program.

Time Limits — Credit received beyond the master’s degree and more than five (5) years prior to the awarding of the Ed.S. degree will not be accepted as part of the Ed.S. degree requirements.

Residency — One (1) semester or one (1) full summer of full-time residency is required. The student will, with the approval of the chair of the advisory committee, register for no less than six (6) semester credits of regular coursework during the residency period.

Degree Requirements — The basic requirement for an Ed.S. degree is a planned and approved program of coursework and other experiences, for which credit is awarded beyond the master’s degree. The student must complete a minimum 31 credit-hours beyond the master’s degree. Students must take coursework and prove competence in one of the four (4) concentrations. The credits indicated in each area of study, evaluation of the student’s competence and work may be prescribed beyond these requirements.

Educational Specialist (Ed.S.) Program with Administrative Endorsement, Counselor Leadership, School System Leadership, and Teacher Leadership Concentrations

Core Requirements for All Concentrations

ELPA 6450 Leadership Studies .............................. 3

ELPA 6951 Seminar in Research Analysis and .......... 3 Interpretations
or
ELPA 6872 Technology Applications for ............... 3 Educational Leaders
ELPA 6220 Specialist Seminar ............................ 1

Total Core Hours .............................................. 7

Administrative Endorsement Concentration Requirements

ELPA 6100 Interpersonal Relations ....................... 6
ELPA 6200 Emerging Perspectives ....................... 6
ELPA 6300 Professional Needs of Individuals .......... 6 and Groups
ELPA 6400 Developing Learners through ............... 6 Leadership

Total Admin. Endorsement Hours ........... 24 Credit Hours
Total Hours Required ................................. 31 Credit Hours

In order to meet licensure requirements, students in this concentration are also required to take ELPA 6500 and 6600.

Counselor Leadership Concentration Requirements

*See Counselor Leadership Concentration Requirements

School System Leadership Concentration Requirements

(Must include twelve (12) credits within each of two (2) areas of specialization for a total of 24 credit-hours.)

Leadership Core .................................................... 7 Credit Hours
Supervision of Instruction Specialization ............ 6 Credit Hours
Guided Electives .................................................. 6 Credit Hours
Strategic Planning/Budgeting ............................ 6 Credit Hours
Specialization Required 
Guided Electives .................................................. 6 Credit Hours
Total Hours Required ............................................ 31

Beginning Administrator Endorsement — The applicant for endorsement as beginning administrator must hold a teacher’s professional certificate. The applicant should have completed the approved program in educational leadership. The applicant must have completed a minimum of three years of successful teaching experience P12 prior to admission. The applicant must successfully pass the examination required by the Tennessee Department of Education. All students must successfully complete an appropriate, supervised internship to be eligible for the Professional Administrative Endorsement.

The Internships lead to a “Type B” Beginning Administrator Endorsement upon completion of all certification requirements.

Teacher Leadership Concentration Requirements

Must include seven (7) credits from the teacher leadership core, twelve (12) credits from the teacher leadership area, nine (9) credits from the teaching and learning specialization and three (3)-credits from the content area specialization.

Leadership Core .................................................... 7 Credit Hours
Teacher Leadership Area ............................... 12 Credit Hours
ELPA 6452 Creating Effective Organizational ........ 3 
ELPA 6453 Ethics for Educational Leaders ............. 3
ELPA 6555 Reflective Practice I ......................... 3
ELPA 6556 Reflective Practice II ......................... 3
ELPA 6558 Innovative Practices in Classroom ........ 3 Leadership

Teaching and Learning Specialization ... 9 Credit Hours
CUAI 5910 Assessment Techniques in the .......... 3 Classroom
CUAI 5215 Documenting the Scholarship .......... 3 of Teaching I
CUAI 5216 Documenting the Scholarship .......... 3 of Teaching II

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Program Admission Requirements

The Department of Educational Leadership and Policy Analysis offers four (4) concentrations leading to the Doctorate in Education (Ed.D.) degree: School Leadership, Classroom Leadership, Postsecondary and Private Sector Leadership, and Administrative Endorsement. The programs are designed to allow the student and advisor considerable latitude in program planning. The following pages summarize the components of these concentrations. Applicants should refer to the sections on admission to the School of Graduate Studies, transfer of credit, and time limitations outlined in the front section of this catalog. All applicants must submit a current résumé with their application. Those applying to the Administrative Endorsement or Classroom Leadership concentration must also submit a copy of their teaching certificate(s).

The Screening Process—All students who apply to the School of Graduate Studies for the Doctor of Education degree must be screened for initial admission. The screening process consists of an evaluation of each student in terms of selected criteria for admission. Each criterion has been assigned a numerical value. The total of these values equals a possible 100 points:

1. Writing Skills .............................................. 10 points
2. Scholarship (Graduate Level) ............................. 15 points
3. Speaking Skills ............................................. 10 points
4. Evidence of Leadership (to date) ....................... 10 points
5. Estimated Leadership Potential ......................... 10 points
6. Graduate Record Examination ......................... 15 points
   (GRE) scores—Verbal and Quantitative (The scores must be obtained within 5 years of date of application.)
7. Employment Record ..................................... 10 points
8. Four Letters of Recommendation ..................... 20 points

Uniform evaluation sheets are utilized by an appointed screening committee upon completion of the screening process the departmental committee will make a recommendation to the School of Graduate Studies.

The Qualifying Examination—The examination will be written and oral and will be administered by the student’s graduate committee after the student has completed most of the planned program. If and when the qualifying examination is favorably reported to the program coordinator and the deans of the College of Education and the School of Graduate Studies, the student may make application for candidacy for the doctorate through the College of Education and the School of Graduate Studies.

The Final Examination—The examination will be oral and will be principally devoted to an evaluation and defense of the student’s doctoral dissertation. A member of the graduate faculty, from outside the candidate’s committee and department, is assigned by the School of Graduate Studies to monitor the process. The procedure to be followed in scheduling an oral defense and format for the graduate faculty representative’s narrative report are available from the School of Graduate Studies.

Regulations and Procedures Related to Student Assessment

A student must complete nine (9) to twelve (12) hours of coursework before submitting a program of study for approval. The determination of the appropriate semester for a qualifying examination is a matter to be decided between the student and the advisor; but it should come after the student has completed all of the coursework. After the qualifying exam, each student must be registered for a minimum of three (3) hours each semester (spring, summer, and fall semesters). All qualifying examinations (both oral and written) are to be taken at the appropriate time scheduled by the department. Students will not be allowed to complete a program during the same semester in which they are formally admitted to doctoral candidacy, nor will they be allowed to register for more than nine dissertation credits in a semester. Students may not defend the dissertation in the same semester that they present the prospectus.

The dissertation must be presented to committee members in final form at least two weeks prior to the final defense. The final oral examination will be a defense of the finished research report after the dissertation has been accepted for presentation by the student’s graduate committee. The dissertation must be approved by the deans of the College of Education and the School of Graduate Studies.

Requirements for Completion of Degree—The central idea of the doctoral program is the development of competence in the areas of greatest significance to educational leaders. Because of this, course requirements are described as blocks or components in the total program of the student. Each student’s total program will be determined upon the basis of four (4) factors:

1. training and coursework completed prior to admission to advanced study;
2. intended area of work as a professional;
3. success in coursework and other experiences in the early parts of the program; and
4. competence in the various areas of study as assessed and evaluated by the graduate committee in written and/or oral examinations.

In the final analysis, because each student’s graduate committee is responsible for the evaluation of student competence, work may be prescribed beyond these requirements.

Residency Requirements for Doctorate

A “Declaration of Intent to Establish Residency,” approved by the student’s advisor prior to the beginning of the residency period, must be filed with the deans of the College of Education and the School of
Graduate Studies, the department, and the chair of the student's graduate advisory committee. Subsequently, students should consult with their advisor on residency. Four (4) options for fulfilling the residency requirements have been approved.

1. A residency of two (2) consecutive semesters, during which the student must not be employed more than half time.
2. A residency of two (2) consecutive semesters, which shall include one semester of no more than half-time employment and one (1) with no employment restrictions.
3. A residency of four (4) consecutive summer semesters (including one Pre-Summer), during which times the student may not work.
4. A “continuous” residency that requires each student to be continuously enrolled in the program (spring and fall semesters) from the time of the student's initial course in the program until the qualifying examination is completed.

Each student, regardless of the residency option selected, must receive prior approval of a residency plan by the student's advisor. Each student must complete the required ten (10) approved residency activities and submit portfolio documentation of the completion to the advisory committee chair. Fulfillment of the residency requirements will be reported to the deans of the College of Education and School of Graduate Studies.

Any modification of the residency plan must be approved, in writing, by the student's graduate advisory committee.

Dissertation—Each doctoral candidate must complete a dissertation as a major requirement for the Ed.D. degree. The dissertation topic will be selected by the candidate with the advice and approval of the student's committee. The student must present a prospectus, describing the research project, for review and approval by the committee. All dissertation proposals must be reviewed and approved by the ETSU Institutional Review Board (IRB) before data are collected. Each doctoral candidate must register for a minimum of three (3) semester hours of ELPA 7960 each semester, including summer, until completing the required twelve (12) hours of dissertation credit-hours.

As explained in the catalog description for ELPA 7990-Readings and Research, doctoral candidates who have already taken the required number of dissertation hours stipulated on their program of studies MUST register for a minimum of three (3) semester hours of ELPA 7990 each semester, including summer, until they have successfully defended their dissertations. Students who will defend their dissertations in the initial month of the semester may register for one (1) semester credit-hour of this course; those completing in the second month may register for two (2) semester credit-hours.

After the dissertation research has been conducted and the results have been analyzed, written, and accepted by the advisory committee, the dissertation must be processed in the proper electronic format and submitted to the Dean of the School of Graduate Studies for approval within the established timeline. General guidelines on the form for the dissertation are available from the School of Graduate Studies.

Final Assessment—The evaluation of the work and potential of a student admitted to advanced graduate study leading to a degree is a function of the graduate committee, which will consider: (1) student's background when admitted to advanced study; (2) grade point average, which must meet the East Tennessee State University School of Graduate Studies standards; (3) qualifying and final examinations; (4) general professional posture; and (5) the defense of the dissertation.

To be awarded an Ed.D. degree, a student must be recommended by the graduate committee, whose chair will report that the student has fulfilled all of the requirements.

Doctor of Education (Ed.D.) Program with School Leadership, Classroom Leadership, Postsecondary and Private Sector Leadership, and Administrative Endorsement Concentrations

For students already possessing a valid master's degree, or equivalent, the minimum requirements for the doctoral program are for a 66 credit program which includes the following courses and activities:

ELPA 7810 Educational Statistics ..................................... 3
ELPA 7811 Quantitative Research .................................... 3
ELPA 7812 Qualitative Research .................................... 3
ELPA 7813 Research in Educational Leadership ................. 3
ELPA 6450 Leadership Studies .................................... 3
ELPA 6810 Theories of Educational Administration ............ 3
ELPA 6581 Internship in Educational Leadership ............... 3
ELPA 7960 Dissertation ............................................ 12

Six (6) semester credits in research, statistics, evaluation, or technology

Six (6) semester credits in a cognate area other than Educational Leadership

Six (6) semester credits of Foundations of Education, to include EDFN 6730

Fifteen (15) semester credits of guided electives in Educational Leadership, in the Classroom Leadership Concentration, these must include ELPA 6558; in the Postsecondary and Private Sector Leadership Concentration these must include ELPA 6563, ELPA 7820 (or equivalent), and ELPA 7821 (or equivalent).

For qualified students already possessing valid master's degrees, or the equivalent, and seeking an Ed.D. degree leading toward endorsement as a Beginning Administrator, the requirements are for a minimum program of 66 semester credits, to include:

ELPA 7810 Educational Statistics ..................................... 3
ELPA 7811 Quantitative Research, or
ELPA 7812 Qualitative Research .................................... 3
ELPA 7813 Research in Educational Leadership ................. 3
ELPA 6450 Leadership Studies .................................... 3
ELPA 6810 Theories of Educational Administration ............ 3
ELPA 7960 Dissertation ............................................ 12

Thirty-six (36) semester credits of sequenced coursework in Educational Leadership, to include ELPA 6100, 6200, 6300, 6400, 6500, and 6600.

For students holding master's degrees and educational specialist degrees, or their equivalents, the minimum requirements for the doctoral program would be for a 42 semester-credit program, to include the following:

ELPA 7810 Educational Statistics ..................................... 3
ELPA 7811 Quantitative Research, or
ELPA 7812 Qualitative Research .................................... 3
ELPA 7813 Research in Educational Leadership ................. 3
ELPA 6450 Leadership Studies .................................... 3
ELPA 6810 Theories of Educational Administration ............ 3
ELPA 6581 Internship in Educational Leadership ............... 3
ELPA 7960 Dissertation ............................................ 12

Twelve (12) credit-hours of guided electives for the educational leadership component of each of these concentration areas include the following courses; however, advisors may recommend substitutions of other courses that would better address individual students' needs in the area of educational leadership:

In the Classroom Leadership Concentration, this must include ELPA 6558.

In the Postsecondary and Private Sector Leadership Concentration this must include ELPA 6563, ELPA 7820 (or equivalent), and ELPA 7821 (or equivalent).

For qualified students already possessing valid specialist's degrees, or their equivalent, and seeking an Ed.D. degree leading toward endorsement as a Beginning Administrator, the requirements are for a minimum program of 42 semester credits, to include:

ELPA 7810 Educational Statistics ..................................... 3
ELPA 7811 Quantitative Research, or
ELPA 7812 Qualitative Research .................................... 3
ELPA 7813 Research in Educational Leadership ................. 3
ELPA 6450 Leadership Studies .................................... 3
ELPA 6810 Theories of Educational Administration ............ 3
ELPA 6581 Internship in Educational Leadership ............... 3
ELPA 6100 Interpersonal Relations ................................ 3
ELPA 6200 Professional Needs of Individuals .................. 3

For qualified students already possessing valid specialist's degrees, or their equivalent, and seeking an Ed.D. degree leading toward endorsement as a Beginning Administrator, the requirements are for a minimum program of 42 semester credits, to include:

ELPA 7810 Educational Statistics ..................................... 3
ELPA 7811 Quantitative Research, or
ELPA 7812 Qualitative Research .................................... 3
ELPA 7813 Research in Educational Leadership ................. 3
ELPA 6450 Leadership Studies .................................... 3
ELPA 6810 Theories of Educational Administration ............ 3
ELPA 6581 Internship in Educational Leadership ............... 3
ELPA 6100 Interpersonal Relations ................................ 3
ELPA 6200 Professional Needs of Individuals .................. 3

For qualified students already possessing valid specialist's degrees, or their equivalent, and seeking an Ed.D. degree leading toward endorsement as a Beginning Administrator, the requirements are for a minimum program of 42 semester credits, to include:

ELPA 7810 Educational Statistics ..................................... 3
ELPA 7811 Quantitative Research, or
ELPA 7812 Qualitative Research .................................... 3
ELPA 7813 Research in Educational Leadership ................. 3
ELPA 6450 Leadership Studies .................................... 3
ELPA 6810 Theories of Educational Administration ............ 3
ELPA 6581 Internship in Educational Leadership ............... 3
ELPA 6100 Interpersonal Relations ................................ 3
ELPA 6200 Professional Needs of Individuals .................. 3

For qualified students already possessing valid specialist's degrees, or their equivalent, and seeking an Ed.D. degree leading toward endorsement as a Beginning Administrator, the requirements are for a minimum program of 42 semester credits, to include:

ELPA 7810 Educational Statistics ..................................... 3
ELPA 7811 Quantitative Research, or
ELPA 7812 Qualitative Research .................................... 3
ELPA 7813 Research in Educational Leadership ................. 3
ELPA 6450 Leadership Studies .................................... 3
ELPA 6810 Theories of Educational Administration ............ 3
ELPA 6581 Internship in Educational Leadership ............... 3
ELPA 6100 Interpersonal Relations ................................ 3
ELPA 6200 Professional Needs of Individuals .................. 3

For qualified students already possessing valid specialist's degrees, or their equivalent, and seeking an Ed.D. degree leading toward endorsement as a Beginning Administrator, the requirements are for a minimum program of 42 semester credits, to include:

ELPA 7810 Educational Statistics ..................................... 3
ELPA 7811 Quantitative Research, or
School Library Media

Linda Steele, M.L.S., Graduate Coordinator
417 Warf-Pickle
Box 70684
(423) 439-7851
e-mail: stoelld@etsu.edu

Faculty:
H. Lee Daniels; Dilawar Grewal; Rhona Hurwitz; Leslie Perry; Elizabeth Raistol; Linda Steele.

The program of Educational Media and Educational Technology offers a Master of Education degree in Educational Media and Educational Technology with concentrations in educational communications and technology or school library media. The School Library Media Concentration (SLIB) prepares candidates to become certified as school library media specialists to serve in K-12 schools. The SLIB curriculum is aligned with the standards of the American Library Association, American Association of School Librarians, and the State of Tennessee licensure standards. The purpose of the educational communications technology concentration is to meet the needs of educators. The concentration’s main thrust is a systematic approach to the principles of instructional design, production and management of learning resources, and application of technology to the teaching/learning domains. Additional information may be obtained from the department chair and/or program coordinator.

Program Admission Requirements

Students seeking admission to the Educational Media and Educational Technology Program must first meet the general requirements of the School of Graduate Studies and the Department of Curriculum and Instruction. If GPA is below a 3.0, the GRE is required. Obtaining a minimum of 2400 points based on the following formula:

1. Sum of the GRE aptitude score (V+Q+A)
2. GPA 500, and
3. The sum of (1) and (2)

An oral or written interview may be requested by the program chair, in specific cases.

Matriculation

The coordinator of the program to which the prospective candidate has been admitted serves as the initial advisor. Students who anticipate candidacy for a degree are strongly encouraged to take courses based on guidelines provided by their advisors. Merely taking a collection of courses is not the same as matriculating within a program leading to a graduate degree.

Educational Media and Educational Technology

Core Requirements

EDFN 5010 Interdisciplinary Seminar .............................. 1
MEDA 5000 History and Philosophy of Educational .......... 3
MEDA 5400 Integrating Technology in Teaching ............. 3
MEDA 5700 The Instructional Role of Educational ........... 3
MEDA 5950 Research in Educational Media and .......... 3

Total Core Requirements ................................. 13 Credit Hours

Educational Communications and Technology Concentration

MEDA 5540 Principles of Instructional Design ........ 3
MEDA *MEDA/CSCI 5520 Essentials of Multi-Media ........ 3
MEDA 5530 Computer-Based Authoring Systems ........ 3
MEDA 5680 Organization and Administration of ......... 3
MEDA 5800 Information Networks - ..................... 3
MEDA 5850 Organizing and Managing Content ......... 3
MEDA 5950 Practicum with Seminar in Educational Communications and Technology .......... 2

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Educational Media and Educational Technology

Master of Education (M.Ed.)
in Educational Media and Educational Technology

Educational Technology
H. Lee Daniels, Ph.D., Graduate Coordinator
720 Warf-Pickle
Box 70684
(423) 439-7843
e-mail: danielsh@etsu.edu

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School Library Media

Linda Steele, M.L.S., Graduate Coordinator
417 Warf-Pickle
Box 70684
(423) 439-7851
e-mail: stoelld@etsu.edu

Faculty:
H. Lee Daniels; Dilawar Grewal; Rhona Hurwitz; Leslie Perry; Elizabeth Raistol; Linda Steele.

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Program Admission Requirements

Students seeking admission to the Educational Media and Educational Technology Program must first meet the general requirements of the School of Graduate Studies and the Department of Curriculum and Instruction. If GPA is below a 3.0, the GRE is required. Obtaining a minimum of 2400 points based on the following formula:

1. Sum of the GRE aptitude score (V+Q+A)
2. GPA 500, and
3. The sum of (1) and (2)

An oral or written interview may be requested by the program chair, in specific cases.

Matriculation

The coordinator of the program to which the prospective candidate has been admitted serves as the initial advisor. Students who anticipate candidacy for a degree are strongly encouraged to take courses based on guidelines provided by their advisors. Merely taking a collection of courses is not the same as matriculating within a program leading to a graduate degree.

Educational Media and Educational Technology

Core Requirements

EDFN 5010 Interdisciplinary Seminar .............................. 1
MEDA 5000 History and Philosophy of Educational .......... 3
MEDA 5400 Integrating Technology in Teaching ............. 3
MEDA 5700 The Instructional Role of Educational ........... 3
MEDA 5950 Research in Educational Media and .......... 3

Total Core Requirements ................................. 13 Credit Hours

Educational Communications and Technology Concentration

MEDA 5540 Principles of Instructional Design ........ 3

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East Tennessee State University
East Tennessee State University

Guided Elective ................................................................. 3
Total Hours Required for Degree ........................................... 36

**School Library Media Concentration**

MEDA 5628 Children’s Materials ........................................... 3
MEDA 5635 Basic Reference Materials ................................... 3
MEDA 5637 Young Adult Materials ....................................... 3
MEDA 5710 School Library Media Program ......................... 3
MEDA 5720 Organization of Library Media ......................... 3
MEDA 5925 Practicum/Internship/Enhanced ......................... 5
Student Teaching

Guided Elective ................................................................. 3
Total Hours Required for Degree ........................................... 36

**Elementary Education**

Master of Education in Elementary Education

Leslie Perry, Ph.D., Graduate Coordinator
304 Warf-Pickel Hall
Box 70684
(423) 439-7602
e-mail: perryla@etsu.edu

Rhona Hurwitz, Ed.D., Chair-Curriculum and Instruction
310 Warf-Pickel Hall
Box 70684
(423) 439-7595
e-mail: hurwitz@etsu.edu

Faculty:
Tammy Barnes; Martha Collins; H. Lee Daniels; Edward J. Dwyer; Rosalind Gann; Aimee Govett; Rhona Hurwitz; Leslie Perry; Elizabeth Ralston.

Admission Requirements—The major purpose of this degree is to improve the quality of teaching at the elementary level by broadening the background of teachers in the areas of study related to elementary teaching and preparing teachers as action researchers.

Individuals seeking admission to graduate programs in the Department of Curriculum and Instruction must first meet general requirements of the School of Graduate Studies. In addition, the following specific admission criteria apply:

1. A candidate who has an undergraduate GPA of 3.0 or above on a 4.0 scale for all work completed is eligible for admission.
2. A candidate who has an undergraduate GPA of less than 3.0 on a 4.0 scale may be granted admission by either of the following two procedures:
   a. Obtaining a minimum of 2400 points based on the following formula:
      (1) *the sum of the GRE aptitude scores (V+Q+AW);
      (2) GPA x 500; and
      (3) the sum of number (1) and (2).
      * Scores on the GRE-AW will be substituted for the A nalystical (A) scores using a scaled transfer.
   b. Participating in an interview with the appropriate admission committee. The candidate will be responsible for providing the admission committee with information for consideration in admission decisions. Factors to be considered include teaching experience; scores on standardized tests; GPA during the entire undergraduate experience, during the last two years of undergraduate school, in the major; performance in graduate courses taken; recommendations of supervisors and colleagues; quality of undergraduate school(s) attended; oral communication skills; and skill in writing, which will be determined in part by the candidate's extemporaneous writing during the interview process.

Matriculation—The coordinator of the program to which the prospective candidate has been admitted serves as the initial advisor. When students become eligible for candidacy, their advisory committees are selected by the student and approved by the program coordinator. Students who anticipate candidacy for a degree are strongly encouraged to take courses based on guidelines provided by their advisor.

Students working toward the Master of Education degree in Elementary Education are required to meet with the chair of their advisory committee to plan the sequence of courses leading to the degree. They must successfully complete the required core and professional development courses. The content electives must be approved by the advisor.

A comprehensive oral examination is required of all students completing graduate programs in elementary education. Presentation of a Professional Portfolio is a required part of the oral examination. Degree candidates meet with their advisor at the beginning of the final semester to plan for these examinations. Specific program requirements are indicated below.

**Master of Education Degree Requirements**

I. Core Courses

   EDFN 5010 Interdisciplinary Seminar ............................. 1
   EDFN 5950 Methods of Research .................................. 3
   CUAI 5116 Elementary School Mathematics ....................... 3
   CUAI 5119 Elementary School Science ..................................... 3
   CUAI 5121 Elementary School Social Studies ...................... 3

Total Core Hours .................................................................. 10

II. Professional Development Courses

   CUAI 5440 Elementary Curriculum and Assessment ............. 3
   READ 5120 Teaching Reading ......................................... 3
   READ 5750 Literacy Instruction in Linguistically Diverse Classrooms .......................... 3
   READ 5027 Diagnostic and Remedial Procedures In Reading .................................. 3
   CUAI 5116 Elementary School Mathematics ....................... 3
   CUAI 5119 Elementary School Science ..................................... 3
   CUAI 5121 Elementary School Social Studies ...................... 3

Total Professional Development Hours ............................... 21

III. Content Courses

Content courses are selected from areas of study related to elementary teaching and must be approved by the advisor.

Total Content Hours ................................................................ 6

Total Hours Required for Degree ........................................... 37

See Curriculum and Instruction (CUAI), Educational Foundations (EDFN), Media (MEDA), and Reading (READ) sections for course descriptions.

**Elementary/Secondary School Counseling Concentration**

*See Counseling

Emerging Technology Graduate Certificate

Martin Barrett, Ph.D., Graduate Coordinator
4-464 Nicks Hall
Box 70711
(423) 439-7409
e-mail: barrettma@etsu.edu

Faculty:
Gordon Bailes; Gene Bailey; Martin Barrett; Terry Counterme; Donald Gotterbam; Michale Laws; Phillip Pfeiffer IV; Vernon Pine; Kellie Price; Jeffrey Roach; Donald Sanderson; Suzanne Smith; David Tarnoff; Christopher Wallace.

The field of computer science changes constantly. Practicing professionals, even those who graduated only a few years ago, may find themselves falling behind in their technical knowledge. They need to update their skills and knowledge in order to maintain their employability. This certificate program is designed for individuals who need to update their technical skills in current technologies within computer science and information technology. Students will demonstrate those skills on real-world problems encountered by computing professionals. Students will be able to choose courses appropriate to their academic and professional experience.

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Admission Requirements

A bachelor's degree in computer science or three (3) years as a practicing information technology professional (as evaluated by the graduate coordinator) is required for admission.

Curriculum

All students in the Emerging Technology Certificate Program are required to complete 12 credit-hours (4 courses) from the list of courses below. The student and the program coordinator will, upon admission of the student, meet to formulate a coursework plan, and only courses approved by the program coordinator may be used for credit toward the certificate. A minimum grade of “C” is required in each course, and an overall grade point average (GPA) of 3.0 in the program is required for graduation.

Approved Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 5011</td>
<td>Internet Technology I</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5012</td>
<td>Internet Technology II</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5017</td>
<td>Information Assurance</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5027</td>
<td>Information Management</td>
<td>3</td>
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<tr>
<td>CSCI 5057</td>
<td>Advanced Internet Technology</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5067</td>
<td>Network Essentials</td>
<td>3</td>
</tr>
<tr>
<td>*CSCI 5097</td>
<td>Emerging Technology</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5127</td>
<td>Database Management Systems I</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5150</td>
<td>Topics in Distributed Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5157</td>
<td>Interactive Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5200</td>
<td>Software Systems Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5217</td>
<td>Ethical Issues in Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5220</td>
<td>Software Verification and Validation</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5227</td>
<td>Database Management Systems II</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5230</td>
<td>Software Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5300</td>
<td>Principles &amp; Applications of Software Design</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5360</td>
<td>Network and System Administration</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5417</td>
<td>Data Communication &amp; Network Security</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5460</td>
<td>Network and Information Security</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5710</td>
<td>E-Commerce Implementation</td>
<td>3</td>
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<tr>
<td>CSCI 5720</td>
<td>Enterprise and E-Business Integration</td>
<td>3</td>
</tr>
<tr>
<td>*CSCI 5957</td>
<td>Special Topics in Computer Science</td>
<td>3</td>
</tr>
</tbody>
</table>

*Courses may be repeated for credit with coordinator's approval.

Engineering Technology Concentration (Technology)

Faculty: *See Technology

The Engineering Technology Concentration is for students who plan to become, or are now, involved in supervising or coordinating workers, materials, and equipment in a production system, or who are resolving technical problems related to the courses offered. Individuals completing the program should be qualified to deal with tooling, methods, planning, quality control and reliability, and management aspects of production in manufacturing and other industries.

Concentration Requirements

Students in the Engineering Technology Concentration may select either the thesis option, which requires 30 semester hours, including ENTC 5960-Thesis, or the non-thesis option, which requires 36 semester hours, including ENTC 5800-Strategic Experience. Upon completion of either option, the student must take a comprehensive examination.

All engineering technology concentration students must complete the coursework indicated below:

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTC 5030</td>
<td>Investigation in Technology</td>
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</tr>
<tr>
<td>ENTC 5850</td>
<td>Methods of Research</td>
<td>3</td>
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<tr>
<td>MGMT 5010</td>
<td>Essentials of Management</td>
<td>3</td>
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<tr>
<td>or</td>
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<tr>
<td>BADM 5320</td>
<td>Operations Strategy</td>
<td>3</td>
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<tr>
<td>or</td>
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<td></td>
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<tr>
<td>ENTC/BADM 5170</td>
<td>Strategic Management of Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core Hours .................................................. 9

The remainder of the required graduate hours will be chosen with the guidance and approval of the student's graduate committee to provide advanced education experiences related to the student's career goals.

Total Hours Required for Degree ...... 30-36 Credit Hours

English

Master of Arts in English

Robert Sawyer, Ph.D., Graduate Coordinator
311 Burleson Hall
Box 70683
(423) 439-6770
e-mail: sawyerr@etsu.edu

Judith Slagle, Ph.D., Chair
103B Burleson Hall
Box 70683
(423) 439-4339
e-mail: slagle@etsu.edu

Faculty:
Karen Caika; Michael Cody; Thomas Crofts; Yousif Elhindi; Ronald Giles; Darryl Haley; Roberta Herrin; Mark Holland; Thomas Alan Holmes; Mary Hurd; Donald Johnson; Shawn Lichtenwalner; Theresa Llyod; Theresa McGarry; Kevin O'Donnell; Jeffery Powers-Beck; Robert Sawyer; Judith Slagle; Isabel Stanley; Phyllis Thompson; Frederick Waage; Katherine Weiss.

The Department of English offers a Master of Arts degree in English with a general grounding in both British and American literature, in addition to a selection of courses in creative writing, rhetoric, linguistics, continental literature, and English education.

Program Admission Requirements

A student applying to the graduate program in English should have:
1. An undergraduate English major with at least a 3.0 GPA (on a 4.0 scale).
2. Satisfactory scores on the Graduate Record Examination (GRE) aptitude test.
3. Three (3) letters of recommendation.

Applicants for graduate assistantships should submit a writing sample of at least ten (10) pages. For information on the graduate certificate in Teaching English to Speakers of Other Languages, see the alphabetic listing later in the catalog.

Anyone who does not meet these requirements may be admitted to the program conditionally upon the recommendation of the assistant chair for graduate studies in English and may be required to complete prescribed undergraduate courses without graduate credit. The student's background and experience will be considered.

Students elect to take the program with the option of writing or not writing a thesis. Because the program offers a broad-based degree, there is no concentration per se. Thirty (30) hours are required for the thesis option and 33 hours for the non-thesis option; at least 70 percent of the minimum required hours must be taken from courses for graduate students only. The following courses do not count for credit toward the degree: ENGL 5019, Supervised Experience in Teaching (required for all teaching assistants, who must register for this course when they take the practicum in teaching freshman composition during the semester of their first teaching assignment); ENGL 5029, Supervised Experience in Research (required for all research assistants); ENGL 5039, Supervised Experience in Administration (required for all administrative assistants). All students earning the Master of Arts in English must take the following core course:

ENGL 5950 Methods of Research ......................... 3 credits
All students who choose the thesis option must take:
ENGL 5960 Thesis in English ............................... 3 credits
All graduate assistants who will serve as teaching assistants must satisfactorily complete the course below during any semester before their first teaching assignment:
ENGL 5057 Writing-Theory and Teaching ............... 3 credits
Entrepreneurial Leadership Graduate Certificate

Andrew Czuchry, Ph.D., Graduate Coordinator
338 Sam Wilson Hall
Box 70619
(423) 439-7444
e-mail: czuchry@etsu.edu

Graduate Faculty: *See Business and Technology

In today's business environment, marked by rapid technological change and increasing globalization, the skills sets traditionally associated with entrepreneurs have become a necessary part of the training for the managers and administrators of tomorrow. The entrepreneur's ability to adapt to rapidly changing environmental conditions, deal with risks, and aggressively exploit opportunities to either develop new businesses or effectively manage existing organizations must be enhanced to ensure a sustainable competitive advantage. The growing recognition of the importance of entrepreneurship education, its implications for the development for small and medium businesses and its relationship to developments in international business, has led ETSU to develop a graduate certificate in Entrepreneurial Leadership. Prospective students for the certificate will be individuals who have a desire to start their own business or who have new business development responsibilities within existing businesses, industry or the professional community.

The criteria for admission to the Entrepreneurial Leadership Graduate Certificate Program include:

1. A baccalaureate degree, and
2. A minimum grade point average (GPA) of 2.5 on a 4.0 scale.

Upon admission to the program, an individualized program of study is designed based upon evaluation of previous coursework and professional experience. A student may transfer up to nine (9) credit-hours of ETSU approved coursework into the certificate program. Coursework previously counted toward an earned degree or an earned certificate may not be transferred into the Entrepreneurial Leadership Graduate Certificate Program.

A student may simultaneously enroll in the Entrepreneurial Leadership Graduate Certificate Program and a specified degree program if he/she is duly admitted to both programs. Up to 18 credit-hours of coursework in the certificate program may be approved for transfer into the Master of Science in Technology degree program and up to nine credits can be transferred into the M.B.A. program. The proposed program requires completion of 18 semester hours of coursework.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5617</td>
<td>Small Business Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>ENTC/BADM</td>
<td>Entrepreneurial Finance</td>
<td>3</td>
</tr>
<tr>
<td>ENTC/CMGMT</td>
<td>Innovative Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BADM 5170</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>BADM 5905</td>
<td>Graduate Internship (ENTC equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>BADMENTC</td>
<td>Strategic Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Select One of the Following Electives:

- ENTC/CMGMT 5050 Leading Continuous Improvement          3
- ENTC/CMGMT 5070 Leading Empowered Problem Solving Teams 3
- ENTC/CMGMT 5060 Scheduling for Project and Quality Management 3
- ENTC/CMGMT 5630 Project Management                      3

Total Credit Hours Required ................................ 18 Credit Hours

Environmental Health

Master of Science in Environmental Health
Master of Public Health,
Concentration in Environmental Health
Ph.D. in Environmental Health Sciences

Kurt Maier, Ph.D., Graduate Coordinator
55 Lamb Hall
Box 70682
(423) 439-5251
e-mail: maier@etsu.edu

Phillip Scheuerman, Ph.D., Chair
55 Lamb Hall
Box 70682
(423) 439-7078
e-mail: philische@etsu.edu

Faculty:
Creg S. Bishop; Troy Burrow; Michelle L. Crimi; Nathan Fethke; Kurt J. Maier; Tricia A. Metts; Phillip R. Scheuerman; Kenneth Silver.

Master of Science in Environmental Health
Purpose

The goal of this degree program is to prepare environmental specialists by increasing understanding of interrelationships between environmental factors and human health. Environmental health service needs are complex and increasing because of changes brought about by economic and technological advances. Technical specialists in environmental health require a comprehensive education in basic and applied sciences. The educational objectives of the program are to provide the student with an opportunity to:

1. Develop an understanding of the:
   (a) chemical, biological, physical, and social factors which affect the health of the community;
   (b) relevant concepts from the social and behavioral sciences; and
   (c) environmental health systems.
2. Become proficient in:
   (a) identifying community environmental health needs;
   (b) information collection, storage, retrieval, analysis, and dissemination; and
   (c) environmental monitoring, analysis, and management.
3. Acquire skills in the application of the above techniques and knowledge for solution of environmental health problems.

Program Admission Requirements

1. A baccalaureate degree from an accredited institution.
2. A 3.0 grade point average on a 4.0 scale.
3. An acceptable score on the general Graduate Record Examination (GRE).
4. A minimum of 30 semester hours of natural and physical science courses, including at one (1) semester of general microbiology, one (1) year of general biology, and one (1) year of general chemistry; college algebra and trigonometry or higher math are also required.

5. Three (3) letters of recommendation.

Admission is based on the GPA, GRE scores, quality of recommendation letters, strength of background ( coursework, college attended, and work experience), and available space in the program. The department can grant conditional admission to candidates not meeting all of the minimum requirements. For example, work experience and letters of recommendation can be used to justify conditional admission for students not meeting one of the minimum requirements (e.g., GRE scores below what the department considers suitable). All applicants must submit an official transcript, GRE scores, and letters of reference before their application will be reviewed.

Program Graduation Requirements

1. For the thesis option, a minimum of 30 semester credit-hours of courses and four (4) semester credit-hours of ENVH 5960 (Thesis). Thesis option students must complete and defend a thesis as approved by the student’s Graduate Advisory Committee. For the non-thesis option, a minimum of 36 semester credit-hours of courses and a course-related research project. The research project must be completed as an additional requirement for a course within the graduate program and taught by the student’s major professor.

2. All designated deficiencies must be removed prior to completion of the program.

3. The maintenance of a 3.0 grade point average on a 4.0 scale. Continuation of a student who earns below a 3.0 is based on the current academic regulations established by the School of Graduate Studies.

4. Environmental Health Practice I (ENVH 5100) is required of all students who lack an undergraduate degree in environmental health.

5. Seminar (ENVH 5910) must be completed during the first semester of residence.

6. Pass a written comprehensive examination demonstrating core course competency (epidemiology, biostatistics, toxicology, environmental health practice, and designated concentration). The examination must be taken in the final semester of the student’s program, and it will be administered on a designated date each semester. Students failing the comprehensive examination will be permitted to reschedule the examination no sooner than one semester later. No student will be allowed to re-take the examination more than one time.

Core Course Requirements .......................... 17 Credit Hours

- ENVH 5357 Toxicology ............................................. 3
- PUBH 5310 Biostatistics ........................................... 3
- PUBH 5400 Epidemiology ............................................ 3
- ENVH 5640 Environmental Risk Assessment .................. 4
- ENVH 5860 Environmental Health Administration ............ 3
- ENVH 5910 Seminar .................................................. 1

Concentration Requirements

Students must complete one (1) of two (2) concentrations within the M.S.E.H. program. Both the Administrative concentration and the Specialist concentration permit custom designed programs for students pursuing careers in Environmental Sanitation, Solid and Hazardous Waste Management, Occupational Health and Safety, Water Resource Management, Environmental Toxicology, etc.

M.S.E.H. Administrative Concentration

All students electing the M.S.E.H. administrative concentration must complete the following courses in addition to the core courses.

- ENVH 5870 Public Health Law ...................................... 3
- ENVH 5890 Environmental Planning ............................ 3

Additional electives are to be selected in consultation with the student’s advisory committee for a minimum of 34 credits for the thesis option and 36 credits for the coursework option.

M.S.E.H. Specialist Concentration

All students electing the M.S.E.H. specialist concentration must complete at least one (1) of the following courses in addition to the core courses.

- ENVH 5200 Environmental Chemistry .......................... 4
- ENVH 5250 Environmental Microbiology ....................... 4
- ENVH 5890 Environmental Planning ............................ 3

Additional electives are to be selected in consultation with the student’s advisory committee for a minimum of 34 credits for the thesis option and 36 credits for the coursework option.

Master of Public Health, Concentration in Environmental Health

The department offers the M.P.H. concentration in Environmental Health. The M.P.H. degree program is administered through the Department of Public Health.

Ph.D. in Environmental Health Sciences

Purpose

The purpose of the Environmental Health Sciences Ph.D. Program is to promote the environmental health sciences, and identify, prevent, and manage disease and injury. This purpose will be fulfilled through dedication to higher (doctoral level) education and training, distinction in research, innovation in policy development, and improvement of health strategies.

The doctoral program will prepare professionals in the environmental health sciences to:

- reduce the burden of environmentally associated diseases by defining: 1) how environmental exposures affect human health; 2) how individuals differ in their susceptibility to these exposures; and 3) how these susceptibilities change over the life span.
- develop and implement effective strategies and programs for the maintenance of health and the prevention and management of disease and injury.
- serve as faculty and instructors for academic programs in environmental health.
- develop effective environmental health policies.
- design and conduct quality research that contributes to improvements in environmental health.
- collaborate and work with communities for the promotion of health and the prevention and control of disease.
- meet the increasing need for trained professionals in environmental health, including those who can analyze and address environmental health issues.
- investigate environmental conditions that may affect a community's health status, and provide technical assistance and leadership to address the concerns of communities.
- provide skills and knowledge in the public health core area of environmental health.

Program Admission Requirements

The Environmental Health Sciences Ph.D. Program Committee will review applications for admission to the program. Admission decisions are made on the basis of an overall evaluation of the applicant's ability to complete advanced study in the Environmental Health Sciences. The applicant must have earned an appropriate M.S. or more advanced research-based (thesis) degree in appropriate field of study or a MPH or more advanced degree in a research-based (thesis) option from an accredited institution. Exceptions are made for outstanding students holding appropriate baccalaureate degrees. Admission is based on the GPA, GRE scores, quality of reference letters, strength of background (coursework, college attended and work experience), and available space in the program.

The program can grant conditional admission to candidates not meeting all of the minimum requirements. For example, work experience and letters of reference can be used to justify conditional admission for students not meeting one of the minimum requirements (e.g., GRE or GPA below what the program considers acceptable). However, work experience cannot be substituted for one of the requirements. All students must submit an
Official transcript, a statement of purpose, GRE scores, three letters of reference, and current curriculum vitae (CV) or resume before their application will be considered.

**Minimum Course Requirements - Ph.D.**

<table>
<thead>
<tr>
<th>Core</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVH 5100/6100 Environmental Health Practice I</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5310 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5400 Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 6910 Experimental Design</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 6920 Doctoral Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Directed elective courses will be determined by the Graduate Advisory Committee that is responsible for overseeing the student's overall academic program, including the program of study. Courses applicable to this program exist at East Tennessee State University in the Colleges of Public and Allied Health, Medicine, Nursing, Arts and Sciences, and Business and Technology.

<table>
<thead>
<tr>
<th>Electives</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(take three times - 1 credit each)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core Hours: 9

**Epidemiology Concentration**

<table>
<thead>
<tr>
<th>Epidemiology Graduate Certificate (Public Health)</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Florence, Dr.P.H., C.H.E.S., Graduate Coordinator and Interim Chair</td>
</tr>
<tr>
<td>James L. Anderson, M.D., Ph.D., Program Coordinator</td>
</tr>
</tbody>
</table>

College of Public Health
101 Lamb Hall
Box 70674
(423) 439-6720
e-mail: mphcoordinator@etsu.edu

The Epidemiology Graduate Certificate Program is a 15-credit-hour program designed to provide the learner with a basic understanding of the concepts of epidemiology used in public health practice. Epidemiology is the study of the distribution and determinants of disease, illness, and injury.

**Admission to the Program**

The criteria for admission to the Epidemiology Graduate Certificate Program include:

1. A bachelor's degree from a regionally accredited institution.
2. A minimum undergraduate grade point average of 2.5 on a 4.0 scale.
3. Application materials which must be submitted to the School of Graduate Studies include:
   1. an application;
   2. three (3) letters of recommendation; and
   3. official transcripts from all colleges attended.

All applications will be evaluated by an admission committee. Letters of recommendation are waived for applicants of the Tennessee Public Health Workforce Development Consortium.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 5030 Overview of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5310 Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5400 Epidemiology I</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core Hours: 9

<table>
<thead>
<tr>
<th>Concentration Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 5405 Epidemiology II</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5410 Statistical Software for Health Professionals</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Concentration Hours: 6

**Total Required Coursework Hours**: 15

A student may use a course from the following list to replace a required course previously taken at another institution or completed in fulfillment of another degree at ETSU.

| PUBH 5110 Community Health Assessment Research | 3 |
| PUBH 5120 Health Program Planning and Evaluation | 3 |
| PUBH 5130 Consulting and Implementation of Health Programs and Services | 3 |
| MATH 5287 Applications of Statistics | 3 |
| PUBH 5330 Statistical Methods in Epidemiology | 3 |
| PUBH 5460 Environmental/Occupational Epidemiology | 3 |
| PUBH 5600 Industrial Health Education | 3 |
| PUBH 5620 Hazards in the Workplace | 3 |
| PUBH 5900 Grant and Proposal Development | 3 |

**Exercise Physiology and Performance Concentration (Physical Education)**

*See Kinesiology, Leisure and Sport Sciences

**Geoscience Concentration (Technology)**

W. Andrew Clark, Graduate Coordinator
203E Wilson-Wallis Hall
Box 70552
(423) 439-5995
e-mail: clarkw@etsu.edu

Students in the Geoscience Concentration must complete 30 credit-hours including ENTC 5960-Thesis. All students in the Geoscience Concentration must complete the following core courses:

<table>
<thead>
<tr>
<th>Technology Core</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTC 5030 Investigations in Technology</td>
<td>3</td>
</tr>
<tr>
<td>ENTC 5950 Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5010 Essentials of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5110 Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>ENTC/BAO 5170 Strategic Management of Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Technology Core Hours: 9

**Geoscience Core**

| GEOG 5000 Quantitative Techniques       | 3     |
| GEOG 5010 Location Theory               | 3     |
| GEOG 5310 Evolution of Geoscience Thought | 3   |

Total Geoscience Core Hours: 9

The geoscience graduate student will write a thesis (ENTC 5960-Thesis) on a research subject selected by the student with approval by the graduate faculty advisor. The paper will be submitted to appropriate journals for national publication, and the student will present it to the graduate committee as part of the degree requirements.

Students should select a minimum of nine (9) credit-hours from the following:

| GEOG 5587 Engineering Geology          | 4     |
| GEOG 5617 Structural Geology           | 4     |
| GEOG 5007 Geography of the United States | 3   |
| GEOG 5077 Seminar in Geography of Southern Appalachia | 3 |
| GEOG 5110 Seminar in Physical Geography | 3   |
| GEOG 5117 Resource Management          | 3     |
| GEOG 5140 Seminar in Regional Geography | 3    |
| GEOG 5210 Geography in Settlement and Land Use | 3 |
| GEOG 5217 Geographic Information Systems | 3   |
| GEOG 5227 Remote Sensing               | 3     |
| GEOG 5237 Advanced Remote Sensing      | 3     |
| GEOG 5257 Geography of Soils           | 3     |
| GEOG 5267 Hydrology                    | 4     |
| GEOG 5317 Advanced Geographic Information Systems | 3 |

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Gerontology Graduate Certificate
(Interdisciplinary)

Admission to the Program

The criteria for admission to the Gerontology Graduate Certificate Program include:
1. A bachelor's degree from a regionally accredited institution.
2. A minimum undergraduate grade point average of 2.5 on a 4.0 scale.

Application materials which must be submitted to the School of Graduate Studies include:
1. an application;
2. a résumé demonstrating interest and/ or experience in gerontology;
3. three (3) letters of recommendation; and
4. official transcripts from all colleges attended.

All applications will be evaluated by an admission committee composed of representatives from the Gerontology Steering Committee.

Course Requirements

The Gerontology Graduate Certificate will only be awarded to students who have been officially admitted to the program and successfully completed the sixteen (16) credit-hours of approved coursework. A student may transfer up to nine (9) credit-hours of approved coursework into the program. In the final semester, a student must complete a culminating experience as part of the Advanced Interdisciplinary Seminar in Gerontology. The time limit for use of credit toward the certificate is six (6) years from the date of enrollment in the earliest course applied toward the certificate, including transferred courses. In order to receive the certificate, a student must earn a cumulative grade point average of 3.0 or above on coursework.

Core Requirements

- PUBH 5535 Health Policy, Politics, and Analysis ………… 3
- PUBH 5607 Gerontology and Health ……………………… 3
- IDGE 5500 Adv. Seminar in Gerontology …………………… 4

Guided Electives

- ALNU 5013 Lifespan Assessment and …………………… 2
- Clinical Management
- ALNU 5021 Case Management …………………………… 2
- CDIS 6310 Rehabilitative Audiology for Adults ………… 3
- FACS 5427 Diet in Disease I ……………………………… 3
- PEXS 5977 Exercise Management for Persons ………… 3
- PHYT 5433 Neurotherapeutics III - Geriatrics ………… 2
- PUBH 5537 Thanatology ……………………………… 3
- PUBH 5110 Assessment of Individual and Community Health ………… 3
- PUBH 5510 Long-Term Care Administration ………… 3
- SOCI 5507 Sociology of the Aging …………………… 3
- SOAA 5620 Sociology of Age and the Life Course ……… 3
- Other electives as approved by the graduate faculty advisor.

Health Care Management
Graduate Certificate
(Interdisciplinary)

College of Public Health

Randy Wykoff, M.D., Dean
College of Public Health
104 Lamb Hall
Box 70623
(423) 439-4243
e-mail: wykoff@etsu.edu

Brian C. Martin, Ph.D., M.B.A., Assistant Professor and Program Coordinator
College of Public Health
42C Lamb Hall
Box 70674
(423) 439-4429
e-mail: martinb@etsu.edu
East Tennessee State University

Jim Florence, Dr.P.H., C.H.E.S., Associate Professor, Interim Chair; Graduate Coordinator—Public Health
149 Lamb Hall
Box 70674
(423) 439-4322
e-mail: florence@etsu.edu

College of Business and Technology

Linda Garceau, D.B.A., Dean
210 Sam Wilson Hall
Box 70699
(423) 439-5499
e-mail: garceaul@etsu.edu

Marha M. Pointer, Ph.D., Associate Dean
214 Sam Wilson Hall
Box 70699
(423) 439-5314
e-mail: pointer@etsu.edu

Phillip Miller, Ph.D., Chair—Management and Marketing
203 Sam Wilson Hall
Box 70625
(423) 439-4422
e-mail: millerpe@etsu.edu

College of Nursing

Patricia L. Smith, Ed.D., Dean
310 Nicks Hall
Box 70617
(423) 439-7051
e-mail: smithp@etsu.edu

Judith Anderson, Ph.D., Chair—Professional Roles/Mental Health Nursing
291 Nicks Hall
Box 70629
(423) 439-4611
e-mail: andersjr@etsu.edu

The Health Care Management Graduate Certificate Program is an interdisciplinary 18-credit-hour program of study designed to provide the learner with leadership and strategic management tools specifically for the health care environment. The focus of the program is to assist students to envision a broadened career perspective on the changing scope of health care delivery and management. Faculty from the Colleges of Business and Technology, Nursing, and Public Health design and teach the courses within the program.

Admission to the Program

The criteria for admission to the Health Care Management Graduate Certificate Program includes:

1. A baccalaureate degree; and
2. A minimum grade point average (GPA) of 2.5 on a 4.0 scale.

Application materials which must be submitted to the School of Graduate Studies include an application, essay, official transcripts from all colleges attended, three (3) professional references, and a résumé. If a student is seeking simultaneous admission to a degree program in the colleges of Business and Technology, Nursing, or Public Health, and the Health Care Management Certificate Program, the student must submit two (2) applications, a dual degree form, one set of the required credentials (transcripts, test scores, references, etc.) and pay one application fee. If a student is currently admitted to one of the above degree programs in administration and later wishes to be considered for admission to the Health Care Management Certificate Program, the student must only submit a completed application form indicating an interest in the certificate program and a dual degree form.

All applications will be evaluated by the Program Coordinator. Factors given consideration in the admission decision include the following: grade point average, professional work experience, writing ability, demonstrated interest in health care management, and references. Applicants are encouraged to address their related accomplishments and goals in the essay and résumé.

First preference for admission will be given to candidates who meet all criteria and file a completed application no later than sixty (60) days prior to the beginning of the semester in which the student plans to begin the program. Applications will be considered until the class is filled.

Course Requirements

A minimum of eighteen (18) credit-hours is required for the Health Care Management Graduate Certificate. Upon admission to the program, an individualized program of study is designed based upon evaluation of previous coursework and professional experience. A student may transfer up to nine (9) credit-hours of approved coursework into the certificate program. Coursework previously counted toward an earned degree or an earned certificate may not be transferred into the Health Care Management Graduate Certificate Program. Upon successful completion of the program of study, students will receive a certificate of completion in Health Care Management.

A student may simultaneously enroll in the Health Care Management Graduate Certificate program and a specified degree program if he/she is dually admitted to both programs. Up to eighteen (18) credit-hours of coursework in the certificate program may be approved for transfer into the M.P.H., M.B.A., or M.S.N. degree programs.

For information and application materials, contact:
East Tennessee State University
Graduate Certificate Program
Box 70674
Johnson City, TN 37614
Attn.: Dr. Brian C. Martin
Phone: (423) 439-4429 Fax: (423) 439-6491
e-mail: martinb@etsu.edu

Program of Study

Each student will design a program of study to include five required three 3-credit-hour courses and one 3-credit-hour elective from the approved list of electives.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT/PMNU/PUBH 5050</td>
<td>Health Care Accounting and Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT/PMNU/PUBH 5525</td>
<td>Health Services Delivery and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT/PMNU/PUBH 5530</td>
<td>Health Care Organizations and Law</td>
<td>3</td>
</tr>
<tr>
<td>MGMT/PMNU/PUBH 5550</td>
<td>Human Resources Management in Health Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT/PMNU/PUBH 5590</td>
<td>Strategic Planning for Health Care</td>
<td>3</td>
</tr>
<tr>
<td>PUBH/PMNU/MGMT 5525</td>
<td>(Recommended as the first course to be completed and MGMT/PMNU/PUBH 5590 is recommended as the final/capstone course.)</td>
<td></td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT/PMNU/PUBH 5401</td>
<td>Rural Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 5217</td>
<td>Health Care Marketing</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5400</td>
<td>Epidemiology</td>
<td>3</td>
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<tr>
<td>PUBH 5535</td>
<td>Health Policy, Politics, and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5505</td>
<td>Managing Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5017</td>
<td>Health Care Informatics</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5987</td>
<td>Alternative Therapies</td>
<td>3</td>
</tr>
<tr>
<td>ECON 5317</td>
<td>Health Care Economics</td>
<td>3</td>
</tr>
<tr>
<td>Other electives as approved by the faculty advisor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2008-2009 Graduate Catalog 71
The Department of History offers a graduate degree program leading to the Master of Arts degree.

Program Admission Requirements

1. A bachelor's degree from an accredited institution.
2. Completion of a minimum of 27 credit-hours of study in history.
3. At least a 3.0 grade point average in upper-level history courses.
4. Letters of recommendation from three (3) undergraduate instructors.

Applicants who do not meet these requirements may be admitted to the graduate program on condition with departmental permission but may be required to complete prescribed undergraduate courses without graduate credit. After admission, each student shall consult with the graduate advisor of the department before beginning graduate study. The purpose of this consultation is to determine the academic needs of each student and to provide a program of study in history which will assist the graduate student to achieve individual aims in the School of Graduate Studies.

Academic Status Committee—A departmental committee will review the work of all graduate students at the end of each semester. Students whose work is judged conditional or unsatisfactory will be informed of their status and written reports and recommendations will be sent to members of the department and the graduate dean.

Admission to Candidacy—After satisfactorily completing twelve (12) credits of approved coursework, the student shall apply to the School of Graduate Studies for admission to candidacy for the master's degree. Students who fail to apply for admission to candidacy after earning twelve (12) credits of approved graduate credit in the department will be summoned before the academic status committee for special consultation.

Required Courses for All Students:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 5950</td>
<td>Introduction to Historical Research</td>
<td>3</td>
</tr>
<tr>
<td>HIST 5940</td>
<td>Studies in Historiography</td>
<td>3</td>
</tr>
</tbody>
</table>

Thesis Option—Students who plan to continue graduate study at the doctoral level should write theses. An advisory committee for the thesis will be appointed by the department chair and graduate advisor after the student selects a subject acceptable to the professor in which field the student wishes to work. In addition to the six (6) credits of required courses, the student must complete HIST 5960 (Thesis) and an additional 21 credits of electives, for a minimum total of 30 credits. Students will designate a primary and secondary area of study. The secondary field shall consist of not less than six (6) credits and shall include a seminar in the field. The student taking the thesis option must also pass a final examination.

Kinesiology, Leisure and Sport Sciences

Master of Arts in Kinesiology and Sport Studies: Concentrations in K-12 Physical Education; Exercise Physiology and Performance; and Sport Management

Web Page: http://www.etsu.edu/coe/klss/index.jsp

Diana Mozen, Ph.D., K-12 Physical Education Program Coordinator

Box 70654
(423) 439-6157
e-mail: mozend@etsu.edu

Michael H. Stone, Ph.D., Exercise Physiology & Performance Program Coordinator

Box 70654
(423) 439-5796
e-mail: stonem@etsu.edu

Gary Lhotsky, Ph.D., Sport Management Program Coordinator

Box 70654
(423) 439-5257
e-mail: lhotsky@etsu.edu

Faculty:
Kevin L. Burke; Jason Davis; Andy Dotterweich; Keunsu Han; Harry Lehwald; Gary Lhotsky; Diana Mozen; Mike Ramsey; Mike Stone.

The Department of Kinesiology, Leisure and Sport Sciences offers the Master of Arts (M.A.) in Kinesiology and Sport Studies with concentrations in K-12 Physical Education; Exercise Physiology and Performance, and Sport Management. These concentrations are designed to prepare students as master physical education teachers or for positions in rehabilitation programs; corporate and community wellness programs, athletic administration, sport management, motorsport management, and advanced graduate studies.

Program Admission Requirements

The following are required for admission into the M.A. in Kinesiology and Sport Sciences graduate program:

1. An undergraduate degree in physical education, exercise science, sport management, or closely related field;
2. GRE scores;
3. 2.7 cumulative undergraduate grade point average on a 4.0 scale;
4. Resume and contact information for at least three academic references;
5. Essay explaining goals and reasons for desiring to study with the Department of KLSS and ETSU.
Degree Requirements

All graduate students in the M.A. in Kinesiology and Sport Studies program are required to take the following core courses:

Core Requirements
- SALM 5230 Legal Issues in Physical Education and Sport .................................. 3
- PEXS 5430 Administration of Physical Education and Athletics ................................ 3
- EDFN 5950 Methods of Research ........................................................................... 3

Total Core Hours Required .......................................................... 9

In addition to the nine-hour core listed above, requirements for each concentration are listed below. Other program electives may be arranged in consultation with the program coordinator.

*K-12 Physical Education Concentration
(*Students must be licensed to teach in any subject area.)

Concentration Requirements
- PEXS 5040 Motor Control and Learning .................................................. 3
- PEXS 5110 Curriculum Development ......................................................... 3
- PEXS 5460 Inclusion in PE and Sport ......................................................... 3
- PEXS 5470 Systematic Observation and Analysis of Instruction ......................... 3
- PEXS 5960 Thesis .................................................................................. 6
- or PEXS 5961 Capstone Project ................................................................. 3

Total Concentration Hours Required ........................................ 18

Approved Program Electives ........................................... (9 hours)

Exercise Physiology and Performance Concentration

Students may choose to emphasize one of the following tracks:
1. Research – specialize in research and/or seek advanced studies (i.e., doctoral degree)
2. Wellness – specialize in health and fitness for various populations
3. Coaching & Sports Performance – specialize in coaching and performance enhancement in sports (cooperative program with sport management)

Common Concentration Requirements for all Tracks
- PEXS 5610 Muscle Metabolism and Hormonal Control ...................................... 3
- PEXS 5620 Cardiovascular and Respiratory Physiology ..................................... 3

Total Concentration Hours ............................................... 6

Option 1: Research Track
- PEXS 5540 Exercise Testing and Prescription ............................................. 3
- PEXS 5655 Sports Nutrition & Ergogenic Aids .............................................. 3
- PEXS 5656 Sport Conditioning/Training ...................................................... 3
- PEXS 5960 Thesis .................................................................................. 6

Total Option .................................................................................. 15

Research Track Electives ......................................................... 6

All electives must be approved by the Program Coordinator.

Option 2: Wellness Track
- PEXS 5520 Fitness and Sport Testing ......................................................... 3
- PEXS 5540 Exercise Testing and Prescription ............................................. 3
- PEXS 5800 Internship in Exercise Physiology ............................................. 3
- SALM 5240 Risk Management & Assessment in Sport .................................... 3

Total Option .................................................................................. 12

Wellness Track Electives ......................................................... 9

All electives must be approved by the Program Coordinator.

Option 3: Coaching and Sports Performance Track
- PEXS 5520 Fitness and Sport Testing ......................................................... 3
- PEXS 5655 Sport Conditioning/Training ...................................................... 3
- PEXS 5800 Internship in Exercise Physiology ............................................. 3
- SALM 5243 Sport Marketing ...................................................................... 3

Total Option .................................................................................. 12

Coaching and Sports Performance Track Electives .......................... 9

All electives must be approved by the Program Coordinator.

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

Sport Management Concentration

Concentration Requirements
- SALM 5220 Issues in Sport Management .................................................. 3
- SALM 5215 Sport in Society ........................................................................ 3
- SALM 5232 Sport Communication and Media Relations .................................. 3
- SALM 5245 The Financing of Sport ............................................................. 3
- SALM 5243 Sport Marketing ...................................................................... 3
- SALM 5250 Internship in Sport Management ............................................. 3
- PEXS 5960 Thesis .................................................................................. 6

Total Concentration Hours ....................................................... 21

Approved Concentration Electives .............................................. 6

All electives must be approved by the Program Coordinator.

MotorSport Operations Track Concentration

Core Requirements
- SALM 5220 Issues in Sport Management .................................................. 3
- SALM 5215 Sport in Society ........................................................................ 3
- SALM 5232 Public Relations & Mass Media in Motorsport ................................ 3
- SALM 5246 Financial Management & Sponsorship in Motorsport .................. 3
- SALM 5244 Applied Motorsport Marketing ................................................. 3
- SALM 5231 Motorsport Operations ............................................................. 3
- SALM 5250 Internship in Sport Management ............................................. 3
- PEXS 5960 Thesis .................................................................................. 6

Approved Concentration Electives .............................................. 3

Total Concentration Hours .......................................................... 24

All electives must be approved by the Program Coordinator.

Liberal Studies

Master of Arts in Liberal Studies

Marie Tedesco, Ph.D., Director
916 West Maple
Box 70659
(423) 439-4223
e-mail: tedescom@etsu.edu

Jo Lobertini, Ed.D., Chair
916 West Maple
Box 70659
(423) 439-4223
e-mail: lobertin@etsu.edu

Jill LeRoy-Frazier, Ph.D., Faculty
916 West Maple Street
Box 70659
(423) 439-4223
leroyfra@etsu.edu

Faculty:
The School of Continuing Studies also draws graduate faculty from throughout the university.

The Master of Arts in Liberal Studies is an interdisciplinary program that offers students from a variety of backgrounds an alternative graduate education. Firmly grounded in the values of interdisciplinary learning, the MALS degree allows students to design an individualized program of study in the Arts, Humanities, Sciences, Social Sciences, and related fields. Students may thus pursue study in such areas as Women’s Studies, Appalachian Studies, and African American Studies, fields where graduate courses exist, but not graduate degrees. MALS students, except those who choose the Archives Concentration (see below) – complete a common core, then combine graduate courses from other academic departments with either a thesis or a special project to complete their programs of study.

Program Admission Requirements

A student applying to the Master of Arts in Liberal Studies program needs the following:
1. A baccalaureate degree in any field from a regionally accredited institution.
2. An undergraduate cumulative grade point average of 2.50 on a 4.0 scale.
3. Three letters of recommendation.
4. A successful admissions interview.

**Degree Requirements**

Students must complete thirteen (13) credits in a common core and 18 - 21 credit-hours in related graduate courses. The thesis option requires 31 total credit-hours, while the project option requires 34 total credit-hours. The MALS core consists of the following courses:

- MALS 5000 Foundations in Liberal Studies ................. 1
- MALS 5100 Introduction to Interdisciplinary Study .......... 3
- MALS 5200 Seminar in Liberal Studies ............................. 3
- MALS 5400 Seminar in Interdisciplinary Research .......... 3
- MALS 5950 Special Project in Liberal Studies

or

- MALS 5960 Thesis ........................................................... 3

*May be repeated when topic changes.

**May substitute a research methods course approved by the M.A.L.S director.

Beyond the MALS core, the program of study will come from offerings of various departments at East Tennessee State University, with the following limitations: Elective courses must come from at least two (2) different academic departments, and except in special circumstances, no more than one (1) course may be taken from colleges other than Arts and Sciences, and Education. Only six (6) credit-hours of coursework may be taken from any one (1) department in Art and Sciences, and Education, without the approval of the M.A.L.S director. Please note that a student may not take all elective courses from the College of Education. Students must meet all prerequisites for all courses.

Archival Studies

*See Archival Studies Concentration
Archival Studies Certificate

*See Archival Studies Graduate Certificate

**Master of Arts in Teaching

*See Teaching, Master of Arts

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**Mathematical Sciences Program Admission Requirements**

For admission to the program a student must have:

1. A bachelor's degree from an accredited college or university in mathematics or related area.
2. Submit general GRE scores.
3. Submit three (3) letters of recommendation from individuals familiar with applicant's academic performance and likelihood of success in the School of Graduate Studies.
4. Complete all of the admission requirements of the School of Graduate Studies.

Incoming students lacking certain prerequisites may be required to make up these deficiencies. However, graduate credit will not be given for this coursework.

Each student is required to take a comprehensive examination in Calculus I-II and Linear Algebra. These exams are to be taken during the first semester of enrollment. In the event that a student does not achieve a grade of "B" or better on the examination, the student must make arrangements to do remedial work and retake the examination at the next scheduled time. The student may not register for MATH 5960 (Thesis) until both examinations have been passed by achieving a grade of "B" or better.

**Minimum Degree Requirements**

The student should meet with the graduate coordinator as soon as possible to determine career goals and a program of study. In consultation with the student, the graduate coordinator will assign a committee and chair. A minimum of 30 semester credits of acceptable work, including a thesis, is required for a degree. Of the 30 required credits no more than nine (9) credits can be from courses with numbers 5XX7.

**Core Requirements**

Every candidate must complete MATH 5210 (Real Analysis I) and MATH 5410 (Modern Algebra I), plus at least two (2) of the following:

- MATH 5510 Complex Analysis I
- MATH 5610 Applied Mathematics I
- MATH 5710 Statistical Methods I
- MATH 5340 Graph Theory
- MATH 5357 Topology
- MATH 5850 Numerical Analysis I

The student's program of study must contain at least one (1) two-course sequence. The two-course sequence may contain a course from the above requirements. Examples of two-course sequences include:

- MATH 5210-5220 Real Analysis I and II
- MATH 5257-5267 Numerical Analysis & Numerical Linear Algebra
- MATH 5340-5450 Graph Theory & Adv. Topics in Graph Theory
- MATH 5410-5420 Modern Algebra I and II
- MATH 5510-5520 Complex Analysis I and II
- MATH 5610-5620 Applied Mathematics I and II
- MATH 5710-5720 Statistical Methods I and II
- MATH 5810-5820 Operations Research I and II
- MATH 5850-5860 Numerical Analysis I and II

**Courses**—No later than the time when a student completes twelve (12) credits of approved coursework, a committee will be appointed for the student. The committee and student, together, will decide which courses the student will take to complete the Master of Science degree. In
addition to mathematics courses, students who are interested in applications of mathematics are encouraged to elect courses in computer science, management science, physics, technology, and other mathematically oriented fields. The final approval of the student’s program rests with the graduate coordinator and the committee chair.

Thesis—The chair of the student’s committee will ordinarily direct the research and preparation of the thesis. After selecting a topic, the student, in consultation with the student’s committee, must prepare a tentative outline. This outline must be kept current during the preparation of the thesis and contained in the student’s graduate folder.

Cooperative Program—The Department of Mathematics participates in the cooperative education program. All students are encouraged to participate in this program to gain practical experience in the applications of mathematics. A maximum of four (4) hours of graduate credit may be earned toward graduation through this program.

Teacher Certification—A student interested in teacher certification should contact the College of Education about the Master of Arts in Teaching (M.A.T.) or the Master of Education program.

Mathematical Sciences with Precollegiate Mathematics Concentration

Dr. Anant Godbole, Department Chair and Program Coordinator
312 Gilbreath Hall
Box 70663
Johnson City, TN 37614
423-439-5359
e-mail: godbolea@etsu.edu

Faculty:
Robert Gardner; Anant Godbole; Teresa Haynes; Michel Helfgott; Debra Kissley; Jeff Kissley; Yali Li; Yared Nigussie; Rick Norwood; George Poole; Robert Price; Edith Seier; Daryl Stephens.

The Department of Mathematical Sciences offers a program of study leading to the Master of Science (M.S.) degree with a concentration in Precollegiate Mathematics. The precollegiate mathematics concentration is designed for in-service teachers and consists of an eight-course sequence with two tracks - a K-8 mathematics track and a 7-12 track - with the aim of producing an in-depth, profound understanding of the mathematics taught in elementary, middle, and high school. In addition, there are six hours of independent study and thesis research.

The courses for this degree are offered as part of a cohort. All who enroll in the program will proceed through the entire sequence as a group.

Program Admission Requirements

For admission to the program, a student must:
1. Have a bachelor’s degree from an accredited college or university;
2. Submit three letters of recommendation from individuals familiar with applicant’s academic performance, addressing likelihood of success in the School of Graduate Studies, and;
3. Complete all of the admission requirements of the graduate school.

Incoming students lacking certain prerequisites may be required to make up these deficiencies. However, graduate credit will not be given for this coursework.

Minimum Degree Requirements

The courses to be taken are listed below. All students in the program will take the same 21 hours of core courses. The other nine hours taken depend on whether the student is an elementary/middle or middle/high school teacher.

Core Requirements ........................................... 21 hours
MATH 5015 Probability and Statistics for K-12 Teachers
MATH 5025 Foundations and Structure of Mathematics I
MATH 5026 Foundations and Structure of Mathematics II
MATH 5040 Reasoning in Mathematics
MATH 5900 Independent Study
MATH 5960 Thesis
CUAI 5910 Assessment Techniques in the Classroom

Elementary Track.................................................. 9 hours
MATH 5010 Patterns and Problem Solving for Elementary and Middle School Teachers
CUAI 5199 Teaching in a Diverse Society
CUAI 5113 Instructional Excellence in Mathematics K-8

Secondary Track.................................................. 9 hours
MATH 5050 Analysis for Teachers
MATH 5060 Algebra for Teachers
MATH 5417 Teaching for Secondary Mathematics

Thesis: No later than the time when a student completes 18 hours of approved work, a committee will be appointed for the student. The chair of the student’s committee will ordinarily direct the research and preparation of the thesis. After selecting a topic, the student, in consultation with the student’s committee, must prepare a tentative outline. This outline must be kept current during the preparation of the thesis and contained in the student’s graduate folder.

Some Disclaimers
- This degree will not license you to teach math. (You need a Bachelor of Science degree with a Mathematics Education concentration or the MAT in Secondary mathematics.)
- This degree will not give you an add-on mathematics licensure. (You need 21 hours of mathematics classes at the undergraduate level as specified by the College of Education.)
- This degree is intended primarily for in-service teachers.
- This program will be offered, at least for the first few years, as a cohort program. Check with Anant Godbole (godbolea@etsu.edu) to see when the next cohort will start.
- Graduates of the secondary program will have enough mathematics hours to be highly qualified as teachers of mathematics under No Child Left Behind; graduates of the elementary program who have at least 3 undergraduate hours of mathematics prior to this degree will also be highly qualified as teachers of mathematics under No Child Left Behind.
- Graduates of this program will not be qualified to teach college-level mathematics at a community college or four-year college. Persons intending to pursue a career in collegiate teaching should enroll in the regular Master of Science in Mathematical Sciences.

Microbiology Concentration
(Biomedical Sciences)

Priscilla Wyrick, Ph.D., Department Chair
Room 142, VA Building 1
College of Medicine, Department of Microbiology
Box 70579
(423) 439-6294
e-mail: pwyrick@etsu.edu

Faculty:
Sophie Dessus-Babus; Annette M. Clemons; Donald A. Ferguson; J. Russell Hayman; John J. Laffan; Udyanasankar Kumanaguru; Robert V. Schoborg.

The Microbiology Department consists of ten faculty with a diverse range of interests. Research in the department encompasses many areas of microbiology including: biology and immune response to microsporidia, persistence and pathogenesis of Chlamydia and Helicobacter pylori, microbial products and innate immunity, DNA replication in B. anthracis, as well as the interaction between bacterial and viral pathogens. The faculty and students collaborate on topics of mutual interest within and between departments. For example: molecular mechanisms of virulence, bacterial adhesion, and identification of causative agents of disease. The faculty receive grant support from a variety of external sources to support their research. The department provides a relaxed environment, individualized training, and opportunity for extensive interaction with all faculty members.
Not-For-Profit Administration Concentration (Public Administration)

* See Public Administration

Master of Science in Nursing
Master of Science in Nursing - Regents Online Degree Program
Doctor of Philosophy in Nursing

Advanced Nursing Practice Post-Master's Certificate
*See Advanced Nursing Practice Post-Master's Certificate

Advanced Nursing Practice Post-Master's Certificate (Regents Online Degree Program)

Health Care Management Graduate Certificate
*See Health Care Management Graduate Certificate

Gerontology Graduate Certificate
*See Gerontology Graduate Certificate

Patricia L. Smith, Ed.D., Dean
310 Roy S. Nicks Hall
Box 70617
(423) 439-7051
e-mail: smithp@etsu.edu

Adult Nursing (ALNU)
Kathy Martin, Ph.D., Chair
207 Roy S. Nicks Hall
Box 70629
(423) 439-4399
e-mail: martinkl@etsu.edu

Family/Community Nursing (FCNU)
Susan M. Grover, Ph.D., Chair
250 Roy S. Nicks Hall
Box 70676
(423) 439-4052
e-mail: grovers@etsu.edu

Professional Roles/Mental Health Nursing (PMNU)
Judith R. Anderson, Ph.D., Chair
291 Roy S. Nicks Hall
Box 70659
(423) 439-4611
e-mail: andersj@etsu.edu

Faculty:
Nancy M. Alley; Judith R. Anderson; Sally S. Blowers; Janne Dunham-Taylor; Joellen B. Edwards; Abigail Gerding; Masoud Ghaffari; Lee Glenn; Nancy Granberry; Susan M. Grover; Patricia A. Hayes; Susan Hossler; Sadie P. Hutson; Frances Jackson; Amy Kaplan; Lois L. Lowry; Jo-Ann S. Mars; Peggy McConnell; Judy G. McElroy; Tamera Pearson; Priscilla W. Ramsey; Kathleen M. Rayman; Renee C. Shelt; Patricia L. Smith; Sharon Trumbley; Pearl Ume-Nwage; Joy E. Wachs.

Master of Science Degree

The purpose of the Master of Science in Nursing (M.S.N.) degree program is to prepare nurses for advanced practice and entry into specialization. The nurse in advanced practice works in interdisciplinary relationships and collaborative partnerships to meet health care needs and provide high quality, cost-effective client care. The nurse in advanced practice is accountable for influencing health policy, improving health care delivery, contributing to nursing science, and promoting the advancement of the nursing profession.

The focus of the graduate program is on the delivery of nursing care to rural and/or underserved clients across the lifespan. Curricula are available to prepare students as Nurse Administrators, Clinical Nurse Leaders, or Family, Adult, Gerontological, or Psychiatric/Mental Health Nurse Practitioners. Students who complete course requirements for the nurse practitioner specialties or nursing administration are qualified to take a national certification examination. The program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). The CCNE is an additional resource of information regarding tuition, fees, and program length. (One DuPont Circle, NW, Suite 530, Washington, DC 20036-1120, 1-202-887-6791)

Program Admission Requirements

The criteria for admission to the Master of Science in Nursing degree program are as follows:

1. A Bachelor of Science in Nursing (B.S.N.) degree from a program accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE);
2. A "B" average (3.0 grade point average on a 4.0 scale) in the nursing major;
3. Submission of Graduate Record Examination (GRE) scores; and
4. Licensure in the United States as a registered nurse and eligibility for licensure in Tennessee or compact state.

Documentation of the above requirements must be included with the application materials submitted to the School of Graduate Studies. Three (3) professional references should be included in the application packet. Applicants are encouraged to request references from individuals who can best assess one's potential for graduate study (e.g., previous nursing faculty, other master's prepared nurses). All applications will be reviewed by the College of Nursing Graduate Admissions Committee. First preference for admission will be given to candidates who meet all criteria and file a completed application by the appropriate deadline. Application deadlines are as follows:

- Fall semester deadline - February 1;
- Spring semester deadline - July 1;
- Summer semester deadline - December 1.

Factors given consideration in the admission decision include the following: Grade Point Average, level of GRE performance, professional work experience, demonstration of professional commitment through continuing education, professional honors and awards, writing ability, demonstrated interest in primary care in rural settings, and references. Applicants are strongly encouraged to address their accomplishments in these areas in their essay, required by the School of Graduate Studies, and in a vita/resume submitted with the application or submitted directly to the College of Nursing. The Graduate Admissions Committee may exercise discretion in the admission of promising students who present rationale for their fitness for graduate study yet lack compliance with all criteria. A personal interview may be required. Applications will be considered until the class is filled.

Applications may obtain a copy of College of Nursing policies pertaining to graduate students, including the substance abuse policy, clinical course requirements, and information on Core Performance Standards from the College of Nursing Office of Academic Programs and Student Services. After admission to the program, students will receive the College of Nursing Student Handbook and must sign forms indicating they have read the College of Nursing policies and agree to abide by them.

Before entrance into clinical courses, students must be licensed or authorized to practice professional nursing in Tennessee or a compact state, demonstrate evidence of professional malpractice insurance in the amount of $1,000,000/ $3,000,000 coverage (as a nurse practitioner student), have current CPR certification and a knowledge of universal precautions, and comply with the clinical requirements of the College of Nursing. A student may be asked to present evidence of physical or mental health at any time during the nursing program, and continue in the program may be contingent upon this evidence. Students are required to provide their own transportation to clinical sites.

Progression Standards

Students in the graduate nursing program must meet the requirements of the School of Graduate Studies to remain in good standing. An overall grade point average (GPA) of 3.0, "B", or better must be maintained. In
addition, a student must achieve a grade of "C" or better in every required course in the graduate nursing program. A student who receives less than a "C" grade in any required graduate course will be recommended for dismissal from the program. If dismissed, a student has the option to apply for reinstatement.

**Degree Requirements**

Students enrolled in the Adult, Gerontological, or Psychiatric/Mental Health Nurse Practitioner specialties must satisfactorily complete 46 credit-hours of coursework. Students in the Family Nurse Practitioner specialty must complete 48 credit-hours. Students in the Nursing Administration specialty must complete 42 credit-hours. A minimum of 36 credits of coursework must be in the nursing major at ETSU. Specific courses are required of students who plan to take a national certification examination. All students are required to pass a written comprehensive examination in the final semester of the program.

Courses are selected and approved in conjunction with the student’s advisor. The courses are lodged in three (3) departments—Adult Nursing (ALNU), Family/Community Nursing (FCNU), and Professional Roles/Mental Health Nursing (PMNU). In general, courses are offered once a year and coursework begins each term. Courses within the Nursing Administration specialty are offered in an evening/weekend format.

All students in the master’s degree nursing program are required to take the following core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMNU 5000</td>
<td>Conceptual Systems in Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>PMNU 5001</td>
<td>Nursing Research and Design</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5002</td>
<td>Policy &amp; Ethics in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5607</td>
<td>Gerontology and Health</td>
<td>3</td>
</tr>
</tbody>
</table>

**Advanced Practice Nursing Core**

Students enrolled in a nurse practitioner specialty curriculum will complete the Advanced Practice Nursing core and additional specialty nursing courses. The Advanced Practice Nursing core courses include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALNU 5009</td>
<td>Health Assessment Throughout the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>ALNU 5010</td>
<td>Health Assessment Throughout the Lifespan: Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ALNU 5016</td>
<td>Pathophysiology for Nursing Diagnoses</td>
<td>3</td>
</tr>
<tr>
<td>ALNU 5018</td>
<td>Advanced Clinical Pharmacology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Core Hours**

6 credits

**Additional Family Nurse Practitioner Specialty Courses**

Additional courses required in the Family Nurse Practitioner specialty include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALNU 5011</td>
<td>Lifespan Assessment and Clinical</td>
<td>2</td>
</tr>
<tr>
<td>ALNU 5012</td>
<td>Lifespan Assessment and Clinical</td>
<td>3</td>
</tr>
<tr>
<td>ALNU 5013</td>
<td>Lifespan Assessment and Clinical</td>
<td>2</td>
</tr>
<tr>
<td>ALNU 5014</td>
<td>Lifespan Assessment and Clinical</td>
<td>3</td>
</tr>
<tr>
<td>FCNU 5021</td>
<td>Lifespan Assessment and Clinical</td>
<td>2</td>
</tr>
<tr>
<td>FCNU 5022</td>
<td>Lifespan Assessment and Clinical</td>
<td>3</td>
</tr>
<tr>
<td>FCNU 5023</td>
<td>Lifespan Assessment and Clinical</td>
<td>2</td>
</tr>
<tr>
<td>FCNU 5024</td>
<td>Lifespan Assessment and Clinical</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5402</td>
<td>Behavioral Health Concepts for Adults</td>
<td>3</td>
</tr>
<tr>
<td>FCNU 5950</td>
<td>Internship in Advanced Nursing Practice</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required courses for students in the Adult Nurse Practitioner specialty include all courses required for the Family Nurse Practitioner specialty except the FCNU 5023/24 Lifespan Assessment and Clinical Management: Children and Adolescents courses (5 credit-hours). In lieu of these two (2) courses, students in the Adult Nurse Practitioner specialty are required to take ALNU 5021 Case Management (2 credit-hours) and ALNU 5038 Pharmacology and Therapeutics for Older Adults (1 credit-hour).**

**Gerontological Nurse Practitioner Specialty Courses**

Required specialty courses for the Gerontological Nurse Practitioner students include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALNU 5013</td>
<td>Lifespan Assessment and Clinical</td>
<td>2</td>
</tr>
<tr>
<td>ALNU 5014</td>
<td>Lifespan Assessment and Clinical</td>
<td>3</td>
</tr>
<tr>
<td>ALNU 5031</td>
<td>Lifespan Assessment and Clinical</td>
<td>2</td>
</tr>
<tr>
<td>ALNU 5032</td>
<td>Practicum in the Care of the Older</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5402</td>
<td>Behavioral Health Concepts for Adults</td>
<td>3</td>
</tr>
<tr>
<td>ALNU 5021</td>
<td>Case Management</td>
<td>2</td>
</tr>
<tr>
<td>ALNU 5022</td>
<td>Case Management Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ALNU 5011</td>
<td>Lifespan Assessment and Clinical</td>
<td>2</td>
</tr>
<tr>
<td>ALNU 5038</td>
<td>Pharmacology and Therapeutics for Older Adults</td>
<td>1</td>
</tr>
<tr>
<td>FCNU 5950</td>
<td>Internship in Advanced Nursing Practice</td>
<td>4</td>
</tr>
</tbody>
</table>

**Psychiatric/Mental Health Nurse Practitioner Specialty Courses**

Required specialty courses for Psychiatric/Mental Health Nurse Practitioner students include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMNU 5404</td>
<td>Advanced Psychiatric Nursing Care I</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5405</td>
<td>Advanced Psychiatric Nursing Care I</td>
<td>3</td>
</tr>
<tr>
<td>ALNU 5021</td>
<td>Case Management</td>
<td>2</td>
</tr>
<tr>
<td>PMNU 5303</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5408</td>
<td>Advanced Psychiatric Nursing Care II</td>
<td>2</td>
</tr>
<tr>
<td>PMNU 5409</td>
<td>Advanced Psychiatric Nursing Care II</td>
<td>2</td>
</tr>
<tr>
<td>PMNU 5410</td>
<td>Interpersonal Treatment Modalities</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5411</td>
<td>Interpersonal Treatment Modalities</td>
<td>3</td>
</tr>
<tr>
<td>FCNU 5950</td>
<td>Internship in Advanced Nursing Practice</td>
<td>4</td>
</tr>
</tbody>
</table>

**Nursing Administration Specialty Courses**

In addition to the M.S.N. core courses, students in the Nursing Administration specialty will complete the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALNU 5021</td>
<td>Case Management</td>
<td>2</td>
</tr>
<tr>
<td>PMNU 5017</td>
<td>Health Care Informatics</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5501</td>
<td>Leaders in Nursing Administration</td>
<td>1</td>
</tr>
<tr>
<td>PMNU 5520</td>
<td>Fiscal Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5530</td>
<td>Health Care Org. &amp; Law</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5535</td>
<td>Quality Management in Health Care Org.</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5550</td>
<td>Human Resource Mgmt. in Health Org.</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5510</td>
<td>Organizational Theory</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5560</td>
<td>Nursing Administration Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>PMNU 5570</td>
<td>Nursing Administration Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>PMNU 5590</td>
<td>Strategic Planning for Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

**Master of Science - Clinical Nurse Leader (CNL)**

**Clinical Nurse Leader Specialty Courses**

In addition to the M.S.N. core courses, students in the Clinical Nurse Leader specialty will complete the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALNU 5009</td>
<td>Health Assessment Throughout the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>ALNU 5010</td>
<td>Health Assessment Throughout the Lifespan: Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ALNU 5016</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>ALNU 5021</td>
<td>Case Management</td>
<td>2</td>
</tr>
<tr>
<td>ALNU 5210</td>
<td>Advanced Pharmacology for Non-Prescribers</td>
<td>3</td>
</tr>
<tr>
<td>PMNU 5017</td>
<td>Health Care Informatics</td>
<td>3</td>
</tr>
</tbody>
</table>
Program include:

Requirements for the Master of Science in Nursing Regents Online Degree

www.rodp.org.

For more information, please visit www.tn.regentsdegrees.org/msn.

The program includes four concentrations: Nursing Education, Nursing Leadership and Management, Nursing Practice, and Public Health Nursing. RN to MSN graduates will not be awarded the BS degree.

Factors given consideration in the admission decision include the following: Grade Point Average, professional work experience, demonstration of professional commitment through continuing education, professional honors and awards, writing ability, demonstrated interest in primary care in rural settings, and references. A personal interview may be required.

Applicants may obtain a copy of College of Nursing policies pertaining to graduate students, including the substance abuse policy, clinical course requirements, and information on Core Performance Standards from the College of Nursing Office of Academic Programs and Student Services. After admission to the program, students will receive the College of Nursing Student Handbook and must sign forms indicating they have read the College of Nursing policies and agree to abide by them.

Before entrance into clinical courses, students must be licensed or authorized to practice professional nursing in the state in which clinical assignments will be completed, demonstrate evidence of professional malpractice insurance in the amount of $1,000,000, have current CPR certification and a knowledge of universal precautions, and comply with the clinical requirements of the College of Nursing. A student may be asked to present evidence of physical or mental health at any time during the nursing program, and continuance in the program may be contingent upon this evidence. Students are required to provide their own transportation to clinical sites.

Progression Standards - MSN-RODP

Students in the graduate nursing program must meet the requirements of the School of Graduate Studies to remain in good standing. An overall grade point average (GPA) of 3.0, “B” or better must be maintained. In addition, a student must achieve a grade of “C” or better in every required course in the graduate nursing program. A student who receives less than a “C” grade in any required graduate course will be recommended for dismissal from the program. If dismissed, a student has the option to apply for reinstatement.
### Degree Requirements - MSN-RODP

Students enrolled in the Nursing Administration specialty must satisfactorily complete 34 credit hours of coursework. Students in the Nursing Education specialty must complete 33 credit hours and students in the Advanced Practice specialty must complete 46 credit hours. Specific courses are required of students who plan to take a national certification examination. All students are required to pass a written comprehensive examination or satisfactorily complete culminating experience in the final semester of the program.

Courses are selected and approved in conjunction with the student’s advisor.

Students enrolled in the Master of Science in Nursing - Regents Online Degree Program (MSN-RODP) will complete the following core courses and additional specialty nursing courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5000</td>
<td>Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5001</td>
<td>Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5002</td>
<td>Advanced Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5003</td>
<td>Advanced Role Development</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5990</td>
<td>Scholarly Synthesis/Research</td>
<td>3</td>
</tr>
</tbody>
</table>

### Advanced Practice Concentration Courses:

Additional courses required in the Advanced Practice concentration include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5101</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5102</td>
<td>Advanced Health Assessment - Clinical</td>
<td>1</td>
</tr>
<tr>
<td>NURS 5103</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5104</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Family Nurse Practitioner Courses:

Additional courses required in the Family Nurse Practitioner specialty include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5601</td>
<td>Family Nurse Practitioner I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5602</td>
<td>Family Nurse Practitioner I - Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5603</td>
<td>Family Nurse Practitioner II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5604</td>
<td>Family Nurse Practitioner II - Clinical</td>
<td>4</td>
</tr>
<tr>
<td>NURS 5605</td>
<td>Family Nurse Practitioner III</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5606</td>
<td>Family Nurse Practitioner III - Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5609</td>
<td>Adv. Family Nurse Practitioner Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

### Nursing Administration Courses:

Additional courses required in the Nursing Administration specialty include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5301</td>
<td>Nursing Administration I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5302</td>
<td>Nursing Administration II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5303</td>
<td>Health Care Finance</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5304</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5305</td>
<td>Quality Mgmt. in Nursing and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5309</td>
<td>Nursing Administration Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

### Nursing Education Courses:

Additional courses required in the Nursing Education specialty include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5201</td>
<td>Theories of Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5202</td>
<td>Teaching Strategies &amp; Evaluation Methods</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5203</td>
<td>Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5103</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5207</td>
<td>Clinical Focus Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5209</td>
<td>Nursing Education Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

Students enrolled in the Nursing Education specialty will complete 6 hours from one of the following clinical areas:

#### Adult Health

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5501</td>
<td>Advanced Adult Health Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5503</td>
<td>Advanced Adult Health Nursing II</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Psychiatric/Mental Health (not currently available)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5511</td>
<td>Psychiatric Nursing Care I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5513</td>
<td>Psychiatric Nursing Care II</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Critical Care

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5522</td>
<td>Critical Care I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5523</td>
<td>Critical Care II</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Women’s Health and Perinatal Nursing (not currently available)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5541</td>
<td>Women’s Health &amp; Perinatal Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5543</td>
<td>Women’s Health &amp; Perinatal Nursing II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Pediatrics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5631</td>
<td>Pediatric Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5633</td>
<td>Pediatric Nursing II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Nursing Informatics Courses:

Additional courses required in the Nursing Informatics specialty include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5401</td>
<td>Informatics &amp; Information Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5402</td>
<td>Health Care Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5403</td>
<td>Analysis &amp; Design of Health Care Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5404</td>
<td>Evaluation of Health Care Info. Sys.</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5405</td>
<td>Health Care Data Analysis Techniques</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5407</td>
<td>Informatics Applications/Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5409</td>
<td>Informatics Applications/Practicum II</td>
<td>2</td>
</tr>
</tbody>
</table>

### Regents Online Degree Program

#### Family Nurse Practitioner Certificate - Post Master's (Nursing)

The Family Nurse Practitioner (FNP) Certificate Program provides a formal program of study for Master's-prepared nurses in taking the national certification exam to practice as a Family Nurse Practitioner. In order to be eligible to take the certification, students must "successfully complete graduate didactic and clinical requirements of a master's nurse practitioner program, formal graduate-level certificate, or Master's level NP program in the desired area of practice." The FNP Certificate Program provides a formal program of study to meet this need for students who already have the Master of Science in Nursing degree without requiring them to complete a second master's degree. Criteria for admission includes:

1. A master's degree in nursing from an accredited program (NLNAC or CCNE).
2. Satisfactory completion of the following courses at the Master's level:
   - Advanced Health Assessment - 3 semester hours
   - Advanced Pathophysiology - 3 semester hours
   - Advanced Pharmacology - 3 semester hours
3. Eligibility to practice as a Registered Nurse in Tennessee or the state in which clinical assignments are completed. A application for licensure/authorization must be obtained during the first semester following admission to the program.
4. Overall G.P.A. of 3.0 on a 4.0 scale.
5. TOEFL score of 600 if native language is not English.
6. A written document prepared by the applicant that includes a resume, a discussion of prior professional experience, future goals, and reasons for pursuing graduate study.
7. Letters of recommendation from at least three persons (a minimum of one academic) familiar with the applicant's academic professional background, and experience in nursing practice, specifying in detail the applicant's capabilities for graduate study and future practice as an advanced practice nurse.

### Family Nurse Practitioner Certificate Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5601</td>
<td>Family Nurse Practitioner I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5602</td>
<td>Family Nurse Practitioner I - Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5603</td>
<td>Family Nurse Practitioner II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5604</td>
<td>Family Nurse Practitioner II - Clinical</td>
<td>4</td>
</tr>
<tr>
<td>NURS 5605</td>
<td>Family Nurse Practitioner III</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5606</td>
<td>Family Nurse Practitioner III - Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5609</td>
<td>Family Nurse Practitioner Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NURS 5610</td>
<td>Family Nurse Practitioner Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Contact Hours - Advance Family NP

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5611</td>
<td>Family Nurse Practitioner I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5602</td>
<td>Family Nurse Practitioner I - Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5603</td>
<td>Family Nurse Practitioner II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5604</td>
<td>Family Nurse Practitioner II - Clinical</td>
<td>4</td>
</tr>
<tr>
<td>NURS 5605</td>
<td>Family Nurse Practitioner III</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5606</td>
<td>Family Nurse Practitioner III - Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5609</td>
<td>Family Nurse Practitioner Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Contact Hours - Advance Family NP

Doctor of Philosophy

The purpose of the Doctor of Philosophy in Nursing (Ph.D.) degree program at ETSU is to prepare expert practitioners and nurse scientists who are capable of conducting research that will improve health and provide leadership in the health care delivery system. Graduates of the program will meet an escalating need for nurse educators and researchers in schools of nursing, health agencies, and complex health care delivery systems.
across the state and nation. The Ph.D. program prepares students with advanced knowledge and skills in the science of nursing, with an emphasis on the application of knowledge to improve the health of rural and/or underserved population groups. The student is expected to demonstrate a sound knowledge of research methods and techniques of data analysis, and acquire analytical and leadership skills for dealing with social, ethical, cultural, economic, and political issues related to nursing, health care education, and research. The curriculum is designed to provide the student with coursework in the philosophy of science, ethics, statistical procedures, research methods, nursing science, and selected in-depth study in a selected cognate area. The curriculum is designed to accommodate working professionals. A dissertation on a topic of interest is required.

Program Admission Requirements

Applicants seeking admission to the Ph.D. degree program at East Tennessee State University must fulfill all the requirements for admission to both the School of Graduate Studies and the College of Nursing. The School of Graduate Studies requires that all students submit the following materials: a completed application with payment of a nonrefundable application fee; official transcripts of all previous undergraduate and graduate work; and a written essay. In addition, College of Nursing requirements for admission to the Ph.D. degree program include:

1. A master's degree* in nursing from a nationally accredited nursing program with a cumulative grade point average of at least 3.0 on a 4.0 point scale.
2. Submission of Graduate Record Exam (GRE) scores;
3. Licensure in the United States as a registered nurse and eligibility for licensure in Tennessee or compact state;*
4. At least two (2)-years of full-time work experience (or equivalent) in nursing as a registered nurse;
5. Three (3) letters of recommendation, one (1) from the applicant's current (or most recent) supervisor, one (1) from a faculty member who worked directly with the applicant during previous graduate study, and one (1) from an individual selected by the applicant;
6. Completion of an interview;
7. Completion of a writing sample on a selected topic at the time of interview;
8. A cover letter expressing the applicant's personal goals for doctoral study (unless clearly articulated in the written essay requested by the university); and
9. A résumé or vita, as appropriate.

* Or equivalency for international applicants.

The completed application form and fee, official transcripts of all previous undergraduate and graduate work, essay, additional documentation required of international students (if applicable), documentation of nursing licensure in the United States, letters of recommendation, and résumé/vita must be submitted to the School of Graduate Studies. The personal interview and time for preparing the writing sample will be scheduled by the College of Nursing's Ph.D. Admissions Committee.

Factors given consideration in the admission decision include: previous graduate grade point average (GPA), level of GRE performance, clarity of goals for doctoral study as stated in writing and during the interview, writing ability, professional work experience and achievements, professional honors and awards, interest in rural and underserved population groups, and quality of references/recommendations. The Ph.D. Admissions Committee may admit a promising applicant who has not met all the admission requirements on a conditional basis.

Advisement

Upon admission to the doctoral program, the student will be assigned a faculty advisor who will work with the student in developing the initial program of study and advising the student throughout their program of study and residencies.

Requirements for Completion of the Degree

Students must comply with all policies of the ETSU School of Graduate Studies regarding retention, progression, and graduation as described in the Graduate Catalog. To remain in good standing, a graduate student must maintain an overall grade point average (GPA) of 3.0 "B" or better on all graduate work attempted. According to university policy all graduate course grades earned at ETSU will be used in computing the grade point average (GPA). Students must also have a 3.0 "B" grade point average (GPA) in the program of study to graduate. In addition, College of Nursing policy states that if a student fails to earn a grade of "C" or better in any required graduate courses, the student is ineligible to continue in the program. If dismissed, a student has the option to apply for reinstatement. Students must become licensed or authorized to practice professional nursing in Tennessee or a compact state, demonstrate evidence of professional malpractice insurance in the amount of $1,000,000/$3,000,000 coverage, have current CPR certification and a knowledge of universal precautions, and comply with the clinical requirements of the College of Nursing. A student may be asked to present evidence of physical or mental health at any time during the nursing program, and continuance in the program may be contingent upon this evidence.

Residency Requirements—The purpose of the residency requirement is to build a community of scholars. It provides doctoral students with significant time for sustained participation with peers and faculty members in scholarly and creative activities. A student in the Ph.D. program will fulfill the residency requirement by accomplishing selected professional activities such as scholarly writing, research, presentations, consulting, and grant writing, as specified in a residency plan. Guidelines for Residency Activities will be provided. The residency plan must be approved by the student's advisor and the Associate Dean of Academic Programs in the College of Nursing. Each student must complete the required approved residency activities and submit a residency portfolio as documentation no later than the semester in which the qualifying examination is taken.

Comprehensive Examination—Prior to candidacy for the doctoral degree, a student must successfully complete a written and/or oral examination. The goal of the comprehensive examination will be to demonstrate synthesis of the subject material. The examination will consist of four (4) questions, one from each of the following areas: research, theory, concepts, and philosophy; policy, ethics, and collaboration; and a cognate area. All students must be registered for a minimum of one (1) semester hour of coursework in the semester in which they take or re-take the entire examination; upon completion of all coursework the student should register for a minimum of one (1) credit hour of ALNU/FCNU/PMNU 6960 Readings and Research. After students pass the comprehensive examination they will be admitted to candidacy. If the student fails the comprehensive examination a second attempt can be made; however, if the student is unable to successfully pass the comprehensive examination after two (2) attempts they will be dismissed from the program.

Dissertation—Each doctoral candidate must complete a dissertation as a major requirement for the Ph.D. degree. The dissertation topic will be selected by the candidate and approved by the student's advisory committee. A dissertation proposal consisting of the first three (3) chapters of the dissertation will be completed and presented for approval to the student's advisory committee prior to beginning data collection for the research project. Once the dissertation research has been conducted, the results analyzed, and the report written and accepted by the advisory committee, an oral defense of the dissertation will be scheduled. The dissertation must be prepared in accordance with School of Graduate Studies guidelines and submitted to the Dean of the School of Graduate Studies for approval. General guidelines on the dissertation format and procedures to be followed in scheduling an oral defense are available in the School of Graduate Studies.

Time Limit—The time limit for completion of the Ph.D. degree program by a student is seven (7) years from the date of enrollment in the earliest course applied toward the degree.
Research Methods and Data Analysis

- PMNU 6020 Advanced Data Analysis ......................... 4
- FCNU 6030 Quantitative Methods in Nursing Research . 3
- PMNU 6040 Qualitative Methods in Nursing Research .... 3
- ALNU 6900 Dissertation Seminar ............................. 1

Nursing Science

- PMNU 6002 Health Policy Leadership .......................... 3
- ALNU 6010 Concept Development in Nursing ............... 3
  Practice I
- ALNU 6012 Concept Development in ............................ 3
  Nursing Practice II
- FCNU 6014 Measurement of Clinical Outcomes ............ 3
- FCNU 6016 Collaborative Approaches to Practice .......... 3

Guided Elective .................................................. 3 Credit Hours

At least one nursing or non-nursing elective

Cognate Course Selections ........................................ 9 Credit Hours

Dissertation ........................................................ 12 Credit Hours

ALNU/FCNU/PMNU 6960 Doctoral Dissertation .............. 12

Total Hours Required ........................................... 59 Credit Hours

* A ny appropriate 5000/ 6000/ 7000 level three credit hour statistics course taken at ETSU or another university may be acceptable. Please submit syllabus for approval prior to registration at the Office of Academic Programs and Student Services. The statistics course must be completed within ten years of enrollment in the first research course. ECON 5010 and ELPA 7810 are potential ETSU courses.

** All students must register for a minimum of one semester hour of coursework in the semester in which they take or re-take the qualifying examination. If all coursework is completed, students must register (until they are admitted to candidacy) for at least one semester hour of ALNU/FCNU/PMNU 6990 Readings and Research each semester.

Faculty:
Larry D. Calhoun; Stacy D. Brown; Charles C. Collins; Freddy M. Creekmore, Jr.; Kathryn A. Creekmore; Julie B. Dumond; Loni T. Garcia; Saeidreza Harirforoosh; Robin M. Henry, Richard A. Hess, Jr.; David L. Hurley; Ralph A. Lugo; Brian L. O'dle; Peter C. Panus; Brooks B. Pond; Victoria Palau Ramsauer; David S. Roane, David W. Stewart.

Accreditation Status: Precandidate accreditation status was awarded by the Accreditation Council for Pharmacy Education, a CPE, Board of Directors during the January 10-13, 2007, meeting.

The Bill Gatton College of Pharmacy is an integral component of East Tennessee State University Division of Health Affairs which is comprised of the J.H. Quillen College of Medicine, the College of Public Health, the College of Clinical and Rehabilitative Health Sciences, and the College of Nursing. The Bill Gatton College of Pharmacy is physically located on the grounds of the J.H. Quillen Veterans Affairs Medical Center, Mountain Home, in Johnson City. The College of Pharmacy's professional program, which leads to a Doctor of Pharmacy Degree, Pharm.D., is designed to prepare pharmacists to work in rural community and institutional-based practices.

ETSU, along with community leaders, has been investigating the feasibility of initiating a college of pharmacy for over a decade. With the state's only college of pharmacy almost 500 miles away, most students from this region choose to attend out-of-state public and private institutions for their pharmacy education. As a result, few return to this area to practice. That fact, plus the lack of state funds for a second state-funded college of pharmacy, has fueled the demand for pharmacists in this Southern Appalachian region.

In January 2004 a tuition-funded, rural-focused model was developed as a possible solution to this dilemma. Realizing that considerable private support would be necessary for the model to work, a steering committee led by the Vice President for Health Affairs and made up of ETSU faculty and staff, pharmacy community leaders, and community leaders at-large began to develop and implement such a plan.

Approval was obtained from the ETSU system, the Tennessee Board of Regents, and the Tennessee Higher Education Commission. Governor Phil Bredesen lent his support to this effort with the challenge to raise $5 million in 90 days and an additional $2.5 million before the first class of students entered the program. The $5 million was raised in 58 days, and the College of Pharmacy passed the $7.5 million mark on April 3, 2006, with Governor Bredesen personally making that announcement at ETSU.

Recognizing the value of a college of pharmacy at ETSU, over 900 individuals and organizations contributed financially to this effort. The support and energy from the people of this region have been clearly evident throughout this process.

For further information about The Bill Gatton College of Pharmacy, please contact the Admissions Office, ETSU College of Pharmacy, Box 70414, Johnson City, TN 37614-7414; E-mail: pharmacy@etsu.edu; Phone: (423) 439-6300; Fax: (423) 439-6320.
Pharmacology Concentration
(Biomedical Sciences)

Alok Agrawal, Ph.D., Graduate Coordinator
VA Building 119, Room 1-64
Box 70577
(423) 439-6336
e-mail: agrawal@etsu.edu

Gregory A. Ordway, Ph.D., Department Chair
VA Building 1, Room 146
Box 70577
(423) 439-6346
e-mail: ordway@etsu.edu

Faculty:
Alok Agrawal; Jeffrey L. Artell; Kenneth Ferslew; John Hancock; Donald B. Hoover; Richard Kostrzewa; Michael Miyamoto; Gregory Ordway; Peter Rice.

The Department of Pharmacology offers specialized training in pharmacology and toxicology to students wishing to obtain a Doctor of Philosophy or Master of Science degree in Biomedical Science with a concentration in Pharmacology. Faculty and students are using a diversity of modern and classical research techniques to address experimental problems at molecular, cellular, organ, and whole animal levels. Ten faculty members and five adjunct faculty offer unique training opportunities in neuropharmacology, cardiovascular pharmacology, immunopharmacology, and forensic toxicology.

Physical Therapy

Doctor of Physical Therapy

Susan Epps, Ed.D., Assistant Chair, Graduate Coordinator
VA Building 2, Room 220
Box 70624
(423) 439-8275
e-mail: epps@etsu.edu

David Arnall, Ph.D., Chair
VA Building 2
Box 70624
(423) 439-8793; (423) 439-8077 (FAX)
e-mail: Arnall@etsu.edu

Faculty:
David Arnall; Robert C. Barnhart; Ute Breese; Mary Jo Davenport; Bea Owens; Peter C. Panus; Duane A. Williams.

Support Faculty:
Thomas E. Kwasiemoh; Ronald H. Baisden.

Physical therapy, which is the care and services provided by or under the direction and supervision of a physical therapist, includes: 1) examining and evaluating patients with health-related conditions, impairments, functional limitations, and disability in order to determine a diagnosis, prognosis, and intervention; 2) alleviating impairments and functional limitations by designing, implementing, and modifying therapeutic interventions; 3) preventing injury, impairments, functional limitations, and disability, including promoting and maintaining fitness, health, and quality of life in all age populations; and 4) engaging in consultation, education, and research. (Adopted by the American Physical Therapy Association (APTA) Board of Directors in March 1995 (BOD 03-95-24-64)).

The Department of Physical Therapy offers the Doctor of Physical Therapy (D.P.T.) degree. Students may apply for entry-level (non-licensed individuals) or advanced standing (for licensed physical therapists) in the D.P.T. program. The program is designed to integrate classroom and clinical learning experiences to prepare its graduates to carry out effectively the expanding responsibilities of physical therapists as health care providers practicing in evaluative, preventive, rehabilitation and acute care settings, and in educational and research environments. Students who enter the program will have strong but diverse academic backgrounds reflecting their abilities to think independently, evaluate critically, and exercise good judgment. Additionally, students in the program should display the personal qualities of flexibility, responsibility, and sensitivity to others.

The mission of the Department of Physical Therapy is to integrate teaching, research, and service to prepare selected students as general practitioners of physical therapy; to foster faculty and student scholarship to add to the knowledge of physical therapy practice; and to provide faculty consultation and professional services to the community at large to enhance the practice and profession of physical therapy.

The academic and clinical goals of the department are to prepare physical therapy general practitioners to:

1. Examine/screen human structure and function, both normal and abnormal, across the lifespan, within the scope of physical therapy practice;
2. Integrate, bridge, and cross-match the theories, concepts, and principles of the basic and psychosocial sciences to current and future clinical practice in order to justify their evaluation and treatment management decisions;
3. Utilize information from the literature, from their evaluations, from other health care professionals, and from their experience, to develop efficient, safe, and cost-effective physical therapy treatment management programs;
4. Communicate effectively, with or without technology assistance, with patients, health care professionals, clients, family members, payers, policy makers, and the community-at-large;
5. Be sensitive to the health care environment in which they work in order to analyze, interpret, and respond to the major factors influencing health care;
6. Function in a professional manner as a member and representative of the health care team;
7. Have a basic understanding of administration/management skills as related to the practice/business of physical therapy;
8. Function as educators in the academic, clinical, and community settings as related to physical therapy; and
9. Be critical thinkers able to analyze old and new concepts, principles, research and clinical findings, technologies, and outcomes; to relate them to personal and professional values and standards; and to integrate and apply them to the practice of physical therapy as appropriate.

Entry Level D.P.T.

Program Admission Requirements

The physical therapy program admits students by a selective admissions process to begin matriculation in the spring semester only. All application material must be completed and received by the School of Graduate Studies by July 1. Students are encouraged to submit applications well in advance of the July deadline to allow sufficient time for processing and review. The traditional entry student will have a continuous enrollment requirement for completion of three years of full-time study in a fixed, prescribed curriculum. Graduate-level PHYT courses may not be taken prior to admission to the physical therapy program.

Students seeking admission to the professional Doctor of Physical Therapy degree program (entry-level) must meet the requirements established by the School of Graduate Studies. They must also meet the following minimum program requirements:

1. Attainment of a bachelor's degree from a regionally accredited institution (Southern Association of Colleges and Schools or equivalent);
2. Have an overall GPA of 2.70 (on a 4.0 scale) in all undergraduate coursework;
3. Have a 3.0 GPA (on a 4.0 scale) in the prerequisite courses;
4. Completion of prerequisite courses; no grade in a prerequisite course may be less than a “C” (2.0 on a 4.0 scale);
5. Submission of the Graduate Record Exam (GRE) scores;

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6. Three (3) letters of recommendation with at least one from a licensed physical therapist;
7. A positive evaluation after an interview with the physical therapy Admissions Committee.

Prerequisite courses for admission consideration include the following:

- Statistics ................................................................. 3
- General Biology with Lab ........................................... 8
- General Chemistry with Lab ....................................... 8
- General Physics with Lab ......................................... 8
- *Human Anatomy ................................................... 3-4
- *Human Physiology with Lab ..................................... 4
- Exercise Physiology .................................................. 3-4
- Psychology ............................................................... 6

No combined topical course will be accepted as prerequisite coursework.

Observation/clinical experience hours: There is no specific number of clinical hours required, however, each applicant is expected to have thoroughly investigated the scope and profession of physical therapy. Applicants’ understanding of the profession will be considered in their interview.

All students accepted for admission into the graduate program in physical therapy must meet the following requirements prior to enrollment in clinical practice:

1. Medical terminology competency by either (a) having taken a medical terminology course prior to beginning the PT curriculum or (b) successfully completing a medical terminology competency examination before the end of the first semester;
2. A physical examination verifying that the student is in good health and free from communicable disease;
3. Tuberculosis screening and other immunizations required by the clinical sites;
4. Current Cardiopulmonary Resuscitation (CPR) and Basic First Aid certification;
5. Health/Accident insurance coverage;
6. Professional student liability insurance coverage;
7. The ability to perform, either unaided or with reasonable accommodation, the following essential functions for clinical practice in physical therapy:
   a. Critical thinking ability sufficient for clinical judgment.
   b. Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
   c. Communication abilities sufficient for interaction with others in verbal and written form.
   d. Physical abilities sufficient to move from room to room and maneuver in small spaces.
   e. Gross and fine motor abilities sufficient to provide safe and effective physical therapy care.
   f. Auditory abilities sufficient to monitor and assess health needs.
   h. Physical ability to assist moving, transferring, and ambulating patients who have physical impairment or dysfunction.

Retention Requirements

Students in the Physical Therapy program must meet the retention standards as set forth for graduate students by the School of Graduate Studies and by the Promotion/Retention Committee of the Department of Physical Therapy. Grades shall be issued based on the 4.0 scale as set forth in the Graduate Catalog.

A physical therapy student will be considered deficient for any course grade less than an “C” (2.0), or when the overall grade point average per semester or for all semesters completed in the program is less than an “B” (3.0).

Traditional entry students will matriculate through a fixed, prescribed curriculum in a three-year, full-time program. Additional retention requirements include the following:

1. Successful completion of a comprehensive written examination at the end of the first five (5) semesters before being allowed to proceed to semesters 6 - 9 and the clinical internships.
2. Successful completion of 22 semester hours in clinical internships (semesters 6 and 7) that integrate all previous didactic and clinical coursework.

The Physical Therapy Promotion and Retention Committee will meet at a minimum at the end of each semester to determine whether each student should be promoted to the next semester, be put on probation, or be required to remediate any deficiencies before proceeding to the next semester of study. Promotion will be determined by the student’s didactic performance, clinical performance, and professional behavior.

Degree Requirements

The Doctor of Physical Therapy is a non-dissertation professional degree requiring successful completion of the designated credits, including the culminating experiences. Students will complete 84 credit-hours of major field courses and 43 credit-hours of clinical education experiences for a total of 127 credit-hours.

Doctor of Physical Therapy Entry-level Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYT 6101</td>
<td>Functional Human Anatomy</td>
<td>6</td>
</tr>
<tr>
<td>PHYT 6102</td>
<td>Pathophysics</td>
<td>4</td>
</tr>
<tr>
<td>PHYT 6103</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYT 6111</td>
<td>PT Basic Skills I</td>
<td>2</td>
</tr>
<tr>
<td>PHYT 6151</td>
<td>Professional Issues I</td>
<td>1</td>
</tr>
<tr>
<td>PHYT 6212</td>
<td>PT Basic Skills II</td>
<td>2</td>
</tr>
<tr>
<td>PHYT 6213</td>
<td>PT Basic Skills III</td>
<td>4</td>
</tr>
<tr>
<td>PHYT 6221</td>
<td>Musculoskeletal I</td>
<td>4</td>
</tr>
<tr>
<td>PHYT 6261</td>
<td>Intro. to Research Process</td>
<td>1</td>
</tr>
<tr>
<td>PHYT 6271</td>
<td>Clinical Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>PHYT 6304</td>
<td>Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>PHYT 6314</td>
<td>PT Basic Skills IV</td>
<td>4</td>
</tr>
<tr>
<td>PHYT 6315</td>
<td>Electrotherapeutics</td>
<td>2</td>
</tr>
<tr>
<td>PHYT 6322</td>
<td>Musculoskeletal II</td>
<td>2</td>
</tr>
<tr>
<td>PHYT 6331</td>
<td>Neurotherapeutic Prin. I</td>
<td>4</td>
</tr>
<tr>
<td>PHYT 6405</td>
<td>Pharmacology I for PT</td>
<td>2</td>
</tr>
<tr>
<td>PHYT 6416</td>
<td>Wound and Burn Care</td>
<td>2</td>
</tr>
<tr>
<td>PHYT 6432</td>
<td>Neurotherapeutics II (Peds)</td>
<td>3</td>
</tr>
<tr>
<td>PHYT 6433</td>
<td>Neurotherapeutics III (GerI)</td>
<td>2</td>
</tr>
<tr>
<td>PHYT 6452</td>
<td>Clinical Correlates I</td>
<td>1</td>
</tr>
<tr>
<td>PHYT 6462</td>
<td>Scientific Inquiry for PTs</td>
<td>1</td>
</tr>
<tr>
<td>PHYT 6472</td>
<td>Clinical Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>PHYT 6523</td>
<td>Prosthetics and Orthotics</td>
<td>3</td>
</tr>
<tr>
<td>PHYT 6541</td>
<td>Cardiopulmonary Rehabilitation</td>
<td>2</td>
</tr>
<tr>
<td>PHYT 6553</td>
<td>Professional Issues II</td>
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<tr>
<td>PHYT 6554</td>
<td>Clinical Correlates II</td>
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<tr>
<td>PHYT 6573</td>
<td>Clinical Practicum III</td>
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</tr>
<tr>
<td>PHYT 6663</td>
<td>Human Research for PT</td>
<td>1</td>
</tr>
<tr>
<td>PHYT 6674</td>
<td>Internship I</td>
<td>12</td>
</tr>
<tr>
<td>PHYT 6681</td>
<td>Administration and Management</td>
<td>2</td>
</tr>
<tr>
<td>PHYT 7706</td>
<td>Pharmacology II for PT</td>
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</tr>
<tr>
<td>PHYT 7717</td>
<td>Current Trends in PT</td>
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</tr>
<tr>
<td>PHYT 7764</td>
<td>Case Study in PT</td>
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</tr>
<tr>
<td>PHYT 7775</td>
<td>Internship II</td>
<td>10</td>
</tr>
<tr>
<td>PHYT 7807</td>
<td>Imaging Studies for PT</td>
<td>2</td>
</tr>
<tr>
<td>PHYT 7855</td>
<td>Lifespan Development for PT</td>
<td>3</td>
</tr>
<tr>
<td>PHYT 7856</td>
<td>Health and Wellness Strategies in PT</td>
<td>3</td>
</tr>
<tr>
<td>PHYT 7857</td>
<td>Differential Diagnosis for PT</td>
<td>2</td>
</tr>
<tr>
<td>PHYT 7882</td>
<td>Teaching and Learning for PT</td>
<td>1</td>
</tr>
<tr>
<td>PHYT 7883</td>
<td>PT Management and Leadership</td>
<td>2</td>
</tr>
<tr>
<td>PHYT 7976</td>
<td>Internship III</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Hours Required for Degree.............................................. 127
Advanced Standing D.P.T.

Program Admission Requirements

Students who aspire to advanced standing in the professional Doctor of Physical Therapy degree program must meet the requirements for admission as established by the School of Graduate Studies. They must also meet the following program requirements:

1. Graduation from a Commission on Accreditation in Physical Therapy Education (CAPTE) accredited physical therapy program;
2. Must have an active state physical therapy license with no current sanctions;
3. Submission of the Physical Therapy Department Application Form for Advanced Standing;
4. Three (3) letters of recommendation (one from current or most recent supervisor, two from licensed physical therapists);
5. Submission of Graduate Record Exam (GRE) scores if the GPA in previous coursework for the physical therapy degree is less than 3.0 on a 4.0 scale.

Retention Requirements

A physical therapy student will be considered deficient for any course grade less than a “C” (2.0), or when the overall grade point average per semester or for all semesters completed in the program is less than a “B” (3.0).

A student with advanced standing may progress through the curriculum on a full- or part-time basis as desired. A student with advanced standing must be continuously enrolled in the D.P.T. program unless the student receives approval for a break in enrollment from the Physical Therapy Promotion and Retention Committee. A student with advanced standing must also maintain a current state physical therapy license and be eligible for licensure in Tennessee.

The Physical Therapy Promotion and Retention Committee will meet at a minimum at the end of each semester to determine whether each student should be promoted to the next semester, be put on probation, or be required to remediate any deficiencies before proceeding to the next semester of study. Promotion will be determined by the student didactic performance, clinical performance, and professional behavior.

Degree Requirements

The Doctor of Physical Therapy is a non-dissertation degree requiring successful completion of the designated credits, including the culminating experiences. Course requirements for advanced standing students will be evaluated on an individual basis, according to the level and amount of their prior coursework. The faculty will determine the advanced standing student’s individual program of study. Students admitted with advanced standing who have documentation of six hundred (600) hours of direct patient clinical practice experience within two (2)-years prior to enrollment in the D.P.T. program may opt to take nine (9) credit-hours of advanced coursework in lieu of nine (9) credit-hours of the Clinical Internship III.

The culminating experiences consist of the following:

1. Successful completion of Clinical Internship III (15 credit-hours).
2. Passing the case study oral presentation in the final semester. (The presentation is based on the written case study prepared for PHYT 7764 - Case Study for PT.)
The Master of Professional Studies (MPS) is an online interdisciplinary graduate degree program in the social sciences and the professions. The MPS allows for the development of professionally oriented programs that respond to the dynamic needs of students working in or preparing for rapidly changing professional environments and expectations. In this program of interdisciplinary graduate studies, students make connections between various professional fields and traditional social science disciplines. For the purposes of the MPS program, profession is defined broadly, not limiting profession to traditional areas such as law and medicine. Professionals who might be served by the MPS program include individuals working in commerce, information technology, mass media, government, social services, health care, and education. The MPS is a Regents Online Degree Program (RODP) offered cooperatively by all Tennessee Board of Regents universities.

Program Admission Requirements
Requirements for unconditional admission:
1. An undergraduate grade point average of at least 2.75 on a 4.0 scale from an accredited college or university.
2. An acceptable score on the GRE, generally at least 400 verbal, 500 quantitative, and a 4.0 on analytical writing.
3. Applicants with five or more years of professional work experience may submit a portfolio in lieu of the GRE. The portfolio is to include (a) a resume; (b) a 500- to 600-word essay detailing the reasons for wanting to enter the MPS program and discussing how the program will help the applicant achieve personal and professional goals; and (c) two sealed letters of professional reference. Other items that an applicant may include in the portfolio are a description of professional responsibilities, professional achievements and professional awards and recognitions. The admission decision will be based on the entire academic and professional record. All portfolio materials should be submitted in one package to the School of Graduate Studies, Box 70720, Johnson City, TN 37614.

Requirements for conditional admission:
Applicants who do not meet the requirements for unconditional admission might be admitted conditionally if their entire academic and professional records indicate potential for success in the program. Conditions may include, but are not limited to, taking prerequisite undergraduate courses, enrolling in specified graduate-level courses, and achieving a specified grade point average.

Degree Requirements
A minimum of 33 credit hours is required. Students must complete nine hours of a common core, complete a concentration of 21 hours which must include a second research class, and complete the Culminating Professional Project for three hours. The MPS core consists of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRST 5100</td>
<td>Professional Environment: Issues and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PRST 5200</td>
<td>Globalization and the Professions</td>
<td>3</td>
</tr>
<tr>
<td>PRST 5300</td>
<td>Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

The only concentration currently available is Strategic Leadership. For the Strategic Leadership concentration, students will complete seven of the following courses, including at least one course from each of the five subject areas:

Leadership Theory

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRST 5500</td>
<td>Foundations of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDSP 5000</td>
<td>Current Issues and Cases in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 6560</td>
<td>Small Group Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Research/Data Analysis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>QM 5770</td>
<td>Computer-Based Decision Modeling</td>
<td>3</td>
</tr>
<tr>
<td>PRST 5600</td>
<td>Statistical Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Organizational Structure and Change

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 5310</td>
<td>Leadership in Organization</td>
<td>3</td>
</tr>
<tr>
<td>RST 5800</td>
<td>Organizational Skills and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Communication

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 5110</td>
<td>Leadership and Communication</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 5450</td>
<td>Public Relations Management</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 5700</td>
<td>Conflict Management and Negotiation</td>
<td>3</td>
</tr>
</tbody>
</table>

Strategic Planning and Assessment

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 5105</td>
<td>Project Planning and Scheduling</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6040</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Culminating Professional Project

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRST 5998</td>
<td>Professional Project</td>
<td>3</td>
</tr>
</tbody>
</table>
Psychology

Master of Arts in Psychology
Ph.D. in Clinical Psychology

Wallace E. Dixon, Jr., Ph.D., Chair
420A Rogers-Stout Hall
Box 70649
(423) 439-6656
e-mail: dixonw@etsu.edu

Peggy Cantrell, Ph.D., Director of Clinical Training
409 Rogers-Stout Hall
Box 70649
(423) 439-6660
e-mail: cantrell@etsu.edu

Russell W. Brown, Ph.D., General Psychology Coordinator
422B Rogers-Stout Hall
Box 70649
(423) 439-5863
e-mail: brown1@etsu.edu

The Department of Psychology offers a Master of Arts degree in general psychology and an articulated MA/Ph.D. program in clinical psychology.

Master of Arts Degree in General Psychology

The general psychology degree provides students with advanced training in the field of psychology leading to careers in diverse areas of research and teaching in psychology, and prepares students for doctoral work in psychology.

Admission Requirements — The following are required for admission to the program:
1. Scores of 500 on the verbal, quantitative, and subject (psychology) portions of the Graduate Record Examination (GRE).
2. A 3.0 overall grade point average and a 3.0 average in psychology.
3. A major in psychology.
4. At least one (1) course in statistics and one (1) laboratory course in psychology.
5. Three (3) letters of recommendation, at least two (2) from former college instructors.
6. Personal statement of goals.

Applicants with weak credentials in one (1) area (i.e., a low score in quantitative methods on the GRE), will be considered for admission if they have strong credentials in another area (i.e., a 3.5 grade point average or very strong letters of recommendation). All materials must be received by March 1st for fall admission with financial aid. Candidates submitting application thereafter are less likely to receive financial aid. Applicants should also refer to the Graduate School policies on application deadlines as outlined in this catalog. The clinical and general options normally admit students only for the fall semester. All applications are reviewed by a departmental admissions committee. A telephone or personal interview may be required.

The Content Breadth Requirements for master's level students in the psychology graduate program include:
1. Learning and Cognition—which, if not met at the undergraduate level, can be met by taking EITHER Perception (PSYC 5317) or a Topical Seminar (PSYC 56xx) with content related to learning or cognition.
2. Individual Differences—which, if not met at the undergraduate level, can be met by taking EITHER Social Psychology Topical Seminar (PSYC 5620), Personality Theories (PSYC 5220), Psychopathology (PSYC 5925), Introduction to Psychological Testing (PSYC 5817), or Clinical Topical Seminar (PSYC 5660).

General Psychology

Requirements — All students electing general psychology must complete the following core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5210</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

PSYC 5410 Correlation and Multiple Regression .......... 3
PSYC 56xx Topical Seminar Series ..................... 12
PSYC 5800 Teaching in the Psychological Sciences .... 3
PSYC 5900 Independent Study: Research ................ 3
PSYC 5950 Methods of Research .......................... 3
PSYC 5960 Thesis ......................................... 6
Approved Elective* ........................................ 3

Total Hours General Psychology ............................ 36

The approved elective will be chosen based on the student's interests and with the guidance of the student's advisor.

Clinical Psychology

Articulated Master of Arts/Doctor of Philosophy Program

Contact Information:
e-mail - clinpsyc@etsu.edu
Web site: http://www.etsu.edu/psychology/clinical_PhD.home.html
Phone: (423) 439-4424, Main Psychology Department
Fax: (423) 439-5695
Phone: (423) 439-6660, Peggy Cantrell, Director of Clinical Training

Program Mission and Training Philosophy: The primary objective of the articulated master's doctoral program in Clinical Psychology at East Tennessee State University is to provide training in clinical psychology emphasizing Rural Behavioral Health and Practice in the context of integrated primary health care.

The clinical psychology program is guided by the scientist/practitioner model and places a strong emphasis on research and interdisciplinary clinical training. Though diverse in respect to methods of inquiry and areas of study, the faculty is of one mind in promoting scientific inquiry as the foundation of clinical psychology.

The program is designed for full-time study only as a 5-year post-baccalaureate articulated M.A./Ph.D. program, with the fifth year being an off-campus full-time internship in keeping with APA/APRIC requirements.

All students receive a curriculum of general clinical training as well as training in the basic science of psychology. Thus, the first two years of the program are highly structured. Due to the emphasis in primary care and rural health practice as well as adherence to the genericist model of training, the advanced coursework is more structured than some programs in clinical psychology, but students are afforded the opportunity for individualization through electives, research emphasis, and externship placements.

Full-time Faculty

Core Clinical Faculty:
Peggy Cantrell, Director of Clinical Training; William Dalton; Chris Dula; Jon Ellis; Jameson Hirsch; Jodi Polaha; Jon Webb.

Non-Core Faculty:
Ginni Blackhart; Russell Brown; Andrea Clements; Wallace Dixon, Jr., Department Chair; Michael Floyd, Family Medicine; Alan Shields; Stacey Williams; Michael Woodruff.

Admission Requirements

To be accepted into the Clinical program, students must apply for full-time study. Applicants to the M.A./Ph.D. degree program are evaluated once each year only; for admission in the fall semester; applicants for spring admission are not considered. All application information must be received by February 1 for a candidate to be considered for admission. Students are admitted from two applicant pools, dependent upon level of preparation. All applications are considered with the expectation that the applicant will pursue the Ph.D. The two applicant pools are as follows:

1. Students holding a baccalaureate degree from a regionally accredited institution will be considered for the M.A. in Clinical Psychology (48 hour program of study with thesis) as part of their Ph.D. requirement.
East Tennessee State University

2. Students already holding the M.A. or M.S. in psychology from a regionally accredited institution may also apply to the M.A./Ph.D. program. The master's degree must be commensurate with the MA program in Clinical Psychology at ETSU and involve the successful completion of an empirically based thesis project. Students possessing a master's degree without an empirically based thesis will be required to complete an empirically based thesis before being admitted to doctoral candidacy.

The following are required:
1. Completed university application forms;
2. A grade point average of at least 3.00 (based on a 4.00 scale) in undergraduate and/or graduate level work overall and in Psychology courses;
3. A minimum of 18 semester hours in undergraduate psychology, including courses in statistics, experimental design, personality, history and systems, and abnormal psychology. Students lacking some of these prerequisite courses, but presenting an exceptional undergraduate record, may be granted graduate admission, but they will be expected to remove all undergraduate deficiencies during their first academic year;
4. GRE scores (Verbal, Quantitative, and Written Analysis) are required for application and are taken into account in the admission process;
5. Letters of recommendation from at least three persons familiar with the applicant's background and aptitude for graduate study and future performance as a psychologist;
6. A personal statement of 500-750 words indicating the applicant's academic experiences, research interests, and career goals. Prior undergraduate research interests and involvement are weighted heavily as is an interest and commitment to working in a rural and/or primary care setting.
7. A willingness to be interviewed by members of the admission committee.

Offers and Acceptances

The Department of Psychology subscribes to the "Resolution Regarding Scholars, Fellows, Trainees, and Graduate Students" as adopted by the Council of Graduate Schools in the United States; and to the statement adopted by the Council of Graduate Departments of Psychology which indicates that, "An acceptance given or left in force after April 15 commits the student not to solicit or accept another offer. Offers made after April 15 must include the proviso that the offer is void if acceptance of a previous offer from a department accepting this resolution is in force on that date."

Master level Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5030</td>
<td>Rural Research and Practices</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5100</td>
<td>Legal &amp; Ethical Issues in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5210</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5220</td>
<td>Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5410</td>
<td>Correlation and Multiple Regression</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5707</td>
<td>Adv. Behavioral Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5717</td>
<td>Adv. Behavioral Neuroscience Lab</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 56X0</td>
<td>Seminar in Core Area of Psychology, as advised</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5825</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5830</td>
<td>Psychological Assessment I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5850</td>
<td>Psychological Assessment II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5870</td>
<td>Interviewing Techniques in Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5910</td>
<td>Clinical Clerkship (2 terms)</td>
<td>3</td>
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</tbody>
</table>

Thesis

PSYC 5960 | Thesis (2 terms) | 6 |

Total Required Credits | 48 |

Doctoral level Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PMNJ 5418</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PHTY 6102</td>
<td>Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 6600</td>
<td>Rural Case Oriented Learning &amp; Preceptorship</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6870</td>
<td>Evidence-based Interventions</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7000</td>
<td>Doctoral Preliminary Project</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7100</td>
<td>Primary Care Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7500</td>
<td>Cultural Anthropological Application</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6210</td>
<td>Meta-Analytic Research Methods OR</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6410</td>
<td>Covariate Structural Modeling OR</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7812</td>
<td>Qualitative Research</td>
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</table>

Guided Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 7110</td>
<td>Primary Care Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7300</td>
<td>Mental Health Consultation and Administration</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7550</td>
<td>Community Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5050</td>
<td>Health Care Accounting and Finance</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5900</td>
<td>Grant and Proposal Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7400</td>
<td>Family Systems: Research and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7450</td>
<td>Group Systems: Process and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7410</td>
<td>Advanced Child Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7420</td>
<td>Substance Abuse Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7900</td>
<td>Independent Study in Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Requirements | 23 |

Total Required Credits | 63 |

All students must be competent in the diverse core areas of psychology as specified by the American Psychological Association. Core competence will be demonstrated by completion of course work covering core areas as well as passing the written comprehensive exam. Core areas include: Biological Aspect of Behavior, Cognitive and Affective Aspects of Behavior, Social Aspects of Behavior, History and Systems, Psychological Measurement, Research Methods, Data Analysis, and Human Development.

Students must also demonstrate proficiency in substantive areas representing the current body of knowledge in the field of clinical psychology in Assessment and Diagnosis, Psychological Interventions, Theoretical Models of Personality and Treatment, and Behavioral Health.

Transfer of Credit

Students with graduate credit earned at another institution, upon matriculation at ETSU, may petition to have these credits applied toward their degree requirements at ETSU. While such credits are not automatically transferred and must be approved by the Director of Clinical Training and the School of Graduate Studies, a maximum of 9 semester hours earned elsewhere could be applied. For students who have attained a master's degree in Psychology, a maximum of 48 semester hours may be applied toward the M.A./Ph.D. degree requirements.

Waiving Core Course Requirements

Students may petition to waive specific courses through examination. The designated course instructor, along with the DCT, will review petitions. Students must present evidence of completion of a similar course to that in the petition, transcript evidence, and a course syllabus constitute the required documentation. Upon approval to sit for a waiver examination, students will be provided an opportunity for examination by the designated course instructor, and the course instructor will determine pass or failure of the examination. If the examination is passed, the instructor will recommend a course waiver to the DCT. The total number of degree hours will not be reduced, but an alternate course may then be substituted for degree credit.
Students who enter the Ph.D. program after completing graduate level courses at another university may wish to request waivers of required core courses. Requests for waivers should be made during the student's first semester of academic study, but may be considered later. Comparability of the prior coursework to the core courses in the department is the primary criteria for granting a waiver. Students should first consult with the current instructor of the course they wish to waive and provide him or her with documentation of the completed course that will serve as basis for the waiver. Normally, this documentation would include copies of:

1. the transcript (unofficial is acceptable) showing a final grade of B or higher in the completed course;
2. the completed course syllabus, text, and reading lists;
3. tests, notes, projects, etc., from the completed course (if available).

Although the instructor may offer an informal opinion on the comparability of the completed course, the instructor does not make the final decision on waiving core courses alone. If the student wishes to pursue the waiver, the student should then submit a formal letter to the Director of Clinical Training requesting the waiver. The written request should be accompanied by the documentation of the course that serves as the basis for the waiver. Requests for waivers of multiple core courses should be submitted with separate cover letters.

The Director of Clinical Training will submit the waiver request and documentation to the Core Curriculum Committee, which consists of the Director of Clinical Training and core course instructors within the department. This committee makes the final decision on the request for a waiver of a core course. The Director will then notify the student of the committee's decision and also place a letter of notification in the student's file.

**Matriculation Requirements**

Students are referred to the ETSU Graduate Catalog for School of Graduate Studies academic requirements. Specific departmental requirements also apply. All students in the M.A./Ph.D. program are expected to be enrolled as full-time students and to devote themselves full time to their graduate pursuits during their enrollment in degree-related activities. Students are expected to be active in research collaboratively with members of the department faculty each semester they are enrolled. In addition to coursework and research, students are required to participate in clinic and field experiences commensurate with their level of training and type of graduate assistantship.

**Student Handbook for the ETSU Clinical Psychology Graduate Program**

Matriculating students are responsible for adherence to procedures and policies outlined in this catalog as well as those contained in the Student Handbook for the ETSU Clinical Psychology Graduate Program. Refer to that document for critical departmental guidelines and policies concerning Clinical and Professional Learning Experiences, Documentation of Clinical Experience and Supervision, Annual Student Evaluations, additional Ph.D. requirements, Thesis and Dissertation Guidelines, Comprehensive Examination, Oral Defense, Academic Performance requirements, Academic Probation, Dismissal, and Appeal, Clinic Responsibilities, Graduate Assistantships, and Professional Development.

**Public Administration**

**Master of Public Administration**

**Master of City Management**

The Master of Public Administration (M.P.A.) is a nonbusiness degree that offers an outstanding education for men and women seeking an exciting career in the public or non-profit sector. Students may enter the program from any undergraduate major. The M.P.A. is a highly marketable degree for entry into the fields of city management, urban planning, industrial recruitment, community development, non-profit administration, public budgeting, and financial management. The demand for trained public and non-profit managers has steadily increased, both in this region and beyond.

The M.P.A. program builds on a long tradition of higher education in city management with a unique degree offering. Students who complete requirements for the city management concentration will receive the Master of City Management (M.C.M.) degree. This allows students who wish to pursue careers in city management to have a unique degree which is widely recognized throughout the region. Students choosing other concentrations will be awarded the M.P.A. degree. Synergies with the Master of Accountancy (M.Acc.) and Master of Business Administration (M.B.A.) programs in the College of Business and Technology provide a wide range of instructional resources and the flexibility to take courses which span the boundaries between the public and private sectors.

**Admission Requirements**

A student applying to the M.P.A. program must meet both the requirements for admission to the university as a graduate student and the admission criteria for the program. The student must submit transcripts of all academic work previously completed, scores on the verbal and quantitative sections of the Graduate Record Examination (GRE), and three letters of recommendation. Admission criteria include satisfactory undergraduate grade point average, satisfactory GRE scores, and letters of recommendation. Questions about admission requirements should be directed to the M.P.A. director.

Students admitted to other graduate programs in the university may enroll in public administration courses (prefixes PMGT and URBS) if they have completed the prerequisites, if any.

**Course Requirements**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT 5100 Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PMGT 5120 Public Personnel Management</td>
<td>3</td>
</tr>
<tr>
<td>PMGT 5140 Public Organization Theory</td>
<td>3</td>
</tr>
<tr>
<td>PMGT 5160 Public Budgeting and Finance</td>
<td>3</td>
</tr>
<tr>
<td>PMGT 5180 Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>URBS 5637 Local and Regional Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Core Hours**

**18**

**Concentration**

**Total Concentration Credit Hours (See below)**

**12**

**Capstone Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT 5800 Public Management Internship</td>
<td>3</td>
</tr>
<tr>
<td>PMGT 5820 Public Management Consultancy</td>
<td>3</td>
</tr>
<tr>
<td>PMGT 5840 Public Management Report</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Capstone Hours**

**6**

* These courses fulfill the Culminating Experience requirement in the M.P.A. program.

**Total Credit Hours Required for Degree**

**36**

**City Management Concentration**

This concentration is designed for students who wish to pursue a degree in urban administration or local government administration.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT 5200 Administrative Law and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PMGT 5500 City Management Profession</td>
<td>3</td>
</tr>
<tr>
<td>PMGT 5520 Urban Government</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Concentration Hours**

**12**

Students selecting this concentration will receive the Master of City Management (M.C.M.) degree.
East Tennessee State University

Not-For-Profit Administration Concentration

This concentration is designed for students who wish to work in not-for-profit organizations.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT 5300</td>
<td>Not-for-Profit Resource Development ...........</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 6955</td>
<td>Grant and Proposal Development</td>
<td>3</td>
</tr>
<tr>
<td>PMGT 5750</td>
<td>Public Sector Financial Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Hours: 9

One Guided Elective from the following courses:

ACCT 5717 Not-for-Profit Accounting ...................................... 3
MKTG 5010 Essentials of Marketing ........................................ 3
PMGT 5240 Seminar in Public Management .................................. 3
PMGT 5955 Topics in Public Management .................................... 3
PUBR 5320 Public Relations Case Studies ................................... 3
SOCI 5444 Applied Data Analysis for the Social Sciences ................ 3

Total Elective Hours: 3

Planning and Development Concentration

This concentration is intended for students with a professional interest in urban planning, economic development, and community development.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>URBS 5020</td>
<td>Urban Planning Theory</td>
<td>3</td>
</tr>
<tr>
<td>URBS 5107</td>
<td>Urban Geography and Planning</td>
<td>3</td>
</tr>
<tr>
<td>URBS 5347</td>
<td>Economic Development and Planning</td>
<td>3</td>
</tr>
<tr>
<td>Guided Elective</td>
<td>(with permission of Director)</td>
<td></td>
</tr>
</tbody>
</table>

Total Concentration Hours: 12

Students selecting this concentration will receive the Master of Public Administration (M.P.A.) degree.

Public Financial Management Concentration

This concentration is intended for students interested in public budgeting and public finance.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 5717</td>
<td>Not-for-Profit Entity Accounting</td>
<td>3</td>
</tr>
<tr>
<td>PMGT 5280</td>
<td>Seminar in Public Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>PMGT 5750</td>
<td>Public Sector Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>Guided Elective</td>
<td>(with permission of Director)</td>
<td></td>
</tr>
</tbody>
</table>

Total Concentration Hours: 12

Students selecting this concentration will receive the Master of Public Administration (M.P.A.) degree.

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Master of Public Health

Doctor of Public Health

James Florence, DrPH., C.H.E.S., Graduate Coordinator and Interim Chair

College of Public Health
101 Lamb Hall
Box 70674
(423) 439-6720
e-mail: mphcoordinator@etsu.edu

Faculty:

Timothy Aldrich; James Anderson; Wilse S. Bishop; John W. Drane; Michael Dunn; James Florence; Joanne Walker Flowers; Joel Hillhouse; Amal Khoury; Mary Ann Littleton; Brian Martin; Chul-Young Roh; J. Michael Stoots; Tsujian Wu; Randy Wykoff.

Master of Public Health Concentrations

The Master of Public Health program offers a competency-based approach to professional preparation for public health practice in any of five areas - Biostatistics, Community Health, Environmental Health, Epidemiology, and Health Services Administration. Each concentration provides students with the requisite skills to work in the respective area.

Many courses are available online through distance education technology. Fully online concentrations of study exist for Epidemiology and Health Services Administration. Others are being planned. Please contact the graduate coordinator for more information.

Biostatistics is a quantitative field in which students learn how to collect, manage, and analyze public health data. This curriculum provides instruction in basic analytical methods and the use of statistical software.

Community Health prepares students to understand the interrelationships between chemical, biological, and physical factors in the environment, and social and organizational factors in the human community. Students will become proficient in the assessment of community environmental health needs by collecting, analyzing, and reporting appropriate data, and will develop expertise in investigating, monitoring, and managing environmental problems that may have an impact on the public’s health.

Environmental Health prepares specialists to understand the interrelationships between chemical, biological, and physical factors in the environment, and social and organizational factors in the human community. Students will become proficient in the assessment of community environmental health needs by collecting, analyzing, and reporting appropriate data, and will develop expertise in investigating, monitoring, and managing environmental problems that may have an impact on the public’s health.

Epidemiology is a ‘basic science of public health,’ and as such epidemiologists are health professionals who study disease, illness, and injuries and attempt to determine: who becomes ill; why certain people are more likely to become ill; and how to prevent the spread of illness.

Health Services Administration is a multidisciplinary field that focuses on the accessibility, financing, and organization of health care services and the development and implementation of public health policy.

Program Admission Requirements

(Application deadline: March 1)

Admission to the graduate program in public health is based upon scholarship, letters of recommendation, and evidence of potential mastery including:

1. A minimum undergraduate grade point average (GPA) of 2.75;
2. Satisfactory scores on the Graduate Record Examination (GRE)*;
3. A minimum of two years public health work experience is preferred though not required. Students without experience are required to complete PUBH 5850, unless taking the environmental health concentration.
4. See Environmental Health department listing for additional admission requirements for that concentration.

* GRE scores are waived for applicants in the Tennessee Public Health Workforce Development Consortium who have successfully completed an approved certificate.

For additional information, please contact our office at (423) 439-4332. You may also view the graduate catalog online at the Graduate Studies web site, www.etsu.edu/gradstud.

Applications for study in the M.P.H. program should be sent to the School of Graduate Studies. These may be obtained online at the Graduate Studies web site shown above.

Note: Applications are accepted once a year only, for entry into the fall semester. Completed applications must be received in the School of Graduate Studies by March 1 for consideration. Qualified domestic students may be considered for spring admission on a case by case basis.

Degree Requirements*

Core Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 5020</td>
<td>Philosophy of Public Health</td>
<td>1</td>
</tr>
<tr>
<td>ENVH 5100</td>
<td>Environmental Health Practice I</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5200</td>
<td>Social and Behavioral Foundations of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5310</td>
<td>Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5400</td>
<td>Epidemiology I</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5500</td>
<td>Health Services Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core Hour Requirements: 16

---

2008-2009 Graduate Catalog 89
**Biostatistics Concentration**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 5350 Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5710 Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5720 Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5360 Clinical Research: Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours Required Biostatistics Concentration</strong></td>
<td>43</td>
</tr>
</tbody>
</table>

**Electives** — Select 3 courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 5410 Statistical Software for Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5405 Epidemiology II</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5330 Statistical Methods in Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5465 Spatial Epidemiology and Geographical Studies of Health</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5287 Applications of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5460 Environmental/Occupational Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5900 Grant and Proposal Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Elective Hours</strong></td>
<td>9</td>
</tr>
<tr>
<td>PUBH 5850 Public Health Program Field Experience</td>
<td>6</td>
</tr>
<tr>
<td><strong>PUBH 5950 Research Seminar</strong></td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5960 Thesis</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5989 Cooperative Education</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Hours Required Biostatistics Concentration</strong></td>
<td>43</td>
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</table>

**Community Health Concentration**

<table>
<thead>
<tr>
<th>Required Courses</th>
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</thead>
<tbody>
<tr>
<td>PUBH 5110 Community Health Assessment Research</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5377 Health Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>One of the following courses:</strong></td>
<td></td>
</tr>
<tr>
<td>PUBH 5120 Health Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5125 Rural Health Research and Practice</td>
<td>3</td>
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<tr>
<td><strong>One of the following courses:</strong></td>
<td></td>
</tr>
<tr>
<td>PUBH 5850 Public Health Field Experience</td>
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<tr>
<td>PUBH 5970 Public Health Monograph</td>
<td>6</td>
</tr>
<tr>
<td>PUBH 5960 Thesis</td>
<td>6</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Hours Required Community Health Concentration</strong></td>
<td>43</td>
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</table>

**Environmental Health Concentration**

(Offered through the Department of Environmental Health)

<table>
<thead>
<tr>
<th>Required Courses</th>
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</thead>
<tbody>
<tr>
<td>ENVH 5357 Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 5640 Environmental Risk Assessment</td>
<td>4</td>
</tr>
<tr>
<td>ENVH 5860 Environmental Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 5870 Public Health Law</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 5890 Environmental Planning</td>
<td>3</td>
</tr>
<tr>
<td>ENVH 5910 Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Environmental Health Electives</td>
<td>6</td>
</tr>
<tr>
<td>ENVH 5960 Thesis</td>
<td>4</td>
</tr>
<tr>
<td>ENVH 5989 Cooperative Education</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Hours Required Environmental Health Concentration</strong></td>
<td>43</td>
</tr>
</tbody>
</table>

**Epidemiology Concentration**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 5350 Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5405 Epidemiology II</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5420 Epidemiology of Chronic Disease</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5430 Epidemiology of Infectious Disease</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5850 Public Health Program Field Experience</td>
<td>6</td>
</tr>
<tr>
<td><strong>PUBH 5950 Research Seminar</strong></td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5960 Thesis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Hours Required Epidemiology Concentration</strong></td>
<td>43</td>
</tr>
</tbody>
</table>

**Health Services Administration Concentration**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 5505 Managing Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5525 Health Services Organization &amp; Delivery</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5535 Health Policy, Politics, and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5550 Human Resource Management in Health Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5850 Public Health Program Field Experience</td>
<td>6</td>
</tr>
<tr>
<td><strong>PUBH 5950 Research Seminar</strong></td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5960 Thesis</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5989 Cooperative Education</td>
<td>6</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Hours Required Health Services Administration Concentration</strong></td>
<td>43</td>
</tr>
</tbody>
</table>

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**Degree Requirements**

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PUBH 5350 Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 5405 Epidemiology II</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 6100 Environmental Concerns in Public Health</td>
<td>3</td>
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</tbody>
</table>
East Tennessee State University

PUBH 6110 Social and Behavioral Determinants of Health and Disease ................................. 3
PUBH 6130 Public Health Leadership, Policy Development, and Ethics ................................. 3
PUBH 6150 Evaluation Research in Public Health ......................................................... 3
PUBH 6160 Systems Approaches to Public Health Issues .............................................. 3
PUBH 6170 Research Applications in Public Health ....................................................... 3
PUBH 6195 Seminar in Public Health .............................................................................. 1

Total Core Hour Requirements ................................................................. 25

Community Health Concentration
PUBH 6210 Health Assessment and Surveillance Research .............................................. 3
PUBH 6220 Methods in Community Health Research .................................................. 3
PUBH 6240 Organizing Communities for Health Action .............................................. 3
PUBH 6250 Evidence-Based Public Health: Best Practices in Community Health .......... 3

Total Concentration Hour Requirements ......................................................... 12

Electives - selected in consultation with program academic advisor ................................ 6

Epidemiology Concentration
MATH 5307 Sampling and Survey Techniques .......................................................... 3
PUBH 6410 Advanced Multivariate Analysis ................................................................ 3
PUBH 6420 Applied Epidemiologic Analysis ................................................................ 3
PUBH 6435 Field Epidemiology .................................................................................. 3

Total Concentration Hour Requirements ......................................................... 12

Electives - selected in consultation with program academic advisor ................................ 6

Suggested Electives:
PUBH 6440 Cardiovascular Epidemiology .................................................................. 3
PUBH 6450 Cancer Epidemiology .............................................................................. 3
PUBH 6460 Reproductive & Perinatal Epidemiology .................................................... 3

Culminating Experience for all concentrations
PUBH 6850 Doctor of Public Health Practicum .......................................................... 6
PUBH 6960 Doctor of Public Health Dissertation ..................................................... 9

Total Culminating Experience Hour Requirements .................................................. 15

Total Credit Hours Required for Dr.P.H. ................................................................. 58

Graduation Requirements
Completion of the Dr.P.H. degree will require (1) a minimum of 58 semester credit hours of coursework beyond the master's degree as described; (2) a minimum cumulative grade point average of 3.0 on a 4.0 scale; (3) passing the doctoral comprehensive candidacy examination; (4) satisfactory completion of a practicum; (5) passing the preliminary oral examination; (6) completing a dissertation of publishable quality; and (7) passing the final dissertation defense. All students must pass Institutional Review Board certification sponsored by ETSU if working with human subjects, as well as HIPAA certification if their research/practicum falls under the requirements to secure the privacy and confidentiality of patient records.

Reading

Master of Arts in Reading
E. Jane Melendez, Ph.D., Graduate Coordinator Reading Education
406 Warf-Pickel Hall
Box 70684
(423) 439-7910
e-mail: melendez@etsu.edu

If Coordinator is unavailable, contact Dr. Rhona Hurwitz, Department Chair.

Joseph Sobol, Ph.D., Graduate Coordinator
Storytelling
410 Warf-Pickel Hall
Box 70684
(423) 439-7683
e-mail: sobol@etsu.edu

Department of Curriculum and Instruction in the College of Education

Rhona Hurwitz, Ed.D., Chair
401A Warf-Pickel Hall
Box 70684
(423) 439-7956
e-mail: cumminggr@etsu.edu

Faculty:
Martha Collins; Ed Dwyer; Rosalind Gann; Jane Melendez; Leslie Perry; Elizabeth Ralston; Deanna Reed; Joseph Sobol.

Reading Education Concentration

The graduate program in reading education is designed to provide the necessary educational experiences for persons who are either preparing to or are already involved in working toward enhancing the reading, writing, and oral language competencies of children and adults. Candidates are prepared to assume leadership roles in reading education by serving as special reading teachers, clinicians, diagnosticians, program coordinators, reading specialists, and reading supervisors.

The graduate program meets standards of excellence for reading programs of the International Reading Association. Graduate program faculty and candidates work extensively in area schools to provide active practicum experiences.

The M.A. in Reading Education is not an initial licensure program. Persons seeking an initial endorsement to teach in Tennessee should enter one of the initial licensure programs.

Admission—Each applicant for admission to a master's degree program must have earned a bachelor's degree in an appropriate academic discipline from a regionally accredited college or university before the application will be considered. Each applicant for admission must meet all general university requirements for admission to the School of Graduate Studies and departmental criteria as published elsewhere.

Degree Requirements—Graduate majors in reading education will be permitted to elect the thesis option (comprised of coursework and required formal thesis) with a minimum requirement of 30 credit-hours, or the course option (completely comprised of coursework, no formal thesis required) with a minimum requirement of 36 credit-hours. All reading education majors will be required to complete READ 5027, 5120, 5170, 5190, 5210, 5231, 5241, and EDFN 5950. Additional credits will be earned from other reading and reading-related courses.

Course Requirements

Core Courses
EDFN 5950 Methods of Research .................................................................................. 3
READ 5190 Linguistics of Reading .................................................................................. 3
READ 5241 Practicum .................................................................................................... 3

Total Core Hours ........................................................................................................ 9

Concentration Courses
READ 5027 Diagnostic and Remedial Procedures ...................................................... 3
in Reading
READ 5120 Teaching Reading ....................................................................................... 3
READ 5170 Materials for Reading and Language Arts .................................................. 3
READ 5210 Psychology of Reading .............................................................................. 3
READ 5231 Advanced Diagnostic Procedures .......................................................... 3

Total Concentration Hours ....................................................................................... 15

Thesis Option
READ 5960 Thesis ......................................................................................................... 3-6
Guided Elective 0-3

Total Hours Required (Thesis Option) ..................................................................... 30

Non-Thesis Option
Guided Electives ........................................................................................................... 12

Total Hours Required (Non-Thesis Option) ............................................................ 36

Tennessee Reading Specialist PreK - 12—The East Tennessee State University Clemmer College of Education Master of Arts in Reading Education enables individuals to acquire the knowledge and skills stipulated by the Tennessee Licensure Standards for Reading Specialist, PreK-12.
Most students who participate in our Reading M.A. program are practicing licensed teachers, and those aspiring to specialist licensure must have at least three (3) years successful classroom experience as such. Graduate students, working toward qualification as licensed reading specialists in Tennessee, will be advised to take a specific set of courses that fulfills both the East Tennessee State University requirements for the Reading M.A. degree and the requirements outlined by the Tennessee Standards for Licensure as Reading Specialist, PreK-12.

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### Rural Health Graduate Certificate
(Paris Health)

**James Florence, Dr.P.H., C.H.E.S., Graduate Coordinator and Interim Chair**
College of Public Health
101 Lamb Hall
Box 70674
(423) 439-6720
e-mail: mphcoordinator@etsu.edu

The Rural Health Graduate Certificate Program is a 15-credit-hour program designed to provide students with knowledge and skills needed to assess, plan, implement, and evaluate rural health programs and services.

**Admission to the Program**

The criteria for admission to the Rural Health Graduate Certificate Program include:

1. A bachelor's degree from a regionally accredited institution.
2. A minimum undergraduate grade point average of 2.5 on a 4.0 scale.

Application materials which must be submitted to the School of Graduate Studies include:

1. an application;
2. three (3) letters of recommendation; and
3. official transcripts from all colleges attended.

All applications will be evaluated by an admission committee.

**Core Requirements**

- PUBH 5400 Epidemiology I .................................................. 3
- PUBH 5200 Social and Behavioral Foundations ..................... 3
- **Total Core Hours**.......................................................... 6

**Concentration Requirements**

- PUBH 5125 Rural Health Research and Practice .................. 3
- PUBH 5135 Rural Health Projects ........................................ 3
- PUBH 5377 Health Communication ........................................ 3
- **Total Concentration Hours**............................................. 9
- **Total Required Coursework Hours**................................. 15

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### School Leadership
(Educational Leadership)

| *See Educational Leadership |

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### Secondary Education

**Master of Education in Secondary Education**

**Jean Hamm, Ed.D., Graduate Coordinator**
417 Warf-Pickel Hall
Box 70684
(423) 439-7595
e-mail: hamm@etsu.edu

**Faculty:**

H. Lee Daniels; Rosalind Gunn; Aimee Govett; Jean Hamm; Rhona Hurwitz; Elizabeth Jane Melendez; Elizabeth Ralston; Jack Rhoton.

The major purpose of this degree is to improve the quality of teaching at the secondary level by broadening the background of teachers in the various areas of study and preparing teachers as action researchers. The departments in which courses are normally taken are: Biology, Chemistry, Computer Science, English, Foreign Languages, Geography, Health Education, History, Mathematics, Psychology, Sociology, and Theatre.

Students who wish to complete a concentration in one of the disciplines normally taught at the secondary school level, as part of a Master of Education degree, must already hold a professional teaching certificate. If the applicant does not have an acceptable background but desires to complete a major, these deficiencies may be removed by completing courses for undergraduate credit.

Students planning to complete this program must complete 22 credits of professional development courses and 15 credits in an appropriate discipline, representing the student's greatest interest. The Master of Education in Secondary Education degree requires a minimum of 37 credit-hours to complete. Professional development courses may be completed concurrently with content area courses. Elective courses and content area courses taken prior to completing the professional development courses should be held to a minimum. After completing twelve (12) credit-hours of professional development courses, the student should complete candidacy and committee papers with the approval of the initial advisor. The student's program should be planned with the advisor prior to selecting courses. The students completing the M.Ed. Secondary Education program are required to present a Professional Level Teaching Portfolio as part of the oral examination.

**Program Admission Requirements**

Students seeking admission to graduate programs in the Department of Curriculum and Instruction must first meet general requirements of the Graduate School. In addition, the following specific admission criteria apply:

1. A candidate who has an undergraduate GPA of 3.0 or above on a 4.0 scale for all work completed is eligible for admission. The candidate must also submit three letters of recommendation.

2. A candidate who has an undergraduate GPA of less than 3.0 on a 4.0 scale may be granted admission by either of the following two procedures:
   a. Obtain a minimum of 2,400 points based on the following formula:
      i. The sum of the GRE aptitude scores (V+Q+A);
      ii. GPA x 500; and
      iii. The total of (i) and (ii).
      Scores on the GRE Analytical Writing section (AW) will be substituted for the old Analytical (A) scores using a scaled transfer.

   b. Participating in an interview with the appropriate admission committee. The candidate will be responsible for providing the admission committee with information for consideration in admission decisions. Factors to be considered include teaching experience; scores on standardized tests; GPA during the entire undergraduate experience, during the last two years of undergraduate school, and in the major; performance in graduate courses taken; recommendations of supervisors and colleagues; quality of undergraduate school(s) attended; oral communication skills; and skill in writing, which will be determined in part by the candidate's extemporaneous writing during the interview process.

**Course Requirements**

(Except Classroom Technology Concentration)

<table>
<thead>
<tr>
<th>I. Professional Development Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDFN</strong> 5010 Interdisciplinary Seminar .......................... 1</td>
</tr>
<tr>
<td><strong>EDFN</strong> 5050 Social and Political Influences on .......... 3</td>
</tr>
<tr>
<td><strong>Schools</strong></td>
</tr>
<tr>
<td><strong>EDFN</strong> 5950 Methods of Research .................................. 3</td>
</tr>
<tr>
<td><strong>CUAI</strong> 5199 Teaching in a Diverse Society ..................... 3</td>
</tr>
<tr>
<td><strong>CUAI</strong> 5200 Middle School/ Junior High Curriculum .......... 3</td>
</tr>
<tr>
<td>or <strong>CUAI</strong> 5220 Secondary School Curriculum .................... 3</td>
</tr>
</tbody>
</table>
East Tennessee State University

**Master of Social Work**

**Program Purpose**

The purpose of the ETSU MSW program is to prepare students for autonomous clinical practice. The goals, objectives, and course content were developed with this purpose in mind. The MSW program learning goals include the following:

1. To prepare students with the knowledge, values, and skills of clinical practice;
2. To prepare students to engage in competent and responsible clinical practice within public and private agencies;
3. To prepare students to develop and use ethical research in the advancement and enhancement of social work practice.

The Master of Social Work program is a fully accredited program by the Council on Social Work Education (CSWE).

Applicants with bachelor's degrees from accredited universities or colleges may apply for admission to the traditional, two (2)-year master's program. The first-year foundation curriculum focuses on preparing students with a generalist social work perspective. The second-year curriculum focuses on preparing students for autonomous clinical practice.

Applicants who have attained a bachelor of social work (B.S.W.), within the last five (5) years, from a program accredited by the CSWE may apply for advanced standing, which can be completed in approximately twelve (12) months (for full-time students).

Full-time and limited part-time enrollment is available.

**Program Admission Requirements**

1. Bachelor's degree from an accredited college or university;
2. A Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for the last 60 semester credit-hours or 90 quarter credit-hours, with an overall cumulative GPA of 2.75;
3. A liberal arts base consisting of course content in:
   a. English composition and literature;
   b. Math and Natural Sciences;
   c. Humanities;
   d. Social and/or Behavioral Sciences courses taken from a combination of Psychology, Sociology, Anthropology, Economics, History, Political Science, and Government;

---

**Social Work**

**Helene K. Halvorson, M.S.W., Ph.D., Program Director**

102 Hillrise Hall
Box 70645
(423) 439-6013
e-mail: halvorso@etsu.edu

**Paul Baggett, Ph.D., Department Chair**

207 Hillrise Hall
Box 70645
(423) 439-6006
e-mail: baggett@etsu.edu

**Faculty:**

Linda Anastasia; Paul Baggett; Jane Maas-Brady; J.P. Burnham; David Cecil; Mary Ellen Cox; Bruce Dalton; Sarah Downen; Barbara Grissett; Helene Halvorson; Daphne Henderson; Kay Kuczenski; Robin Lennon-Dearing; Kim Norris; Patty Wahlberg.

---

**II. Content Elective**

Content electives may be selected from media technology or from the disciplines normally taught at the secondary level.

**Total Hours Required for Degree**

**37**
4. Three (3) letters of reference that address the applicant’s abilities and potential for graduate education and professional social work practice;
5. A résumé that includes personal data, educational experience, work/volunteer experience, special skills, attributes, and professional affiliations and recognition; and
6. An autobiographic statement.
7. The deadline for applications is March 1, 2008.
   (No academic credit will be granted for work experience.)

In addition to the above requirements, students graduating from a CSWE accredited Bachelor of Social Work program within the last five (5) years, may apply for Advanced Standing status.

**Additional Requirements**

Additionally, all applicants will be screened for evidence of the following intellectual and personal qualities compatible with social work roles and functions:
1. Sound interpersonal skills that would support respectful relationships and affirmation of people from diverse backgrounds.
2. Strong motivation for a career in social work and suitability for the profession.
3. Personal integrity that would demonstrate potential for meeting the objectives of the program and for adhering to the Code of Ethics established by the National Association of Social Workers.
4. Critical thinking skills and skills in oral and written communication consistent with graduate-level students.

**Retention and Graduation Requirements**

The Master of Social Work degree will be conferred upon those students who meet the following requirements:

Satisfactory completion of all retention and graduation requirements as outlined in the ETSU Graduate Catalog.

- Satisfactory completion of no less than 63 semester hours for those admitted to the Traditional Entry program and 37 credits hours for those admitted to the Advanced Standing program.
- Completion of all required courses with a cumulative GPA of 3.0 and at least a grade of “B” in all core courses and field coursework. Satisfactory completion of the foundation coursework is required before advancing to second-year coursework and internship. Students may repeat a course for which the final grade is “B-” or lower only one time in order to complete graduation requirements. However, the second grade does not replace the first; all grades are computed into the GPA.
- Satisfactory completion of the program’s culminating experience, with a grade of “B” or better, which is the integrating activity of the program and includes a comprehensive evaluation of the student’s performance.
- Upon completion of the foundation, students will be evaluated for continuation in the program based upon coursework, fieldwork, and suitability for the profession.
- The MSW program must be completed in 4 years.

**Traditional-Entry Program**

**First-Year Foundation Curriculum**

- **Fall Semester**
  - SOWK 5101 Multicultural Practice ........................................ 3
  - SOWK 5102 Human Behavior in the Social ................................ 3
  - Environment I
  - SOWK 5103 Social Work Practice Foundations I .................... 3
  - SOWK 5104 Social Welfare Policy and Programs ..................... 3
  - SOWK 5106 Field Practicum I .............................................. 4
  - **Total Semester Hours ................................................................ 16**

- **Spring Semester**
  - SOWK 5202 Human Behavior in the Social ......................... 3
  - Environment II
  - SOWK 5203 Social Work Practice Foundations II ............... 3
  - SOWK 5205 Social Work Research I ..................................... 3
  - SOWK 5430 Psychopathology ............................................... 3
  - SOWK 5206 Field Practicum II ............................................. 4
  - **Total Semester Hours ................................................................ 16**

- **Total Hours (First-Year) ......................................................... 32**

**Advanced Standing Only**

**Summer Coursework**

- SOWK 5208 Advanced Standing Bridge Course ................. 3
- SOWK 5430 Psychopathology ............................................... 3
- **Total Hours (Summer Courses) .................................................. 6**

**Traditional-Entry and Advanced Standing**

**Second-Year Curriculum**

- **Fall Semester**
  - SOWK 5303 Advanced Practice/Individuals ...................... 3
  - SOWK 5305 Social Work Research II .................................. 3
  - SOWK 5323 Advanced Practice/Groups ............................... 3
  - SOWK 5xxx Elective ............................................................ 3
  - SOWK 5306 Advanced Field Practicum I .............................. 4
  - **Total Semester Hours .......................................................... 16**

- **Spring Semester**
  - SOWK 5313 Advanced Practice/Families ......................... 3
  - SOWK 5403 Admin. Practice in Human Ser. Org. ............... 3
  - SOWK 5405 Social Work Research III ................................. 3
  - SOWK 5406 Advanced Field Practicum II ............................ 6
  - **Total Semester Hours .......................................................... 15**

- **Total Hours (Second-Year) ..................................................... 31**
- **Total Hours (Advanced Standing) .......................................... 37**

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**Sociology and Anthropology**

**Master of Arts in Sociology**

Leslie McCallister, Ph.D., Graduate Coordinator
223-C Rogers-Stout Hall
Box 70644
(423) 439-4998
e-mail: mcallis@etsu.edu

Martha Copp, Ph.D., Chair
223-H Rogers-Stout Hall
Box 70644
(423) 439-7056
e-mail: coppm@etsu.edu

Faculty:
Scott Beck; Richard Blaustein; Cynthia Burnley; Anthony P. Cavender; Martha Copp; Jay Franklin; Wendell Hester; Paul Kamolnick; C. Lindsey King; Robert Leger; Leslie McCallister; Melissa Schrift.

The Department of Sociology and Anthropology offers two (2) Master of Arts degree options. The general sociology option is primarily for students intending to continue graduate training leading to the Ph.D.; the applied sociology option is oriented toward students interested in gaining competency in applied social research skills relevant to a variety of private and public sector settings. Graduates of the department have obtained jobs such as federal probation officers, director of residential treatment centers, research analyst, superintendent of a juvenile correction facility, as well as a variety of positions with departments of human services in Tennessee and neighboring states. Graduates have continued their studies in sociology by pursuing the Ph.D. at institutions such as Duke, Stanford, Kentucky, Indiana, Kansas, and Tennessee. For more information contact the department’s graduate coordinator.

**Program Admission Requirements**

1. Submit scores on the verbal, quantitative, and analytical sections of the Graduate Record Examination (GRE). Scores of at least 400 on each section (verbal and quantitative) and a score of 4 or higher on the analytical section preferred.
**East Tennessee State University**

2. A 3.0 overall undergraduate grade point average on a 4.0 scale.
3. An undergraduate major or minor in sociology. In lieu of this requirement, students who majored in and minored in related subjects (social work, psychology, criminal justice) and who complete at least three (3) courses in sociology may be admitted under the condition that they enroll in and complete, with at least a grade of “B”, two (2) upper-level undergraduate courses.
4. Three (3) letters of recommendation.

**Thesis Option Requirements**

All students selecting the thesis option must complete a minimum of 30 semester credits, 21 of which must be in sociology.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 5110</td>
<td>Contemporary Social Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5210</td>
<td>Sociological Research</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5960</td>
<td>Thesis</td>
<td>3-6</td>
</tr>
</tbody>
</table>

**Total Hours—Thesis Option**: 30

Students may take no more than nine (9) credits outside the department. Those students who are deemed to have had insufficient coursework in sociology at the undergraduate-level may be required to take between one (1) and three (3) “5xx7” courses before enrolling in the required courses. Students, in consultation with the graduate coordinator, shall select an advisory committee for their thesis. The formation of the thesis committee should be done by the end of the second semester of study. Working closely with the chair of their thesis committee, students are to prepare and present to the graduate faculty of the department a prospectus for their thesis, which must be approved before they can proceed with their thesis research. A written comprehensive examination is required to successfully complete the degree program.

**Non-Thesis Option Requirements**

All students selecting the non-thesis option must complete a minimum of 36 semester credits, 27 of which must be in sociology.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 5110</td>
<td>Contemporary Social Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5210</td>
<td>Sociological Research</td>
<td>3</td>
</tr>
<tr>
<td>SOA 5820</td>
<td>Skills in Applied Sociology and Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5320</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5850</td>
<td>Supervised Internship</td>
<td>6</td>
</tr>
<tr>
<td>SOCI 5870</td>
<td>Internship Placement Report</td>
<td>3</td>
</tr>
</tbody>
</table>

and one (1) of the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 5627</td>
<td>Ethnographic Fieldwork Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5444</td>
<td>Applied Data Analysis for Social Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours—Non-Thesis Option**: 36

Any exceptions to these “core” courses must be approved by the graduate coordinator and the student’s advisory committee chair. As with the thesis option, those students deemed to have had insufficient coursework in sociology at the undergraduate-level may be required to enroll in one (1) to three (3) “5xx7” courses.

The special feature of the applied sociology concentration is a supervised internship. Students, in conjunction with the internship coordinator and their advisory committee, will select an appropriate placement in an agency or organization in which they will work, under supervision, for a total of 360-300 hours. Students will receive six (6) credits by enrolling in SOCI 5850-Supervised Internship. The culmination of the applied sociology concentration is an analytical report based on the student’s internship experience and knowledge gained from previous coursework for which they receive three (3)-credits by taking SOCI 5870-Internship Placement Report. Students interested in the applied sociology concentration should indicate so in their first semester of study and a screening interview will be conducted by the second semester.

As with the thesis option, a written comprehensive examination is required to successfully complete the degree program.

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**Special Education**

**Master of Education in Special Education**

**James J. Fox, Ph.D., Graduate Coordinator**
214 Warf-Pickel Hall
Box 70548
(423) 439-7556
e-mail: foxj@etsu.edu

**Lori Marks, Ph.D., Program Coordinator**
301C Warf-Pickel Hall
Box 70548
(423) 439-7685
e-mail: marks@etsu.edu

**Patricia E. Robertson, Ed.D., Chair**
301E Warf-Pickel Hall
Box 70548
(423) 439-7693
e-mail: robertpe@etsu.edu

**Faculty:**
Wesley Brown, Martha Coutinho; James Fox; Lori Marks; Linda Payne; Clarissa Willis.

The area of Special Education (SPED) offers a Master of Education (M.Ed.) degree for the advanced preparation of personnel to serve children, youth, and adults who have disabilities. The program offers three (3) concentrations.

**Special Education Concentration**
This area of emphasis is designed to prepare individuals to teach students with mild to severe disabilities, including learning disabilities, physical disabilities, behavioral disorders, and moderate to severe mental retardation. Emphasis is placed on teaching students with a variety of needs within the context of the least restrictive environment, developing collaboration and consultation skills, incorporating assistive technology and using curriculum-based assessment methods. The special education concentration prepares candidates for Tennessee teaching license in modified and comprehensive special education.

**Early Childhood Special Education Concentration**
This area of emphasis is designed to prepare individuals to teach young children (birth - 5 years) with disabilities and to work effectively with their families. This concentration prepares candidates for Tennessee licensure in early childhood special education.

**Advanced Practitioner Concentration**
This area of emphasis is designed to prepare individuals who are not seeking initial special education licensure, but who are interested in obtaining an advanced degree in special education. Coursework in this concentration is based upon the interests and needs of each student.

**Program Admission Requirements**
**Admission Standards**—Applicants who meet the following criteria may be admitted unconditionally. Those who do not meet the criteria may be admitted conditionally, with deficiencies to be met as stipulated by the program faculty.

1. Completion of all requirements for admission to the School of Graduate Studies.
2. Completion of the PRAXIS I with a passing score.
3. Minimum undergraduate GPA of 3.0 on a 4.0 scale.
4. Non-teaching personnel in a field ancillary to special education may pursue a SPED master's degree without the prerequisite teaching credentials.

**Initial Licensure in Special Education**
Those persons seeking initial licensure in special education who have a baccalaureate degree but are not currently eligible for teacher licensure will follow the program of study designed to meet the state of Tennessee's teacher licensure requirements for the special education concentration.
(SPED) or early childhood special education concentration (ECSE). Students admitted to the graduate program must successfully complete all applicable tests including the Praxis I and Praxis II. Deficiency coursework may be required, and may be taken at either the graduate or undergraduate level. Admission to the College of Education must be completed two semesters prior to student teaching. Students who have a Tennessee state teaching license and are entering the graduate program are admitted to the College of Education as part of their admission to the School of Graduate Studies. Deficiency coursework may not be applied toward requirements for completion of a master's degree. All students pursuing an initial licensure will student teach for 15 weeks.

Major Field Core Courses
(Required for all master's degree students)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5001</td>
<td>Critical Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5545</td>
<td>Behavioring Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5487</td>
<td>Collaboration with Families, Agencies, and Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDFN 5950</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDFN 5010</td>
<td>Seminar in Education</td>
<td>1</td>
</tr>
</tbody>
</table>

In addition to graduate core courses, students must demonstrate successful completion of CPR and first-aid training.

Concentration Requirements
Special Education Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5700</td>
<td>Instructional Techniques for the Inclusive Classroom</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5750</td>
<td>Transition to Adult Life and the World of Work</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5757</td>
<td>Curriculum-Based Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5497</td>
<td>Curriculum in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5825</td>
<td>Curriculum in Preclinical Experience</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5365</td>
<td>Integrating Functional Skills into the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5725</td>
<td>Management Strategies for Severe Disabiliestiers</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5410</td>
<td>Preclinical Experience: Behavior Mgmt</td>
<td>1</td>
</tr>
<tr>
<td>SPED 5850</td>
<td>Student Teaching in Special Education</td>
<td>6</td>
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</table>

Total Hours for the M.Ed. (minimum) ... 39 Credit Hours

Early Childhood Special Education Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SPED 5347</td>
<td>Medical Aspects of Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5010</td>
<td>Introduction to Young Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5030</td>
<td>Intervention with Developmentally Delayed Preschoolers</td>
<td>4</td>
</tr>
<tr>
<td>SPED 5040</td>
<td>Intervention with Developmentally Delayed Infants and Toddlers</td>
<td>4</td>
</tr>
<tr>
<td>SPED 5050</td>
<td>Assessment of Young Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5060</td>
<td>Professional Seminar in Early Intervention</td>
<td>1</td>
</tr>
<tr>
<td>ECED 5331</td>
<td>Infancy</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5210</td>
<td>Advanced Child Development</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5850</td>
<td>Student Teaching in Special Education</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Hours for the M.Ed. (minimum) ... 43 Credit Hours

Advanced Practitioner Concentration

This concentration is primarily designed for persons interested in in-depth studies leading to a master's degree in special education. It does not prepare candidates for initial licensure in special education.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED</td>
<td>Special Education Electives or Approved Coursework</td>
<td>21</td>
</tr>
<tr>
<td>SPED</td>
<td>Advanced Practicum</td>
<td>3</td>
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</tbody>
</table>

Total Hours for the M.Ed. (minimum) ... 37 Credit Hours

Additional Licensure Requirements

Completion of the above program requirements provides training for additional licensure for individuals who are currently licensed in special education in Tennessee. Individuals in the special education concentration who do not already have a professional education licensure but desire to obtain the license must complete the courses in BOTH sections 1 & 2.

Section 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 2300</td>
<td>Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5500</td>
<td>History, Issues, and Trends in Educating Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDFN 2300</td>
<td>Foundations of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 3310</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>READ 3100</td>
<td>Foundations of Reading</td>
<td>3</td>
</tr>
<tr>
<td>CUI 3430</td>
<td>Methods in Teaching Elementary</td>
<td>3</td>
</tr>
</tbody>
</table>

Section 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 4477/5477</td>
<td>Special Education Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 3300</td>
<td>Instructional Methodology in Spec. Ed</td>
<td>3</td>
</tr>
<tr>
<td>SPED 3400</td>
<td>Behavior Management for Individuals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>with Disabilities</td>
<td></td>
</tr>
<tr>
<td>SPED 3350</td>
<td>Medical Aspects in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Speech-Language Pathology

Master of Science

Marc Fagelson, Ph.D., Interim Chair
200A Lamb Hall
Box 70643
fagelson@etsu.edu
(423) 439-4583

Kerry Proctor-Williams, Ph.D., Graduate Coordinator
203 Lamb Hall
Box 70643
(423) 439-7187
e-mail: williamk@etsu.edu

The program in Speech-Language Pathology is selective and admits students only in the fall semester. For full consideration, applicants to the master's program must have their applications completed by February 15. The applicant is advised to begin the application process no later than the first week of January. It takes approximately six (6) weeks for an application file to be completed. The department admissions committee makes decisions based on a number of contributing factors, and a personal interview may be required. In addition to the requirements established by the graduate school, the department has established the following minimum criteria for admission consideration for study in Speech Pathology:

1. A 3.0 Grade Point Average (GPA) in the undergraduate major;
2. An overall GPA of 2.75 or a GPA of 3.0 in the last two (2) years;
3. Prerequisite coursework* (Conditional admission may be considered for students with a bachelor's degree who have not completed the prerequisite coursework.
4. Submission of Quantitative, Qualitative, and Analytical writing score of the GRE.

In addition to submitting an application and an official transcript of all academic work previously completed, applicants must submit three (3) letters of recommendation which evaluate the student's academic abilities, communication skills, and interpersonal capabilities. Graduates of ETSU are not required to submit these letters if requesting admission prior to or immediately upon finishing the Communicative Disorders undergraduate minor.

Prerequisite coursework needed for conditional and unconditional admission consideration to the Speech-Language Pathology Program includes:

1. A minimum of six (6) credit-hours in the biological/physical sciences.
A minimum of three (3) credit-hours in mathematics.

3. A minimum of six (6) credit-hours in the behavioral and/or social sciences that include study that pertains to understanding normal/abnormal human behavior, development across the lifespan, social interaction, and issues of culturally diverse populations.

4. A least fifteen (15) credit-hours in basic human communication processes with at least two (2) credits in each of the following areas of speech, language, and hearing: the anatomic and physiologic bases; the physical and psychophysical bases; and the linguistic and psycholinguistic aspects.

5. At least twenty-five (25) clinical observation credits under the supervision of an ASHA-certified professional.

Admission consideration may be given for life/work experience for those individuals who have been out of school for a number of years and do not meet the minimum requirements. International students must meet equivalent admission standards and are expected to be proficient in the understanding and use of English.

Students with an undergraduate degree in fields other than communicative disorders must complete the prerequisite coursework with at least a 3.0 GPA. Individuals may not enroll for courses as graduate non-degree students without the department's and instructor's approval prior to registration. Only graduate degree students may enroll in clinical practicum.

**Progression Standards**

Students in the master's program in Speech-Language Pathology must meet the requirements of the School of Graduate Studies to remain in good standing. An overall grade point average (GPA) of 3.0 ("B" or better) must be maintained.

**Degree Requirements**

Students must complete a minimum of 48 credit-hours (39 credit-hours of coursework, 9 credit-hours of clinic practicum). Students must meet the academic and practicum requirements for the Certification of Clinical Competence of the American Speech-Language-Hearing Association.

**Coursework Requirements**

Each degree candidate must complete 29 credits of required concentration courses and 10 credits of electives. Elective choices allow the student to emphasize child or adult populations with communicative disorders. The electives may be in either concentration area, chosen in consultation with an advisor.

**Thesis and Non-Thesis Options**

Enrolled students may choose a thesis or non-thesis option which represents a culmination of the student's graduate work. Students choosing the thesis option must enroll in CDIS 5690 Thesis, as part of the elective requirement. Students choosing the non-thesis option must successfully complete a clinical case presentation which requires research and studies over at least two (2) semesters with written literature review to substantiate the current clinical and theoretical bases of their case. The case preparation and its oral presentation, representing the creative component of this option, involve the clinical application of the scientific method to the evaluation and treatment of a client.

**Clinical Requirements**

Each degree candidate must complete a minimum of nine (9) credits of clinical practicum. The student must be enrolled in clinical practicum during each semester enrolled and must have clinical experiences at three (3) distinctly different clinical sites. A minimum of 400 clinical clock credits (at least 250 credits on the graduate level) must be earned as part of the graduation requirement. The student is advised, however, that completing the minimum clock-hour requirement is not a goal. Placement to external sites is contingent on clinical performance and supervisory approval.

The master's program in Speech-Language Pathology requires successful demonstration of clinical, as well as academic performance. The following policies pertain to the student's progression through the clinical coursework:

1. Students must earn a grade of "B" or better in all clinical coursework. If a student earns a grade lower than "B" in a clinical course, the student will be placed on clinical probation the following semester.

2. If the student does not earn a grade of "B" or better in all clinical coursework during the probationary semester, appropriate college/department/program officials will determine if the student be dismissed from the program or continued on clinical probation.

3. No student will be allowed more than two (2) clinical probationary semesters, whether consecutive or cumulative. Failure to earn a grade of "B" or better in all clinical coursework during the second probationary semester will result in dismissal from the program.

4. The student must successfully complete the following sequence of clinical competency levels:
   a. Level I - two semesters;
   b. Level II - two semesters;
   c. Level III - one semester.

5. A student placed on clinical probation will not be advanced to a higher clinical competency level during the probationary semester.

6. A student placed on academic probation will not be advanced to higher clinical competency level during the probationary semester.

7. Throughout the clinical practicum sequence, students must successfully demonstrate the ability to perform the previously defined essential functions unaided or with the assistance of a reasonable accommodation.

8. Students have the right to appeal.

**Required Coursework ......................... 29 Credit Hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDIS 5010</td>
<td>Neurological Bases of CDIS</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5015</td>
<td>Language Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5025</td>
<td>Clinical Phonology</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5027</td>
<td>Adult Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5030</td>
<td>Fluency Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5035</td>
<td>Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5040</td>
<td>Adult Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5045</td>
<td>Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5070</td>
<td>Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5275</td>
<td>Augmentative Communication</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5285</td>
<td>Voice Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CDIS 5286</td>
<td>Voice Laboratory</td>
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</tr>
<tr>
<td>CDIS 5400</td>
<td>Research methods for CDIS</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5510</td>
<td>Audiology Clinic for SLP</td>
<td>1</td>
</tr>
<tr>
<td>CDIS 5520</td>
<td>SLP Clinic: Child Eval./Treat.</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5540</td>
<td>SLP Clinic: Adult Eval./Treat.</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5670</td>
<td>SLP Clinic: Advanced (Repeatable)</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5690</td>
<td>Externship: SLP</td>
<td>6 - 9</td>
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</tbody>
</table>

**Clinical Practicum ......................... 9 Credit Hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CDIS 5290</td>
<td>Advanced Adult Neuro. Cog-Com Dis.</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5295</td>
<td>Counseling in Comm. Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5290</td>
<td>Adv. Adult Neuro. Cog-Com Dis.</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5960</td>
<td>Thesis</td>
<td>3 - 6</td>
</tr>
<tr>
<td>CDIS 5960</td>
<td>Externship: SLP</td>
<td>6 - 9</td>
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</table>

**Electives .................................. 10 Credit Hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CDIS 5200</td>
<td>Language Disorders of School-Aged Children</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5215</td>
<td>Clinical Audiology for SLP</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5210</td>
<td>Comm. Prob. of Aging</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5240</td>
<td>Pediatric Organic Dis</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5260</td>
<td>Intervention Issues</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5270</td>
<td>Augmentative Comm.</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5295</td>
<td>Counseling in Comm. Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5290</td>
<td>Adv. Adult Neuro. Cog-Com Dis.</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 5960</td>
<td>Thesis</td>
<td>3 - 6</td>
</tr>
<tr>
<td>CDIS 6300</td>
<td>Rehabilitative Audiology for Children</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours Required (minimum) ........ 48 Credit Hours**
Storytelling Concentration
(Reading)

Joseph Sobol, Ph.D., Graduate Coordinator
414 Warf-Pickel Hall
Box 70684
(423) 439-7683
e-mail: sobol@etsu.edu

The purpose of the graduate program in Storytelling is to provide necessary educational experiences for those who are preparing themselves to use Storytelling as a part of their endeavors. Teachers and librarians from the field of education and a widely varied group from outside education that could include, but not be limited to, professional storytellers, ministers, physicians, attorneys, and any who wish to use storytelling as a major part of their vocations or avocations would be included. Elements of the program are offered through activities of the National Storytelling Network (NSN) and the International Storytelling Center (ISC).

Admission Requirements—Requirements are the same as for the reading education concentration.

Degree Requirements—Graduate majors in Storytelling may choose the thesis option with a minimum of 30 credit-hours, or the coursework option with a minimum of 36 credit-hours. All storytelling majors shall be required to complete READ 5147, 5190, 5890, 5230, 5241, and EDFN 5950 (or approved substitution). Additional credits should be earned from the list of approved electives or other courses approved by the student’s advisor.

Course Requirements

Core Courses
EDFN 5950 Methods of Research ......................... 3
READ 5190 Linguistics of Reading/Storytelling .......... 3
READ 5241 Practicum ........................................... 3
Total Core Hours .................................................. 9

Concentration Coursework
READ 5147 Basic Storytelling .......................... 3
READ 5890 Historical and Psychological ............. 3
READ 5230 Advanced Storytelling ....................... 3
Total Concentration Hours ................................. 9

Thesis Option
READ 5960 Thesis ............................................. 3-6
Guided Electives .................................................. 6-9
Total Hours Required (Thesis) .......................... 30

Non-Thesis Option
READ 5961 Non-Thesis Capstone Project .......... 3
Guided Electives .................................................. 15
Total Hours Required (Non-Thesis) .................. 36

Master of Arts degree requirements to establish writing competencies of students are:
1. The production of a research prospectus including review of literature through EDFN 5950;
2. The production of a story performance (to be recorded on videotape for departmental files); and
3. The successful completion of oral comprehensive examinations.

Teaching, Master of Arts

Aimee Govett, Ph.D., Program Coordinator, Elementary
417 Warf-Pickel Hall
Box 70684
(423) 439-7678 or (423) 439-7588
e-mail: mat@etsu.edu or govett@etsu.edu

Jean Hamm, Ed.D., Program Coordinator, Secondary
417 Warf-Pickel Hall
Box 70684
(423) 439-7694 or (423) 439-7588
e-mail: mat@etsu.edu or hamm@etsu.edu

Rhona Hurwitz, Ed.D., Chair
401 Warf-Pickel Hall
Box 70684
(423) 439-7595
e-mail: cummingr@etsu.edu

Faculty:
Tammy Barnes; Lee Daniels; Marcia Dossor; Edward Dwyer; Aimee Govett; Jean Hamm; Rhona Hurwitz; E. Jane Melendez; Leslie Perry; Elizabeth Rafton; Jack Rhoton.

The Master of Arts in Teaching program is designed for students who have obtained a bachelor’s degree in a field other than education and who are not eligible for teacher licensure. The M.A.T. program is planned to meet teacher licensure requirements at the graduate level in the state of Tennessee. Students have the option of entering the Elementary M.A.T. program that covers K-6 licensure or the Secondary M.A.T. program that covers 7-12 licensure in biology, chemistry, psychology, sociology, physics, earth science, economics, English, German, Spanish, French, geography, history, government, speech communication, mathematics, vocational home economics (5-12 licensure), and vocational industrial technology (5-12 licensure). Licensure at the K-12 level in physical education, art, theatre, and health is also available.

Program Admission Requirements

A admission to the M.A.T. program is a two-step process: students must be admitted to the M.A.T. program, and they must be admitted to the College of Education's Teacher Education Program. The first step is to seek admission to the graduate program. The applicant must submit official transcripts, three letters of reference, and official copies of all required test scores (GRE and/or ACT/SAT/PRAXIS I, as outlined below).

The final selection of M.A.T. students is based on evaluation of the completed application package and a personal interview. The decision on admission to the M.A.T. Program occurs at this interview.

Upon admission to the M.A.T. program, undergraduate transcripts will be analyzed to determine which content courses completed as a part of the undergraduate program will apply toward licensure, and which undergraduate courses may need to be taken during the M.A.T. program. If candidates do not have a suitable undergraduate major in a licensure area, it is possible that additional undergraduate coursework will need to be taken in order to meet the licensure requirements set by the state. Since this is an initial licensure program, no previous undergraduate education coursework shall be credited toward this degree. Any student wishing to transfer in applicable graduate credit must follow graduate school regulations. However, no credit will be granted for graduate coursework taken more than five years ago.

To be admitted to the M.A.T. program, a student must:
1. Have a baccalaureate degree from an accredited institution of higher learning.
2. Have an overall undergraduate grade point average of 2.75 on a 4.0 scale. If a candidate has an undergraduate overall grade point average between 2.5 and 2.75, the candidate must take the GRE and obtain a minimum of 2400 points based on the following formula:
   (1) The sum of the GRE aptitude scores [V+Q+(Ax100)],
   (2) GPA x 500, and
   (3) The sum of (1) and (2).
3. Qualify for Admission to Teacher Education as established by the State of Tennessee:
   a. 2.5 undergraduate GPA (on a 4.0 scale) and in hours of general education
   b. have minimum scores on one of the following:
      (1) 22 composite on the ACT (21 before 1989)
      (2) 1020 on the SAT (920 before April 1, 1995)
      (3) Praxis I
         (a) Pre-Professional Skills Test (PPST) - 174 - Reading; 173 - Math; 173 - Writing (if taken after 9/1/99)
M.A.T. Program Components

For Initial Elementary (K-6) Endorsement

<table>
<thead>
<tr>
<th>Professional Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 5405 The Profession of Teaching</td>
</tr>
<tr>
<td>EDFN 5411 Exploring Schools</td>
</tr>
<tr>
<td>EDFN 5410 Foundations of Education</td>
</tr>
<tr>
<td>MEDA 5400 Integrating Technology in Teaching and Learning</td>
</tr>
<tr>
<td>SPED 5500 History, Issues, and Trends in Educating Exceptional Learners</td>
</tr>
<tr>
<td>EDFN 5960 Research Methods</td>
</tr>
<tr>
<td>EGED 5517 Family-School-Community Involvement</td>
</tr>
<tr>
<td>SOCI 5087 The Family in Transition</td>
</tr>
<tr>
<td>HDAL 5200 Adv. Educational Psychology</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>HDAL/PSYC 5230 Adv. Developmental Psychology</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>HDAL/PSYC 5860 Theories of Learning</td>
</tr>
</tbody>
</table>

Curriculum and Methodology

| CUAI 5415 Block I: Communications | 6 |
| CUAI 5419 Communications Field Experience | 1 |
| CUAI 5416 Block II: Reasoning | 6 |
| or | |
| CMA 5421 Reasoning Field Experience | 1 |
| CMA 5420 Elem. and Middle School Curriculum | 1 |
| CMA 5407 Integrating the Creative Arts (K-8) | 3 |

Student Teaching

| EDFN 5400 Current Issues in Education Seminar | 3 |
| CUAI 5580 Enhanced Student Teaching | 9 |
| Total Credits | 52 |

For Initial Secondary (7-12) Endorsement

<table>
<thead>
<tr>
<th>Professional Core</th>
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</thead>
<tbody>
<tr>
<td>EDFN 5405 The Profession of Teaching</td>
</tr>
<tr>
<td>EDFN 5411 Exploring Schools</td>
</tr>
<tr>
<td>EDFN 5410 Foundations of Education</td>
</tr>
<tr>
<td>MEDA 5400 Integrating Technology</td>
</tr>
<tr>
<td>EDFN 5960 Research Methods</td>
</tr>
<tr>
<td>HDAL 5200 Advanced Educational Psychology</td>
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<tr>
<td>or</td>
</tr>
<tr>
<td>HDAL 5230 Advanced Developmental Psychology</td>
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<tr>
<td>or</td>
</tr>
<tr>
<td>PSYC 5580 Theories of Learning</td>
</tr>
<tr>
<td>SPED 5500 History, Issues, and Trends in Educating Exceptional Learners</td>
</tr>
</tbody>
</table>

Curriculum and Methodology

| READ 5437 Reading in Middle and Secondary Schools | 3 |
| CUAI 5417 Secondary School Curriculum & Methods | 3 |
| CUAI 5427 Secondary School Curriculum and Methodology Field Experience | 1 |
| XXX XXXX Content Methods | 3 |

Student Teaching

| EDFN 5400 Current Issues in Education Seminar | 3 |
| CUAI 5580 Enhanced Student Teaching | 9 |
| Total Credits | 41 |

Licensure areas in biology, chemistry, physics, psychology, sociology, government, economics, history, geography, earth science, speech communication, and vocational home economics require 3 Electives, to be chosen in consultation with an advisor (for a total of at least 9 additional hours).

Total Credits: 50

K-12 Licensure Majors in Theatre and Health
3 Electives, chosen in consultation with an advisor

Total Credits: 53

K-12 Licensure Major in Art
3 Electives, chosen in consultation with an advisor

Total Credits: 53

1. This list does not include undergraduate or graduate courses that may be required for the state of Tennessee licensure.

2. This list does not include undergraduate or graduate courses that may be required for the state of Tennessee licensure.

3. This list does not include undergraduate or graduate courses that may be required for the state of Tennessee licensure.
<table>
<thead>
<tr>
<th>Teaching English as a Second Language Certificate (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theresa McGarry, Ph.D., Coordinator</td>
</tr>
<tr>
<td>410 Burleson Hall</td>
</tr>
<tr>
<td>Box 70683</td>
</tr>
<tr>
<td>(423) 439-5995</td>
</tr>
<tr>
<td>email: <a href="mailto:mcgarry@etsu.edu">mcgarry@etsu.edu</a></td>
</tr>
<tr>
<td>Judith Slagle, Ph.D., Chair</td>
</tr>
<tr>
<td>103B Burleson Hall</td>
</tr>
<tr>
<td>Box 70683</td>
</tr>
<tr>
<td>(423) 439-4339</td>
</tr>
<tr>
<td>email: <a href="mailto:slagle@etsu.edu">slagle@etsu.edu</a></td>
</tr>
<tr>
<td>Faculty:</td>
</tr>
<tr>
<td>Yousif Elhindi; Theresa McGarry; Martha Michieka.</td>
</tr>
<tr>
<td>The department of English offers a graduate certificate in TESL that provides knowledge and skills necessary to teach English as a second language in a variety of settings beyond the public schools. The course enables students to understand the process of learning a second language, design and implement English courses that meet the needs of English learners in adult education programs and institutes of higher learning, develop a view of themselves as professionals in the specialized field of teaching English as a second language, and understand the basis of continuing professional development in this field.</td>
</tr>
</tbody>
</table>

**Program Admission Requirements**

A student applying to the TESL certificate program should have the following:

1. a bachelor's degree with at least 3.0 GPA (on a 4.0 scale)
2. two years of coursework or basic proficiency in a foreign language
3. two letters of recommendation
4. satisfactory scores on the language section of the Graduate Record Examination (GRE) aptitude test.

A student who wishes to pursue an M.A. in addition to the certificate also needs to meet the requirements for admission to that program; admission into the certificate program does not entail admission into the M.A. program, even though many of the certificate courses can be applied to the M.A.

**Curriculum**

Students must complete a total of 18 credit hours, of which 15 will result from required courses (listed below) and three from one or more elective courses. A minimum grade of C is required in each course.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 4117/5117</td>
<td>Grammar and Usage</td>
<td>3</td>
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<td>ENGL 5150</td>
<td>Sound System of English</td>
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<tr>
<td>ENGL 5170</td>
<td>Second Language Acquisition</td>
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<tr>
<td>ENGL 5180</td>
<td>Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5190</td>
<td>Internship in Teaching English as a Second Language</td>
<td>3</td>
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</tbody>
</table>

**Elective Courses**

Students must complete three credit hours from the list of courses below; other courses are acceptable if approved by the student's advisor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 5950</td>
<td>Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5680</td>
<td>Seminar in Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5200</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HDAL 5356</td>
<td>Language Development in Early Childhood</td>
<td>3</td>
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<tr>
<td>MEDA 5696</td>
<td>Application of Instructional Technology</td>
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<tr>
<td>CUAI 4437/5437</td>
<td>English as a Second Language (ESL)</td>
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<td>Assessment and Testing</td>
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<td>CUAI 4447/5447</td>
<td>English as a Second Language (ESL)</td>
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<td>Reading and Instruction</td>
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<td>CUAI 4467/5467</td>
<td>English as a Second Language (ESL)</td>
<td>2</td>
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<td>Methods and Techniques</td>
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</tr>
<tr>
<td>READ 5190</td>
<td>Linguistics of Reading</td>
<td>3</td>
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**Total Hours Required** ................................................................. 18
Urban Planning Graduate Certificate

This 15-hour graduate certificate program provides training in urban planning theory, local and regional planning, and related subjects. Urban planning is one of the fastest growing professions in the U.S.

Admission Requirements: Graduate Record Exam, undergraduate transcripts, application form, and essay.

Major Field Core ........................................... 9 credit hours
URBS 5637 Local and Regional Planning ....................... 3
URBS 5020 Urban Planning Theory ............................... 3
URBS 5107 Urban Geography and Planning .................... 3

Electives .............................................. 6 credit hours
Any two of the following courses:
GEOG 5217 Geographic Information Systems ............... 3
GEOG 5317 Advanced Geographic Info. Systems ............ 3
URBS 5347 Economic Development Planning .................. 3
URBS 5087 Recreation and Tourism Planning .................. 3

Total Credit Hours Required ................................ 15
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<th>Abbrev.</th>
<th>Description</th>
<th>Abbrev.</th>
<th>Description</th>
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<tr>
<td>ACCT</td>
<td>Accountancy</td>
<td>JOUR</td>
<td>Journalism</td>
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<td>ADVR</td>
<td>Advertising</td>
<td>KLSS</td>
<td>Kinesiology, Leisure and Sport Sciences</td>
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<td>ALHE</td>
<td>Allied Health</td>
<td>LANG</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>ALNU</td>
<td>Adult Nursing</td>
<td>MALS</td>
<td>Master of Arts in Liberal Studies</td>
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<tr>
<td>ANCB</td>
<td>Anatomy and Cell Biology</td>
<td>MATH</td>
<td>Mathematics</td>
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<td>APST</td>
<td>Appalachian Studies</td>
<td>MCOM</td>
<td>Mass Communications</td>
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<td>ARTA</td>
<td>Art and Design</td>
<td>MDED</td>
<td>Medical Education</td>
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<td>AVST</td>
<td>Archival Studies</td>
<td>MEDA</td>
<td>Educational Media and Educational Technology</td>
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<td>BADM</td>
<td>Business Administration</td>
<td>MGMT</td>
<td>Management</td>
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<tr>
<td>BIOC</td>
<td>Biochemistry and Molecular Biology</td>
<td>MICR</td>
<td>Microbiology</td>
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<tr>
<td>BIOL</td>
<td>Biological Science</td>
<td>MKTG</td>
<td>Marketing</td>
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<tr>
<td>BIOM</td>
<td>Biomedical Science</td>
<td>MUSC</td>
<td>Music</td>
</tr>
<tr>
<td>BLUE</td>
<td>Bluegrass, Old Time, and Country Music</td>
<td>PHAR</td>
<td>Pharmacology</td>
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<td>CDIS</td>
<td>Communicative Disorders</td>
<td>PHIL</td>
<td>Philosophy</td>
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<td>PHYS</td>
<td>Physics</td>
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<td>CJCR</td>
<td>Criminal Justice and Criminology</td>
<td>PHYT</td>
<td>Physical Therapy</td>
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<td>PHSI</td>
<td>Physiology</td>
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<td>Curriculum and Instruction</td>
<td>PMGT</td>
<td>Public Administration</td>
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<td>DIGM</td>
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<td>PMNU</td>
<td>Professional Roles/Mental Health Nursing</td>
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<td>ECED</td>
<td>Early Childhood Education</td>
<td>PRST</td>
<td>Professional Studies</td>
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<td>PSYC</td>
<td>Psychology</td>
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<td>EDFN</td>
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<td>PUBH</td>
<td>Public Health</td>
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<tr>
<td>ELPA</td>
<td>Educational Leadership and Policy Analysis</td>
<td>PUBR</td>
<td>Public Relations</td>
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<tr>
<td>ENGL</td>
<td>English</td>
<td>READ</td>
<td>Reading/Storytelling</td>
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<tr>
<td>ENTC</td>
<td>Technology</td>
<td>RTVF</td>
<td>Radio/Television/Film</td>
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<td>ENVH</td>
<td>Environmental Health</td>
<td>SALM</td>
<td>Sports and Leisure Management</td>
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<td>FACS</td>
<td>Family and Consumer Sciences</td>
<td>SCED</td>
<td>Science Education</td>
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<td>FCNU</td>
<td>Family/Community Nursing</td>
<td>SOAA</td>
<td>Sociology and Anthropology</td>
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<td>FNCE</td>
<td>Finance</td>
<td>SOWK</td>
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<td>Speech</td>
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<td>Geology</td>
<td>SPED</td>
<td>Special Education</td>
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<td>GERM</td>
<td>German</td>
<td>SURV</td>
<td>Surveying and Mapping</td>
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<tr>
<td>HDAL</td>
<td>Human Development and Learning</td>
<td>TESL</td>
<td>Teaching English as a Second Language</td>
</tr>
<tr>
<td>HIST</td>
<td>History</td>
<td>THEA</td>
<td>Theatre</td>
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<td>HSCI</td>
<td>Health Sciences</td>
<td>URBS</td>
<td>Urban Studies</td>
</tr>
<tr>
<td>IDGE</td>
<td>Interdisciplinary Gerontology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Accountancy (ACCT)

ACCT 5000 Essentials of Accounting (3 credits)—An accelerated study of accounting elements with an emphasis on the identification, measurement, and communication of data for stockholder and creditor usage. Designed for graduate students with limited or no background in accounting.

ACCT 5010 Seminar in Financial Accounting I (3 credits)—Prerequisite(s): ACCT 3020 or equivalent. A brief history of accounting followed by a study of alternative accounting theory structures, concepts of assets valuation and income determination, measurements, and reporting classification. ACCT 5010 is available only to M. Acc. and M. B. A. students.

ACCT/PMNU/PUBH 5050 Health Care Accounting and Finance (3 credits)—This course applies the concepts of accounting and finance within the context of the health care industry. Course coverage includes basic accounting and finance principles and how these principles are applied in the health care arena. Topical coverage includes financial statement preparation and analysis, cash flow analysis, cost behavior and control, capital acquisition, budgeting, reimbursement mechanisms, and managed care.

ACCT 5100 Managerial Accounting (3 credits)—Prerequisite(s): ACCT 5000 or equivalent. An in-depth study of accounting oriented toward the analysis and interpretation of data for business decision making. This course is not available to M. Acc. students.

ACCT 5310 Seminar in Management Advisory Services (3 credits)—Prerequisite(s): ACCT 4310 or permission of the instructor. A study of consulting services, as practiced in public accounting and industry, including the development, utilization, and control of modern accounting systems.

ACCT 5327 Manager in Taxation (3 credits)—Prerequisite(s): ACCT 5410 or equivalent. An advanced study of federal income, estate, and gift tax accounting with emphasis on tax research and planning.

ACCT 5427 Income Taxes II (3 credits)—Prerequisite(s): ACCT 3410 or equivalent. A study of federal income tax law with emphasis on taxation of corporations and partnerships. Federal taxation of trusts, estates, and gifts are covered.

ACCT 5510 Seminar in Accounting Regulation (3 credits)—Prerequisite(s): ACCT 3020 or equivalent. A comprehensive study of accounting ethics and federal regulations affecting the accounting profession. Areas of study will include the Uniform Commercial Code and Securities and Exchange Commission laws.

ACCT 5527 Financial Statement Analysis (3 credits)—Prerequisite(s): ACCT 4610 or equivalent. An advanced study of auditing standards, professional ethics, legal responsibility, procedures, principles, theory, and practice. Emphasis is placed on developing an appreciation of current trends in auditing.

ACCT 5627 Auditing II (3 credits)—Prerequisite(s): ACCT 4610 or equivalent. A study of auditing concepts with emphasis on the uses of statistical sampling, auditing EDP systems, analytic review techniques and objectives, and terminology of operational auditing.

ACCT 5717 Non-Profit Entity Accounting (3 credits)—Prerequisite: ACCT 3020. Theory, concepts, organization, and functions of not-for-profit entity accounting units; an intensive study of accountancy, budgeting, financial processes, reporting, and auditing in the not-for-profit entity environment.

ACCT 5720 Government Accounting Issues (3 credits)—Prerequisite(s): ACCT 2010 or ACCT 5000 or permission of the instructor. This course takes a practical economic approach and covers significant points of discussion, debate, or dispute in government accounting. It focuses upon the role and function of accounting in government by exploring the character of public budgeting and finance and the uses of government financial information.

ACCT 5810 Seminar in International Accounting (3 credits)—Prerequisite(s): ACCT 3020 or equivalent. An advanced study of the reporting of foreign operations, variations in accounting practices among countries, and current international accounting problems.

ACCT 5890 Professional Accounting Experience (3 credits)—Prerequisite(s): All required M. Acc. core courses or permission of the instructor. This capstone course is designed to provide an opportunity for M. Acc. students nearing the end of their program to apply their knowledge and skills in a professionalaccountancyenvironment. ACCT 5890 is restricted to students in the M. Acc. program or the M. B. A. program, assuming that the latter meet all M. Acc. foundation requirements.

ACCT 5900 Independent Study in Accountancy (1-3 credits)—A course designed for graduate students who, under the direction of an accountancy faculty member, wish to engage in independent research or an intensive study of subjects not covered in other available courses. Prior departmental and college approval is needed.

ACCT 5957 Topics in Accountancy (1-6 credits)—Prerequisite(s): Senior or graduate standing and permission of instructor. This course gives students an opportunity to study special problems and new developments in the field of accountancy.

ACCT 5990 Readings and Research (1-3 credits).

Allied Health (ALHE)

ALHE 5000 Information Technology in Allied Health Sciences (1 credit) — This course is designed to aid the first-year graduate student in Allied Health Sciences to become proficient in the use of technology to conduct research and prepare multimedia presentations. This course will provide the student with the necessary skills to be successful in an online course.

ALHE 5010 Clinical Teaching Strategies (3 credits) — This course examines the principles of instructional design and their application to clinical teaching. Topics include teaching and learning theories, clinical teaching strategies, and evaluation processes.

ALHE 5050 Legal and Ethical Issues in Allied Health (3 credits) — This course examines the ethical and bioethical problems confronting health care delivery systems. Selected legal principles and their application to the health care field, including corporate liability, malpractice, informed consent, and governmental regulation of health personnel and health facilities will be addressed. Discussion forums on case studies will be incorporated into the course throughout the semester.

ALHE 5060 Allied Health Curriculum Design (3 credits) — This course is designed to offer the student experience in the development and management of an allied health curriculum in their discipline. Allied health accreditation standards will be discussed and their impact on curriculum design and program outcomes. The students will develop a course of study for their discipline and present this to the instructor during the next to last week of the class.

ALHE 5070 Leadership Theory for Health Care Delivery (3 credits) — This course combines leadership theory and practice by blending discussion of research and theory with practical suggestions for improving leadership effectiveness in the health care environment. Topics include leadership and communication styles, various approaches to leadership, sources of power, and the key to successful influence in leadership. Public, group, organizational, and team leadership will be discussed along with an overview of the four-model framework. Issues essential to the study and practice of leadership in health care will be included.

ALHE 5100 Interdisciplinary Health Care Teams (2 credits) — This course examines the practice and teaching implications of interdisciplinary teamwork in the health care environment. Topics include a discussion on group dynamics, team building, role theory, and conflict resolution.

ALHE 5150 Population Health Issues for the Allied Health Professional (3 credits) — This course examines the role and responsibility of the allied health professional in relation to current population health needs. The course will be guided by a social justice perspective and designed to immerse the student in the community. Case examples of health programs designed to address community health issues and social inequalities add to the analysis process.

ALHE 5200 Assessment, Planning, and Evaluation (3 credits) — Prerequisite: ALHE 5500. This course examines the process of assessment, planning, and evaluation as they relate to the allied health professional in a leadership role. Students will learn how to assess a problem or situation relevant to their working environments, propose an intervention, and design a logical evaluation plan to measure intervention effectiveness.

ALHE 5300 Administration at the Department Level (3 credits) — This course examines the function of department-level administrators in health care and academic environments. Topics include a discussion on the roles and responsibilities, recruitment, retention, productivity, staff development, and strategic planning for administrators. Case studies will be incorporated into class discussion when appropriate.

ALHE 5500 Methods of Research in Allied Health (3 credits) — This course includes the study of research as it applies to allied health. Methods of conducting qualitative and quantitative research, sampling techniques, statistical analysis, data interpretation, and recommendations will be discussed. This course includes the completion of a research prospectus.
ALNU 5009 Health Assessment Throughout the Life Span (3 credits)—Prerequisite(s): Admission to the graduate program; Corequisite(s): ALNU 5010. Advanced health assessment focuses on the assessment of the total health status of individual and family clients throughout the life span. Emphasis is placed on the decision-making processes to differentiate normal from abnormal health status. Content includes predictive pathological findings and the mechanisms underlying them. (fall)

ALNU 5010 Health Assessment Throughout the Life Span Practicum (3 credits)—Prerequisite(s): Admission to the graduate program; Prerequisite(s)/Corequisite(s): ALNU 5009. This practicum provides the student with opportunities to conduct advanced health assessment focusing on the assessment of the total health status of individual and family clients throughout the life span. Emphasis is placed on the decision-making processes which differentiate normal from abnormal health status. The practicum includes extensive laboratory practice and clinical placements. (fall)

ALNU 5011 Life Span Assessment and Clinical Management: Young and Middle Adults (2 credits)—Prerequisite(s): ALNU 5009, ALNU 5010, PMNU 5000; Prerequisite(s)/Corequisite(s): ALNU 5016 and 5018. This course focuses on the health and illness problems experienced by young and middle adults in underserved, rural, and urban populations. Content focuses on primary and secondary prevention measures in improving health status. Emphasis is on acquiring an expanded knowledge base for the application of the nursing process to facilitate coping and adaptation relative to both health maintenance and restoration. Content includes developmental, physiological, pathological, and psychosocial variables related to health/illness problems and life transitions of young and middle adults. (spring)

ALNU 5012 Life Span Assessment and Clinical Management: Young and Middle Adults Practicum (3 credits)—Prerequisite(s): ALNU 5009, 5010, PMNU 5000; Prerequisite(s)/Corequisite(s): ALNU 5011, ALNU 5016, ALNU 5018. This practicum is designed to provide the student with opportunities to apply theoretical and/or scientific knowledge to health and illness care of young and middle adults in underserved, rural, and urban populations. Clinical experiences include direct care in managing clients with selected minor illnesses and chronic health problems as well as developmental problems specific to this population group. (spring)

ALNU 5013 Life Span Assessment and Clinical Management: Older Adults (2 credits)—Prerequisite(s): ALNU 5009 and 5010, PMNU 5000; Prerequisite(s)/Corequisite(s): ALNU 5016 and ALNU 5018. This course focuses on nursing and health care management of the older adult in underserved, rural, and urban populations. Course content includes physiological, pathological, and psychosocial changes relative to problems of health maintenance, minor acute illnesses, chronicity, and life transitions. Emphasis is given to intervention and evaluation strategies which enhance direct and indirect care coordination of services for older adults and their families. (summer)

ALNU 5014 Life Span Assessment and Clinical Management: Older Adults Practicum (3 credits)—Prerequisite(s): ALNU 5009, ALNU 5010, PMNU 5000; Prerequisite(s)/Corequisite(s): ALNU 5013, ALNU 5016 and ALNU 5018. This practicum is designed to provide the student with opportunities to deliver advanced nursing care to older adults, including the underserved, in rural and urban settings. Clinical practice focuses on interdisciplinary teamwork for maintaining function through multidimensional assessment, treatment, follow-up, and evaluation. (summer)

ALNU 5016 Advanced Clinical Pharmacology (3 credits)—Prerequisite(s): ALNU 5016, permission of instructor. An advanced pharmacology and therapeutics course specifically designed for the student in a nurse practitioner program. The course provides an intense exploration of pharmacological agents used to treat common recurrent health problems of clients across the life span. Indications, contraindications, and interactions of pharmacological agents most utilized in primary health care settings will be presented. The professional role of the nurse practitioner in relation to prescriptive authority will be examined. (summer, fall)

ALNU/FCNU/PMNU 5019 Supervised Experience in Teaching (1 credit, repeatable)—This is a required course for graduate assistants or tuition scholars with teaching assignments. This course is designed to provide graduate assistants with supervision and training opportunities that serve to integrate their graduate assistantship assignment and graduate program or professional goals and activities. It is offered on a S/U basis and is not counted as degree credit. (fall, spring)

ALNU 5021 Case Management (2 credits)—Prerequisite(s): Graduate status or permission of instructor. This course focuses on the current and evolving role of the professional in case management and in the managed care environment. Dimensions of the case management role will be explored through identification, oral and written presentation, and group discussion. Students will have the opportunity to explore the process of case management from a variety of theoretical perspectives, and they also will have the opportunity to examine emerging trends. (spring)

ALNU 5022 Case Management Practicum (3 credits)—Prerequisite(s)/Corequisite(s): ALNU 5021. This course focuses on the implementation of the case management role. The student will have the opportunity to practice case management with selected clients in a variety of settings appropriate to the student’s area of study. The student will gain experience in evaluating different philosophies and methods of case management implementation. (spring)

ALNU/FCNU/PMNU 5029 Supervised Experience in Research (1 credit, repeatable)—This is a required course for graduate assistants or tuition scholars with research assignments. This course is designed to provide graduate assistants with supervision and training opportunities that serve to integrate their graduate assistantship assignment and graduate program or professional goals and activities. It is offered on a S/U basis and is not counted as degree credit. (fall, spring)

ALNU 5031 Care of the Older Adult in Structured Settings (2 credits)—Prerequisite(s): ALNU 5009, ALNU 5010, PMNU 5000; Prerequisite(s)/Corequisite(s): ALNU 5016 and ALNU 5018. This course focuses on the clinical practice of nursing and health care management of the older adult in acute and long-term care settings. Content includes issues that arise with institutionalization, techniques to maintain autonomy and function, as well as regulatory, reimbursement, and ethical issues that affect older adults in structured settings. (fall)

ALNU 5032 Practicum in the Care of the Older Adult in Structured Settings (3 credits)—Prerequisite(s): ALNU 5009, ALNU 5010, and PMNU 5000; Prerequisite(s)/Corequisite(s): ALNU 5016 and ALNU 5018. This course focuses on the clinical practice of nursing and health care management of the older adult in acute, extended, and long-term care settings.
in rural and urban areas. Emphasis is given to differential diagnosis and treatment of common complex problems. (fall)

**ALNU 5039 Pharmacology and Therapeutics for Older Adults** (1 credit)—Prerequisites(s): Permission of the instructor. A special geropharmacology course for the Graduate-level nursing student that provides concentrated study in the art and science of safe and appropriate pharmacological management of the health needs of older adults. (spring)

**ALNU/FCNU/PMNU 5309 Supervised Experience in Administration or Service** (1 credit, repeatable)—This is a required course for graduate assistants or tuition scholars with administrative or service assignments. This course is designed to provide graduate assistants with supervision and training opportunities that serve to integrate their graduate assistanship assignment and graduate program or professional goals and activities. It is offered on a S/U basis and is not counted as degree credit. (fall, spring)

**ALNU 5210 Advanced Pharmacology for Non-Prescribers** (3 credits)—Prerequisite: Admission to Graduate Program or permission of instructor. The course significantly expands on foundational knowledge of pharmacological agents used to treat health problems of client groups of all ages. Emphasis is placed on indications, contraindications, interactions, delivery methods, and desired clinical outcomes for these agents.

**ALNU 5267 Nursing Management of the Critically Ill Adult** (3 credits)—Prerequisite(s): Current R.N. Licensure, or permission of the instructor. An arrhythmia or dysrhythmia course. Comprehensive, systems-based nursing care of the critically ill adult client utilizing the nursing process with emphasis on health maintenance and restoration concepts, client and family psychosocial issues, and ethical-legal issues. (elective)

**ALNU/FCNU/PMNU 5900 Independent Study** (1-6 credits)—Prerequisite(s): Admission to the School of Graduate Studies. Independent study with a member of the graduate nursing faculty. Directed study and/or research in an area for which the student has special interest and adequate preparation. (variable)

**ALNU/FCNU/PMNU 5957 Special Topics in Nursing** (1-6 credits)—Prerequisite(s): Permission of the instructor. Special topics related to nursing and health care will be presented. Course may include didactic and experiential methods of instruction. May be repeated for credit if course content is significantly different or advanced. (elective)

**ALNU/FCNU/PMNU 5960 Thesis** (1-6 credits)—(fall, spring, summer)

**ALNU/FCNU/PMNU 5990 Readings and Research** (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by the student’s advisory committee in conjunction with other coursework, to receive credit for such activities as preparation of designated papers or development of research and scholarly skills that would not be appropriately covered by other types of independent study.

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**Accelerated Master of Business Administration (AMBA)**

**AMBA 5140 Data Analysis and Modeling** (3 credits)—Prerequisites: At least three years of professional managerial experience; admission to the accelerated MBA program, or permission of the instructor. This course explores the scope of business research, scientific reasoning, problem identification, hypothesis formulation, and data analysis in an accelerated, case-based approach. Topics in statistical analysis include parametric and nonparametric tests, regression, and the use of statistical software. The course is an intensive, accelerated, case-based approach using both online and on-ground components. Enrollment is by permit only.

**AMBA 5150 Accounting Information for Decision Making** (3 credits)—Prerequisites: At least three years of professional managerial experience; admission to the accelerated MBA program, or permission of the instructor. A comprehensive study of accounting information and its uses by professional managerial decision makers. Topics include areas in financial and managerial accounting, cost analysis, and variance analysis, and budgeting. The course is an intensive, accelerated, case study-based approach to accounting information, and is taught with both online and on-ground components. Enrollment is by permit only.

**AMBA 5210 Operations and Technologies Strategies** (3 credits)—Prerequisites: At least three years of professional managerial experience; admission to the accelerated MBA program, or permission of the instructor. This course explores current research in operations, technology, and data processing in the context of the global economy and globalization. Topics include supply chain management, information technology architecture, business intelligence, and decision support systems. The course is an intensive, accelerated, case study-based approach to accounting information, and is taught with both online and on-ground components. Enrollment is by permit only.

**AMBA 5210 Global Leadership** (3 credits)—Prerequisites: At least three years of professional managerial experience; admission to the accelerated MBA program, or permission of the instructor. This course focuses on the leadership roles and responsibilities of managers and top-level managers who are responsible for setting organizational direction, enrolling employee commitment, establishing and maintaining organizational culture, and ensuring organizational integrity. The course is an intensive, accelerated, case study-based approach to accounting information, and is taught with both online and on-ground components. Enrollment is by permit only.

**AMBA 5400 Market Strategy** (3 credits)—Prerequisites: At least three years of professional managerial experience; admission to the accelerated MBA program, or permission of the instructor. This course explores the role of marketing in the development of organizational strategy, with emphasis on business unit and product market strategy levels. The topics of this course include analytical approaches and tools to evaluate international and domestic market opportunities. A variety of learning models are used. The class is an intensive, accelerated, case study-based approach to accounting information, and is taught with both online and on-ground components. Enrollment is by permit only.

**AMBA 5430 Applied Corporate Finance** (3 credits)—Prerequisites: At least three years of professional managerial experience; admission to the accelerated MBA program, or permission of the instructor. Application of
analytical techniques to the firm’s investment, financing, and dividend decisions. Topics include capital budgeting; capital structure; short-, intermediate-, and long-term financing; asset valuation techniques; and introduction to finance theory and literature appropriate to professional managers. The course is an intensive, accelerated, case study-based approach to accounting information, and is taught with both online and on-ground components. Enrollment is by permit only.

**AMBA 5500 Strategic Management Process (3 credits)** — Prerequisites: At least three years of professional managerial experience; admission to the accelerated MBA program; or permission of the instructor. This course introduces students to strategic thinking and provides the framework for the entire MBA program. The course takes an executive perspective of general management and provides an understanding of the interdependence between the organization and its environment, with a focus on managing organizations in changing environments, maintaining legitimacy with diverse stakeholder groups, providing clear corporate direction, and ensuring the long-term survival and success of the enterprise. The course is an intensive, accelerated experience having both on-ground and online components. Enrollment is by permit only.

**AMBA 5800 Strategic Experience (3 credits)** — Prerequisites: At least three years of professional managerial experience; admission to the accelerated MBA program, or permission of the instructor; completion of all MBA core courses. The course provides students the opportunity to apply the knowledge and skills developed in the program in a realistic problem-solving environment. The course is an intensive, accelerated experience having both on-ground and online components. Enrollment is by permit only.

**ANCB 5000/6000 Human Gross Anatomy (11 credits)** — Prerequisite(s): Permission of the instructor. A study of the structure of the human body as it relates to function. The course covers a three-dimensional analysis of the human body and includes correlated presentations of radiological, clinical and developmental anatomy. Lecture and Laboratory. (fall)

**ANCB 5050/6050 Cell Biology (4 credits)** — Prerequisite(s): Permission of the instructor. An introduction to the cell as the fundamental unit of life, with emphasis on what we know about cells and how that knowledge is obtained. The course focuses primarily on eukaryotic cells and includes content on cellular evolution, basic genetic mechanisms, structure and function of chromatin, the cell cycle, mitosis, meiosis, and cytogenetics. In addition, emphasis is placed on the various organelle systems in eukaryotic cells and how they interact with membranes and the cytoskeleton. Concepts related to cell signaling, developmental biology, immunology and neurobiology are also introduced in this course. (as needed)

**ANCB 5080/6080 Biological Ultrastucture (4 credits)** — Prerequisite(s): Permission of the instructor. This course presents an introduction to the theory and practice of electron microscopy and includes: tissue preparation for TEM and SEM; structure, components and operation of the electron microscope; darkroom techniques; x-ray spectroscopy; cytchemistry; vascular corrosion casting; and stereology. Students receive practical, hands-on experience in basic techniques. Lectures, laboratories, and demonstrations. (Alternate Year) Enrollment is limited.

**ANCB 5095/6095 Cell and Tissue Biology (7 credits)** — Prerequisite(s): Permission of the instructor. The course includes the study of human cells and tissues with an emphasis on the relationship of structure to function as seen through the use of modern cellular biological techniques. Material is presented in four sequential modules: cytology, organology and endocrinology-reproduction biology sections include: cell cycle, basic principles of cell organelle structure and function are emphasized throughout the course as they apply to each specialized tissue and organ. Lectures, laboratories and demonstrations. (spring)

**ANCB 5200/6200 Cellular, Molecular, and Developmental Biology Seminar (2 credits)** — Prerequisite(s): Permission of the instructor. Course involves presentations by both students and faculty of critical, in-depth reviews of particular topics. (May be taken concurrently with the permission of the cell Associate Dean for Graduate Studies.) This capstone course is designed to provide MPA students nearing the end of their program with an opportunity to apply the knowledge and skills developed in the program in a realistic problem-solving environment. The course is an intensive, accelerated experience having both on-ground and online components. Enrollment is by permit only.

**Anthropology (ANTH)**

**ANTH 5007 Archaeology of the Southeastern United States (3 credits)** — Prerequisite: ANTH 1260. Intensive survey of the prehistory of the southeastern United States. Course covers the span of time from the peopling of the New World, some 13,000+ years ago, up through European contact.

**ANTH 5017 Historic Native American Cultures of the Southeastern U.S. (3 credits)** — An archaeological survey of the historically known Native American cultures of the southeastern U.S. Study of native lifeways and the effects of European influence and colonization efforts on aboriginal societies. Prerequisite: ANTH 1260.

**ANTH 5037 Old World Archaeology (3 credits)** — Prerequisite: ANTH 1260. An intensive survey of the prehistory of Africa, Asia, and Europe from the Palaeolithic Era (including human origins and early hunter gatherer adaptations) through the Iron Age (including the transition to domestication and agriculture as well as the rise of complex societies).

**ANTH/APST 5567 Scottish Ethnology (3 credits)** — A survey of Scottish ethnic and regional groups and their folk traditions. Topics covered include life history, material culture, subsistence patterns, folk narrative and beliefs and customs.

**ANTH 5957 Special Topics in Anthropology (1-6 credits)**

**Appalachian Studies (APST)**

**APST 5150 Seminar in Appalachia and Religion (3 credits)** — This seminar will look in depth at one aspect of religion in Appalachia. The topic may vary from year to year. Possible topics include missionaries and missionary schools in Appalachia, the sacred music of Appalachia, the nineteenth-century camp meeting movement, religion and literature in Appalachia, and the sociology of minority religion in Appalachia.

**APST/ARTH 5177 Appalachian Art (3 credits)** — Prerequisite: ARTH 2010 or APST 2060 or permission of the instructor. A survey of major styles and trends in the arts created in, for, and about the Appalachian region from the late 18th century to contemporary times.

**APST 5237 Scots-Irish in Appalachia (3-6 credits)** — This course will examine the contribution of the Scots-Irish and Scots to Appalachian culture.

Special emphasis will be placed on the biological basis of behavioral processes and will include topics such as neural development at the cellular and system levels, the role of neurotransmitters in neural function, and the biology of American tribes of the late 20th century to contemporary times. Prerequisite: ANTH 1260. This is a lecture course with special areas of interest to developmental biologists. Discussion will include gametogenesis, fertilization, cleavage, gastrulation and neurulation. (alternate years)

**APST 5600/6600 Special Topics in Cell Biology (3 credits)** — This is a tutorial course on special areas of interest to cell biologists. May be taken repeatedly with different topics. (as needed)

**APST 5700/6700 Special Topics in Neurobiology (3 credits)** — This is a lecture course with special areas of interest to neurobiologists. Discussion will include the morphological basis of neural function in vertebrates. (as needed)

**APST 5750/6750 The Living Cell (2 credits)** — This course includes briefings on films made by time-lapse cinematography that show cell motility, cell division, cell surface activity, cytoplasmic streaming and maturation of female and male gametes. (alternate years)

**APST 5900/6900 Special Problems in Anatomy and Cell Biology (1-3 credits)** — Emphasized are advanced research projects of a scope to allow the student to develop skills or establish a specific interest in a research area. May be taken repeatedly with different topics. (as needed)

**APST 5960 Anatomy and Cell Biology Thesis Research (1-3 credits)** — Supervised research toward thesis. (every semester)

**APST 7960 Anatomy and Cell Biology Dissertation Research (1-16 credits)** — Supervised research toward dissertation. (every semester)

**APST 5990/7990 Anatomy and Cell Biology Reading and Research (1-3 credits)** — Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).
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APST 5337 Appalachia in Scotland (3-6 credits)—This course will survey the relationship among Appalachian, Scottish, and Irish cultures, with an emphasis on Scotland and Ireland.

APST/APTH 5567 Scottish Ethnology (3 credits)—A survey of Scottish ethnic and regional groups and their folk traditions.

APST/SOAA 5690 Documenting Community Traditions (3 credits)—This cross-disciplinary seminar involves fieldwork in Appalachian communities seeking cultural or economic sustainability through the development of their traditional and contemporary assets.

APST 5907 Foodways of Appalachia (3 credits)—Traditional and developing food cultures of the Mountain South. Topics include: the historical roots of Appalachian cookery; food and class in Appalachia; Native American and African influences on mountain cuisine; immigrant cooking in the mountains; the rituals of the mountain table; the products of the land and larder; traditional food preservation techniques and beliefs; and the emergence and viability of sustainable agriculture and aquaculture.

APST 5997 Current Issues in Appalachian Studies (3 credits)—Seminar surveying major issues and concerns in Appalachian studies since the 1970s.

Arts and Design (ARTA)

ARTH 5017 Classical Art (3 credits)—A survey of the arts of Greece and Rome. (fall)

ARTH 5027 Medieval Art (3 credits)—A survey of European architecture, sculpture, and painting from late antiquity to the end of the Gothic period. (variable)

ARTH 5037 Renaissance Art (3 credits)—A survey of European art from 1300 to 1600 with emphasis on Italian. (variable)

ARTH 5047 Baroque Art (3 credits)—A survey of the major styles of European art from 1600 to 1800: Baroque, Rococo, and Neoclassicism. (fall)

ARTH 5057 19th Century Art (3 credits)—A survey of the major styles and trends in art from Neoclassicism to Postimpressionism. (spring)

ARTH 5067 Modern Art (3 credits)—Major developments in painting and sculpture from Postimpressionism through Surrealism. (fall)

ARTH 5077 Contemporary Art (3 credits)—A survey of art since 1945. (spring)

ARTH 5087 Asian Art (3 credits)—A study of the arts of India, China, and Japan.

ARTH 5097 Art History Theory (3 credits)—An investigation of art theory and criticism in relation to the art of a particular time and place. Topics and places chosen may vary, e.g., 19th century European romantic art, classic Brahmanic Hindu art, medieval sacred art, or modern symbolism. (as needed)

ARTA/ARTH 5107 Art Study Tour (variable 1-3 credits)—This course is designed to acquaint the student with original works of art. The lecture series is followed by a trip to selected museums in the U. S. and/or Europe. (as needed)

ARTH 5127 History of Architecture (3 credits)—Prerequisites: ARTH 2010 and ARTH 2020, or permission of instructor. A detailed and critical survey of the history of architecture, from pre-history to the present day, including both western and non-western architecture.

APTH/APST 5177 Appalachian Art (3 credits)—Prerequisite: ARTH 2010 or APST 2060 or permission of the instructor. A survey of major styles and trends in the arts created in, and about the Appalachian region from the late 18th century to contemporary times.

ARTA/ARTH 5201 Figure Drawing (1-6 credits)—Prerequisite: Graduate standing in the Department of Art and Design or permission of the instructor. An advanced level drawing class with the human figure as subject matter. (spring)

ARTA 5901 Independent Studies in Graduate Art (1-6 credits, repeatable)—Every semester.

ARTA 5950 Methods of Research (3 credits)—Required of all graduate students in art. Includes the techniques of supporting paper and thesis writing and the preparation of an acceptable prospectus for a proposed thesis or supporting paper. This course is offered once a year.

ARTA/ARTH 5957 Topic in... (1-6 credits)—Prerequisite(s): Independent on subject matter. Selected topics of current interest in art. Offered upon sufficient demand for specific subject matter. May be repeated for different topics. Consultation with the instructor is recommended before enrollment. (as needed)

ARTA/ARTH 5960 Thesis (1-3 credits)—Prerequisite(s): Admission to candidacy and approval by the Department. Final Preparation of master's thesis.

ARTA/ARTH 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus may enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student's advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

Studio Courses

ARTA 5081 Metalsmithing & Jewelry Design (1-6 credits, repeatable)—(fall, spring)

ARTA 5110 Ceramics (variable 1-6 credits, repeatable)—(fall, spring)

ARTA 5130 Painting (variable 1-6 credits, repeatable)—(fall, spring)

ARTA 5140 Photography (variable 1-6 credits, repeatable)—(fall, spring)

ARTA 5160 Sculpture (variable 1-6 credits, repeatable)—(fall, spring)

ARTA 5170 Weaving (variable 1-6 credits, repeatable)—(fall, spring)

ARTA 5200 Drawing (variable 1-6 credits, repeatable)—(fall, spring)

ARTA 5350 Graduate Graphic Design (variable 1-6 credits, repeatable)—(fall, spring)

ARTA 5911 Printmaking (variable 1-6 credits, repeatable)—(fall, spring)

Archival Studies (AVST)

AVST 5310 Archives History and Issues (3 credits)—Introduces the student to archives and the archival profession. The course provides an overview of the development of record-keeping systems, types of archival repositories, the mission of the archivist, legislation and regulations influencing archival work, and contemporary concerns of the archival profession.

AVST 5311 Archives Theory and Practice (3 credits)—Covers the following topics: the role of the archivist; the nature of archives; appraisal and documentation strategies; acquisition and collection development; preservation of archival records; arrangement and description of collections; and reference, access, and outreach functions.

AVST 5312 Archives Conservation (3 credits)—Focuses on the physical nature of archival documents and their preservation, regardless of the documents' formats. Paper, audio and videotape, film, photographic prints and negatives, and electronic formats will be studied, as will causes and prevention of deterioration, preservation microfilming, digitization, and disaster preparedness.

AVST 5570 Archives Practicum (3 credits)—Prerequisite(s): AVST 5310, AVST 5311, and AVST 5312. A directed work experience that allows students to apply archival knowledge and skills learned in a classroom setting to an archival setting. With the approval of the Archival Studies Coordinator, the student will work under the supervision of a professional archivist at a local repository.

Business Administration (BADM)

BADM 5140 Data Analysis Mod. for Business (3 credits)—Prerequisite(s): ECON 5010 or equivalent. This course examines the need for business research in developing sound decisions and policy and covers a range of statistical analysis tools. It explores the scope of business research, scientific reasoning, problem identification, hypothesis formulation, planning for data analysis, and sampling procedures. Topics in statistical analysis include chi-square tests, analysis of variance, regression and correlation, time series, forecasting, and nonparametric methods. Students are required to prepare the outline of a business research report dealing with a particular policy issue.

BADM 5160 Information Infrastructure (3 credits)—Prerequisite(s): ACCT 5000 and MGMT 5010 or equivalents. This course explores the strategic aspects of information and information systems. It is designed to provide managers with an appreciation of the sources and uses of information in modern enterprises and to help them understand information systems as part of the basic infrastructure of business organizations. The course also examines the use and management of information resources and information technology.

BADM/ENTC 5170 Strategic Management of Technology and Innovation (3 credits)—This course applies the concepts of strategic management within a rapidly changing, technological environment. An emphasis will be placed on how organizations use and produce innovative technologies to develop competitive advantages. Specifically, the use of information technology and its role in the strategic management process will be addressed.

BADM 5340 Human Resource Strategy (3 credits)—This course studies human resource management in depth and provides a strategic overview of the essential knowledge required to manage a firm's human resources effectively. It explores human resources within various structures and with different job, skill, and behavioral requirements. Emphasis is given to the strategic integration of human resource functions within the context of a firm's task environment.
BADM 5370  Entrepreneurial Finance (3 credits)—The students will study issues relating to financial management in the entrepreneurial entity. These issues include start-up funding at various stages, ramifications of organizational form, financing of operations, sources and uses of capital, and other topics relating to the specific needs of smaller organizations. Additional topics such as exit strategies and ethical issues confronting entrepreneurs will also be discussed and studied.

BADM 5400  Market Strategy (3 credits)—Prerequisite(s): BADM 5300. This course explores the role of marketing in the development of organizational strategy, with emphasis on business unit and product market strategy assets. Analytical approaches and tools to evaluate international and domestic market opportunities, competitors and buyers, are introduced and applied in a variety of learning models.

BADM 5430  Applied Corporate Finance (3 credits)—Prerequisite(s): FNCE 5000 or equivalent. Application of analytical techniques to the firm’s investment, financing, and dividend decisions. Topics include capital budgeting, capital structure, short-, intermediate-, and long-term financing, asset valuation techniques, and introduction to finance theory and literature.

BADM 5500  Strategic Management Process (3 credits)—Prerequisite(s): ECON 5000, MGMT 5010 and MKTG 5010 or equivalents. This course introduces students to strategic thinking and provides a framework for the entire M. B. A. program. It takes an executive perspective of general management and provides an understanding of the interdependence between the organization and its environment, with a focus on managing organizations in changing environments, maintaining legitimacy with diverse stakeholder groups, providing clear corporate direction, and ensuring the long-term survival and success of the enterprise.

BADM 5500  Strategic Experience (3 credits)—Prerequisite(s): BADM 5120 through BADM 5500. This capstone course is designed to provide M. B. A. students nearing the end of their program with an opportunity to apply the knowledge and skills developed in the program in a realistic problem-solving environment. BADM 5800 is restricted to students in the M. B. A. program.

BADM 5990  Readings and Research (1-3 credits)—Presentation by students, faculty, and guests of current research literature or of a particular topic of interest. Students must be prepared to participate in discussion. Can be taken repeatedly for credit. Two hours per week.

BIOC 5010/6010  Biochemistry (7 credits)—Prerequisite(s): BIOM 5010-5040/6010-6040 or permission of the course director. Study and discussion of protein structure and biological activity; generation and storage of metabolic energy; lipids and membranes. Lecture and conferences.

BIOC 5100/6100  Protein Structure and Function (3 credits)—Prerequisite(s): Biomedical Science I-IV or permission of the instructor, or its equivalent. A study of enzyme kinetic mechanisms and the physical chemistry of macromolecules. Techniques in protein chemistry. Three hours per week.

BIOL 5037  Coastal Biology Field Trip (1 credit)—Prerequisite(s): BIOL 1110, 1120 and 1130 or equivalent; must have permission of instructor. Intensive field survey of coastal flora and fauna. Extra fees. Course can be repeated for credit with limit of one hour toward major. (fall)

BIOC 5167  Biochemistry of Metabolism (3 credits)—Prerequisite(s): BIOL 1110, 1120, and 1130, or equivalent; must have permission of instructor. An extended field-oriented ecology course (approximately three weeks camping) to outstanding biomes of North America, i.e., deserts, alpine tundra, boreal forest and prairies, involving field instruction, specimen collection, identification of organisms in their natural habitats. Pre-trip and post-trip classroom sessions. Extra fees. Course can be repeated for credit with limit of three credits toward major. (summer)

BIOC 5157  Biochemistry of Macromolecules Lab (2 credits)—Prerequisite(s): BIOL 5157. Topics include cellular organization; pH and buffering; energy changes in molecular interactions; structure and characteristics of amino acids and proteins; structure/function relationships of enzymes, carbohydrates, and lipids; and studies of the production, structure, and function of nucleic acids. Three hours lecture per week. (fall)

BIOC 5147  Biochemistry of Macromolecules (3 credits lecture)—Prerequisite(s): BIOL 1110 and one year of organic chemistry or equivalent. Topics include cellular organization; pH and buffering; energy changes in molecular interactions; structure and characteristics of amino acids and proteins; structure/function relationships of enzymes, carbohydrates, and lipids; and studies of the production, structure, and function of nucleic acids. Three hours lecture per week. (fall)

BIOC 7960  Biochemistry Dissertation Research (1-18 credits)—Supervised research toward dissertation.
BIOL 5200 Topics in Organismal Biology (3 credits)—An exploration of current topics in organismal biology - anatomical, physiological, and developmental aspects of plants and/or animals. Emphasis will be placed on review of current literature and on evaluation of research methods used to pursue questions in the discipline. Lecture and discussion sessions. Specific topics of discussion will vary each semester, depending on instructor. (fall, odd years)

BIOL 5247 Appalachian Flora (3 credits)—Prerequisite(s): BIOL 1110, 1120 and 1130 or equivalent, or permission of instructor. Field and laboratory identification and ecology of the plants of the Southern Appalachian environs. Sixteen hours lecture and laboratory/lab per week. (summer)

BIOL 5257 Appalachian Fauna (3 credits)—Prerequisite(s): BIOL 1110 and 1120 or equivalent, or permission of instructor. Field and laboratory identification and ecology of the animals of the Southern Appalachian environs. Sixteen hours lecture and laboratory/lab per week. (summer)

BIOL 5267 Plant Development (4 credits)—Prerequisite(s): Genetics or permission of instructor. Plants of plant development from zygote or spore to mature plant. Emphasis on cell and tissue differentiation, organogenesis, and the influence of growth regulators. In the laboratory, students will observe morphogenesis and will design and undertake a project of their choice. Two hours lecture and four hours laboratory per week. (spring, odd years)

BIOL 5277 Neurobiology (4 credits)—Prerequisite(s): BIOL 1110/1111, 1120/1121, 1130/1131 or equivalent. Flowering plant classification and evolution. Characterization and methods of traditional plant taxonomy and computer-based phylogenetic methods using morphological and molecular data sets will be introduced. Plants will be studied in field and lab, and students will use data collected from plant specimens and from GenBank to conduct phylogenetic analysis in various angiosperm groups. Two hours of lecture and four hours of laboratory per week. (fall, odd years)

BIOL 5300 Topics in Ecology and Evolution (3 credits)—An in-depth exploration of a particular topic related to the ecology and/or evolution of biological populations. Lectures, reading assignments (including primary research literature), experience with research methods, and discussion. Specific topics of discussion will vary each semester, depending on instructor. (fall, even years)

BIOL 5337 Plant Systematics (4 credits)—Prerequisite(s): BIOL 1110/1111, 1120/1121, 1130/1131 or equivalent. Flowering plant classification and evolution. Characterization and methods of traditional plant taxonomy, and computer-based phylogenetic methods using morphological and molecular data sets will be introduced. Plants will be studied in field and lab, and students will use data collected from plant specimens and from GenBank to conduct phylogenetic analysis in various angiosperm groups. Two hours of lecture and four hours of laboratory per week. (fall, odd years)

BIOL 5357 Ethology (3 credits)—Prerequisite(s): BIOL 1110, 1120, 1130 or equivalent. An introduction to the study of animal behavior. Emphasis is placed on the ecology and evolution of behavioral patterns. Three hours lecture per week. (fall, odd years)

BIOL 5367 Systems Ecology (3 credits)—Prerequisite(s): BIOL 1110, 1120, 1130 or equivalent. An introduction to the methodology of field collection, preservation, and identification of fishes. Quantitative analysis and preparation of summary reports on field collections will be emphasized. Two one-hour lectures and one three-hour laboratory per week. (fall, odd years)

BIOL 5477 Ichthyology (4 credits)—Prerequisite(s): Vertebrate Zoology or permission of instructor. An introduction to the methodology of field collection, preservation, and identification of fishes. Quantitative analysis and preparation of summary reports on field collections will be emphasized. Two one-hour lectures and one three-hour laboratory per week. (fall, odd years)

BIOL 5478 Paleobotany (4 credits)—This course concerns the evolutionary history of plants as revealed by the fossil record. Included are an introduction to the concepts of geological time, stratigraphy and sedimentation, fossilization of plants, and the diversity of plants through time. Two one-hour lectures and two three-hour labs weekly.

BIOL 5500 Biometry (3 credits)—Prerequisite: Probability and Statistics. Application of experimental design, accumulation and statistical treatment of biological data. A practical rather than theoretical approach. One hour lecture and two two-hour laboratories per week. (spring)

BIOL 5597 Recombinant DNA Laboratory (3 credits)—Prerequisite(s): BIOL 1110, 1120, 1130 or equivalent, plus one year Organic Chemistry. Theory and practice in molecular biology and recombinant DNA techniques, including recombinant DNA construction and gene transfer. One hour lecture and two three-hour laboratories per week. (spring)

BIOL 5647 Molecular Biology (3 credits)—Prerequisite(s): Genetics, plus one year Organic Chemistry. Cell Biology recommended. Investigations into gene structure, gene expression and its regulation, and modern molecular methodology. Three hours lecture per week. (spring)

BIOL 5700 Seminar (1 credit)—Prerequisite(s): Graduate standing or consent of the instructor. Special topics presented and discussed by students, faculty, and guests. May be repeated for additional credit, but not to exceed two credits. (fall, spring)

BIOL 5737 Conservation Biology (4 credits)—Prerequisite(s): Genetics, or equivalent. Underlying ecological and population genetic forces governing the structure and dynamics of populations. Evaluation of current conservation strategies. Labs include field experiments on biodiversity, species monitoring strategies, field trips and use of population viability analysis. Two hours lecture and one hour discussion, three hours laboratory per week. (fall, even years)

BIOL 5747 Population Genetics (4 credits)—Prerequisite(s): BIOL 1130 and 1147, or equivalent. An introduction to the study of population biology. Theoretical predictions and empirical evidence are considered. Emphasis on molecular-based methods. A combination of field and lab exercises. Three hours lecture and three hours laboratory per week. (fall, odd years)

BIOL 5757 Developmental Biology (3 credits)—Prerequisite(s): Vertebrate Embryology or permission of instructor. A study of advanced topics in developmental biology such as the role of extracellular matrix and gene regulation on gametogenesis and embryogenesis. Two one-hour lectures and one two-hour laboratory per week. (fall, odd years)

BIOL 5767 Plant Physiology (4 credits)—Prerequisite(s): BIOL 1110, 1120 and 1130 or equivalent; plus one semester of Organic Chemistry. A course in plant physiology dealing with physical and chemical processes affecting the growth, metabolism, and reproduction of plants. Includes study of the highly developed and diverse responses of plants to their environment. Three hours lecture, one hour oral component per week. (spring, even years)

BIOL 5857 Aquatic Biology (3 credits)—Prerequisite(s): Ecology or permission of instructor. Field trips, collection, identification, and ecology of freshwater plants and animals. One hour lecture and two two-hour laboratories per week.

BIOL 5867 Marine Biology (4 credits)—Prerequisite(s): BIOL 1110, 1120, 1130 or equivalent; Invertebrate Zoology recommended. Principles of marine biology with emphasis on habitats and ecological processes. Two hours lecture and two two-hour laboratories per week. (spring)

BIOL 5900 Independent Studies (1-4 credits)—Prerequisite(s): Permission of the instructor and department chair. Independent research on a specific problem under the supervision of a faculty member. A plan of the research must be approved in advance of registration. Candidates for M. S. theses may retake a total of nine credits. (every semester)

BIOL 5910 Research in Biology (1-4 credits)—Prerequisite(s): Permission of instructor. Independent, directed research. Field of study to be determined by mutual consent of the student and faculty advisor. (Each semester)

BIOL 5957 Special Topics in Biology (1-6 credits)—Prerequisite(s): Dependent on subject matter. Selected topics in biological sciences. Offered upon sufficient demand for specific subject matter. May be repeated for different topics. Consultation with instructor is recommended before enrollment. (fall, spring)

BIOL 5960 Thesis (1-3 credits)—(every semester)

BIOL 5990 Readings and Research (1-3 credits)—Students who are not enrolled in any other courses are required to enroll in BIOL 5990 to meet the University's utilization of University facilities and/or faculty guidance for studies, research, or preparation of a prospectus M.T.D. program. Students who plan to enroll in this course must consult their advisor committee to determine the details of study. This course does not count toward degree requirements. M.T.D. program students must complete three (3) hours per semester to remain in good standing.

BIOL 5999 Cooperative Education 1-3 credits—Students must clear arrangements for this course through the Cooperative Education Office prior to registration. Planned and supervised work assignments in business, industry, or government agencies. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).
Bluegrass, Old Time, and Country Music (BLUE)

BLUE 5147 Bluegrass and America’s Music (3 credits) — The musical and commercial interaction between bluegrass and American folk music, jazz, pop, gospel, blue, rock, and classical traditions.

BLUE 5167 Bluegrass - The First Generation (3 credits) — A study of the musicians and the innovations that shaped the structure on which today's bluegrass is built.

Communicative Disorders (CDIS)

CDIS 5010 Neurological Bases of Communication and Cognition (3 credits) — A study of neuroanatomy and neurophysiology of communication and cognition. This course provides an overview of normal neuroanatomy and neurophysiology of communication, i.e., speech, language, hearing, and other cognitive processes related to communication, such as memory and attention. Emphasis will be primarily on normal speech, language, and other cognitive functions.


CDIS 5017 Speech and Hearing Science I (4 credits) — A study of the basic theories, physics, and acoustics of speech production. Information pertaining to the anatomy and physiology of spoken language are also presented. This course provides a laboratory experience that includes an introduction to the International Phonetic Alphabet and transcriptions of speech from typical speakers with different regional dialects.

CDIS 5025 Clinical Phonology (3 credits) — A study of current issues in linguistic theories related to the assessment and treatment of phonological disorders in children. Emphasis on critical analysis of current research.

CDIS 5027 Speech and Hearing Science II (4 credits) — Prerequisite(s): CDIS 5010. A study of the physiologic acoustics of the auditory periphery, neurophysiology of the speech and hearing systems, and an introduction to research tools in speech and hearing science. The laboratory portion of the course provides interactive demonstrations pertaining to the physiologic acoustics of the auditory periphery, neurophysiology of speech and hearing systems, and an introduction to instrumentation used in speech and hearing science.

CDIS 5030 Fluency Disorders (3 credits) — A study of theories of etiology and the nature, evaluation, and treatment of children and adults with fluency or stuttering disorders.

CDIS 5035 Motor Speech Disorders (3 credits) — Prerequisite(s): CDIS 5010. A study of the neurophysiological substrates, differential diagnosis, and management of motor speech disorders in adults and children. Apraxia of speech and classifications of the dysarthrias, localization of lesion, and neuromotor basis of dysfunction will also be discussed. Neurologic diseases and lesions commonly associated with motor speech disorders will be identified. Treatment efficacy issues are researched.

CDIS 5037 Anatomy and Physiology of the Speech and Hearing Systems (3 credits) — A study of the basic anatomy and physiology of speech/hearing mechanisms. Theories and mechanisms of speech production and hearing will also be covered.

CDIS 5040 Adult Language Disorders (3 credits) — Prerequisite(s): CDIS 5010. A study of the clinical characteristics of aphasia and related communication disorders in adults with emphasis on differential diagnosis and treatment. An information-processing model provides a theoretical basis for treatment. Neuroanatomy and associated neurological symptoms are included. Treatment efficacy issues are researched.

CDIS 5045 Dysphagia (3 credits) — Prerequisite(s): CDIS 5010. A study of the differential diagnosis and treatment of dysphagia in adults and children with a focus on neuroanatomy and neurophysiology. Assessment with a clinical bedside exam and videofluoroscopy with emphasis on interpretation of radiographic studies (modified barium swallow). Neurologic diseases and lessons commonly associated with dysphagia will be identified. Team management and maintenance of care is discussed. Treatment efficacy issues are researched.
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CDIS 5070 Voice Disorders (3 credits)—A study of etiology, evaluation, and management of vocal pathologies encountered in children and adult clients. Normal voice production and voice disorders are studied from a voice-science perspective. Physiological investigation using both clinical and instrumentation techniques. Special needs of school-age children, laryngectomy patients, clients with psychogenically based voice problems and professional voice users are presented. Vocal diversity among multicultural populations is discussed.

CDIS 5200 Language Disorders of School-Aged Children (3 credits)—Prerequisite(s): CDIS 5015. A study of language disorders of school-age children and their influence on literacy with emphasis on evaluation, treatment techniques, and collaborative strategies for the administration of services in the schools.

CDIS 5205/6205 Speech-Language Pathology for Audiology Students (3 credits)—This course presents an overview of speech and language development and communicative disorders in pediatric and adult populations for audiologists. The course provides a foundation in normal speech and language milestones, screening procedures, characteristics of individuals with communicative disorders and treatment approaches pertaining to the screening and referral of audiology patients for speech and language services.

CDIS 5210 Communication Problems of the Aging (3 credits)—Prerequisite(s): CDIS 5040. A review of the socio-emotional, perceptual, physical, and cognitive changes associated with aging that affect communicative skills.

CDIS 5240 Pediatric Organic Disorders (3 credits) Prerequisite: CDIS 5015. A study of the genetic, developmental, dental, surgical, psychosocial, audiologic, and speech-language aspects of children with organic pathologies such as craniofacial conditions, autism and mental retardation. Assessment and treatment issues for these populations are covered. The course describes the speech-language pathologist's role as a member of a multidisciplinary team.

CDIS 5260 Seminar in Intervention Issues (3 credits)—Prerequisite(s): CDIS 5015. An examination of current research and theoretical issues pertaining to intervention practices in childhood communicative disorders with an emphasis on infant-toddler intervention strategies. The course explores the works of Vygotsky as they apply to intervention with language impaired individuals.

CDIS 5270 Augmentative Communication (3 credits)—Prerequisite(s): CDIS 5015 and 5040. A study of assistive communicative devices utilized by individuals with severe communicative impairments due to physical, sensory or motor impairments. Emphasis on the strategies employed to assess the appropriateness of communicative devices and utilized these devices in communicative situations.

CDIS 5275 Dysphagia Laboratory (1 credit)—Prerequisite(s) or concurrent CDIS 5045. This class provides practical experience in clinical and radiological assessment and treatment approaches for individuals with swallowing impairments. Discussions of ethical issues and counseling procedures associated with dysphagia management will be discussed.

CDIS 5285 Voice Laboratory (1 credit)—Prerequisite(s) or concurrent CDIS 5070. This course presents a study of instruments used in the diagnosis and treatment of voice disorders including laryngeal function, speech intensity, fundamental frequency, sound spectrography and velopharyngeal function. The diagnosis, management and rehabilitation of the laryngectomy and tracheostomy patient will be addressed.

CDIS 5290 Advanced Adult Neurogenic Cognitive Communicative Disorders (3 credits)—Prerequisite(s): CDIS 5040. An advanced seminar focused on three topics: communicative and cognitive disorders following right hemisphere damage (RHBD), traumatic brain injury (TBI), and dementing progressive neurological diseases. Emphasis is on in-depth understanding of the nature of the disorders and their neurological correlates, the diagnostic tools for assessing the disorders, and critical review of treatment procedures used to remediate the disorders.

CDIS 5295 Counseling in Communicative Disorders (3 credits)—Prerequisite(s): Graduate Standing. Introduction for speech-language pathologists and audiologists to issues related to child and adolescent development, childhood motivations for misbehavior, and the individual and family counseling interventions that can support speech therapy and audiology practices.

CDIS 5400/6400 Research Methods in Communicative Disorders (3 credits)—A study of research design and methods used in descriptive and experimental research in speech and hearing science. Review of descriptive and inferential statistics.

CDIS 5510 Audiology Clinic for Speech-Language Pathologists (1 credit)—On- and off-campus supervised clinical practica, individually structured for speech-language pathology students, providing evaluation and treatment experiences with auditory disorders of children and adults.

CDIS 5510 Speech-Language Pathology Clinic for Audiologists (1 credit)—On- and off-campus supervised clinical practica, individually structured for the audiology students, providing clinical evaluation and treatment experiences with communicative disorders of children and adults.

CDIS 5520 Speech-Language Pathology Clinic: Child Evaluation/Treatment (3 credits)—Prerequisite(s): CDIS 5015. Supervised experience in the assessment and treatment of children with speech and language disorders.

CDIS 5540 Speech-Language Pathology Clinic: Adult Evaluation/Treatment (3 credits)—Prerequisite(s): CDIS 5010 and CDIS 5040. Supervised experience in the assessment and treatment of adults with speech and language disorders.

CDIS 5560 Speech-Language Pathology Clinic: Advanced (3 credits)—Prerequisite(s): Successful completion of two semesters of supervised clinical practica and permission of the speech-language pathology faculty. On- and off-campus supervised clinical practica, individually structured for the student, providing clinical evaluation and treatment experiences with communicative disorders of children and adults. Repeatable.

CDIS 5590 Externship: Speech-Language Pathology (6-9 credits)—Prerequisite(s): Successful completion of three semesters of supervised clinical practica and permission of speech-language pathology faculty. A concentrated off-campus supervised clinical practicum, individually structured for the student, providing clinical evaluation and treatment experiences with communicative disorders of children and adults. Repeatable.

CDIS 5900 Independent Study (3 credits)—Permission of the instructor and the department chair required. Independent study of literature or research appropriate to the areas of concern to an individual student is arranged.

CDIS 5980 Thesis (3-6 credits)

CDIS 5990 Special Topics in Communicative Disorders (1-6) (variable)

CDIS 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in consultation with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

CDIS 6100 Instrumentation and Acoustic Measurement (3 credits)—This course provides the basics of electronic and digital signal generation. Information pertaining to equipment used for calibration and measurement of acoustic and electric signals is applied to uses in the audiology clinic and the hearing science lab.

CDIS 6115 Audiologic Evaluation I (3 credits)—An in-depth study of tests and topics that comprise the clinical domain of audiology. Such material includes audiometric standards, calibration, routine clinic protocols, immittance techniques as well as behavioral and physiological assessments of nonorganic hearing loss.

CDIS 6140 Amplification Systems I (3 credits)—A study of hearing aids, related acoustics, hearing aid selection/fitting procedures, verification of performance measures, and troubleshooting. Demonstrations and laboratory activities are included.

CDIS 6141 Amplification Systems II (3 credits)—Prerequisite(s): CDIS 6140. This class is a study in advanced hearing aid technologies including implantable hearing aids, cochlear implants, and the strategies used to select and verify such fittings.

CDIS 6142 Amplification Systems III (3 credits)—Prerequisite(s): CDIS 6140, 5141/6141. This class examines the most recent innovations in hearing aid technology including digital and programmable amplifying systems. Practical experience with both hearing aids and audiology procedures will be discussed.

CDIS 6150 Speech-Language Pathology Clinic: Adult Evaluation/Treatment (3 credits)—Prerequisite(s): Successful completion of two semesters of supervised clinical practica and permission of speech-language pathology faculty. On- and off-campus supervised clinical practica, individually structured for the student, providing clinical evaluation and treatment experiences with communicative disorders of children and adults. Repeatable.

CDIS 6159 Psychoacoustics (3 credits)—Prerequisite(s): Advanced Graduate Standing. An in-depth examination of psychoacoustics, specifically the physiological and psychological processes that produce the sensation of hearing. The class will result in a greater appreciation of the effectiveness, as well as the shortcomings of, clinical audiology procedures.

CDIS 6160 Audiologic Evaluation II (3 credits)—Prerequisite(s): CDIS 6115. A study of advanced audiology techniques including multifrequency tympanometry, acoustic reflex studies, tests for pseudohypacusis, and special
### Chemistry (CHEM)

All graduate courses are offered on a rotation basis. All Core courses will be repeated at least every three years.

**CHEM 5010 Graduate Seminar (1 credit)—Presentation of current topics of interest by advanced students, faculty, or visiting speakers. A student taking the course for credit is required to present a seminar topic subject to departmental approval. The course may be repeated once for credit. All graduate students and others are strongly encouraged to attend and to participate.**

**CHEM 5110 Advanced Inorganic Chemistry I (3 credits)—Prerequisite(s): CHEM 4110 or its equivalent. Advanced study in theoretical and descriptive inorganic chemistry, with emphasis on bonding theories, periodic table correlations, and reactions of important inorganic compounds.**

**CHEM 5120 Advanced Inorganic Chemistry II (3 credits)—Prerequisite(s): CHEM 4110 or its equivalent. A study of physical methods used in identifying and studying the structures of inorganic compounds.**

**CHEM 5142 Reaction Mechanisms of Coordination Chemistry (3 credits)—Prerequisite(s): CHEM 4110 or its equivalent. Reaction patterns of coordination compounds and techniques used in studying reaction mechanisms with applications in areas of catalysis and bioinorganic reactions.**

**CHEM 5210 Advanced Analytical Chemistry I (3 credits)—Prerequisite(s): One year of analytical chemistry. An advanced treatment of acid-base, solubility, oxidation-reduction, and complexometric equilibria and their applications in diverse fields. In addition to traditional methods of calculations, and graphical methods, the use of modern spreadsheet software is also included.**

**CHEM 5220 Advanced Analytical Chemistry II (3 credits)—Prerequisite(s): One year of analytical chemistry. The course provides a survey of the majority of the modern methods of instrumental analysis including spectrometric, electrochemical, and separation techniques. Important topics in each of these areas will also be discussed in-depth.**

**CHEM 5450 Advanced Laboratory in Chemistry (1-4 credits)—Prerequisite(s): Dependent upon subject matter. Consultation with the instructor is required. Advanced laboratory practice in inorganic, analytical, organic, or physical chemistry, depending on the interest of the student. Individual studies will be mutually agreed upon by faculty and student. Students receive “pass” or “fail” grade. CHEM 5450 does not count toward the required 30 credit hours.**

**CHEM 5510 Advanced Organic Chemistry (3 credits)—Prerequisite(s): One year of organic chemistry. A study of the major areas of organic chemistry.**

**CHEM 5541 Organic Reaction Mechanisms (3 credits)—Prerequisite(s): One year of organic chemistry; one year of physical chemistry. A study of the use of transition state theory, kinetics, isotope effects, and stereochemistry as applied to reaction mechanisms. Pericyclic, nucleophilic, electrophilic, elimination, and carbonyl reactions will be covered.**

**CHEM 5547 Molecular Orbital Theory for Organic Chemistry (3 credits)—Prerequisite(s): One year of physical chemistry requiring calculus.**

**CHEM 5743 Quantum Chemistry (3 credits)—Prerequisite(s): One year of physical chemistry requiring calculus. An introduction to quantum mechanics with emphasis on the concepts and mathematical methods closely related to chemistry.**

**CHEM 5817 Introduction to Industrial Chemistry (3 credits)—Prerequisite(s): One year of organic chemistry. A course designed to bridge the gap between basic chemical science and chemical engineering.**

**CHEM 5950 Research in Chemistry (1-3 credits)—Prerequisite(s): Permission of the chair of the department. A laboratory study on a specific problem entailing original investigation.**

**CHEM 5957 Special Topics in Chemistry (1-6 credits)—Prerequisite(s): Dependent on subject matter. Selected topics of current interest in chemistry. Offered upon sufficient demand for specific subject matter. May be repeated for credit. Consultation with the instructor is recommended before enrollment.**

**CHEM 5995 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research.**

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Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

CHEM 5998-5999 Cooperative Education (1-3 credits)—Students must clear arrangements for this course through the Cooperative Education Office prior to registration. Businesses, industries, and government agencies provide opportunities for planned and supervised work assignment. Students may alternate between periods (usually two semester of full-time study) and employment with a cooperative education employer. Credit received carries full academic value and students receive compensation as full-time employees.

Criminal Justice and Criminology (CJCR)

CJCR 5000 Criminological Theory (3 credits)—Examination of major theoretical areas within criminology, including social control theory, strain theory, and social learning theory. Contemporary theoretical positions will also be covered such as critical theories and life-course theory.

CJCR 5005 Ethics and Social Justice (3 credits)—Exploration of social and criminal justice ethics as it relates to crime and justice. Issues addressed include legal, moral and legal responsibility of citizens, and corruption.

CJCR 5007 Correctional Counseling (3 credits)—An overview of counseling methods, principles, and procedures of therapeutic techniques, and processes for use in various correctional environments.

CJCR 5010 The American System of Justice (3 credits)—An examination of the theoretical and ideological foundations of criminal justice in America. Emphasis on history, perspectives and competing models of justice. Analysis of criminal justice from a systemic framework.

CJCR 5020 American Policing (3 credits)—Survey of theory and research on policing in America. Study of the basic problems faced by the police and alternative perspectives for addressing those problems.

CJCR 5030 Issues in Correctional Treatment (3 credits)—Survey and analysis of contemporary correctional treatment processes, including policy formulation and program administration.

CJCR 5031 American Corrections (3 credits)—Examination of issues in the corrections process, policies, trends, the goals of contemporary corrections, and the efficacy of correctional programs. Issues in corrections management, correctional case law, and political realities will also be addressed.

CJCR 5041 Law, Society, and Criminal Justice (3 credits)—Definition and philosophies of law, effect of law on society and the criminal justice system. Specialized topics: functions of criminal law, philosophical perspectives of justice and liberty, objectives of law.

CJCR 5050 Seminar in White-Collar Crime (3 credits)—An examination of the concept of white-collar crime, including causes, detection, and treatment of offenders.

CJCR 5070 Juvenile Justice (3 credits)—Comprehensive examination of the nature of American delinquency and the juvenile justice system. Involves critical examination of the history of juvenile institutions. Dominant theories of delinquency, and recent developments in the field are explored.

CJCR 5337 The Death Penalty in America (3 credits)—Various theoretical, ethical, moral, and empirical issues surrounding capital punishment will be explored. Students will be exposed to conflicting points of view regarding race, gender, class, and the death penalty. A critical examination of all sides of this debate will be undertaken.

CJCR 5500 Topical Seminar (3 credits)—Prerequisite(s): Dependent on subject matter. Selected topics of current interest in criminal justice and criminology. May be repeated for credit per Graduate School rules. Consultation with the instructor is recommended before enrollment.

CJCR 5520 Violence: The American Experience (3 credits)—Examination of the various issues surrounding violence, exploration of the roots of violent behavior. Theoretical perspectives will be analyzed, with emphasis on biological, psychological, and sociological explanations.

CJCR 5580 History of Criminological Theory (3 credits)—Examination of competing explanations of crime throughout history to include preclassical, classical, neoclassical, positivist, and social reaction schools of thought. Assumptions of each perspective will be analyzed. Major theories and the theorists from each school will be analyzed.

CJCR 5585 Research Design in Criminology (3 credits)—Prerequisite(s): Undergraduate statistics course, CJCR 3000 or equivalent. Focus on research methodology as it relates to criminological inquiry. Issues in sampling, variable operationalization and measurement and research design will be covered.

CJCR 5900 Special Problems in Criminal Justice (1-3 credits)—Prerequisite(s): Permission of the instructor. Supervised study of research focusing on a selected problem in the field.

CJCR 5950 Quantitative Methods in Criminology (3 credits)—Prerequisite(s): Undergraduate statistics course, CJCR 3000 or equivalent. Introduction to statistical analysis and modern statistical applications using computer software. Hypothesis testing, measures of association, and the general linear model will be covered. Special emphasis will be placed on the role of statistical analysis in criminology.

CJCR 5960 Thesis (1-3 credits)

CJCR 597 Special Topics in Criminal Justice (1-6 credits)—Prerequisite: Dependent on subject matter. Selected topics of current interest in criminal justice and criminology. May be repeated for different topics. Consultation with the instructor is recommended before enrollment.

CJCR 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

Computing (CSCI)

CSCI 5011 Internet Technology I (3 credits)—Prerequisite: Graduate Standing. This course is meant to be a comprehensive study of the design and implementation of web sites. The course is organized into three major segments: HTML programming, user interface design, and information architecture design. This course is designed to take the user from creating HTML web pages to designing a large web site. Emphasis will be on the use of existing software applications that generate web-ready code. Other topics will include HTML, multi-media integration, and browser plug-ins. Laboratory use of software and team participation is an integral part of this course.

CSCI 5012 Internet Technology II (3 credits)—Prerequisite: CSCI 5011. This course is intended to build upon a student’s background in HTML, web page and site design by addressing the skills such as advanced web page and site design, web site management, usability, accessibility, marketing principles, optimization for search engines, outsourcing, and emerging technologies.

CSCI 5017 Introduction to Information Assurance (3 credits)—Prerequisite(s): CSCI 1100; Corequisite(s): Senior or graduate standing. The course provides an introduction to information assurance for non-Computer Science majors, which discusses security risks of personal computers and computing environments, understand the needs and mechanisms for preserving information assurance. The course includes both lecture and hands-on instruction.

CSCI 5027 Information Management (3 credits)—Prerequisite(s): Permission of instructor. An overview of DBMS concepts and topics appropriate to professionals who will be concerned with the management of DBMS servers and their use within a corporate setting.

CSCI 5057 Advanced Internet Technologies (3 credits)—Prerequisite(s): Permission of instructor. This course provides training in state-of-the-art Internet design tools by building upon students' existing background as programmers. Topics will address advanced issues in design, optimization, and maintenance of web pages and web sites, the latest in server and client-side programming, and other emerging technologies.

CSCI 5067 Networking Essentials (3 credits)—Prerequisite(s): Permission of instructor. General concepts of data communication and networking using popular conceptual models, together with recent developments in system administration with regard to current operating systems.

CSCI 5071 Emerging Technologies (3 credits)—Prerequisite(s): Permission of instructor. The course is designed to cover the most up-to-date topics in the computer science and technology field. Due to the ever-changing in technology, topics will be varied to keep up with current developments.

CSCI 5100 Computer Architecture: Advanced Concepts (3 credits) —Prerequisite: CSCI 4717 or 5717 or consent of the instructor. A detailed view of recent advances in computer architecture. Topics include; the classic Von Neumann model; language-directed architectures; object-oriented architectures; data-flow architectures; RISC architectures; parallel processing; basic classification schemes (SISD, SIMD, MISD, MIMD, etc); pipeline, vector, and array processing supercomputers; special-purpose architectures; associative memory and associative processors; microprocessor design concepts; fault-tolerant computers; and high level and VLSI processing; computer systems performance measurement and evaluation. Laboratory use of the computer in designing, coding, debugging, and executing programs is an integral part of the course. (irregular)
CSCI 5127 Database Management Systems I (3 credits)—Prerequisite(s): CSCI 2210 and 2230, or 2910. Does not apply toward credit for computer science M.S. degree. A study of the use and underlying principles of database management systems, and approaches for database design with an emphasis on the relational approach. Students will learn how to use good design techniques and implement methods for both small and large databases. Laboratory use of database software for designing, implementing, debugging, and maintaining database systems will be an integral part of this course. (most semesters)

CSCI 5150 Topics in Distributed Systems (3 credits)—Prerequisite(s): CSCI-4727 or 5727 or consent of the instructor. Also recommend: programming experience in C/C++, and a prior course in networking and data communications. Issues in the design and implementation of distributed systems. Topics include the importance of distributed systems; salient features of distributed systems architectures; characteristics of distributed computations; mechanisms for activating computations, message-passing, Synchronization, and scheduling in distributed systems; distributed file systems; distributed shared memory; cooperation and consensus; fault tolerance; and replicated data management. (fall, alternate years)

CSCI 5157 Interactive Graphics (3 credits)—Prerequisite(s): CSCI-2210 and MATH-2250 or permission of the instructor. Point plotting, vector generation, interactive techniques, two- and three-dimensional transformations, perspective depth, hidden line elimination, shading, colors, and mapping. Development and use of graphics software packages. Laboratory use of the computer will be an integral part of the course. (variable)

CSCI 5200 Software Systems Engineering (3 credits)—Prerequisite(s): Admission to the computer science master's degree program. Permission of the instructor must be obtained for non-computer science graduate students. This course introduces the development of software systems and the complexity of very highest level. It introduces the system aspect of development and the related trade-offs required when software and hardware are developed together. An overview of software development life cycles is presented. The course exposes students to requirements analysis techniques to develop a system from those requirements. (fall)

CSCI 5210 Specification of Software Systems (3 credits)—Prerequisite(s): CSCI-1900 and CSCI-2210 or CSCI-2910, or consent of instructor. Specification occurs at many levels in software engineering. High-level specifications often attempt to capture user requirements, while detailed functional specifications often describe implementation decisions. This course covers several different models of and languages for specification of software systems. The role of documents and standards is also covered. (irregular)

CSCI 5227 Advanced Database Systems (3 credits)—Prerequisite: CSCI 3250. A study of the ethical issues facing computer users and computer professionals, including an examination of the techniques for the analysis and resolution of these issues consistent with standards of the computing profession. (spring)

CSCI 5220 Software Verification and Validation (3 credits)—Prerequisite(s): CSCI 2210 and MATH-2710 or consent of the instructor. This course addresses the theory and practice of ensuring high-quality software products. Topics covered include quality assessment, proof of correctness, testing, and limitations of verification and validation methods. This course covers several different techniques for achieving these goals, including unit testing, integration testing, and system testing. (fall)

CSCI 5230 Software Project Management (3 credits)—Prerequisite(s): Admission to the computer science master's degree program. Co-requisite: CSCI 5200. Process considerations in software systems development. Advanced material in software project planning, monitoring and controlling mechanisms, leadership, and team building. (fall)

CSCI 5250 Database Design (3 credits)—Prerequisite(s): An undergraduate database management course, or consent of the instructor. Database design serves as a unifying mechanism for the seemingly diverse fields of data, semantics, database management software, and physical design. Different methods for expressing designs at appropriate levels of abstraction are covered. Evaluation criteria for design assessment are introduced and design methods are evaluated according to these criteria. This course attempts to integrate theoretical and practical aspects of database design. (spring, alternate years)

CSCI 5300 Software Design (3 credits)—Prerequisite(s): CSCI 5200. Students should have a good working knowledge of programming-in-the-small. Experience in designing small systems is helpful. Design is a central activity of software development. This course covers several different methods and languages for expressing designs. Criteria for evaluating designs are introduced, and design methods are evaluated according to these criteria. The concepts of design verifiability and reusability are stressed. (spring)

CSCI 5317 Internet and Computer Law (3 credits)—Prerequisite(s): Completion of 60 credits or approval of the instructor. A multi-disciplinary overview of the relationship between the Internet and the laws of privacy, right to accurate information, access to information, first amendment, patents, trade secrets, trademarks and unfair business practices, jurisdiction, e-commerce, telecommunication, and antitrust. (spring, alternate years)

CSCI 5360 Topics in Network and System Administration (3 credits)—Prerequisite(s): CSCI-4417/5417. Selected intermediate-level topics in network and system administration. Topics include protocols and tools for network management; NAT, VPNs, and proxy servers; scripting techniques for automating system administration; performance tuning; LDAP administration; cluster administration; and miscellaneous standards and technologies. (spring, alternate years)

CSCI 5417 Introduction to System Administration (3 credits)—Prerequisite(s): CSCI 2150 and 2235. A survey of concerns related to management and design of local area networks. Topics include the practice of system administration; overview of network operating systems; best practices for system administration; fundamentals of Unix and Windows system administration; routing; network design; and remote network access. The course will provide hands-on experience with setting up and administering Unix and Windows network operating systems. (most semesters)

CSCI 5450 Network and Information Security (3 credits)—Prerequisite(s): CSCI-4417/5417. A survey of concerns related to system security in a networked environment. Topics include threats to system security; common vulnerabilities; emerging security solutions; software security; system security including very highest level. It introduces the system aspect of development and the related trade-offs required when software and hardware are developed together. An overview of software development life cycles is presented. The course exposes students to requirements analysis techniques to develop a system from those requirements. (fall)

CSCI 5517 Interactive Graphics (3 credits)—Prerequisite(s): CSCI-2210 and MATH-2250 or permission of the instructor. Point plotting, vector generation, interactive techniques, two- and three-dimensional transformations, perspective depth, hidden line elimination, shading, colors, and mapping. Development and use of graphics software packages. Laboratory use of the computer will be an integral part of the course. (variable)

CSCI 5520 Software Systems Engineering (3 credits)—Prerequisite(s): Admission to the computer science master's degree program. Permission of the instructor must be obtained for non-computer science graduate students. This course introduces the development of software systems and the complexity of very highest level. It introduces the system aspect of development and the related trade-offs required when software and hardware are developed together. An overview of software development life cycles is presented. The course exposes students to requirements analysis techniques to develop a system from those requirements. (fall)

CSCI 5527 Advanced Database Systems (3 credits)—Prerequisite: CSCI 4127/5127. A continuation of the study of the use and underlying principles of database design begun in CSCI 4127/5127. Students will learn more of the internal working of database management systems, as well as exploring approaches other than relational. Laboratory use of database software for designing, implementing, debugging, and maintaining database systems will be an integral part of this course. (most semesters)

CSCI 5530 Software Design (3 credits)—Prerequisite(s): An undergraduate database management course, or consent of the instructor. Database design serves as a unifying mechanism for the seemingly diverse fields of data, semantics, database management software, and physical design. Different methods for expressing designs at appropriate levels of abstraction are covered. Evaluation criteria for design assessment are introduced and design methods are evaluated according to these criteria. This course attempts to integrate theoretical and practical aspects of database design. (spring, alternate years)

CSCI 5550 Directed Research 1 (3 credits)—Prerequisite(s): CSCI 5520 and consent of advisory committee chair. In this course, the student, in consultation with the student’s advisory committee chair, will conduct research on the problem suitable as a topic for a master’s thesis. Successful completion of this course should permit the student to begin writing a master’s thesis. The student will be required to give an oral presentation to the graduate faculty. Course content and deliverables are defined by a written agreement signed by the student and the student’s advisory committee chair. This agreement will be kept on file by the department with the student’s graduate records. (every semester)

CSCI 5551 Directed Research 2 (3 credits)—Prerequisite(s): CSCI 5550. The student, in consultation with the student’s advisory committee chair, will continue the research undertaken in CSCI 5550 and begin to write a thesis. An oral presentation to the graduate faculty is required. Content and deliverables are defined by a written agreement (every semester)

CSCI 5610 Formal Languages and Computational Complexity (3 credits)—Prerequisite(s): CSCI 2210, MATH-2710, or permission of instructor. Problem-solving is a fundamental aspect of computer science. This course teaches students how to reduce a computational problem to its simplest form and analyze the problem to determine its inherent computational complexity.
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Topics include formal languages and automata theory, Turing machines, computational complexity, and the theory of NP-completeness. (irregular)

CSCI 5520 Analysis of Algorithms (3 credits)—Prerequisite(s): Differential and integral calculus, discrete structures, data structures. This course covers basic techniques for analyzing the complexity of algorithms. It describes the design and analysis of selected algorithms for solving important problems which arise often in applications of computer science, including sorting, selection, graph theory problems (e.g., shortest path, graph traversals), string matching, dynamic programming problems, NP-complete problems. (fall, alternate years)

CSCI 5710 E-Commerce Implementation (3 credits)—Prerequisite(s): Admission to the computer science master’s degree program. This course will give students the opportunity to become conversant in the major topics surrounding business-to-consumer (b2c) electronic commerce. Students will also gain experience implementing a large scale b2c Internet application. (fall, alternate years)

CSCI 5717 Computer Architecture (3 credits)—Prerequisite(s): CSCI-2210, CSCI-2160, or consent of the instructor. Does not apply toward credit for computer science M. S. degree. Computer systems are viewed as consisting of a series of layers or levels, one on top of the other. Topics of computer architecture are presented, including microprogramming, stack computers, parallel computers, pipeline processing, multiprocessors, virtual storage, cache storage configurations, I/O and interprocess communication. (spring)

CSCI 5720 Enterprise and E-Business Integration (3 credits)—Prerequisite(s): Admission to the computer science master’s degree program. This course will give students the opportunity to become conversant in the major topics surrounding business-to-business (b2b) electronic commerce and enterprise application integration. Students will also gain experience implementing a b2b and enterprise application components. (spring, alternate years)

CSCI 5727 Operating Systems (3 credits)—Prerequisite(s): CSCI-2210, CSCI-2160. Does not apply toward credit for computer science M. S. degree. The study of computer operating systems, the primary resource managers of computer hardware. The main features provided by operating systems, including process management, storage management, processor management, and auxiliary storage management are studied in detail. Related topics of networking and security are introduced. Case studies of representative commercial operating systems highlight the main features common to all operating systems. Laboratory use of the computer is an integral part of the course. (spring)

CSCI 5857 User Interface Programming (4 credits)—Prerequisite(s): CSCI 1250 and 1260, or equivalent. The concepts and programming techniques used to create applications with modern user interfaces. The course will focus on current technology as it applies to a modern operating system and software development tools. The course will focus on the user interface rather than underlying applications. Course will not count toward graduate degree requirements in Computer Science. (irregular)

CSCI 5900 Independent Study (1-9 credits)—(every semester)

CSCI 5910 Software Development Project I (3 credits)—Prerequisite(s): CSCI 5520 and instructor’s permission. Students who are conditionally admitted to the graduate program must remove all conditions before enrolling in this course. The software capstone course sequence (CSCI-5910, CSCI-5920, CSCI-5930) provides an opportunity for students to demonstrate their ability to apply the knowledge and skills gained in other courses to synthesize a solution to a significant, realistic and ultimately practical problem. Students are expected to complete all three courses consecutively (spring, fall, spring). The planning phase of the project will be conducted in this course. A planning document describing the various subtasks that will be carried out, their deadlines, configuration management, testing and evaluation procedures will be produced. (every semester)

CSCI 5920 Software Development Project II (3 credits)—Prerequisite(s): CSCI 5910 or instructor’s permission. The detailed design and implementation of the project begun in CSCI-5910 will take place during this course. This work will be accomplished by the project teams in collaboration with the users of the proposed system and with the instructor. The instructor will assume the role of the master designer in a master/apprentice relationship. (fall)

CSCI 5930 Software Development Project III (3 credits)—Prerequisite(s): CSCI-5920 and instructor’s permission. This phase of the project and teaches students to be critical of their own work and to be realistic about their plans. The main purpose of this phase is to determine to what degree the original plans were realized and to discover the shortcomings of the production process and the end product. It also includes an analysis of possible improvements and guidelines to revise the product accordingly. The end result of this work is a document of the character of a master’s thesis that describes an analysis of various project aspects rather than just system design. Each student shall take a final oral examination, in the spirit of a master’s thesis defense, in which the student will be expected to articulate to a faculty jury what they have learned as part of the design studio project process. (spring)

CSCI 5957 Special Topics in Computer Science (1-5 credits)—Prerequisite(s): Permission of the instructor. Special topics not covered in other courses. May be repeated for credit with departmental approval if the topics are significantly different. (variable)

CSCI 5960 Thesis in Computer and Information Sciences (1-3 credits)—Prerequisite(s): CSCI-5551, completion of the pre-capstone courses for the student’s concentration, and consent of student’s advisory committee chair. A major research project is conducted and reported according to university and departmental thesis standards. (every semester)

CSCI 5969/5999 Cooperative Education (1-3 credits)—Planned and supervised work experiences in business, industry, and governmental agencies. Students spend the semester working with a cooperating employer on specific assignments. Students must clear arrangements through ETSU’s Office of Career and Internship Services prior to registering for this course. Students may receive compensation for this course as employees. This course does not count for credit toward a student’s degree. (every semester)

CSCI 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

Curriculum and Instruction (CUAI)

CUAI 5110 Elementary Curriculum (3 credits)—This course is designed to investigate the current issues and trends related to curriculum development in the early elementary grades (K-6). Emphasis is placed on developing teachers’ leadership skills for initiating positive change in the school curriculum.

CUAI 5113 Instructional Excellence in Mathematics (K-8) (3 credits)—This course is designed to integrate research on the teaching and learning of elementary school mathematics and to address current issues and topics in grades K-8. Students will be required to design an action research project for this course.

CUAI 5114 Instructional Excellence in Science (K-8) (3 credits)—This course provides elementary teachers (K-8) with innovative approaches to organizing, teaching, and assessing science learning. Emphasis is placed on understanding how students learn science and strategies that enable students to have successful learning experiences.

CUAI 5115 Instructional Excellence in Social Studies (K-8) (3 credits)—This course is designed to investigate the current trends and issues that affect methodology and content in a social studies curriculum.

CUAI 5116 Elementary School Mathematics (3 credits) — This course is designed to integrate research on the teaching and learning of elementary school mathematics and to address current issues and topics in grades K-6. Students will be required to design an action research project for this course.

CUAI 5119 Elementary School Science (3 credits) — This course provides elementary teachers (K-8) with innovative approaches to organizing, teaching, and assessing science learning. Emphasis is placed on understanding how students learn science and exploring strategies that enable students to have successful learning experiences.

CUAI 5121 Elementary School Social Studies (3 credits) — This course is designed to investigate the current trends and issues that affect methodology and content in a social studies curriculum.

CUAI 5199 Teaching in a Diverse Society (3 credits) — Through a broadening of the students’ knowledge base on issues related to diversity, this course will prepare teachers for the changing demographics of U. S. society. The course will examine and synthesize theories of teaching and how they can be applied to diverse student populations. This course will enable students to become effective advocates for all students.

CUAI 5200 Middle School/Junior High Curriculum (3 credits) — This course explores the development and dynamic nature of the middle school/junior high curriculum. Current and new visions for middle level education will be discussed in relationship to the resources and support necessary for middle/junior high school reform.

CUAI 5210 Curriculum Development (3 credits) — Study of the total school curriculum design and development. Emphasis on development and organization.

CUAI 5215/6215 Scholarship of Teaching I (3 credits) — Corequisite(s): ELPA 6555. Documenting the Scholarship of Teaching I has been designed to address theoretically and pragmatically the process of collecting, recording,
and reflecting on teaching as a scholarly, creative, and research activity contributing to the knowledge base in the discipline of education. The coursework includes reflection on the nature of scholarship, questions about accountability, examination of the task of improving pedagogical activities, and finding the best ways to record and evaluate teaching and learning.

CUAI 5216/6216 Scholarship of Teaching II (3 credits)—Prerequisite(s): CUAI 5215 and 6555. Corequisite(s): ELPA 6556. Documenting the Scholarship of Teaching II has been designed to address the development and presentation of the professional portfolio. The coursework includes identification, selection, and reflection about artifacts, mapping the plan for the portfolio, self-assessment of artifacts and design, designing, selecting and reflecting about appropriate media and technology, putting the portfolio together, and presenting the portfolio.

CUAI 5220 Secondary School Curriculum (3 credits)—Study of the secondary school curriculum (7-12)

CUAI 5400 Seminar in Classroom Management (3 credits)—Prerequisite(s): All required MAT courses with the exception of CUAI 5580. Corequisite(s): CUAI 5580. Seminar participants will focus on issues in classroom management and discipline, establishing an effective classroom, and practical applications of principles to specific routine and non-routine situations in K-12 classrooms.

CUAI 5415 Block I: Communications (6 credits)—Prerequisite(s): Admission to Teacher Education or permission of M. A. T. coordinators; EDFN 5405 and EDFN 5411. Corequisite(s): CUAI 5419. This course focuses on the objectives, materials, and techniques for teaching reading, writing, listening, and speaking in grades K-8 with emphasis on planning, implementing, and evaluating an integrated program. This course incorporates the analysis and evaluation of children's literature, including multicultural literature, and its use in language arts curriculum.

CUAI 5416 Block II: Reasoning (6 credits)—Prerequisite(s): Admission to Teacher Education or permission of M. A. T. program coordinators; Corequisite(s): CUAI 5421 and CUAI 5420. The reasoning methods block is an integrated set of learning experiences that encompasses content, process skills, and issues drawn from mathematics, science, and social studies. The course is designed to explore common and unique characteristics of these subjects as they are taught in 1-8 schools.

CUAI 5417 Secondary School Curriculum and Methodology (3 credits)—Prerequisite: Admission to Teacher Education. Corequisite: CUAI 5427. This course focuses on teaching and learning in secondary school and includes the study of curriculum and methodology suitable for a variety of learning styles.

CUAI 5419 Block I: Communications Field Experience (1 credit)—Prerequisite(s): Admission to Teacher Education or permission of M. A. T. coordinators; EDFN 5405 and EDFN 5411. Corequisite(s): CUAI 5415. This course is a school-based field experience that focuses on methods used to teach a holistic language arts program. In this experience students will learn to use teaching techniques that will permit the integrating of language arts components with children's literature as they cross the curriculum into varied content areas.

CUAI 5420 Elementary and Middle School Curriculum (K-8) (1 credit)—Prerequisite(s): Admission to Teacher Education or permission of M. A. T. program coordinators; CUAI 5405 and CUAI 5411. Corequisite(s): CUAI 5421 and CUAI 5416. This course is designed to introduce students to the characteristics of both the elementary and middle school program. Students examine the structure and development of the changing nature of the early-grades (K-4) and middle-grades (5-8) curriculum.

CUAI 5421 Block II: Reasoning Field Experience (1 credit)—Prerequisite(s): Admission to Teacher Education or permission of M. A. T. program coordinators; CUAI 5420. Corequisite(s): Enrollment in CUAI 5416. The reasoning field experience is a field-based course designed to give prospective teachers an opportunity to plan, teach, and develop educational materials for diverse student groups and instructional settings.

CUAI 5426 Guided Secondary School Clinical Field Experience I (1 credit)—Prerequisite: Admission to Teacher Education. Corequisites: READ 5437 and CUAI 5430. This course provides students with 30 hours of field experience coupled with 30 hours of contact time in the classroom. Students build their teaching and planning skills and apply concepts learned in other courses to a classroom teaching experience. Students also complete an evaluative-level developmental portfolio.

CUAI 5427 Secondary School Curriculum and Methodology Field Experience (1 credit)—Prerequisite(s): Admission to Teacher Education. Corequisite(s): Enrollment in CUAI 4417/5417 Secondary School Curriculum and Methodology. This field experience provides students with a school setting to implement class activities. Students are required to spend 30 credits working primarily with one mentor and a single class of students. Offered fall and spring.

CUAI 5430 Secondary Curriculum - Development, Practice, and Assessment (3 credits)—Prerequisite(s): Admission to Teacher Education. Corequisite(s): Enrollment in CUAI 4427/5427 Secondary School Curriculum and Methodology Field Experience. This course focuses on teaching and learning in secondary schools and includes the study of curriculum and methodology suitable for a variety of life and learning styles. Offered fall and spring.

CUAI 5437 English as a Second Language (ESL) Assessment and Testing (2 credits)—This course is designed to equip participants with the knowledge and skills necessary to use multiple sources of information as they test and assess the English language proficiency of non-native speakers of English, place them for appropriate ESL and academic instruction, and assess their ongoing progress toward native-like proficiency and performance.

CUAI 5438 Secondary Clinical Field Experience II (1 credit)—Prerequisite: Student must be admitted to teacher education. Corequisite: This course is taken concurrently with Content Area methods. This course is a school-based clinical field experience. The course provides clinical field experiences in secondary school in appropriate content classrooms.

CUAI 5440 Elementary School Curriculum and Assessment (3 credits)—Prerequisite: EDFN 5420 or permission of instructor. This course is designed to investigate issues and trends related to curriculum development and assessment in grades K-6. Students examine the structure, development, and changing nature of the K-6 curriculum and examine the role of assessment as it supports teaching and learning.

CUAI 5443 Reasoning Block II K-6 (6 credits)—Prerequisite: READ 5441. Corequisite: CUAI 5444. The reasoning methods block is an integrated set of learning experiences that encompasses content, process skills, and issues drawn from mathematics, science, and social studies. The course is designed to explore common and unique characteristics of these subjects as they are taught in K-6 schools.

CUAI 5444 Reasoning Block Clinical Field Experience K-6 (1 credit)—Prerequisite: Students must be admitted to teacher education. Corequisite: CUAI 5443. This course is a school-based clinical field experience. The course provides clinical field experiences in elementary mathematics, social studies, and science classrooms (K-6). The candidate is provided with opportunities to assist a mentor teacher with instruction and student learning, planning and preparing instruction that integrates the content areas of mathematics, social studies, and science for the classroom, designing and planning a five day unit of instruction using an interdisciplinary theme infused with technology and multicultural education, and completing related mathematics, social studies, and science performance-based tasks. Pre-service teacher educators plan, implement, and evaluate integrated instruction appropriate for students of diverse backgrounds and abilities.

CUAI 5447 English as a Second Language (ESL) Reading and Instruction (2 credits)—This course is designed to equip participants with the knowledge and skills necessary to develop appropriate curricula and instructional activities to fit the reading needs of non-English language background students with limited proficiency in English language proficiency that negatively affect their comprehension of English in print.

CUAI 5450 Middle School Curriculum and Assessment (3 credits)—Prerequisite: EDFN 5420 or permission of instructor. This course is designed to investigate issues and trends related to curriculum development and assessment of adolescents in the middle grades. Students examine the philosophy of middle grades education; the structure, development, and changing nature of the curriculum for grades 4-8; and the many facets of assessment for students grades 4-8.

CUAI 5454 Teaching Middle Grades (408) Mathematics (2 credits)—Prerequisites: Admission to teacher education, READ 5453, and READ 5452. Corequisite: CUAI 5458. A minimum of 30 hours of field experience is included in this block. This course addresses methodology and theories for teaching mathematics in grades K-6. The candidate is provided with opportunities to design lesson plans that address the academic and developmental needs of students (K-6) aligned with national standards, problem solving, diversity, current technologies, assessment, current issues in mathematics education, reflective teaching and learning, and the application of mathematics content to everyday life.

CUAI 5455 Social Studies Methods for the Middle Grades (2 credits)—Prerequisites: CUAI 5400 and admission to teacher education. Corequisite: CUAI 5458. A study of content specific methodology for middle school social studies (grades 4-8). The course focuses on planning, instruction, assessment, teacher resources, technology, and classroom climate. Students design and implement learning experiences that incorporate meaningful uses of social studies concepts during field experiences as well as become familiar with the standards, pedagogy, and assessment in social studies. (Evaluate Level of the Teaching Portfolio is required for this course.)

CUAI 5457 English as a Second Language (ESL) Methods and Techniques (K-12) (2 credits)—Prerequisite(s): CUAI 4437/5437 and CUAI 4447/5447. This course explores pedagogical approaches to teaching Limited
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English Proficient (LEP) students in the K-12 arena. Some of the approaches to be explored are: the Natural Approach, Total Physical Response (TPR), Cooperative Learning, the Language Experience, Integrated Language Teaching, Whole Language, and the Cognitive Academic Language Learning Approach (CALLA).

CUAI 5458 Guided Middle Grades Field Experience (1 credit)—Corequisites: CUAI 5454 and SCED 5456. A school site field experience course that addresses Tennessee technology standards for pre-service teacher educators. Students use and manage available technology and explore uses for teaching, learning, and assessment. The focus of the course promotes professional growth and productivity in the use of technology to support instruction in the middle grades reading/language arts classroom. The online D2L system will be used, supplemented by other methodology. Thirty hours of field work is required in an area school. The Evaluative Level Portfolio is required.

CUAI 5467 English as a Second Language (ESL) Curriculum Development (K-12) (2 credits)—Corequisite(s): CUAI 4437/5437 and CUAI 4447/5447. This course exposes K-12 practitioners to curricular strategies that have been field tested in K-12 classrooms and found to support student learning. The strategies under investigation were developed by teachers and researchers working together to provide an education to children beginning to learn English. Strategies were selected on the basis of their usefulness in making rigorous K-12 curriculum meaningful to students whose knowledge of English might otherwise hinder their academic progress.

CUAI 5517 Math Methods for Early Childhood (3 credits)—Corequisite(s): Admission to Teacher Education and completion of all math requirements. Co-requisites: This course is to be taken with CUAI 4527/5527 and 4537/5537. This course is designed to explore current methodology and materials for teaching mathematics to PreK-4 early childhood students. Appropriate field experiences are required.

CUAI 5537 Integrated Field Experience for Early Childhood (1 credit)—Prerequisite(s): Admission to Teacher Education and successful completion of undergraduate math and science requirements. Co-requisites: This course is to be taken with SCED 4527/5527 and CUAI 4517/5517. This course is a school-based course that builds on earlier field experience in the program and is connected to block of methods courses. Students will be expected to work 30 hours in schools and be involved with planning and implementing instruction for students of varying backgrounds and abilities in the areas of math and science.

CUAI 5547 Emergent Literacy: PreK-4 (3 credits)—Prerequisite(s): Admission to teacher education. This course is designed to provide undergraduate and graduate students with a foundation for teacher reading and other literacy competencies to children in pre-kindergarten through grade four. Emphasis is on developing and enlarging understanding of the reading process and the teaching of reading. Strategies and protocols for effective reading and writing instruction are presented.

CUAI 5550 Enhanced Student Teaching for M. A. T. (9 credits)—Prerequisite(s): Enrollment in EDFN 5400: Seminar in Issues, Problems, and Innovations in Education. This course provides a supervised student teaching experience at the elementary (K-8) or secondary level.

CUAI 5647 Job Analysis and Curriculum Organization (3 credits)—An introduction to the systematic and orderly processes of identifying and organizing instructional materials for occupational training and curriculum development. Experience in writing job descriptions, preparing and performing analyses, and sequencing selected course content.

CUAI 5700 Portfolio Development (3 credits)—Prerequisite(s): Student should have completed a minimum of thirty (30) credit hours in the course of study prior to enrolling in the course or have permission of the instructor. Presents an overview of the portfolio as an authentic assessment to document such activities as development of research and scholarly skills that would not be appropriately covered by other approaches to student development. Grading of Readings and Research is either Satisfactory (S), Unsatisfactory (U), or Unsatisfactory/Passing Credit (UC). Credit may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other approaches to student development. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

Digital Media (DIGM)

DIGM 5146 Character Animation Graduate Laboratory (1 credit)—Experiments and practical exercises dealing with character animation, designed to reinforce and supplement concepts learned in Fundamentals of Character Animation. This lab is oriented specifically for the graduate student. Must be taken with DIGM 5147 Fundamentals of Character Animation.

DIGM 5147 Fundamentals of Character Animation (3 credits)—Prerequisite(s): DIGM 2870 or permission of instructor. This course emphasizes the practical and theoretical principles of character animation. Students will explore how to put personality into characters and develop skills to create characters that act. The exercises will provide a foundation for comprehending the underlying techniques for capturing expression of emotions in animation. (Graduate students taking this course must also take DIGM 5146 Character Animation Graduate Laboratory.)

DIGM 5616 Raster-Based Imaging Graduate Laboratory (1 credit)—Experiments and practical exercises in raster-based imaging, designed to reinforce and supplement concepts learned in DIGM 5617. This lab is oriented specifically for the graduate student. Must be taken with DIGM 5616 Advanced Raster-Based Imaging.

DIGM 5617 Advanced Raster-Based Imaging (3 credits)—Prerequisite(s): DIGM 1650 or permission of instructor. Study of advanced raster-based digital imaging and processing. Areas of study will include advanced methods for manipulating and compositing 2D images, photo enhancement, and digital illustration. Customization of software tools for special effects, painting and image manipulation will be covered. Image design, concept development and creativity, and critical evaluation will be emphasized. (Graduate students taking this course must also take DIGM 5616 Raster-Based Imaging Graduate Laboratory.)

DIGM 5626 Motion Tools II Graduate Laboratory (1 credit)—This course must be taken with DIGM 5627 and will incorporate advanced-level laboratory exercises and explorations in digital video production, motion control, character animation and advanced 3D modeling. (Graduate students taking this course must also take DIGM 5626 Motion Tools II Compositing Laboratory.)

DIGM 5627 Motion Tools II: Compositing (3 credits)—Prerequisite(s): DIGM 2900 or permission of instructor. This course covers techniques and theory concerning motion graphics and compositing for video. Instruction is designed to bridge the gaps between 3D production rendering and final output, live action and computer-generated imagery. Work will be project-based and will provide students with short, demo-reel quality work. Though not required, skills in DVD authoring, vector/2D compositing, and advanced 3D skills are helpful. (Graduate students taking this course must also take DIGM 5626 Motion Tools II Graduate Laboratory.)

DIGM 5636 Interaction Graduate Laboratory (1 credit)—Experiments and practical exercises dealing with scripting and interface design for interactive product production, designed to reinforce and supplement concepts learned in Advanced Interaction. This lab is oriented specifically for the graduate student. Must be taken with DIGM 5637 Advanced Interaction Design.

DIGM 5637 Advanced Interaction Design (3 credits)—Prerequisite(s): DIGM 4400 or permission of instructor: Scripting control programs on advanced...
digital media platforms to create interactive multimedia works comprising images, animation, digital audio and video. Students are expected to have some computer programming experience. (Graduate students taking this course must also take DIGM 536 Interacion Design Graduate Laboratory.)

DIGM 5646 Animation Graduate Laboratory (1 credit)—Experiments and practical exercises dealing with techniques in 2D and 3D animation, designed to reinforce and supplement concepts learned in Advanced Animation. This lab is oriented specifically for the graduate student. Must be taken with DIGM 5647 Advanced Animation.

DIGM 5647 Advanced Animation (3 credits)—Prerequisite(s): DIGM 2870 or permission of instructor. A study in advanced animation techniques. Topics may include, but are not limited to, animation procedures with a focus on motion, timing and storytelling. (Graduate students taking this course must also take DIGM 5646 Animation Graduate Laboratory.)

DIGM 5656 Advanced Web Design Graduate Laboratory (1 credit)—This course must be taken with DIGM 5657 and will incorporate advanced-level laboratory exercises and explorations in production for the Web.

DIGM 5657 Advanced Web Design (3 credits)—Prerequisite(s): Digital Media Majors Only—DIGM 3000 or permission of instructor. Prerequisite(s): Other Majors—DIGM 1650, DIGM 3200 or CSC 1710, and CSC 1800 or CSC 1250, or permission of instructor. This course will familiarize the student with techniques used to create fully functional Web applications keeping graphic design and usability in mind. Topics covered will include the use of scripting objects, database interaction, session management, and advanced interface design. Emphasis will be placed on incorporating good development practices with front-end design considerations. (Graduate students taking this course must also take DIGM 5656 Web Design Graduate Laboratory.)

DIGM 5666 Product Design Graduate Laboratory (1 credit)—This course must be taken with DIGM 5657 and will incorporate advanced-level laboratory exercises and explorations in product visualization.

DIGM 5667 Advanced Product Design (3 credits)—Prerequisite(s): DIGM 3300 or permission of instructor. An exploration of the problems, principles, and processes involved in the digital modeling, development, and delivery of product design solutions for virtual and physical industries. In this course students will learn advanced modeling, animation, and surface evaluation techniques, and be able to model, move, and modify innovative product designs for engineering and experience outputs. Students will learn to design for the physical world (e.g., manufacture and rapid prototyping) as well as for the virtual (to model for marketing and interactive programs). (Graduate students taking this course must also take DIGM 5666 Product Design Graduate Laboratory.)

DIGM 5816 3D Effects Animation Graduate Laboratory (1 credit)—Experiments and practical exercises dealing with 3D special effects for animation, designed to reinforce and supplement concepts learned in 3D Effects Animation. This lab is oriented specifically for the graduate student. Must be taken with DIGM 5817 3D Effects Animation.

DIGM 5817 3D Effects Animation (3 credits)—Prerequisite(s): DIGM 3130 or permission of instructor. This lab course focuses on dynamic animation strategies to visualize physical phenomena. Students will explore rigid and soft bodies, particle animation, and rendering in both theory and practice. Additional topics include techniques involving instance geometry with particle motion, basic fluid dynamics, cloth simulation, and dynamic constraints. (Graduate students taking this course must also take DIGM 5816 3D Effects Animation Graduate Laboratory.)

DIGM 5820 New Media Communication and Research (3 credits)—This course provides an overview of human communication factors and how they are applied to new media communications, with a particular emphasis on interactive multimedia. Topics for discussion and research will include usability and human-computer interaction (HCI), experience design, immersive environments, and the potential for new media to facilitate human communication. Research procedures will be used to determine the effectiveness of multimedia messages.

DIGM 5821 Digital Media as an Art Form (4 credits)—An investigation into the historic and current applications of digital media as an art form. By studying the works of 20th and 21st century artists noted for their work in various digital and interactive media, and drawing from aesthetic criteria developed in class, students will produce interactive art projects, and participate in in-depth critical analyses of current digital works. Lecture and Laboratory.

DIGM 5826 Digital Video Graduate Laboratory (1 credit) — This course must be taken with DIGM 5827 and will incorporate advanced-level laboratory exercises and explorations in digital video production.

DIGM 5827 Motion Tools III: Application (3 credits)—Prerequisite(s): DIGM 2800 or permission of instructor. A study of the computer as a tool for acquiring, editing and composing a wide range of source media into high resolution video programs. (Graduate students taking this course must also take DIGM 5826 Digital Video Graduate Laboratory.)

DIGM 5876 Modeling and Lighting Graduate Laboratory (1 credit)—This course must be taken with DIGM 5877 and will incorporate advanced-level laboratory exercises and explorations in 3D modeling and lighting.

DIGM 5877 Advanced Modeling & Lighting (3 credits)—Prerequisite(s): DIGM 3120 or permission of instructor. Topics include lighting effects, shadows, optimized rendering, and techniques for specification in all modeling paradigms. (Graduate students taking this course must also take DIGM 5876 Modeling & Lighting Graduate Laboratory.)

DIGM 5886 Technical Direction Graduate Laboratory (1 credit)—Experiments and practical exercises dealing with technical aspects of character animation, designed to reinforce and supplement concepts learned in Technical Direction for Animation. This lab is oriented specifically for the graduate student. Must be taken with DIGM 5887 Technical Direction for Animation.

DIGM 5887 Technical Direction for Animation (3 credits)—Prerequisite(s): DIGM 3130 or permission of instructor. This course will explore advanced digital character animation techniques. Course topics include character setup, inverse kinematics, joints and bones systems, deformers, scripting and set driven key set-up. There will be an emphasis on effective character set-up procedures and scripting workflow. (Graduate students taking this course must also take DIGM 5886 Technical Direction Graduate Laboratory.)

DIGM 5900 Independent Study in Digital Media (1-9 credits)—Individual students or groups of students define a problem and work under the direction of a faculty member. Students must be approved by the departmental graduate committee. Significant investigation and reporting required.

DIGM 5910 Experimental Media I (3 credits)—Prerequisite(s): Permission of instructor. A digital art and experimental media studio and seminar course designed to support innovative research and production at the graduate level. This course will focus on investigation into new technologies in digital media, will incorporate new technological advances and on the creative application of those technologies. Students must have advanced-level technical skills in their area of interest.

DIGM 5915 Experimental Media II (3 credits)—Prerequisite(s): DIGM 5910 and Permission of instructor. A digital art and experimental media studio and seminar course designed to support continuing innovative research and production and/or new investigations. Students must have advanced level technical skills in their area of intended research.

DIGM 5957 Topics in Digital Media (2-4 credits)—Prerequisite(s): Upon subject matter. Selected topics of current interest in Digital Media. Offered upon sufficient demand for specific subject matter. May be repeated for different topics. Consultation with instructor recommended before enrollment.

DIGM 5960 Thesis (3 credits)

DIGM 5970 Digital Media Research Project (3 credits)—Independent research and production of an original digital media production which is a synthesis of the knowledge and skills acquired throughout the Digital Media degree curriculum. This production is the culminating experience for the Digital Media graduate student following the non-thesis option. A comprehensive evaluation of the student’s performance shall be conducted by a committee of at least three faculty members to determine whether the student has achieved mastery of his or her discipline.

DIGM 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a thesis or culminating research project, MUST enroll for 3 credits of Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to receive credit for such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Grading of Readings and Research will be either satisfactory (S) or unsatisfactory (U), and credit will not be applied to meet program requirements.

Early Childhood (ECED)

ECED 5167 Constructivist Inquiry Approach to Science and Math for Young Children (3 credits) — Prerequisite: Admission to Teacher Education. Teacher candidates will explore developmentally appropriate methods based on constructivist theory for promoting scientific and mathematical inquiry among children in early childhood settings. A field experience in an EC classroom will ground the learner’s understanding.

ECED 5210 Advanced Child Development (3 credits) — The theoretical basis of human behavior will be examined with an emphasis on child development. Content will focus on the cognitive, social/emotional, and physical domains of development. Historical, philosophical, and societal factors that affect the development of children, birth to nine years of age will be investigated.

ECED 5257 Mentoring in Early Childhood Education (3 credits)—This course is designed to facilitate the development of early childhood professionals
in effective methods and principles of mentoring adults who have varying levels of training. Emphasis will be placed on the role of the mentor as a facilitator for adult learning. As leaders, mentors will implement changes that lead to improved quality in programs and classrooms that serve young children, birth through nine.

**ECED 5325 Constructivist Programs for Young Children** (3 credits) — Prerequisites: completion of two or more of the following courses: ECED 5210, ECED 5330, ECED 5344, ECED 5332. This course provides an in-depth exploration of constructivist practice as defined by the national Association for Young Children which endorses developmental emphasis on learning through emotional, cognitive, social, and physical stages based on normal age stages, individual variation, and cultural influences. Various curriculum models will be studied. The Project Approach will be used as the framework for a field experience in an early childhood setting. Core principles of constructivist practice will be analyzed and used for assessing classrooms in the local area.

**ECED 5330 History and Philosophy of Early Childhood Education** (3 credits) — The history of early childhood education is examined using a holistic perspective that encompasses a global, contextually based approach. Theoretical and philosophical works are analyzed as a basis for evaluating programs for young children (birth to age nine).

**ECED 5331 Infancy** (3 credits) — Infant growth and development are explored using a variety of approaches that include and reflect differing theoretical views. Past and current research studies are used to understand factors that impact environments, relationships, and programs for infants. Field experiences are required.

**ECED 5332 Designing Early Childhood Environments** (3 credits) — Research studies provide the rationale for planning, designing, and creating appropriate environments for young children (birth to age nine). Factors that consider influence space and materials for infants, toddlers, preschoolers, and primary age children. Selected early childhood facilities, classrooms, and playgrounds will be evaluated during the course.

**ECED 5333 Learning Processes of Infants and Young Children** (3 credits) — Processes of thinking and learning used by infants and young children to understand their world will be examined using a variety of theoretical approaches supported by research studies. A global perspective will be used to contextualize learning that occurs in classrooms for infants, toddlers, preschoolers, and primary age children (birth to age nine).

**ECED 5334 Social Development of Young Children** (3 credits) — A variety of approaches will be used to understand how children develop socially and emotionally. Special emphasis will be placed on interpersonal relationships that occur within the context of group settings for young children (birth to age nine).

**ECED 5335 Assessing and Evaluating Young Children** (3 credits) — Major issues in assessing and evaluating young children (birth to age nine) are examined from a theoretical and research-based perspective. A selection of age appropriate assessment procedures will reflect an understanding of the child within the context of the family and community. Includes instruction and guided practice in the administration of informal and criterion-based tests.

**ECED 5336 Advanced Creative Development** (3 credits) — Strategies for promoting the emergent creative dispositions of young children (birth to age nine) are explored. Areas of focus include art, music, movement, play, dramatics, and problem solving. The importance of understanding and encouraging the young child’s capacity for creative expression is emphasized.

**ECED 5344 Family and Community Relationships** (3 credits) — Research based models that enhance interpersonal relationships among adults who care for young children and their families and communities will be examined. Specific examples of best practices will include home visitation, conferences, advisory boards, family centers, and parents as teachers.

**ECED 5345 Research in Early Childhood Education** (3 credits) — Prerequisite(s): writing analysis of important research studies related to the development of young children. Recent research studies will be examined covering a range of current topics and issues. Criteria for evaluating and interpreting current research will be developed. An individual research project will be designed.

**ECED 5357 Language and Literacy Development of Young Children** (3 credits) — Theories of acquisition, research, and programs of language enrichment relating to years zero-nine will be studied. Study in language delay, enhancement, individualization, and resource management will also be included.

**ECED 5358 Management and Administration of Early Childhood Programs** (3 credits) — Operational planning and administration for supervisors, administrators, and directors of programs for young children in public and private schools. Emphasis is placed on the director’s role in staff recruitment, hiring, development, and evaluation. Leadership and management techniques are also studied and analysed.

**ECED 5417 Curriculum Development for Young Children** (3 credits) — Prerequisites: ECED 4140, admission to teacher education. Curriculum development analyzes children’s thinking as it influences curriculum design (lesson planning and unit development) in early childhood in the classrooms. Hands-on experiential activities will be emphasized to enhance the adult learners’ understanding of Early Childhood social studies curriculum and the importance of meeting the national and state standards for social studies education, while also providing concrete examples for application with young children. Field participation is included. Field participation is required.

**ECED 5517 Family-School-Community Involvement** (3 credits) — Theoretical models of home-school relations will be examined as they have evolved through the 20th/21st century. Strategies for initiating and maintaining effective home-school-community collaboration will be identified with special emphasis on benefits to parents, children, community, and school personnel. Field participation is included. Field participation is required.

**ECED 5570 Practicum in Early Childhood Education** (3 credits) — A supervised practicum in a child development program is matched to the needs of the student. Options for the practicum include program director, supervisor, curriculum development, student, teacher trainer, or other early childhood professional roles. This experience requires 130 hours in an approved PreK-K and/or 1-4 grade sites. This field experience is also designed to meet the requirements for adding an ECE endorsement to an existing teaching license.

**ECED 5580 Student Teaching and Seminar in Early Childhood Education (PreK-4)** (9 credits) — A supervised student teaching experience in an approved early childhood program is combined with a seminar in ECE for candidates seeking teaching licensure. This course provides opportunities for students to put theory into practice as they develop their own unique professional teaching style. Planning will be based on constructionist theory, current research, and developmentally appropriate guidelines as defined by NAECY.
EDFN 5000 History and Philosophy of Education (3 credits)—Study of the historical and philosophical foundations of education with emphasis on how major theories and historical events have influenced education in public schools of today.

EDFN 5010 Interdisciplinary Seminar (1 credit, may be repeated for a total of 3 credits)—This course is required of all M. Ed. candidates in the College of Education. Current topics pertaining to the profession of education will be presented by local, state, regional, and national authorities. Issues that directly impact education such as political, economic, legal, sociological, health, and psychological will be discussed.

EDFN 5050 Social and Political Influences on Schools (3 credits)—Students will analyze the social and political contexts surrounding schools with emphasis on increasing diversity and multiculturalism within schools. The impact of local, regional, national, and global contexts will be studied. Particular emphasis will be given to the philosophical and cultural influences that shape thinking about schooling and how these influences impact informal and formal leadership roles in the school.

EDFN 5400 Current Issues in Education Seminar (3 credits)—Corequisite(s): Enrollment in EDFN 5500. The course is designed for the Master of Arts in teaching program taught in conjunction with student teaching. Contemporary issues and problems confronting public school teachers are analyzed by the students. Current innovations are studied as they develop.

EDFN 5405 The Profession of Teaching (1 credit)—Prerequisite(s): Admission to teacher education or permission of the M. A. T. program coordinators. Corequisite(s): Enrollment in EDFN 5411. This is the initial course for students entering the M. A. T. program and focuses on teaching as a career, including the roles and responsibilities of a teacher, teacher professionalism, and teacher leadership.

EDFN 5410 Foundations in Education (3 credits)—History and philosophy underlying development of the American education system.

EDFN 5411 Exploring Schools (3 credits)—Prerequisite(s): Admission to teacher education or permission of the M. A. T. program coordinators. Corequisite(s): Enrollment in EDFN 5405. Students in this class will observe, identify, analyze, and reflect on classroom practice in a variety of settings. Field experience in area schools is required.

EDFN 5420 Foundations in Education: Building a Community of Learners (4 credits) — This is a graduate-level course that focuses on introducing the learner to the foundations of education, and the place of curriculum and instruction within these foundations. It focuses on the current context of education as well as develops an historical perspective. Contexts of education will include teachers, students, families, and community. Characteristics of successful teachers, their students, and the context within which education takes place are discussed. This course is required of all MAT candidates and must be taken in their first semester in the program; it includes 30 hours of field experience in areas of the students choosing—either K-6 (for those pursuing elementary licensure), 4-8 (for those pursuing middle school licensure), or 7-12 (for those pursuing secondary licensure). This class also includes an overview of the MAT program and initial advisement for beginning students.

EDFN 5950 Methods of Research (3 credits)—This course includes the study of research as an approach to problem solving, methods of conducting qualitative and quantitative research, research designs, statistics used in experimental and descriptive research, principles of research interpretation, and the effective communication of research results. The course includes the preparation of a research prospectus or action research plan.

EDFN 6730 Foundations: Historical and Philosophical Foundations of Education (3 credits)—Designed to offer an overview of the historical and philosophical foundations of education and implications for educational practice today.

EDFN 6906 Independent Study in Foundations of Education (1-3 credits)—This course provides for independent study under the direction of an appropriate faculty member. Significant research required.

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**Educational Leadership and Policy Analysis (ELPA)**

ELPA 5100/6100 Interpersonal Relations (6 credits)—A course integrating the various competencies of interpersonal relations into the school leader’s repertoire. Student’s skills in collecting and managing the flow of information, motivating others, becoming sensitive to human needs and concerns, and communicating effectively in both oral and written modalities will be refined within the context of course activities.

ELPA 5200/6200 Emerging Perspectives Influencing the School (6 credits)—Prerequisite(s): ELPA 5100 or 6100. Course will critically analyze philosophical and cultural issues reflective of the local, regional, national, and global social contexts of which the schools are a part. Students will learn legal and regulatory applications of school leadership. Budget planning, development, and implementation will be examined as a logical outgrowth of environmental context influencing schools.

ELPA 5300/6300 Professional Needs of Individuals and Groups (6 credits)—Prerequisite(s): ELPA 5100/5200 or 6100/6200. Course increases student knowledge of measurement and evaluation of school outcomes; student guidance and development; adult learner development and learning patterns; foundations of the field of continuing professional development.

ELPA 5400/6400 Developing Learners Through Instructional Leadership (6 credits)—Prerequisite(s): ELPA 5100, 5200, 5300, or 6100, 6200, 6300. Course will address skills and competencies necessary for formulating goals with individuals or groups; planning for organizational change; planning and scheduling resource allocation and utilization; planning, developing, and implementing instructional programs, and assessing school curricula within a changing environment.

ELPA 5500/6500 Implementation Strategies: Making It Happen (6 credits)—Prerequisite(s): ELPA 5100, 5200, 5300, 5400 or 6100, 6200, 6300, 6400. Course will approach problem resolution as logical outgrowth of problem analysis, judgment formulation, plan implementation, task delegation, and resource management. Students will learn how to facilitate sound decision-making within the entire school community.

ELPA 5600/6600 Shaping the Quality and Character of the Institution (6 credits)—Prerequisite(s): ELPA 5100, 5200, 5300, 5400, 5500 or 6100, 6200, 6300, 6400, 6500. Course will focus on relationships between public policy and education; recognizing policy issues; and relating policy initiatives to student welfare. Students will develop an understanding of the importance of sound planning in maintaining school, community, and media relations.

ELPA 6010 Leadership for Lifelong Learning (3 credits)—This seminar focuses on current practices in educational leadership as they relate to the organization and administration of educational programs serving diverse populations. Particular emphasis is placed on the role of the educational leader in promoting the concept of lifelong learning in the organization and the politics of education.

ELPA 6020 Seminar in Educational Supervision (3 credits) — An examination of problems and issues in supervision. Emphasizes evolving concepts of supervision and strategies and practices of promoting instructional change.

ELPA 6030 Instructional Leadership (3 credits)—An examination of major areas of curriculum study. Emphasizes current trends in curriculum development and implementation.

ELPA 6220 Specialist Seminar (1 credit)—Prerequisite(s): ELPA 6450, 6954, 6951, 6872, or CUAI 5281. ELPA 6452. This seminar is one of the required leadership core courses. The course should not be taken before 30 credits of the educational specialist program have been completed. The course must be completed during the period of residency with the approval of the student’s advanced graduate advisory committee. The seminar provides students with the opportunity to complete and present the results of their culminating project for the Ed.S. degree.
ELPA 6450 Leadership Studies (3 credits)—The purpose of this seminar is to develop a more in-depth understanding of theory and research related to the study of leadership. Although there will be a brief review of traditional theoretical approaches (trait, behavioral, etc.) through contemporary approaches (situational, transformational, symbolic, etc.), the focus of this class is on “cutting-edge” ideas. Students are strongly encouraged to explore nontraditional approaches to thinking about how leadership can be conceptualized, explored, and understood, as well as how to relate their ideas to current models. Emphasis will be given to student-initiated exploration of themes which underlie leadership.

ELPA 6451 Strategic Planning and School-Based Decision-Making (3 credits)—An examination of the theory behind strategic planning and school-based management and an examination of the implementation of the concepts in America’s schools.

ELPA 6452 Effective Organizational Cultures (3 credits)—Prerequisite(s): ELPA 6450 or permission of instructor. Students will study the elements that contribute to the development of effective organizational. The course will focus on the critical importance of leadership in creating organizational cultures and will stress the importance of developing a shared vision within the organization. Students will learn strategies for developing organizational cultures that promote reflection, action, and the continuous improvement of performance.

ELPA 6453 Ethics for Educational Leaders (3 credits)—The purpose of this course is to help students understand the importance of ethical theories and ideas relevant to the educational leader. The course provides an opportunity for self-examination of personal values, beliefs and values and the impact of those thoughts on personal leadership development. The course provides a historical perspective to the development of ethical thought, the evolution of ethical thinking through the centuries, and consideration of current ethical dilemmas and dilemmas. The course qualifies as a guided elective in Educational Leadership for doctoral students in all concentrations except the administrative endorsement.

ELPA 6555 Reflective Practice I (3 credits)—Corequisite(s): CUAI 5215. This course involves fieldwork under the guidance of a mentor who has achieved certification from the National Board for Professional Teaching Standards. The mentor and student will collaboratively plan and implement a plan of professional development that will lead to the development of the NBPTS portfolio. Much of the collaborative work will occur in the school of the student, although periodic seminars will be held. A secondary focus of the course will be on the mentoring process and the essential elements in an effective mentor/student relationship.

ELPA 6556 Reflective Practice II (3 credits)—Prerequisite(s): CUAI 5215 and ELPA 6555; Corequisite(s): CUAI 5216. This course is a continuation of ELPA 6555, involves work under the guidance of a mentor who has achieved certification from the National Board for Professional Teaching Standards. The mentor and student will continue to implement a plan of professional development that will lead to the development of the NBPTS portfolio. Much of the collaborative work will occur in the school of the student, although periodic seminars will be held. Significant research required.

ELPA 6558 Innovative Practices in Classroom Leadership (3 credits)—This seminar is designed to acquaint students with innovative practices related to leadership in schools that promote classroom instruction. Class sessions will include participation of innovative teacher-leaders from different school systems. The topics for this seminar will change from semester to semester but will include topics of current relevance to classroom teachers. (fall)

ELPA 6560 Small Group Leadership (3 credits)—Through activities in this course students will explore their leadership skills specifically related to forming compatible, achieving groups capable of completing tasks to complement the organizational vision. Students will examine contemporary literature on topics affecting groups such as conflict, collaboration, negotiation, power issues, decision-making, compromise strategies, and team-building.

ELPA 6561 Organization Development (3 credits)—The principal purpose of this seminar is to show the process by which planned change occurs in educational organizations through the application of behavioral science knowledge. The focus of organizational development is on the ability of organization members to diagnose and solve their own problems. Organizational development addresses a broad range of topics, including the effects of change, the methods of organizational change, and the factors influencing organizational development success.

ELPA 6563 The Adult Learner (3 credits)—This course is designed to acquaint students with the development of adult learning and education in this country and the resulting social, political, and economic implications. Students analyze theory, research, and practice as a basis for improving the learning environments of formal and nonformal adult education programs.

ELPA 6565 Internship in Educational Leadership (3 credits)—This course involves fieldwork under the direction of a practicing organizational leader. The supervising faculty member from the department serves as a liaison between the university and professionals at the placement site.

ELPA 6720 Supervisory Techniques (3 credits)—A basic course for special and general supervisors and supervising principals with emphasis on a multidimensional approach to supervision. Related application of theory to practice.

ELPA 6810 Theories of Administration (3 credits)—Includes the history and development of major administrative theories. Emphasizes the use of these theories in administering an organization.

ELPA 6820 Law for Organizational Leaders (3 credits)—Includes history of legal provisions for public education in the United States and school legislation in Tennessee. In a seminar setting, the class identifies and analyzes trends in legislation, case law, precedent, and interpretation as these factors influence and are influenced by the changing role of education in modern life. Emphasizes, but is not limited to, the school law of Tennessee and neighboring states.

ELPA 6830 School Housing and Transportation (3 credits)—Emphasis on planning, financing, and utilizing the school plant. Consideration is given to forms and surfaces, flexibility, machines and furniture, and equipment. Operation and administration of transportation are included.

ELPA 6841 School Finance and Business Methods (3 credits)—Federal, state, and local financing of schools; equalization of education opportunity; sources of school revenue; school budgets; and business methods of accounting are included.

ELPA 6861 Human Resource Management (3 credits)—Course deals with human resource problems of staff and students from the administrator’s point of view. Track assignments, tests, recruitment, interviews, and dismissal of workers. The course qualifies as a guided elective in Educational Leadership for doctoral students in all concentrations except the administrative endorsement.

ELPA 6870 Field Research in Educational Leadership (3 credits)—Prerequisite(s): EDFN 5950 or equivalent. This course introduces the methods and concepts of action research. Students will take an active part in the collection and analysis of research data of importance to educational leaders. Students will also take an active part in the writing of research reports and dissemination of findings. Students should check with the instructor prior to enrolling in this course.

ELPA 6872 Technology Applications for Educational Leaders (3 credits)—The course is designed to provide the student with state-of-the-art knowledge of computer technology related to administration, research, statistics, peripheral interfaces, personal productivity, and basic programming in administration and management.

ELPA 6874 Current Issues in Distance Education (3 credits)—This seminar will explore a variety of current issues in distance education, including; teaching and learning theory; faculty concerns; curriculum; technical delivery systems; organization and administration; copyright regulations; student profiles and reactions; and consortial efforts to deliver distance education programs.

ELPA 6901 Independent Study in Educational Administration (1-3 credits)—This course provides for independent study under the direction of an appropriate faculty member. Significant research required.

ELPA 6902 Independent Study in Educational Supervision (1-3 credits)—This course provides for independent study under the direction of an appropriate faculty member. Significant research required.

ELPA 6903 Independent Study in Curriculum Development (1-3 credits)—This course provides for independent study under the direction of an appropriate faculty member. Significant research required.

ELPA 6904 Independent Study in Personnel and Guidance (1-3 credits)—This course provides for independent study under the direction of an appropriate faculty member. Significant research required.

ELPA 6905 Independent Study in the Administration of Higher Education (1-3 credits)—This course provides for independent study under the direction of an appropriate faculty member. Significant research required.

ELPA 6951 Seminar in Research Analysis and Interpretation (3 credits)—Prerequisite(s): EDFN 5950 or equivalent. This seminar provides a forum for discussion of current research relevant to educational leaders. Students will learn the principles of research interpretation through an examination of the current literature and will concurrently learn to conduct appropriate analyses of research data using computer technology.

ELPA 6952 Action Research (3 credits)—Prerequisite(s): EDFN 5950 or equivalent. This course introduces the methods and concepts of action research. Action research is presented as a reflective process used by practicing classroom teachers to identify and solve problems of importance in the classroom. Action research is an assignment as a professional development activity that allows teachers to discover the complexities in teaching and offers suggestions for improving learning.
ELPA 6953 Policy Analysis (3 credits)—The purpose of this course is to develop an understanding of the process by which policy is formulated, analyzed, implemented, and evaluated. The focus will be on such actions as undertaken by policy analysts in and out of government. The methodological issues and techniques used to accommodate the major social, economic, political, and behavioral aspects of policy analysis in an organizational context will be discussed.

ELPA 6954 Educational Program Evaluation (3 credits)—Prerequisite(s): EDFN 5950 or equivalent. This course prepares students as critical, reflective evaluators of educational programs. Students are provided an introduction to the many activities associated with development, implementation, and assessment of educational program evaluation. They subsequently demonstrate their knowledge of evaluation methodology and design by formulating and implementing an evaluation plan for an existing educational program. Students present their evaluation plans and outcomes during class for critical analysis and assessment.

ELPA 6955 Grant and Proposal Development (3 credits)—This course examines the possibilities for additional funding through grant development. Students use newsletters, foundation and government publications, as well as the Internet, to locate sources of funding. Interviews are conducted with persons who have had previous success in receiving grant funding. The course also emphasizes refinement of writing skills, development of an organizational vision, goal-setting, political realities, and public relations techniques. Budget development with software options as well as audit protocol will also be explored. Presentation and team-building skills are another critical dimension to successful grant funding and implementation.

ELPA 7110 Community Colleges in the United States (3 credits)—This course emphasizes the history, philosophy, and contemporary nature of community colleges in terms of organization and administration, students, faculty, curriculum and instruction, finance, and issues and trends.

ELPA 7220 Supervising Community College Curriculum Planning (3 credits)—A study of program planning at the community college level; includes a study of the relationship between secondary curriculum and community college curriculum; considers trends in curriculum development of reform, materials of instruction, and supervision at the community college level.

ELPA 7810 Educational Statistics (3 credits)—This course emphasizes statistics for use in educational research: measures of central tendency, variation, rank, and correlation; the normal curve and probability; testing differences between means; analysis of variance; and nonparametric procedures.

ELPA 7811 Quantitative Research (3 credits)—Prerequisite(s): ELPA 7810 and EDFN 5950 or equivalent(s). This course builds on the foundations of research and statistics and introduces multivariate statistical techniques commonly used in educational research. It develops skills in parametric and nonparametric analysis, survey design and scale construction, database development and management, and the use of statistical analysis packages.

ELPA 7812 Qualitative Research (3 credits)—Prerequisite(s): EDFN 5950 (or equivalent(s)). This course provides students with an introduction to the qualitative research process. Qualitative research is examined in this course through 1) reading 2) personal reflection, and 3) inquiry activities. The basic concepts and methods of qualitative research are studied through collaborative, constructivist activities. The qualitative research process is presented as a series of ongoing and overlapping activities. Topics include the identification of the assumptions that support the qualitative research, the identification of research questions, the use of theory in the research process, participant selection, methods of data collection, data analysis strategies and tools (including the use of microcomputers), and the reporting of results.

ELPA 7813 Research in Educational Leadership (3 credits)—Prerequisite(s): ELPA 7810 and EDFN 5950, and ELPA 7811 or 7812 (or equivalents). This course is designed to strengthen knowledge and skills necessary to understand, evaluate, and utilize available research in the field of educational leadership. It provides a forum for students to engage in critical thinking and reflection as they begin working on their dissertation prospectus.

ELPA 7814 Advanced Qualitative Research (3 credits)—Prerequisite: ELPA 7812. This course is designed to build on the introductory knowledge of ELPA 7812. Qualitative methods are introduced with an emphasis on the five traditions of qualitative inquiry; those traditions are biography, ethnography, phenomenology, case study, and grounded theory.

ELPA 7820 Administration of Higher Education (3 credits)—This course emphasizes the administration, financial support, staffing, community relations, and program development in higher education; includes objectives and trends in American higher education, organizational patterns, and community colleges.

ELPA 7822 Higher Education Law (3 credits) — This course provides an examination of the legal issues that impact and influence American higher education. The objective of this course is to provide students with an overview of the subject areas of law most relevant to higher education and to introduce students to methods of legal analysis and decision-making. The course will emphasize the legal environment of postsecondary institutions, legal processes, analysis, and problems incurred in the administration of colleges and universities.

ELPA 7823 Higher Education Finance (3 credits) —This course provides students with an overview of the financial management of two-year and four-year colleges and universities. Students learn about the financial reporting, budgeting, and asset management processes for higher education institutions.

Additional, students examine contemporary funding issues for public and private postsecondary institutions.

ELPA 7960 Doctoral Dissertation (1-12 credits)—By arrangement with student's graduate committee.

ELPA 7990 Readings and Research (1-3 credits)—This is a course that is required of all students who have completed the number of credits of Dissertation (7860) specified in their program of study but have not completed the dissertation and MUST be taken each semester (three credits) until the dissertation is approved. Additionally, students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus, thesis, or dissertation MUST enroll for three credits of Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by the student’s academic committee in consultation with the Program Director, to receive credit for such activities as preparation of designated papers or collection of data and/or scholarly skills that would not be appropriately covered by other types of independent study. Grading of Readings and Research will be either satisfactory (S) or unsatisfactory (U).

ENGL 5017 Children’s Literature (3 credits)—History, genres, methods of presentation: emphasis on sources of criticism and bibliography.

ENGL 5019 Supervised Experience in Teaching (1-3 credits)—Practicum for Teaching Assistants.

ENGL 5020 Medieval Literature (3 credits)—Study of significant works from British medieval literature, often including works by the Gawain Poet and Chaucer.

ENGL 5029 Supervised Experience in Research (1-3 credit)—For Graduate Assistants with research assignments.

ENGL 5039 Supervised Experience in Administration (1-3 credit)—For Graduate Assistants with administrative assignments.

ENGL 5047 African-American Literature II (3 credits)—Focus on central issues addressed by African-American Literature, with emphasis on such topics as "The Harlem Renaissance," African-American Autobiography and Bildungsroman.

ENGL 5057 Writing: Theory and Teaching (3 credits)—An examination of current theory and research in composition and pedagogical techniques.

ENGL 5060 Literature of Southern Appalachia (3 credits)—Selected writings of outstanding regional authors.

ENGL 5160 Renaissance Literature (3 credits)—Study of major writers—poets, dramatists, essayists—of the British Renaissance.

ENGL 5170 Teaching English as a Second Language (3 credits)—Teaching ESL is designed to introduce graduate students to the theory and practice of teaching English to speakers of other languages.

ENGL 5177 Literature for Adolescents (3 credits)—Wide reading, evaluation and selection of literature appropriate for persons age 12 to 18.

ENGL 5087 Themes in Women’s Literature (3 credits)—Studies of themes and issues affecting women as portrayed in selected fiction, poetry and drama.

ENGL 5150 Sound Systems of English (3 credits)—Study of the sound systems of English and how they compare to the sounds and sound patterns of other languages.

ENGL 5180 Teaching English as a Second Language (3 credits)—This course gives students the opportunity to apply principles and techniques of teaching English as a second language from previous coursework to actual ESL classroom settings. This satisfies a portion of the requirement for an advisor certification in ESL.

ENGL 5117 Grammar and Usage (3 credits)—Study of practical aspects of English syntax, semantics, and usage. Emphasis on the teaching of grammar and usage for those seeking teacher certification.

ENGL 5137 Dialectology (3 credits)—Prerequisite(s): Either ENGL 3100 or 4120. Study of regional and social language variation, including dialect geography and sociolinguistics. Emphasis on linguistic features of Appalachian dialects.

ENGL 5190 Second Language Acquisition (3 credits)—This course equips students to think critically about assumptions, research, and ideology in second
ENGL 5040 Seminar in Creative Writing (3 credits)—Specialized instruction individually adapted to the student’s creative strengths and interest. By permission of the instructor.

ENGL 5950 Methods of Research (Required) (3 credits)—Required for graduate majors and minors in English. Special emphasis in research methods in literature, language, and English education.

ENGL 5957 Special Topics in English (1-6 credits)—Selected topics in the discipline. Can be repeated for credit when content changes.

ENGL 5960 Thesis in English (Required) (1-3 credits)—The student must have made application for candidacy and have completed appointment of an advisory committee. By permission of the Graduate Director.

ENGL 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

ENGL 5989 Cooperative Education (1-3 credits)—Students must clear arrangements with this office and Co-op Education Office through the Cooperative Education Office prior to registration. Businesses, industries and government agencies provide opportunities for planned and supervised work assignments. Students may alternate between periods (usually two semesters) of full-time study and employment with a cooperative education employer. Credit received carries full academic value, and students receive compensation as full-time employees.

Technology (ENTC)

ENTC 5010 Modern Industry (3 credits)—The development and significance of current scientific technology. Types of industries, trends, and systems of organization. A study of specific examples. The science of appropriate action applied to production.

ENTC 5017 Industrial Supervision (3 credits)—Behavioral studies related to supervision. Supervisory functions, motivation, interviewing, and personal advancement. Lecture, case studies, discussions, and reports.

ENTC 5020 Industrial Management (3 credits)—An examination of current management practices as applied in manufacturing industries. Particular attention will be directed toward the study of the manager's role as it affects quality.

ENTC 5030 Investigation in Technology (3 credits)—Elements and critical abilities involved in production problem-solving. Investigation of the literature with special reference to research studies pertaining to job problems experienced by participants. Each student will select a problem for study and present the findings to the group.


ENTC 5047 Quality Assurance II (3 credits)—Prerequisite(s): ENGL 3410. Process control charting including control charts for attributes, sequential sampling, and lot acceptance sampling for variables. MIL STD 414. Reliability testing, failure rate of a population, bathtub curve, and series/parallel/math modeling for reliability. Lecture.

ENTC/MGMT 5050 Leading Continuous Improvement (3 credits)—Prerequisite(s): ENGL 5050 and graduate standing. A study of the skills associated with quality assurance in manufacturing processes. Lecture.

ENTC/MGMT 5060 Scheduling for Project and Quality Management (3 credits)—Prerequisite(s): Instructor Approval. A detailed study in planning, organizing, and controlling projects. Computer software is used to schedule projects. Emphasis is placed on time, resources, and capital considerations for the project. Lecture, team exercises, extensive laboratory, and presentations.

ENTC/MGMT 5070 Leading Empowered Problem Solving Teams (3 credits)—Prerequisite(s): Graduate standing. A course designed to provide graduate students with practical, hands-on experience enhancing their ability to work together solving complex business and technical problems as a cohesive team. Lecture, discussion, teamwork, and presentation.
ENVC/5170 Strategic Management of Technology and Innovation (3 credits)—This course applies the concepts of strategic management within a rapidly changing, technological environment. An emphasis will be placed on how organizations utilize and produce innovative technologies to develop competitive advantages. Specifically, the use of information technology and its role in the strategic management process will be addressed.

ENVC 5210 Tool Design (4 credits)—Prerequisite(s): ENVC 2200 and 2170. A study of the design concepts for industrial tools including stamping dies and molds. Materials selection, heat treatment specifications, off-the-shelf tooling components, and make/buy decisions. Utilization of CAD/CAD facilities to execute designs. Lecture and laboratory.

ENVC 5220 Engineering Economy (3 credits)—Prerequisite(s): MATH 1720 Sequence or permission of the instructor. An economic study of manufacturing: amortization, cash flow, rates of return, depreciation, and present worth analysis. Lecture.

ENVC 5230 Ergonomics and Process Optimization (4 credits)—A study of methods used to improve production, set time standards, and analyze productivity. Lecture and laboratory.

ENVC 5240 Industrial Operations Analysis (3 credits)—Deterministic models including linear programming, quality, transportation, network analysis, game theory, and inventory theory. Lecture.

ENVC 5250 Plant Layout & Materials Handling (3 credits)—Principles of plant layout, process and flow charts, machine location, auxiliary services, safety, and personnel organization. Materials handling methods and case studies emphasized. Lecture.

ENVC 5270 Process Control and Instrumentation (4 credits)—Principles of measurement and control used in the manufacturing process industries. Theory and laboratory experience pertaining to modern instrumentation; pressure, temperature, liquid level, flow, and automatic controls. Lecture and laboratory.

ENVC 5280 Introduction to Robotics (3 credits)—Prerequisite(s): One computer science course. Theory, fundamental concepts, and applications of robotics and computer-aided manufacturing. Includes history, robot elements and types, actuators and manipulators, programmable systems, vision systems, safety, robotic work cells, applications, and economic analysis. Lecture and laboratory.

ENVC 5307 Telecommunications (4 credits)—Prerequisite(s): ENVC 4310. Analysis, theory, and applications of digital communication systems, emphasizing digital modulation and demodulation schemes and performance analysis techniques in the presence of noise.

ENVC 5337 Microprocessors (4 credits)—Prerequisite(s): ENVC 3370. Introduction to microprocessors. Instruction is developed around a trainer using an 8085 microprocessor. Topics include microcomputer programming, the 8085 instruction set, breadboarding circuits, device selection, and introduction to interfacing. Lecture and laboratory.

ENVC 5347 Digital Signal Processors (4 credits)—Prerequisite(s): ENVC 5337. A continuation of ENVC 5337. Instruction is developed around an INTEL 8525 single board computer. Topics include review of SDK-85 software and instruction set, arithmetic operations, serial data communications, interfacing analog devices, using interval timers, speech synthesis, and an introduction to troubleshooting. Lecture and laboratory.

ENVC 5417 Construction Financing & Administration (3 credits)—Prerequisite(s): ENVC 2410, 2430, CSCI 1000. A detailed study of the methods of financing construction projects as well as the construction company. Included are a discussion of interest rates, bonds, insurance, amortization, and depreciation. Lecture.

ENVC 5600 History and Philosophy of Vocational Education (3 credits)—The nature and philosophy of vocational education. A study of the development of industrial education and its relationship to the development of technical education. The purposes of vocational education in regard to the total educational system. Lecture.

ENVC 5610 Content and Method in Industrial Education (3 credits)—Basic assumptions for content and methods in industrial education. Development and organization of content and methods indicated by research in the field. Creation and utilization of teaching materials and devices appropriate to industrial education.

ENVC 5617 Vocational Guidance (3 credits)—Including an orientation to the value and use of vocational guidance for vocational education. The roles of people as well as the tools for guidance will be studied along with determining ways and means of providing current career information to students. Meeting the needs of the handicapped and disadvantaged in vocational classes will be explored.

ENVC 5620 Administration & Supervision in Industrial Education (3 credits)—The organization and operation of industrial education programs. Evaluation of objectives, programs, instruction, facilities. School and community relationships, budgets, and inventories. Problems of the supervisor.

ENVC 5630 Project Management (3 credits)—Prerequisite(s): Graduate Standing. A study of contemporary project management. The course focuses on the development and enhancement of the ability to successfully plan, schedule, budget, monitor, and control the execution of projects. Lecture with emphasis on teamwork, team exercises, and presentation.

ENVC 5640 Innovative Entrepreneurship (3 credits)—Prerequisite(s): Graduate Standing. Focus on new business creation based on technology innovation. Provides the innovative prudent risk taker with a practical approach for converting brilliant ideas into wealth. Fundamental methodology is applicable to all who have the desire and drive to start their own business. Lecture with emphasis on teamwork, team exercises, and presentation. This course is helpful to those having new business and/or product innovation responsibility within existing industry.

ENVC 5710 Computer Assisted Numerical Control Programming (3 credits)—Prerequisite(s): ENVC 5710A. A study of computerized methods for generating numerical control (NC) programs utilizing (1) tool path definition software applicable to CAD drawing databases and (2) N/C programming languages including APT and COMPACT II. Source program structure including initialization, geometry definition, and cutter path definition statements. Links and post processors. Syntax conventions. Writing, running, and debugging source programs to generate list/cutter location files and tape files. Lecture and laboratory.

ENVC 5770 Safety Management (3 credits)—A study of the causes of accidents, methods of preventing accidents, personal protection, OSHA and industry, and general shop safety.

ENVC 5800 Strategic Experience (3 credits)—Prerequisite(s): All graduate coursework in Technology concentration completed. Course is designed to be taken last semester of program. Requires graduate committee chair approval. This course is designed to provide the Technology student with an opportunity to apply the skills, knowledge, and experience gained in the program in a realistic problem solving environment. It concludes with the concentration written and oral final examination.

ENVC 5900 Independent Study in Technology (1-9 credits)—Individual study or group of students define a problem and work under direction of a faculty member. The problem must be approved by the departmental graduate committee. Significant investigation and reporting required.

ENVC 5950 Methods of Research (3 credits)—Analysis of the materials and methods of research appropriate to technology. Orientation to graduate work; should be taken during first term of graduate program. Prerequisite(s): ENTC 5227, 5230, 5240. A detailed study of the methods of research and the planning, execution, and evaluation of research. Graduate Standing required.

ENVC 5989-99 Cooperative Education (1-3 credits)—Students must clear arrangements for this course through the Cooperative Education Office prior to registration. Businesses, industries, and government agencies provide opportunities for planned and supervised work assignments. Students may alternate between periods (usually two semesters) of full-time study and employment with a cooperative education employer. Credit received will not apply to degree requirements. Students may receive compensation as full-time employees.

Environmental Health (ENHV)

ENHV 5100 Environmental Health Practice I (3 credits)—The effects of environment and occupations on health are discussed. Consideration is given to such factors as solid waste, water, wastewater, insects, rodents, and noise. The historical background of human ecology, communicable disease control, and special programs and problems in public health are discussed. Not required for students with a B, S, E, H, or equivalent. (Fall)

ENHV 5200 Environmental Chemistry (4 credits)—Prerequisite(s): ENHV 4397 or permission of the instructor. A course covering the advanced instrumentation used in environmental chemistry. Includes principles of quality assurance and quality control. (Alternate years)
ENVH 5207 Principles of Radiological Health (3 credits)—This course is concerned with the basic principles and procedures pertaining to the safe control of all common sources of ionizing radiation. The causes, effects, and control of radiation are included. (Offered fall)

ENVH 5250 Environmental Microbiology (4 credits)—Prerequisite(s): ENHV 5387 or permission of the instructor. A study of those aspects of biology, microbiology, biochemistry, and physiology of concern to students interested in environmental health. Includes principles of toxicology and ecological management methods used in hazardous waste contamination remediation. (Alternate years)

ENVH 5347 Ergonomics (3 credits)—This course will deal with the study of human factors engineering concerning persons, their work, and the work environment. Includes a discussion of the ergonomics approach to the environment, including sensory factors, motor control, work place design, heat stress, noise, vibrations, illumination, the measurement of work, anthropometric data, and related topics. (Alternate years)

ENVH 5537 Toxicology (3 credits)—Prerequisite(s): CHEM 2010/2011 and HSCI 3020 or permission of instructor. A study of the essentials of toxicity determination and measurements, plus a study of biologic factors important in understanding toxicity. A review of toxic substances in air, water, foods, and the workplace, with a consideration of exposure limits, their rationale, and evaluation methods. (Offered fall)

ENVH 5387 Biological Analysis in Environmental Health (4 credits)—Prerequisite(s): A course in general microbiology and permission of the instructor. The principles of microbiology with emphasis on growth requirements and the effects of chemical and physical agents as used for control. Instrumentation used in qualitative and quantitative analysis of the biological environment. (Offered fall)

ENVH 5390 Environmental Analysis (4 credits)—Prerequisite(s): CHEM 1110/1120 and permission of the instructor. Provides education in physical and chemical analysis of water, wastewater, food, air, toxic materials, and principles of applied toxicology. Experience in the use of chemical instruments, as well as field methods, will be obtained. Three hours lecture and three hours laboratory. (Offered spring)

ENVH 5500 Air Pollution Principles (3 credits)—A course designed to introduce the student to the broad field of air pollution. Lecture topics include sources, emissions, atmospheric dispersion, effect on humans, materials, and control equipment. (Alternate years)

ENVH 5600 Water Pollution Principles (3 credits)—A course covering the sources, causes, and effects of water pollution in light of water standards; reviews methods of control of the physical, chemical, and biological factors. (Alternate years)

ENVH 5607 Food Sanitation Principles (3 credits)—A study of food composition, engineering principles, processing and preservation methods, foodborne diseases and food regulatory programs. (Offered fall)

ENVH 5610 Water Pollution Control (3 credits)—This course provides information concerning sources of water pollution and emphasizes biological and chemical aspects of water pollution and treatment systems. (Alternate years)

ENVH 5640 Environmental Risk Assessment (4 credits)—A survey course designed to introduce the student to the emerging science of environmental risk assessment. The course is designed to apply characteristics of hazardous materials, chemistry, and biology to the assessment of risk associated with exposure to hazardous material. (Alternate years)

ENVH 5700 Industrial Hygiene and Safety (3 credits)—A course on the problems of occupational disease hazards and preventive measures of their control. It includes occupational exposure to dusts, gases, vapors, fumes, biological factors, and other problems related to industrial health and safety. Field trips are taken to typical industries. (Alternate years)

ENVH 5727 Hazardous Waste Operations and Emergency Response (3 credits)—The objectives of the course include giving the student basic concepts and techniques for appropriate behavior before, during, and after a hazardous materials incident. The course meets requirements to obtain 40-hour HAZWOPER certification. Three lecture hours per week. (Offered summer)

ENVH 5760 Industrial Ventilation (3 credits)—Prerequisite(s): ENHV 5700 or permission of the instructor. Course looks at basic design and application of industrial ventilation systems including hood, duct, fan, cleaner and stack components. Course content centers on the use of various monitoring instruments required to perform ventilation surveys, calculation of work design problems, and troubleshooting ventilation systems. (Alternate years)

ENVH 5780 Characteristics of Hazardous Material (3 credits)—This course provides detailed descriptions of what constitutes hazardous materials. Categories of hazardous materials are described based on chemical characteristics, effects, and regulatory requirements. The course also summarizes methods of analysis. (Alternate years)

ENVH 5840 Solid Waste Management (3 credits)—This course is designed to investigate the problems and solutions to the storage, collection, and disposal of solid waste. The content of the course centers around the solid waste planning and management aspects of designing, organizing, and operation of refuse collection, recycling, and disposal systems. (Alternate years)

ENVH 5850 Environmental Health Administration (3 credits)—Administration of environmental health programs and organization. Includes organization structure, forces of management, administrative controls, personnel and financial management, and legal aspects. Lectures, seminars, discussions, and group exercises. (Alternate years)

ENVH 5870 Public Health Law (3 credits)—An introduction to public health law including a study of the legal powers available for implementing programs, methods for their most effective use, and of the recognition and management of legal problems; and an analysis of the legal relationship of public health personnel to the government, the staff, and the public. (Alternate years)

ENVH 5871 Hazardous Material, Laws, & Regulations (3 credits)—This course provides an introduction to the process of development and application of federal environmental regulations, with a detailed review of the laws and regulations associated with hazardous materials, which govern the control of hazardous materials. (Alternate years)

ENVH 5890 Environmental Planning (3 credits)—This course emphasizes the planning process as it relates to the health and welfare of the community; i.e., defining the problem, determining the objectives, applying methods to solve the problems, evaluating the methods, and implementing the complete program plan. (Alternate years)

ENVH 5900 Independent Study (1-3 credits each)—Independent or cooperative investigation of specific problems in environmental health. (offered each term)

ENVH 5910 Seminar (1 credit)—A study of the principles, materials, and methods of research employed in environmental health. (Offered fall)

ENVH 5950 Research and Thesis (1-3 credits)—(Offered each term)

ENVH 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U). (offered each term)

ENVH 5990-99 Cooperative Education (1-3 credits)—Students must clear any requirements for this course through the Cooperative Education Office prior to registration. Businesses, industries, and government agencies provide opportunities for planned and supervised work assignments. Students may alternate between periods (usually two semesters) of full-time study and employment with a cooperative education employer. Credit received carries full academic value, and students may receive compensation as full-time employees. (Offered each term)

Family and Consumer Sciences (FACS)

FACS 5167 Practicum in Early Childhood Development (3 credits)—A supervised 150-hour practicum in an approved early childhood program. Seminars will be held to coordinate and evaluate experience. (Must be taken with HDAL 5617 Early Childhood Practicum.)

FACS 5217 Furniture Marketing (3 credits)—An overview of all aspects of furniture marketing in the United States. This course is designed to give the student a foundation in furniture marketing from the perspective of both the furniture manufacturer and the furniture retailer.

FACS 5410 Seminar in Nutrition (1 credit)—A study of contemporary research and theory through the utilization of student seminar presentations, and review of current scientific and professional journals in nutrition, medicine, and management. New trends and developments will be discussed and analyzed in-depth. (every semester) (may be repeated)

FACS 5417 Food Systems Operations (3 credits)—Prerequisite(s): Departmental approval. This course has been designated as a UIT-intensive course. Management principles, leadership, decision making, and control of food service operations. Includes human resource and financial management, utilization of current technology, and computer-assisted management control of the food service operation.
FACS 5420 Maternal-Child Nutrition (3 credits)—Prerequisite(s): Admission into program or consent of instructor. In-depth instruction in all phases of nutritional care of pregnant, lactating or post-partum women, infants, children, and adolescents. Prerequisites: Principles of nutritional requirements and application of research findings with special emphasis on those in complex situations and/or at high nutritional risk; classroom discussion of current research and cases.

FACS 5421-5422-5423 Lifespan Nutrition Practicum I, II, III (2 credits each)—Prerequisite(s): Admission into program or consent of instructor and completion of FACS 5420 and 5410. Clinical experience in all phases of nutritional care of pregnancy, lactation, infants, children, and adolescents. Will also include practicum experiences in community elderly nutrition programs. A minimum of 24 hours/week of experience in area health care facilities is required.

FACS 5427 Diet in Disease (I) (3 credits)—Prerequisite(s): FACS, HSCI 3620, or departmental approval. Principles of nutrition and diet as they relate to disease states, and the application of principles of clinical nutrition as used in the prevention and treatment of disease, drug-nutrient interaction, and nutrition assessment. (Fall)

FACS 5430 Complex Adult Nutritional Care (3 credits)—Prerequisite(s): Admission into program or consent of instructor. In-depth instruction in all phases of adult nutritional pathology, evaluation, diagnosis, and therapy. Classroom discussion of current research and cases. (Fall)

FACS 5431-5432-5433 Medical Nutrition Therapy Practicum I, II, III (2 credits each)—Prerequisite(s): Admission into program or consent of instructor and completion of 5430. Clinical experience in all phases of adult nutritional assessment, intervention, and therapy. A minimum of 24 hours/week of interaction with hospitalized patients and individual members of the multidisciplinary health care team. (Fall)

FACS 5437 Diet in Disease (II) (3 credits)—Prerequisite(s): FACS 3465, HSCI 3020, FACS 4427/5427, or departmental approval. This course has been designated as both writing and oral intensive. Assessment, treatment, and nutritional management of the patient with complicated disease states. Nutritional risk screening and nutritional treatment options to meet varying disease states and stages, and the role of the dietitian and nutritional therapy are discussed. (Spring)

FACS 5447 Nutritional Biochemistry (3 credits)—Prerequisite(s): FACS 3465, HSCI 3020 or departmental approval. A study of nutrition as the science that integrates life processes from the cellular level through the multi-system operation of the total organism. The focus will be on current trends in normal biochemistry and physiological human nutrition. (Fall)

FACS 5450 Advanced Nutrition Therapy (3 credits)—Prerequisite(s): Completion of two-thirds of curriculum or consent of instructor. An in-depth study of etiology and pathophysiology of unusual or complex disorders and the nutritional treatment of disease. (Spring)

FACS 5451-5452-5453 Nutrition and Food Systems Management Practicum I, II, III (2 credits each)—Prerequisite(s): Admission into the program or consent of instructor and completion of FACS 5410 or departmental approval. Management. Practical experience in management of food systems and nutrition services in acute-care hospitals, long-term care facilities, and home-bound and congregate feeding programs in the community. A minimum of 24 hours/week will be spent in nutrition and management functions. (Fall)

FACS 5457 Nutrition Education (3 credits)—Prerequisite(s): FACS 3430, 3465 or departmental approval. Nutrition education designed for elementary, middle, and high school teachers, and others involved in nutrition. Nutrition concepts will be integrated with examples of instructional techniques to make nutrition challenging. Individual curriculum plans will be developed for integrating nutrition education with other school subjects, K-12. (Fall)

FACS 5460 Capstone Research Project (3 credits)—Prerequisite(s): Successful completion of 15 hours of program and nutrition core requirement. This is assigned for students in clinical nutrition for whom research is required culminating written and oral experience if pursuing the non-thesis option. The purpose of the course is to provide graduate students the opportunity to conduct a research project, write a research paper and make an oral presentation of the project. (Every semester)

FACS 5467 Quantity Food Procurement and Production (4 credits)—Corequisite(s): FACS 1410 or departmental approval. Application of menu writing and design, quantity food procurement, production planning, preparation, distribution, and evaluation in food service operations. Menu planning and analysis as the basis for control within the food service is emphasized, and sanitation and safety within the commercial food service operation are explored. This course has a three-hour lab which provides hands-on food service experiences for the students. (Spring)

FACS 5497 Administration of Food Service Organizations (4 credits)—Prerequisite(s): FACS 1410, 2420 or departmental approval. Review of commercial and noncommercial food service operations. Includes facilities planning, integration, marketing, and management within the food service industry. There is an emphasis on comprehensive food service design from the mission to the actual layout and staffing of the facility.

FACS 5517 Demonstration Techniques (3 credits)—Application of the principles and techniques involved in demonstrations and presentations.

FACS 5537 Field Studies (3-9 credits)—Prerequisite(s): Senior standing and departmental approval. Supervised field studies in student’s major area of interest.

FACS 5547 Corporate Etiquette (3 credits)—Designed to help students present themselves with confidence to cutoff the competition. Topics covered include introductions, conversation skills, working a room, business attire, dining in corporate America, wine selection, resume writing, interviewing, international business and more. Skills should help you obtain a job, advance to a higher position, and make career changes.

FACS 5567 Historical Interiors/Architecture II (1-3 credits)—Prerequisite(s): This course is a prerequisite for a summer Study Tour; six hours earned in FACS and consent of the instructor, and on-site study of interior and exterior architecture in various parts of the United States. Structured semi-independent study and travel.

FACS 5737 Occupational Family and Consumer Sciences Programs (3 credits)—Prerequisite(s): FACS 4727, and departmental approval. A comprehensive overview of occupational family and consumer sciences programs, including: legal and financial, curriculum development, components of programs, HERO, advisory committees, placement and follow-up, program evaluation, and resource materials. This course is required for Occupational Home Economics Endorsements # 453, 451, and 452.

FACS 5957 Special Topics in Family and Consumer Sciences (1-6 credits)—Prerequisite(s): Selected subjects in student’s area of interest in areas not included elsewhere in course offerings; may be repeated for credit when content varies.

FACS 5960 Thesis (1-6 credits)—(Every)

FACS 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements.

Family/Community Nursing (FCNU)

FCNU/ALNU/PMNU 5019 Supervised Experience in Teaching (1 credit, repeatable)—This is a required course for graduate assistants or tuition scholars with teaching assignments. This course is designed to provide graduate assistants with supervision and training opportunities that serve to integrate the research and clinical experiences provided and curriculum and clinical experience and the student assistantship assignment and graduate program or professional goals and activities. It is offered on a S/U basis and is not counted as degree credit. (Fall, Spring)

FCNU 5021 Life Span Assessment and Clinical Management: Women's Health (2 credits)—Prerequisite(s): ALNU 5009 and 5010 and PMNU 5000: Prerequisite(s/Corequisite(s): ALNU 5016 and 5018. This course focuses on nursing care of women experiencing health and developmental transitions. Biopsychosocial interactions during the childbearing cycle, as well as other health concerns of women which affect the family system, such as infertility and family planning, are examined. The role of the nurse at an advanced level of practice in various settings including underserved, rural, and urban populations is explored. Nursing strategies for illness prevention, health promotion, and clinical management of acute and chronic situational health crises are examined. (Fall)

FCNU 5022 Life Span Assessment and Clinical Management: Women’s Health Practicum (3 credits)—Prerequisite(s): ALNU 5009, 5010 and PMNU 5000. Prerequisite(s/Corequisite(s): FCNU 5021, ALNU 5016, ALNU 5018. This practicum is designed to provide the student with opportunities to deliver advanced nursing care to women, as individuals in families and in communities. Various primary care settings, including rural and urban, and underserved populations will be employed for clinical practice. The role of an advanced practice nurse in managing a caseload of clients in a selected setting is undertaken by the student in collaboration with nursing faculty and clinical preceptors. (Fall)

FCNU 5023 Life Span Assessment and Clinical Management: Children and Adolescents (2 credits)—Prerequisite(s): ALNU 5009, ALNU 5010 and PMNU 5000. Prerequisite(s/Corequisite(s): ALNU 5016 and ALNU 5018. The focus of this course is on nursing care of families with children and adolescents who are experiencing health and developmental transitions. Biopsychosocial
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aspects of growth and development, health status, and environmental interactions are explored. The role of the nurse at an advanced level of practice in rural, urban, and underserved settings is analyzed. Nursing strategies are designed to promote health in children and adolescents and provide an avenue for intervention in situational health crises. (spring)

FCNU 5024 Life Span Assessment and Clinical Management: Children and Adolescents Practicum (3 credits)—Prerequisite(s): ALNU 5009, ALNU 5010 and PMNU 5000; Prerequisite(s)/Corequisite(s): FCNU 5023, ALNU 5016, and ALNU 5018. This practicum is designed to provide the student with opportunities to deliver advanced nursing care to children and adolescents in families and communities. Various primary care settings, including rural and urban, and underserved populations will be employed for clinical practice. The role of an advanced practice nurse is undertaken by the student in collaboration with nursing faculty and clinical preceptors. (spring)

FCNU/ALNU/PMNU 5029 Supervised Experience in Research (1 credit, repeatable)—This is a required course for graduate assistants or tuition scholars with research assignments. This course is designed to provide graduate assistants with supervision and training opportunities that serve to integrate their graduate assistantship assignment and graduate program or professional goals and activities. It is offered on a S/U basis and is not counted as degree credit. (fall, spring)

FCNU 5037 Community Concepts for Public Health Nurses (3 credits)—Prerequisite(s): Licensed Registered Nurse or permission of the instructor. This course is primarily designed for nurses working in the public health field. Principles of community assessment, program development and evaluation will build on prior work experiences of the students. Development of community partnerships and community leadership will be emphasized.

FCNU/ALNU/PMNU 5039 Supervised Experience in Administration or Service (1-6 credits)—This is a required course for graduate assistants or tuition scholars with administrative or service assignments. This course is designed to provide graduate assistants with supervision and training opportunities that serve to integrate their graduate assistantship assignment and graduate program or professional goals and activities. It is offered on a S/U basis and is not counted as degree credit. (fall, spring)

FCNU 5220 Population-Based Clinical Nursing Care (3 credits)—Prerequisite: Admission to the Graduate Program. Students will have the opportunity to use population-based science including biostatistics and epidemiology to explain patterns of health and illness. Students will learn to use aggregate data sets to assess needs of a select population, develop nursing interventions, and evaluate the quality of client care.

FCNU 5907 Global Health Issues (3 credits)—Prerequisite(s): Admission to the Nursing major or permission of instructor. This course is designed for students interested in increasing their understanding of international and cross-cultural health care. This course focuses on issues and skills that will enhance the practice of health professionals, especially those intending to apply their skills in settings outside the U. S. A. (elective)

FCNU/PMNU/ALNU 5900 Independent Study (1-6 credits)—Prerequisite(s): Admission to the School of Graduate Studies. Independent study in consultation with a member of the graduate nursing faculty. Directed study and/or research in an area for which the student has special interest and adequate preparation. (variable)

FCNU 5907 International Primary Health Care Practicum (3 credits)—Prerequisite(s): Global Health Issues course or the equivalent. Undergraduate nursing students must have completed junior level nursing courses or obtain permission of instructor. This course is designed for participants to directly experience cross-cultural and international health care in order to increase their understanding of the skills and understanding of other healthcare systems. Students will travel and live in the host culture. All travel related costs are met by the student. (spring, summer)

FCNU 5950 Internship in Advanced Nursing Practice (4 credits)—Prerequisite(s): All required didactic and clinical courses. This internship experience focuses on the synthesis of previously gained knowledge and skills in the provision of advanced nursing care to individuals, families, and communities. Emphasis is placed on health promotion, disease prevention, and clinical management of clients with common acute and chronic illness. (fall)

FCNU/ALNU/PMNU 5957 Special Topics in Nursing (1-6 credits)—Prerequisite(s): Permission of the instructor. Special topics related to nursing and health care. Course may include didactic and experiential methods of instruction. May be repeated for credit if course content is significantly different or advanced.

FCNU/ALNU/PMNU 5960 Thesis (1-6 credits)—(fall, spring, summer)

FCNU/ALNU/PMNU 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus must enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student's advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

FCNU 6014 Measurement of Clinical Outcomes (3 credits)—Prerequisite(s): FCNU 6030 and PMNU 6040. This course is designed to help students develop skills in systematic evaluation, and development of clinical outcome measures in order to improve health. (summer)

FCNU 6016 Collaborative Approaches to Practice (3 credits)—Prerequisite(s): Admission to the doctoral program. This course is designed to help the student understand the collaborative process, to develop skills in analyzing the politics of collaboration, and to evaluate related theoretical frameworks in order to provide leadership in the development of collaborative relationships. (summer)

FCNU 6030 Quantitative Methods in Nursing Research (3 credits)—Students in this course will complete in-depth comparisons of published quantitative nursing research, including examining philosophical perspectives, study design, instrumentation, sampling, and data analysis. Pragmatic considerations in implementing clinical nursing research will be analyzed culminating in development of a research proposal which will address a nursing research question using quantitative methodology. (spring)

FCNU/ALNU/PMNU 6950 Doctoral Dissertation (1-12 credits)—Prerequisite(s): Successful completion of Qualifying Examination. Supervised research toward dissertation.

FCNU/ALNU/PMNU 6990 Readings and Research (1-3 credits, repeatable)—This course is required of all students who have completed 12 credits of Doctoral Dissertation (6960) but have not completed the dissertation and MUST be taken each semester (three credits) until the dissertation is completed. Additionally, students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus must enroll for three credits of Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by the student's advisory committee in conjunction with other coursework, to receive credit for such activities as preparation of designated papers or development of research and scholarly skills that would not be appropriately covered by other types of independent study.

Finance (FNCE)

FNCE 5000 Essentials of Finance (3 credits)—Prerequisite(s): ACCT 5000 or equivalent. For M. B. A., M. Acc., and other graduate students with no previous training in finance. An introduction to major finance topics, including the corporation and its institutional environment, analysis of financial statements, operating and financial leverage, interest factors, capital budgeting, and working capital management.

FNCE 5447 Banking and Financial Intermediation (3 credits)—Prerequisite(s): FNCE 3220 and ECON 3310. The working of financial markets and institutions with special reference to banking.

FNCE 5470 Seminar in Finance (3 credits)—Prerequisite(s): BADM 5430. Selected topics in finance.

FNCE 5490 Security Analysis and Portfolio Management (3 credits)—Prerequisite(s): BADM 5430. Integration of modern portfolio selection models with traditional valuation theory and analysis. Topics include financial statement analysis, industry and company analysis, capital market theory, valuation theory, and evaluation of portfolio performance.

FNCE 5597 International Financial Management (3 credits)—Prerequisite(s): FNCE 3300 or 5000. Financial problems of multinational corporations including the theory of capital movements, foreign exchange markets, concepts of the balance of payments mechanisms, trade policy, and the functioning of the international monetary systems.

FNCE 5600 Case Studies in Banking (3 credits)—Prerequisite(s): ECON 5000, FNCE 5000, or permission of instructor. An analysis of the decision processes utilized by major banks in making decisions concerning lending, funding, and investing. There is extensive use of readings, case analyses, and a simulation exercise which will enable students to view banking operations from the perspective of bank manager.

FNCE 5617 Applied Portfolio Management (3 credits)—Prerequisite(s): FNCE 3300, 3500, 4560. This course provides a solid practical foundation in
Investment and Portfolio Management through the management of a portfolio of funds provided by the Tennessee Valley Authority (TVA).

**FNCE 5687 International Investments** (3 credits)—Prerequisite(s): Undergraduate students - FNCE 3220 and 3300; Graduate students - FNCE 5000 and either BADM 5300 or 5360, or permission of instructor. To immerse you in the world of international investments. Advanced course designed to equip students with the theoretical background, quantitative skills, and practical tools to be successful managers in the field of international investments. Topics will include a review of parity conditions; foreign exchange rate forecasting; benefits of international diversification; international asset pricing; international equity markets, instruments, concepts, and techniques; emerging stock markets; futures, options, international performance analysis; structuring the international process.

**FNCE 5900 Independent Study in Finance** (1-3 credits)—A course designed for graduate students who, under the direction of a finance faculty member, wish to engage in independent research or an intensive study of subjects not covered in other available courses. Prior departmental and college approval is needed.

**FNCE 5957 Topics in Finance** (1-6 credits)—Prerequisite(s): Senior. This course gives students an opportunity to study special problems and new developments in the field of finance.

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**French (FREN)**

**FREN 5017 Advanced French Grammar** (3 credits)—Prerequisite(s): FREN 2020 or instructor's permission. This course focuses on an in-depth review of troublesome aspects of French grammar complemented by contextual analyses drawn from cultural and/or literary readings selections.

**FREN 5117 French Drama from 1600 to the Present** (3 credits)—Selected plays from major French dramatists from 1600 to the present.

**FREN 5217 16th Century French Literature** (3 credits)—Selected works by the principal 16th century writers and poets of the Renaissance.

**FREN 5317 17th Century French Literature** (3 credits)—Selected works from the prose, poetry, and theatre of the principal authors of the Classical period.

**FREN 5337 French Phonetics and Pronunciation** (3 credits)—A study of the international alphabet, incorporating phonetic dictation and transcription.

**FREN 5417 18th Century French Literature** (3 credits)—Selected works of the French philosophers and authors of the Age of Reason.

**FREN 5517 19th Century French Literature** (3 credits)—Selected works from the prose and poetry of major French authors of the 20th century.

**FREN 5617 20th Century French Literature** (3 credits)—Selected works from the prose and poetry of major French authors of the 20th century.

**FREN 5900 Special Studies in French** (1-6 credits)—Designed to provide opportunities for study in areas not provided for in the regular course offerings for graduates. Students desiring to enroll should obtain permission from the instructor.

**FREN 5957 Topics in French** (1-6 credits)—Prerequisite(s): Permission of the instructor. This course gives students an opportunity to study special problems and new developments in the field of French.

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**Geography (GEOG)**

**GEOG 5000 Quantitative Techniques** (3 credits)—Statistical and mathematical analysis of spatial distributions and areal data.

**GEOG 5007 Geography of the United States** (3 credits)—A regional study of the physical and cultural elements of the United States.

**GEOG 5010 Location Theory** (3 credits)—Classical and contemporary theories concerned with the spatial organization of population and economic activity.

**GEOG 5077 Seminar in Geography of Southern Appalachia** (3 credits)—A seminar in the use of geographic methodology in the study of regional Appalachian issues.

**GEOG/URBS 5107 Urban Geography and Planning** (3 credits)—A geographical analysis of cities and urban regions. Urban growth patterns, location and interaction, analysis, planning for urban region, and travel behavior are emphasized.

**GEOG 5110 Seminar Physical Geography** (3 credits)—A seminar in current studies in physical geography and their significance in explaining the surface configuration of the earth.

**GEOG 5117 Resource Management** (3 credits)—The study of cultural attitudes, conceptual approaches, and evaluation techniques in resource management. Analysis of selected resource issues at various areal scales.

**GEOG 5140 Seminar Regional Geography** (3 credits)—Under this cover title, individual courses will be offered in such areas as Latin America, Europe, United States, the South, Africa, and the U. S. S. R. May be repeated if subject matter changes.

**GEOG 5210 Geography of Settlement and Land Use** (3 credits)—A study of settlements, settlement features, settling processes, and associated land use.

**GEOG 5217 Geographic Information Systems** (3 credits)—The field of GIS is relatively new and expanding and is concerned with techniques and theory of cartographic and spatial data rectification and enhancement, and spatial information extraction.

**GEOG 5227 Remote Sensing** (3 credits)—A systematic treatment of elements involved in interpreting, measuring, and mapping of images that appear on aerial photographs.

**GEOG 5237 Advanced Remote Sensing** (3 credits)—Prerequisite(s): GEOG 3210 or permission of instructor. A study of different types of remotely sensed images and their interpretation.

**GEOG 5257 Geography of Soils** (3 credits)—An introduction to soil science. Particular attention is focused on soil morphology, soil classification, and the study of distributional patterns of soils and their relationships to other geographical elements.

**GEOG 5267 Hydrology** (4 credits)—The study of water as it occurs in all phases of the hydrologic cycle and the analysis of currently developing water problems on the local, regional, and national level.

**GEOG 5307 Regional Geography** (3 credits)—Under this cover title, individual courses will be offered in such areas as Europe, Latin America, Asia, Soviet Union, and Africa. Course may be repeated as subject matter changes.

**GEOG 5310 Evolution of Geoscience Thought** (3 credits)—A study of the development of geography as a discipline and the philosophies accompanying that development.

**GEOG 5317 Advanced Geographic Information Systems** (3 credits)—Prerequisite(s): GEOG 5217. A critical examination of the contemporary issues involved with Geographic Information Systems and digital spatial data. One-half of the course content will be dedicated to practical training on the sophisticated vector-based GIS software called ArcInfo. A hands-on understanding of the nature and functionality of this software will be acquired within a workstation computer environment.

**GEOG 5320 Geographic Information Systems Projects** (3 credits)—Prerequisite(s): GEOG 4217 and 4317 or permission of instructor. This course is designed to further enhance the learning skills of students interested in a career involving the use of GIS. The course will consist of a series of supervised student projects that will reflect the types of GIS applications encountered in the world outside of academia. Lecture and laboratory.

**GEOG 5417 The Teaching of Geography and Earth Science** (3 credits)—Prerequisite(s): Admission to M. A. T. Program. A course in methods and materials for teaching geography in grades seven-12, which will include teaching experiences in an area school. This course earns education credit only and does not meet requirements for a major or minor in geography.

**GEOG 5807 Advanced Field Methods in Geography** (3 credits)—A study of methods of measuring, recording, and synthesizing field data in geography.

**GEOG 5907 Independent Studies** (1-3 credits)—Prerequisite(s): Permission of department chair is required. Repeatable.

**GEOG 5957 Topics in Geography** (1-6 credits)—Prerequisite(s): Dependent on subject matter. Selected topics of current interest in geography. Offered upon sufficient demand for specific subject matter. May be repeated for different topics. Consultation with the instructor is recommended before enrollment.

**GEOG 5960 Thesis in Geography** (1-3 credits)

**GEOG 5990 Readings and Research** (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U). Permission of department chair is required.

**GEOG 5999-99 Cooperative Education** (1-3 credits)—Students must clear arrangements for this course through the Cooperative Education Office prior to registration. Businesses, industries, and government agencies provide opportunities for planned and supervised work assignments. Students may alternate between periods (usually two semesters) of full-time study and employment with a cooperative education employer. Credit received carries full academic value, and students receive compensation as full-time employees.
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Geology (GEOL)

GEOL 5100 Lower Vertebrate Paleontology (4 credits) — Prerequisites: GEOL 1050, GEOL 3395, and BIOL 1120, or permission of instructor. This course covers "lower" vertebrate (fish, amphibians, and reptiles) evolution through time and discusses how it is (and has been) interpreted from the fossil record. In addition, new theories and recent discoveries will be addressed (specifically, their relevance to past and current thinking). Two 1-hour lectures and two 3-hour labs weekly.

GEOL 5150 Higher Vertebrate Paleontology (4 credits) — Prerequisites: GEOL 3395 or permission of instructor. This course covers "higher" vertebrate (birds and mammals) evolution through time and discusses how it is (and has been) interpreted from the fossil record. In addition, new theories and recent discoveries will be addressed (specifically, their relevance to past and current thinking). Two 1-hour lectures and two 3-hour labs weekly.

GEOL 5307 Field Methods in Paleontology (3 credits) — Prerequisite: GEOL 3395 or permission of instructor. The goal of this course is to prepare students for fieldwork on established paleontological sites. The focus of each class will be the Gray Fossil Site in Washington County, TN, but additional Pleistocene sites from the region will also be utilized. Four days in the field and one day in the classroom, weekly.

GEOL 5530 Statistical Methods in Paleontology (3 credits) — Prerequisite: GEOL 1040, MATH 1920 or permission of instructor. This course will introduce students to the mathematical and analytical procedures most commonly used in paleontology. Although there are many, the focus will be on those most relevant to vertebrate paleontology (because of the Gray site and other local Pleistocene sites). Three 1-hour lectures weekly.

GEOL 5587 Engineering Geology (4 credits) — Prerequisite(s): GEOL 1040, MATH 1920 or permission of instructor. Real-world applications of geology in the field of engineering. Topics include: soil properties, floods and flood control, dams, stream management and reconstruction, erosion and erosion control, mass movement, municipal waste treatment, septic systems, radioactive waste disposal, tunnels, geologic applications of explosives, permafrost, strip mining and mine reclamation, earthquakes, coastal management, etc. Lab exercises with actual projects, and applications beyond the classroom. Weekend field trips included. Two lectures and two labs weekly.

GEOL 5617 Structural Geology (4 credits) — Prerequisite(s): GEOL 1040, MATH 1920 or permission of instructor. Focus is on the description and analysis of geological structures within the Earth’s crust, with an introduction to global tectonics. Includes the description of geological structures; the kinematics and dynamics of folding and faulting; stress, strain, deformation and rheology; introduction to dislocation theory; principles of plate tectonics; micro-structural analysis; and selected orogenic systems of the world. Three lectures and two laboratory sessions weekly.

GEOL 5700 Geology Seminar (1 credit) — This class seeks to teach scientific reasoning and critical thinking by discussing and debating current topics in geology (including, but not restricted to, natural resources, natural history, and natural hazards). Students will be encouraged to "pick sides" and support their position through the synthesis of the selected readings, self-chosen additional readings, and personal/educational experience. One lecture/discussion weekly.

German (GERM)

GERM 5137 The Age of Goethe (3 credits) — Selected works of the principal authors of the Storm and Stress, Classical, and Romantic periods in German Literature.

GERM 5147 The German Short Narrative (3 credits) — Selected short-prose works of representative authors of the late 19th and the 20th century.

GERM 5157 Austrian Literature (3 credits) — Selected works of principal Austrian writers and their impact on German literature.

GERM 5167 Advanced German Grammar (3 credits) — In-depth review of troublesome aspects of German grammar. Review of grammar in context as well as practice in composition and translation.

GERM 5901 Special Studies in German (1-6 credits) — Designed to provide opportunities for study in areas not provided for in the regular course offerings for graduates. Students desiring to enroll should obtain permission from the instructor.

GERM 5957 Special Topics in German (3 credits) — Prerequisite(s): Permission of the instructor. This course gives students an opportunity to study special problems and new developments in the field of German.

Counseling (HDAL)

HDAL 5010 Principles and Administration of Counseling and Consultation Services (3 credits) — A survey of the principles and professional activities required for the effective practice and/or administration of a comprehensive guidance, counseling, and consultation program in schools. Emphasis is placed on the counselor’s administrative and consultative roles and functions as defined by the American School Counselors’ Association and other professional groups within the school system and the community. Field experiences interviewing practicing school counselors and teachers are required as well as classroom observations. This course is also designed to acquaint the student with theories and techniques used when consulting. Role playing of consultation in various settings and field experience will be required.

HDAL 5100 Human Relations and Group Processes (3 credits) — This course will provide students with a knowledge of group theory and practice, allow students to integrate group theory and practice, increase personal and socio-cultural awareness through a growth group experience, and develop group facilitation and leadership skills. (fall, spring)

HDAL 5110 Social and Cultural Foundations in Counseling (3 credits) — This course is designed for counselors to develop competencies and awareness for working with people of diverse groups in society. Students will have opportunities to develop awareness of their own cultural values and biases, to study the prevalent beliefs and attitudes of different cultures, and to understand the impact of oppression on individuals. (fall, spring)

HDAL 5150 Career Development: Theory, Research and Practice (3 credits) — Prerequisite(s): HDAL 5550 or 5420. Students will study major theories and research related to career development throughout the life span. Students will also investigate the use of career information systems and career and educational resources for counseling program planning and implementation. (fall and spring)

HDAL 5200 Advanced Educational Psychology (3 credits) — A study of psychological and educational principles relevant to the teaching/learning process. Methods and concepts engaging practical application are emphasized.

HDAL 5220 Advanced Adolescent Psychology (3 credits) — This course familiarizes students with a broad range of topics that are pertinent to physical, cognitive, and social development during adolescence.

HDAL 5230 Advanced Developmental Psychology (3 credits) — A survey of the principles of human development throughout the life span.

HDAL 5250 Counseling in Community Agencies (3 credits) — Prerequisite(s): An understanding of psychology terminology. This course is a survey of theoretical and applied information for counselors working in community mental health agencies. Course content includes history and philosophy, roles of workers, organizational and delivery systems, program development and evaluation, consultation, specific populations, interviewing, prevention and intervention strategies, and current issues related to agency counseling. (spring, every other year)

HDAL 5260 Principles of Teaching and Learning (3 credits) — This course will provide study of major theories of learning and principles of teaching. Significant emphasis is placed on the application of these theories to classroom practice, with attention given to teaching-learning strategies in specific content areas. Emphasis will be placed on opportunities to develop and reflect upon their own theories of teaching and learning in their classrooms.

HDAL 5400 Consultation Theories and Techniques (3 credits) — Prerequisite(s): HDAL 5550 (or 5420) and HDAL 5562 (or 5421). This course is designed to acquaint students with theories and techniques used in the consultation process.

HDAL 5420 Family Therapy I (3 credits) — An introduction to the basic philosophical and psychological assumptions, rationales, techniques, and methods of implementation underlying major theoretical approaches to marriage and family therapy. (fall)

HDAL 5421 Family Therapy II (3 credits) — Prerequisite(s): HDAL 5420. A continuation of study of the basic philosophical and psychological assumptions, rationales, techniques, and methods of implementation underlying major theoretical approaches to marriage and family therapy. (spring)

HDAL 5422 Counseling with Couples (3 credits) — This course will address couple development and dynamics that contribute to difficulties in relationships. Therapeutic approaches for intervening with couples will be examined. (fall)

HDAL 5423 Postmodern Approaches to Family Therapy (3 credits) — Prerequisite(s): HDAL 5420. An introduction to postmodern approaches to understanding and working with couples and families. An examination of differences and similarities between modernist and postmodern paradigms and their implications for clinical practice. (spring)

HDAL 5430 Legal and Ethical Issues in Counseling (3 credits) — This is a seminar designed to acquaint students with legal, professional, and ethical issues that affect the practice of counseling and therapy. These issues include (1) the impact of the profession on characteristics and values on the counseling process; (2) confidentiality, privileged communication and the rights of clients; (3) malpractice, (4) counselor training, competence, and licensure, (5) diagnosis in counseling, and (6) psychopharmacology used in treatment. (fall, summer)
HDAL 5440 Treating Trauma and Abuse in the Family (3 credits)—This course will examine current research and theory regarding sexual and physical abuse of children and partner violence, including causes, dynamics, and consequences. Emphasis will be given to treatment approaches and techniques in working with couples and families involved in abusive situations. (fall)

HDAL 5549 Substance Abuse: Counseling Individuals and Families (3 credits)—This course will train counselors to work with individuals and families who have substance abuse disorders. The course will focus on the following areas of substance abuse: legal and ethical issues; physiology; psychological, cultural, and gender factors and issues; counseling techniques with individuals and families; and preventative measures for substance abuse. (variable)

HDAL 5550 Counseling I (3 credits)—An introduction to the basic philosophical and psychological assumptions, rationales, techniques, and methods of implementation underlying major theoretical approaches to counseling and psychotherapy. (fall, spring)

HDAL 5561 Counseling Techniques with Children (3 credits)—Prerequisite(s): HDAL 5420 or 5550. Through lecture, role-play, video feedback and the use of creative (expressive) arts, students will be provided an opportunity to develop skills at individual, small and large group counseling and therapy, play therapy, and family interventions, including parent education.

HDAL 5562 Counseling II (3 credits)—Prerequisite(s): HDAL 5550. A continuation of study of the basic philosophical and psychological assumptions, rationales, techniques, and methods of implementation underlying major theoretical approaches to counseling and psychotherapy. (fall, spring)

HDAL 5563 Advanced Counseling Techniques with Children (3 credits)—Prerequisite(s): HDAL 5561 and HDAL 5562, or their equivalents. This course assumes a foundation of basic skills for counseling children has been attained. Through video feedback and the use of creative (expressive) arts, students are provided an in-depth experience in skill development using individual and small group counseling and therapy, play therapy, and family interventions, including parent education.

HDAL 5570 Supervised Counseling Practicum (3 credits)—Prerequisite(s): Admission to program, permission of instructor, HDAL 5100 (except Marriage and Family Therapy), 5430, 5530 (or 5420), and/or current enrollment in 5562 (or 5421). This is an experiential course in which the student will apply individual and group counseling skills. Field experiences will be required. It will involve a semester of counseling experience under the direct supervision of an East Tennessee State University faculty member.

HDAL 5572 Seminar in Counseling Issues (3 credits)—This is a seminar in which those in counseling and related fields can upgrade their knowledge in a number of related areas. Each topic will be presented by a professional who is a specialist in that particular area. Topics could include satanic worship, gangs, bereavement, AIDS, gays and lesbians, family violence, sexual abuse, and the use of psychodrama and the creative arts. (variable)

HDAL 5575 Advanced Group Processes (3 credits)—Prerequisite(s): HDAL 5100. Construction, delivery, and facilitation of group counseling dynamics at an advanced level. Emphasis will particularly be given to the examination of behavior in a group setting and derive implications for group facilitation from both the experiential and didactic aspects of the course. (variable)

HDAL 5721 Trends and Issues in Higher Education (3 credits)—Current trends and issues in higher education and their historical antecedents will be explored. Emphasis is directed toward the continual challenges and opportunities higher education faces in a democratic and pluralistic society and the issues encountered in meeting them.

HDAL 5722 Student Development and the College Environment (3 credits)—This course is designed to familiarize students with major theories of student development and apply key theoretical concepts that address students’ cognitive, intellectual, identity, personality, ethical, moral, career and social development during the college years. Issues that reflect the diversity, complexity, and change in higher education today are also examined. Emphasis is placed on examining student needs, satisfaction and cultures; the impact of campus environments on student development; and the analysis of programs/services outcomes.

HDAL 5810 Psychological Assessment in Counseling (3 credits)—A study of psychometrics, test construction, and interpretation of results for major assessment instruments used in community mental health and school systems. Students will become familiar with assessment instruments and be able to critically evaluate them. Upon completion of this course, students will be able to utilize test results in diagnosis and evaluation across settings.

HDAL 5820 Psychological Assessment (3 credits)—Prerequisite(s): a course in abnormal psychology, HDAL 5817, HDAL 5550, and HDAL 5230. An examination of the computation and purpose of the principal objective and projective personality tests used in psychological counseling. Emphasis and practice will be on administering, interpreting, and report writing. Current issues in personality assessment will be discussed.

HDAL 5825 Developmental Psychopathology for Counselors (3 credits)—Prerequisite: Permission of instructor. This course addresses the dangers of psychological labeling and pathologizing clients while also teaching professionals about processes for diagnosis, understanding the DSM-V, case conceptualization, and therapeutic treatment planning. Common diagnoses applied to children, adolescents, and adults are considered from both individual and systemic perspectives. (summer)

HDAL 5830 Individual Mental Testing (Also Psychology 5830) (4 credits)—Prerequisite(s): a course in abnormal psychology, HDAL 5817, HDAL 5550, and HDAL 5230. This course will instruct students in the administration and interpretation of the WAIS-III, WISC-III, and McCarthy Scales, and familiarize students with other individual mental tests, including the Kaufman ABC and the Stanford-Binet IV. Attention is also given to procedures for writing psychological evaluations and reporting test results to examinees. Issues related to assessment, such as the nature of intelligence and the heritability of intelligence, are examined. Students are required to administer and interpret various individual mental tests.

HDAL 5880 Internship (1-6 credits)—Prerequisite(s): HDAL 5570, and approval of the program option coordinator. The internship is designed to provide students with on-the-job experience under the supervision of a trained professional in an appropriate setting. Internships are subject to the availability of an appropriate setting and position openings available. In order to accommodate students, students must apply for internship at least one full semester in advance. (every semester)

HDAL 5957 Special Topics in Human Development and Learning (1-6 credits)—(every semester)

HDAL 5960 Thesis (1-3 credits)—Prerequisite(s): EDFN 5950. (every semester)

HDAL 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

HDAL 6563 Advanced Social and Cultural Foundations of Counseling (3 credits)—Prerequisite(s): HDAL 5110 or its equivalent. This course is designed for students in the helping profession to develop advanced competencies for counseling intervention with diverse populations. Students will learn specific theories and techniques for counseling multicultural populations. Special attention will be given to working with minority, non-dominant, and oppressed populations.

HDAL 6585 Trauma and Recovery (3 credits)—This course will address various counseling approaches to working with clients who have been exposed to traumatic events. The traumatic events may include, but be limited to, events such as automobile accidents, surgeries, bullying behavior, natural disasters, violent crimes, terrorism, or domestic violence. Students will learn how to assess and intervene for trauma at an individual, group, and community level.

HDAL 6593 Advanced Internship and Supervision (3-6 credits)—Prerequisite(s): Admission to the Ed. S. in School Counseling Program and HDAL 5880 or equivalent. This advanced internship and supervision course is designed to provide a student with the opportunity to have a closely directed experience in supervising interns in the master’s program in Counseling. The class is a seminar that addresses the theory and practice of supervision as well as providing a vehicle for working with clients and presenting supervisory experiences for discussion.

History (HIST)

HIST 5010 Studies in United States History (3 credits)—Directed research in selected topics in the history of the United States. (every semester) May be repeated.

HIST 5017 Beginnings of America (3 credits)—A history of the establishment of European settlements in America and the development of those colonies in the 16th and 17th centuries.

HIST 5020 Studies in European History (3 credits)—Directed research in selected topics in European history. (every semester) May be repeated.

HIST 5030 Studies in World History (3 credits)—Directed readings in selected topics in the history of areas other than the United States or Europe. (every semester) May be repeated.

HIST 5037 The American Revolution (3 credits)—A study of the origins and development of revolutionary sentiment in 18th century America.

East Tennessee State University
HIST 5047 The Early Republic (3 credits)—A study of the Federalist Period, the Jeffersonian Revolution, and the War of 1812.

HIST 5057 Age of Jackson (3 credits)—A study of the era of good feelings, the political Jackson, sectionalism, and territorial expansion to the eve of the Civil War.

HIST 5067 The Civil War (3 credits)—An advanced course in the history of the Civil War with emphasis upon secession; economic and military mobilization; battles and campaigns; and the cultural, diplomatic, and political developments in the period from 1861 to 1865.

HIST 5097 The Emergence of the United States 1865-1933 (3 credits)—A study of the rise of big business, big labor, big government, and the agrarians in the late 19th century; the Progressive Movement, World War I, League of Nations and the Depression.

HIST 5107 Recent United States, 1935-Present (3 credits)—A study of the New Deal, World War II, the significant changes in American society since the war, and the exercise of great power status in the international affairs in the third quarter of the 20th century.

HIST 5127 Social and Intellectual History of U.S. to 1877 (3 credits)—A study of selected and representative social, cultural, and intellectual themes in American history from the colonial period to the end of Reconstruction in the national period.

HIST 5137 Social and Intellectual History of U.S. since 1877 (3 credits)—A study of selected and representative social, cultural, and intellectual themes in American history from the end of Reconstruction to the present.

HIST 5147 The Old South, 1607-1860 (3 credits)—An advanced course in the history of the South from colonial times to the Civil War with emphasis upon economic, social, and political developments, including the slavery controversy.

HIST 5157 The South Since 1865 (3 credits)—A study of the recent South with special attention to its politics, economy, society, culture, and relationship to national history.

HIST 5167 History of the Southern Appalachians (3 credits)—A study of the political, economic, social, and cultural developments in Southern Appalachia from settlement to the 20th century.

HIST 5177 The West in the Life of the Nation (3 credits)—A study of westward expansion and the impact of the frontier on American institutions from the Old Southwest and Northwest frontiers to the Pacific Coast. EF5837

HIST 5207 Ancient Religions (3 credits)—A study of the origins, development, and function of religion in the ancient world of the Middle East, the Indian subcontinent, Greece and Rome. The course will cover the religions of ancient Egypt, Mesopotamia, Palestine, Greece and Rome, as well as Gnosticism, Jainism, and Zoroastrianism.

HIST 5217 History of Ancient Greece (3 credits)—A study of ancient Greece from its origins in the Bronze Age through the Hellenistic Age, with special emphasis on the political, philosophical, and intellectual ideas which form the basis of Western civilization.

HIST 5227 History of Rome (3 credits)—A survey of ancient Rome from its origins to the 5th century A.D., including the Regal period, the struggle of the Orders, the growth of the Republic, Roman institutions, the Roman conquest of Italy, the fall of the Republic and the growth of autocracy, adjustments in the Empire, the early Christian church, and the culture of Rome and its subject peoples.

HIST 5237 Women in the Ancient World (3 credits)—A study of the history and circumstances of women in antiquity, including the cultures of Egypt, Mesopotamia, Palestine, Greece and Rome.

HIST 5247 History of Women in U.S. to 1945 (3 credits)—An investigation of the social, economic, and political roles of women in the life of the nation, from European contact with Native Americans to the end of World War II.

HIST 5327 Expansion of Europe Overseas (3 credits)—A study of the origins of European expansion, the creation of settler colonies, the "new imperialism" of the nineteenth century, and the impact of these events on non-European peoples and the modern world.

HIST 5377 European Intellectual History (3 credits)—A study of the history of European thought and culture from the French Revolution to the present day.

HIST 5387 History of the Holocaust (3 credits)—A study of the background and origins of the Holocaust, including the legacy of anti-Semitism in Christian Europe and the emergence of racial anti-Semitism, the impact of World War I, Hitler’s ideology, and the racial ideas of the Nazi state. Emphasis will also be put on the decision for and implementation of the Final Solution, with emphasis on the perpetrators, victims, and bystanders, as well as how the initially limited Nazi killings expanded into the Holocaust as we know it. Finally, the meaning and possible uniqueness of the Holocaust will be explored.

HIST 5507 England to 1714 (3 credits)—A survey of English history during the 16th and 17th centuries, with emphasis upon events which greatly influenced the world at large.

HIST 5517 England, 1714 to Present (3 credits)—A study of British history from 1688 to the present with primary attention directed to the political, economic, and social changes that led the nation from an agrarian and agricultural kingdom to an industrial and democratic state in the 20th century.

HIST 5607 History of Russia to 1917 (3 credits)—A study of politics, society, and culture in Russia from Kievan Rus to the end of tsarism, with emphasis on the latter period.

HIST 5617 History of Russia Since 1917 (3 credits)—A study of Russia, with emphasis on politics, ideology, culture, and economic development, from the collapse of tsarism and the Russian Revolution through the Soviet period and the post-Soviet period, including its successor states.

HIST 5627 Modern Germany (3 credits)—A study of the causes and consequences of German unification; the Bismarckian period, the Wilhelminian Age; Weltpolitik and World War I, the Weimar Republic, Hitler and the Nazi Era; World War II and its aftermath. Emphasis will be placed on political, economic, social, and diplomatic developments.

HIST 5707 East Asia Since 1900 (3 credits)—The transformation of China and Japan from regional to international economic powers.

HIST 5717 Modern Middle East (3 credits)—A study of the Middle East from Napoleon through Khomeini, with emphasis on modernization trends and Islamic responses.

HIST 5727 Modern Africa (3 credits)—An advanced, in-depth examination of African social, economic, political, cultural, and intellectual history since about 1800, with special emphasis on the reestablishment of African independence.

HIST 5827 America in the 1960s (3 credits)—The domestic history of the United States during the 1960s, with emphasis on the era’s social and cultural forces: Civil Rights (Martin Luther King Jr., Malcolm X, the Black Power Movement); Social Policy (John F. Kennedy’s New Frontier and Lyndon B. Johnson’s Great Society); the impact of Vietnam and 1968 on the home front (Antwar Protests, the Counterculture, Student Rights); Modern Feminism, environmentalism, and the popular music and literature of the decade.

HIST 5837 Women Since 1945 (3 credits)—An examination of the social, political, economic, commercial, legal, sexual, and racial issues faced by American women since the end of World War II. Topics will include the domestic containment of the 1950s, Betty Friedan’s 1963 groundbreaking study, The Feminine Mystique, birth control, Roe v. Wade, the origins of the protest movements, women’s liberation, defeat of the Equal Rights Amendment, and the rise of radical and conservative.

HIST 5847 20th Century American Sports (3 credits)—An interdisciplinary study of sport in its historical context: the formation and evolution of various sports, including their economic, political, legal, gender, racial, and sexual aspects, as well as their treatment in popular literature and films.

HIST 5900 Independent Studies (1-3 credits)—Independent reading, research, and writing in selected topics on the graduate level. (every semester)

HIST 5940 Studies in Historiography (3 credits)—This course is a study of selected historians and their interpretations. (spring)

HIST 5950 Introductory Research (3 credits)—The objective of this course is to familiarize graduate students with research methodology and professional standards shared by practitioners in this discipline. This training is fundamental for those who expect to terminate their formal education with an M.A. as well as those who anticipate the pursuit of a Ph.D. in history. (fall)

HIST 5960 Thesis (1-3 credits)

HIST 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

HIST 5998-99 Cooperative Education (1-3 credits)—Students must clear 1-3 credits—Independent reading, research, and writing in selected topics on the graduate level. (every semester)

HIST 5990 Studies in Historiography (3 credits)—This course is a study of selected historians and their interpretations. (spring)

HIST 5950 Introductory Research (3 credits)—The objective of this course is to familiarize graduate students with research methodology and professional standards shared by practitioners in this discipline. This training is fundamental for those who expect to terminate their formal education with an M.A. as well as those who anticipate the pursuit of a Ph.D. in history. (fall)

HIST 5960 Thesis (1-3 credits)

HIST 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

HIST 5998-99 Cooperative Education (1-3 credits)—Students must clear 1-3 credits—Independent reading, research, and writing in selected topics on the graduate level. (every semester)
HIST 5937 World War II in the Pacific (3 credits)—A study of the origins, course and consequences of World War II in the Pacific. Emphasis will be placed not only on the political, diplomatic, and military aspects of the war, but also on the racial, technological, and ideological ramifications. The course will begin with the outbreak of the Sino-Japanese War 1937 and end with the beginning of the Cold War and the rebuilding of Japan.

HIST 5957 Topics in... (1-6 credits)—Prerequisite(s): Dependent on subject matter. Selected topics of current interest in history. Offered upon sufficient demand for specified subject matter. Consultation with the instructor is recommended before enrollment. (every semester) May be repeated.

Health Sciences (HSCI)

HSCI 5067 Neurology (4 credits)—Prerequisite(s): Human or Vertebrate Anatomy and Physiology. A basic study of the nervous system, including normal and abnormal function. Laboratory work consists of a study of preserved human brains and comparison of these brains with animal brains. Two hours lecture and two-hour laboratories per week. (spring)

HSCI 5100 Pathogenic Microbiology (2 credits)—Prerequisite(s): Introductory Pathogenic Microbiology. Advanced study of the specific biochemical, pathological, and physiological mechanisms by which infectious agents produce disease. Two hours lecture per week. (spring)

HSCI 5101 Pathogenic Microbiology Laboratory (2 credits)—Corequisite(s): Concurrent registration in Pathogenic Microbiology 5100. Laboratory work consists of procedures used for isolation and identification of pathogenic agents. Two two-hour laboratories per week. (spring)

HSCI 5110 Immunology (2 credits)—Prerequisite(s): Introductory Immunology recommended. An advanced course in immunology dealing with the biochemical, physiological, and pathological mechanisms involved in the regulation of cellular and humoral immune responses. Experimental basis of modern immunology is stressed. Two hours lecture per week. (fall)

HSCI 5111 Immunology Laboratory (2 credits)—Prerequisite(s): Immunology 5110. Introduction to techniques used in elucidating the mechanisms of induction and regulation of immune responses and other immunological phenomena. Two two-hour laboratories per week. (spring)

HSCI 5160 Advanced Virology (3 credits)—Prerequisite(s): Introductory Virology. A discussion of current areas of animal virus research with emphasis on newer research techniques. Three hours lecture per week. (fall)

HSCI 5607 Bacterial Physiology (4 credits)—Prerequisite(s): General Microbiology and Organic Chemistry required; Biochemistry recommended. A consideration of the biochemical nature of the growth of microorganisms. Includes studies of bacterial cytology, enzymes, nutritional requirements, metabolic pathways, and genetic regulation. Laboratory includes studies of selected aspects of bacterial metabolism and physiology. Two hours lecture and two hours laboratory per week. (spring)

HSCI 5747 Mycology (4 credits)—Prerequisite(s): General Microbiology and Organic Chemistry. A survey of the fungi with emphasis on structure, genetics, growth and nutrition, classification, ecology, and economic importance. In laboratory the fundamental principles of mycology and the procedures used for isolation and identification of fungi, including yeasts, molds, and actinomycetes, are investigated. Two hours lecture and two-two-hour laboratories per week. (fall)

HSCI 5900 Independent Studies (1-4 credits)—Prerequisite(s): Permission of instructor and department chair. Independent research on a specific problem under the supervision of a faculty member. A plan of the research must be approved in advance of registration. Candidates for M. S. degree may retake a total of four credits. (as needed)

HSCI 5957 Special Topics in Health Sciences (1-6 credits)—Prerequisite(s): Dependent on subject matter. Selected topics in health sciences. Offered upon sufficient demand for specified subject matter. May be repeated for different topics. Consultation with the instructor is recommended before enrollment.

HSCI 5960 Topics (1-3 credits)

HSCI 5980 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework may require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus. Students must clear arrangements for this course through the Cooperative Education Office prior to registration. Businesses, industries, and government agencies provide opportunities for planned and supervised work assignments. Students may alternate between periods (usually two semesters) of full-time study and employment with a cooperative education employer. Credit received carries full academic value, and students receive compensation as full-time employees. (as needed)

Interdisciplinary Gerontology (IDGE)

IDGE 5000 Introduction to Normal Aging: Interdisciplinary Approach (3 credits)—This course provides an introduction to some of the major conceptual themes and variety of pertinent issues within the field of gerontology from an interdisciplinary perspective. The course gives participants a common body of knowledge from which they can pursue specific aspects related to the field of aging and the aging process. (fall)

IDGE 5500 Advanced Seminar in Gerontology: An Interdisciplinary Approach (4 credits)—This course provides a culminating experience for students in the gerontology certificate program. Students will participate in either a research or practice experience and will share progress from their work in this seminar. (spring)

Journalism (JOUR)

JOUR 5107 Reporting Public Affairs (3 credits)—Prerequisite(s): A grade of 2.0 or better in JOUR 2130. Instruction and practice in coverage of local, county and state governments, the court system, and law enforcement agencies. May include field trips for which students may defray personal expenses. (summer)

JOUR 5900 Independent Study in Journalism (1-3 credits)

JOUR 5957 Topics in Journalism (1-6 credits)

Kinesiology, Leisure and Sport Sciences (KLSS)

PEXS 5032 Motor Development Assessment and Programming (3 credits)—Prerequisite(s): PEXS 3032 or equivalent. This course will provide instruction in the hereditary and environmental determinants of motor development; motor behavior of infancy through adolescence; characteristic changes in size, body build, fitness, and motor performance; techniques of appraising motor development; and developmentally appropriate programming. (fall)

PEXS 5040 Motor Control and Learning (3 credits)—The study of human movement with emphasis on the psychological factors which affect skill acquisition and performance. (fall)

PEXS 5110 Curriculum Development (3 credits)—This course is designed to further the understanding of physical education instructors in the area of program planning.

PEXS 5430 Administration of Physical Education and Athletics (3 credits)—A study of representative policies and procedures for the organization and administration of physical education and athletic programs.

PEXS 5440 Pedagogy (3 credits)—This course is designed to teach students how to understand, recognize, analyze, and demonstrate the range of teaching skills employed by a successful physical education specialist. Emphasis is placed on understanding the theoretical implications of different teaching skills and the contexts in which they are effective.

PEXS 5450 Advanced Adapted Physical Education, Sport and Leisure Activity (3 credits)—This course will provide instruction in the characteristics and educational considerations for specific disabilities to ensure appropriate evaluation, placement, and instruction for physical education, sport, and leisure activity programs for individuals with disabilities.

PEXS 5460 Inclusion in Physical Education, Sport and Leisure Activity (3 credits)—Prerequisite(s): PEXS 4250 or permission of instructor. This course will provide instruction in the approaches, methods, and materials needed for the mainstreaming/inclusion of children, adolescents, and adults with and without disabilities in physical education, sport and leisure activity settings. Research, legislation, and litigation, related to the inclusion of persons with disabilities will be emphasized.

PEXS 5467 Nutrition and Exercise (3 credits)—This course is designed to provide an in-depth investigation of the physiologically and metabolically related aspects of exercise and nutrition in the prevention and treatment of metabolic diseases. Students will also learn the scientific basis of how specific health intervention strategies affect these diseases mechanistically from a pathological perspective.

PEXS 5470 Systematic Observation and Analysis of Instruction (3 credits)—This course will provide an overview of techniques and instruments used to observe and analyze instruction in physical education. Practical
experience with current observation instruments, and the techniques and methods to develop and implement a personalized observation instrument to improve teaching, will be emphasized.

**PEXS 5977 Exercise Management** (3 credits)—This course will examine chronic diseases and disabilities that occur in many individuals. It is oriented toward understanding the disease, the effects exercise may have on the diseases, and modifications to general exercise programs.

**PEXS 5990 Readings and Research** (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills and other type of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

**Language (LANG)**

**LANG 5417 Teaching of Modern Languages** (3 credits)—For M. A. T. students preparing to teach French, German, and Spanish. Topics include methodology and current trends in second language education and their application.

**Master of Arts in Liberal Studies (MALS)**

**MALS 5000 Foundations in Liberal Studies** (1 credit)—An introduction to graduate liberal studies and its theoretical framework for the student’s educational plan in the MALS program. Students will complete a plan of study that includes area(s) of emphasis. Must be taken during the first semester in the MALS program.

**MALS 5100 Introduction to Interdisciplinary Study** (3 credits)—An introduction to the nature and value of interdisciplinary study. Literature, scientific theory, critical theory, and/or social science, historical, and philosophical constructs may be brought to bear on the study of interdisciplinarity.

**MALS 5200 Seminar in Liberal Studies** (3 credits)—An examination through an interdisciplinary approach of a major issue, historical period, or thematic study in the liberal arts. The particular subject will vary from semester to semester. May be cross-listed with another academic department.

**MALS 5400 Seminar in Interdisciplinary Research** (3 credits)—Prerequisite(s): MALS 5100. An introduction to and exploration of interdisciplinary research with an emphasis upon qualitative methodologies. Students may develop proposals for MALS 5950: Special Project in Liberal Studies or MALS 5960: Thesis.

**MALS 5900 Independent Study** (1-6 credits)—This course provides for independent study under the direction of an appropriate faculty member. Significant research grounded in interdisciplinary required.

**MALS 5950 Readings and Research** (1-6 credits)—This course provides for independent study under the direction of an appropriate faculty member. Significant research grounded in interdisciplinary required.

**Mathematics (MATH)**

**MATH 5010 Problem Solving** (3 credits)—Prerequisite(s): MATH 1420 or the equivalent. Examination of concepts and principles in algebra and geometry through pattern recognition and problem solving. (Fall, even years as needed)

**MATH 5015 Probability and Statistics for K-12 Teachers** (3 credits)—Prerequisite(s): MATH 1530 or the equivalent. Probability, simulation, sampling methods, elementary data analysis, statistical inference, correlation and regression, everyday use of statistics, (Spring, odd years as needed)

**MATH 5025 Foundations and Structure of Mathematics I** (3 credits)—A study of the mathematical concepts that are necessary for teachers of arithmetic and mathematics. Topics to be covered are logic and sets, number
systems, curve sketching, types of geometries, and elements of probability. The metric system. (summer, as needed)

MATH 5026 Foundations and Structure of Mathematics II (3 credits)—A study of sets, mathematical concepts that are necessary for the teacher of mathematics. Topics to be covered are number theory, analytic geometry and calculus, probability and statistics. (as needed)

MATH 5027 Introduction to Applied Mathematics (3 credits)—Prerequisite(s): MATH 2010, MATH 2110, and MATH 2120. This course is an introduction to partial differential equations and their relationship to Fourier series, vector calculus, and special functions. (fall)

MATH 5040 Reasoning in Mathematics (3 credits)—Prerequisite(s): MATH 1920 or the equivalent. An introduction for teachers to mathematical arguments and reasoning. Topics treated will be drawn from logic, set theory, algebra, analysis, and geometry. (as needed)

MATH 5047 Mathematical Statistics I (3 credits)—Prerequisite(s): MATH 2020, 2110, and 2010. An introduction to the theory of probability and mathematical statistics. Topics will include discrete and continuous probability distributions and their applications, mathematical expectation and moment generating functions, functions of random variables and transformations, sampling distributions, the central limit theorem, Chi-square, t, and F distributions. (fall)

MATH 5050 Analysis for Teachers (3 credits)—Prerequisite(s): MATH 5040 or the equivalent. A survey of elementary calculus extending to the fundamental concepts of analysis. (fall, odd years as needed)

MATH 5057 Mathematical Statistics II (3 credits)—Prerequisite(s): MATH 2110 and 4047 or 5047. A continuation of Mathematical Statistics I. An introduction to the theory of mathematical statistics, estimation and hypothesis testing. Topics will include efficiency, consistency, sufficiency, robustness, methods of estimation, confidence intervals as well as the Neyman-Pearson lemma, power functions, likelihood ratio tests, hypothesis tests and applications.

MATH 5060 Algebra for Teachers (3 credits)—Prerequisite(s): MATH 5040 or the equivalent. A survey of algebraic structures such as rings, integral domains, fields, and groups. (spring, even years as needed)

MATH 5070 Theory of Numbers (3 credits)—Divisibility, congruences, quadratic residues, Diophantine equations, and a brief treatment of binary quadratic forms.

MATH 5090 Theory of Matrices (3 credits)—Prerequisite(s): MATH 2010. Vector spaces, linear transformations, matrices, and inner product spaces.

MATH 5127 Introduction to Modern Algebra (3 credits)—Prerequisite(s): MATH 2010 and 2800. Introduction to the basic algebraic systems, including groups, rings, integral domains, and fields. (fall)

MATH 5137 Introduction to Modern Algebra II (3 credits)—Prerequisite(s): MATH 4127/5127. The study of rings is continued to include topics of factor rings, ideals and factorization. The study of field theory is expanded to include extension fields and splitting fields, time permitting; Sylow theory is included.

MATH 5157 Introduction to Modern Geometry (3 credits)—Prerequisite(s): MATH 2010, 2800, and 4047 or consent of instructor. An introduction to Euclidean and non-Euclidean geometries, emphasizing the distinction between the axiomatic characterizations and the transformational characterizations of these geometries. Some history of the development of the discipline will also be included.

MATH 5210 Real Analysis I (3 credits)—Prerequisite(s): MATH 4227 or 5227. Topics include number system, sequences, functions, Lebesgue measure, measurable functions, the Lebesgue integral, differentiation. (fall, spring, even years)

MATH 5217 Analysis I (3 credits)—Prerequisite(s): Mathematics 2210 and 2800. In a setting of the real numbers, a study of sets, functions on sets, algebra and order properties of the real numbers, sequences, sequences of functions, continuous functions, limits of functions, function approximation. (fall)

MATH 5220 Real Analysis II (3 credits)—Prerequisite(s): MATH 5210. Classical Banach spaces, metric spaces, topological spaces, Riesz Representation theorem, Hilbert spaces, general measure and integration. (spring, odd years)

MATH 5227 Analysis II (3 credits)—Prerequisite(s): Mathematics 4217 or 5217. A study of the derivative and integral of functions of one variable, the Riemann-Stieltjes integral, series, series of functions, Fourier series. (spring)


MATH 5267 Numerical Linear Algebra (3 credits)—Prerequisite(s): Mathematics 2020, 2110, and Computer Science 1250. Direct and iterative techniques for solving of linear equations, curve fitting, and eigenvalue-eigenvector methods. (spring)

MATH 5287 Applications of Statistics (3 credits)—Prerequisite(s): Mathematics 1530 and 4047 or permission of instructor. Topics covered include statistical methods for rates, various nonparametric procedures, regression, correlation, and analysis of variance. A course designed for the physical and social science students. (spring)

MATH 5307 Sampling and Survey Techniques (3 credits)—Prerequisite(s): Mathematics 1530 or 4047 or permission of instructor. Topics to be selected from survey designs: simple random, stratified and systematic sampling, questionnaire construction, interviewing techniques; methods of estimation and costs. (fall)

MATH 5310 Differential Geometry (3 credits)—Prerequisite(s): MATH 5227 or permission of instructor. Curves and frame fields in three dimensional Euclidean space, calculus on a surface, geometry of surfaces, intrinsic geometry of surfaces.

MATH 5327 Time Series Analysis (3 credits)—Prerequisite(s): MATH 2050 or equivalent. Methods for analysis of observations taken at equally spaced moments of time. Exploratory analysis of time series, decomposition approach, exponential smoothing and regression, time domain approach (ARIMA models), forecasting, introduction to the frequency domain approach, periodogram, and spectrum.

MATH 5330 Axiomatic and Transformational Geometries (3 credits)—Prerequisite(s): MATH 1920, 2010, and 2800. Axiomatic and finite geometries, Euclidean geometry (synthetic/analytic), transformational geometries, non-Euclidean and projective geometries.

MATH 5337 Complex Variables (3 credits)—Prerequisite(s): Mathematics 2010 and 2010. Complex numbers and their algebra, complex differentiation and integration, analytic and elementary functions, residues, and power series. (spring)

MATH 5340 Graph Theory and its Applications (3 credits)—Prerequisite(s): MATH 4347/5347 or consent of instructor. Topics include special classes of graphs, graphical invariants, connectivity and networks, extremal graph theory and heuristic graph algorithms. Proof techniques and algorithms for solving practical computing problems using graph theory will be investigated. (fall)

MATH 5347 Introduction to Graph Theory and its Applications (3 credits)—Prerequisite(s): MATH 2800. Topics include graph theory and applications, trees, planar graphs, graphical invariants, and networks. (spring)

MATH 5357 Introduction to Topology (3 credits)—Prerequisite(s): MATH 2800. Open and closed sets, continuous functions, metric spaces, connectedness/continuity functions, metric spaces, connectedness/compactness, the real line, and the fundamental group. (spring)

MATH 5410 Modern Algebra I (3 credits)—Prerequisite(s): MATH 4127 or 5127. Monoids, group theory, ring theory, modules over a principal ideal domain. (fall, spring, odd years)

MATH 5417 Teaching of Secondary Mathematics (3 credits)—Prerequisite(s): MATH 4127 and 4157 (or concurrent enrollment). Introduction to methods and materials appropriate to the teaching of secondary school mathematics. Topics include mathematics problem solving, integration of technology into mathematics instruction, study of the foundations of secondary mathematics, and a survey of ideas and techniques associated with planning, delivering, and evaluating instruction in mathematics. (fall)

MATH 5420 Modern Algebra II (3 credits)—Prerequisite(s): MATH 5410 or permission of instructor. Field theory, Galois theory, algebra over a field, ring theory, (spring, even years)

MATH 5450 Advanced Topics in Graph Theory (3 credits)—Prerequisite(s): MATH 5340. Advanced topics in graph theory will be presented. This course is designed to bring students to the forefront of current research in the field.

MATH 5510 Complex Analysis I (3 credits)—Prerequisite(s): MATH 4217 or 5217. Complex numbers, continuity and derivatives of functions, power series, Laurent series, transcendental functions, and contour integrals, Cauchy integral formula, Maximum Principle, applications. (fall)

MATH 5520 Complex Analysis II (3 credits)—Prerequisite(s): MATH 5510. Residues and integration, harmonic functions, conformal mapping and applications, Laplace transform, Riemann surfaces. (spring, even years)

MATH 5510 Applied Mathematics I (3 credits)—Prerequisite(s): MATH 3200. Topics in ordinary differential equations, stability, special functions, boundary value problems, and calculus of variations. (fall, even years)

MATH 5620 Applied Mathematics II (3 credits)—Prerequisite(s): MATH 2120 or permission of instructor. Partial differential equations, Fourier series and integrals, numerical techniques. (spring, odd years)

MATH 5710 Statistical Methods I (3 credits)—Prerequisite(s): MATH 2110 and 2010. Elementary Statistics preferred. Population and samples, probability distributions, estimation and testing, regression and correlation analysis, and analysis of designed experiment. (fall, even years)

MATH 5720 Statistical Methods II (3 credits)—Prerequisite(s): MATH 5710 or permission of instructor. Analysis of variance and regression on dummy variables, response surface methodology, statistical process control and
acceptance sampling, reliability theory, and distribution free methods. (spring, odd years) 

MATH 5800 Operations Research I (3 credits)—Prerequisite(s): MATH 2110 and 2100. Linear programming, duality theory and sensitivity analysis, special types of linear programs, and integer programming. (fall, odd years)

MATH 5820 Operations Research II (3 credits)—Prerequisite(s): MATH 5810, 2110, 2010, 5047, and 5057. Nonlinear programming, network theory, reliability theory, decision theory, probabilistic topics. (spring, even years)

MATH 5850 Numerical Analysis I (3 credits)—Prerequisite(s): MATH 1120, 2250, and CSC 1250. Methods of numerical computation and error control, interpolation, numerical integration and differentiation.

MATH 5860 Numerical Analysis II (3 credits)—Prerequisite(s): MATH 5850 or permission of instructor. Solution of systems of linear and nonlinear equations, inversion of matrices, calculation of eigenvalues and eigenvectors, methods of fitting and smoothing data, and a selection of advanced topics.

MATH 5900 Independent Study (1-6 credits)—For individual study of mathematical topics in fields of interest under the supervision of instructors. (every semester)

MATH 5957 Special Topics in Mathematics (1-6 credits)—Prerequisite(s): Mathematics 2010 and 2110. Selected topics of current interest in mathematics. Offered upon sufficient demand for specified subject matter. May be repeated twice for different topics. Consultation with the instructor is recommended before enrollment.

MATH 5960 Thesis (1-3 credits)—An investigation of a problem in mathematics that will lead to a thesis based upon the findings of the research. (every semester)

MATH 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation for a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

Mass Communications (MCOM)

MCOM 5010 Comparative Mass Media Systems (3 credits)—A comparative study of mass media systems operating in various parts of the world, highlighting their similarities and dissimilarities, through the examination of the distinctive environments in which they operate.

MCOM 5020 Media and Cultural Diversities (3 credits)—A study of the images of the cultural environment as seen through the mass media, and their impact on the cultivation of conceptions of majority and minority status.

MCOM 5030 Media and the First Amendment (3 credits)—Seminar course on the problems of communication freedom that arise out of special situational factors or because of problems unique to the medium of communication.

MCOM 5037 Communications Law (3 credits)—This course covers the legal aspects of the media of mass communications: constitutional law as foundation of the right to publish; freedom of information; the right to comment; privilege, property and contractual rights; defamation; invasion of privacy; criminal responsibility in defamation, obscenity, fraud, monopoly, and contempt; administrative regulation; broadcasting and advertising.

MCOM 5040 Seminar in Mass Communications (1-6 credits)—Problems, concepts, and approaches to research in selected mass communication issues. May be repeated.

MCOM 5050 Public Opinion (3 credits)—Patterns of public opinion formation including their cultural social, and economic impact. Analysis of communication content and techniques involving public opinion and persuasion.

MCOM 5060 Seminar in Media Ethics (3 credits)—The course is an exploration of the literature in mass communication which examines ethics in the context of media practices and social responsibility.

MCOM 5070 Seminar in History of Mass Communication (3 credits)—Historical research approach to mass communication with emphasis on historical writings, the philosophy of history, and methods of data collection and analysis. Emphasis on United States mass media history.

MCOM 5900 Independent Study in Mass Communications (1-3 credits)—Directed study in areas of mass communications which may involve topics such as social roles as the media, legal, ethical, or problems, audience analysis, creative writing, or critical evaluation of the operation of a mass medium. Consent of instructor.

MCOM 5957 Topics in Mass Communications (1-6 credits)

MCOM 5960 Thesis (3-6 credits)—Prerequisite(s): Consent of instructor. A research project developed and written under the supervision of a faculty committee.

MCOM 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

Medical Education (MDED)

MDED 5010/6010 Biometry and Biomedical Computing I (3 credits)—Prerequisite(s): College Algebra. This course is a combination of lectures and computer laboratory sessions covering statistical data analysis implemented on microcomputers. Topics discussed include descriptive and inferential statistical methods for independent and dependent samples, one- and two-factor analysis of variance multiple comparison procedures, nonparametric analysis, binomial data analysis, and categorical data analysis. Computer applications are integrated into the course. Two hours per week of lecture and two hours per week of computer laboratory.

MDED 5020/6020 Biometry and Biomedical Computing II (3 credits)—Prerequisite(s): Biometry and Biomedical Computing I or permission of the instructor. This course is a combination of lectures and computer laboratory sessions presenting a variety of advanced statistical topics, as well as research applications of the computer. Topics cover the statistical analysis of completely random, randomized complete bloc, Latin square, split-plot, and repeated measures designs. Regression analysis includes the simpler linear, polynomial, and multiple regression and nonlinear regression. Computer use in physiological simulation, analogue/digital data conversion and computer communication processes is discussed. Two hours per week of lecture and two hours per week of computer laboratory.

Educational Media and Educational Technology (MEDA)

MEDA 5000 History and Philosophy of Educational Media and Educational Technology (3 credits)—A web-based introduction to information science theory and fundamentals of educational technology and computing. The course examines the social, cultural, historical, and political ramifications related to information and to the invention, adoption, and diffusion of technology in education. The impact of technology on information and the ethical treatment of information in a technologically enhanced school environment are examined.

MEDA 5400 Technology in Teaching and Learning (3 credits)—Foundations of instructional technology appropriate to educational applications, including computers, other related media, and instructional design. Stresses knowledge of methods needed to implement and manage technology in educational environments. Hands-on experience is provided through the course laboratory. Students plan, implement, and evaluate educational technology for use in education.

MEDA 5520 Essentials of Multimedia (3 credits)—A study of the basic elements of multimedia including text, graphic art, sound, animation, and video. This course will cover the methods of creating each of the elements of multimedia, and how to combine them into meaningful units for maximum effect. The instruction will be interactive and project oriented. Teamwork and good design will be emphasized. (Cross-listed with CSCI 5517)

MEDA 5530 Computer-Based Authoring Systems (3 credits)—Prerequisite(s): MEDA 5520; senior standing in Computer Science or permission of instructor. Survey of methods in computer-based authoring systems. The course will cover the design, implementation, and evaluation of computer-based training modules using one or more authoring systems. Emphasis will be on the use of hypermedia and multimedia tools, analysis of instructional goals and their evaluation, and using the World Wide Web for delivery of instruction. Laboratory experiences and group projects will be integral parts of this course.

MEDA 5540 Principles of Instructional Design and Production (3 credits)—Prerequisite(s)/Corequisite(s): MEDA 5700 and MEDA 5530. This course concentrates on the systematic planning and production of instructional resources designed to meet client specifications. Computer-based media production and desktop presentations are included.

MEDA 5628 Children’s Materials (3 credits)—This course deals with the analysis, evaluation, and use of library media for children. It strives to relate these media to the needs and interests of children as well as to the school curriculum. (variable)

MEDA 5635 Basic Reference Materials (3 credits)—This course provides an introduction to the basic types of reference sources, their evaluation, and use. (variable)
MEDA 5637 Young Adult Materials (3 credits)—This course will survey a wide variety of young adult literature in many formats. Students will preview materials for educational, informational, and literary use by young adults. Course will also cover literary genres, award-winning literature, popular authors, critical selection and analysis, and knowledge of age-level developmental stages. Emphasis will be the application in the school library media setting.

MEDA 5640 Multicultural Materials for Children and Young Adults (3 credits)—An introduction to the area of cross-cultural literature through the examination of cultural pluralism and prejudice as manifested in literature and media for youth. This course will survey a wide variety of children and young adult literature in many formats. Criteria for the evaluation of multicultural content and ways to introduce multicultural media into library programs will be explored.

MEDA 5680 Organizations and Administration of Instructional Technology Programs (3 credits)—This course deals with the organization, administration, evaluation, and implementation of instructional technology programs and services for education and training. (variable)

MEDA 5685 Online Information Services (3 credits)—This course offers an examination, analysis, and comparison of various online databases. Administrative and other related issues will be addressed. Extensive online searching will be required.

MEDA 5700 Instructional Role of Educational Media and Educational Technology (3 credits)—Introduction to the skills of teaching as they relate to the school library media setting and to the use of educational technology. Students will learn how to design, develop, and evaluate an appropriate unit of instruction; develop and conduct a needs assessment; identify learning objectives; analyze learner characteristics; employ instructional strategies; and conduct evaluations. Field Experience Required: Ten (10) Hours.

MEDA 5710 School Library Media Program Development and Management (3 credits)—Prerequisite: MEDA 5720. Roles, functions, and organization of school library media programs: administrative aspects, professional responsibilities, systematic program planning and evaluation, building instructional team partnerships with teachers and others, and integration of the library program into the curriculum. Management of operational aspects of school library media centers, including program development, facilities, budget, personnel, materials, and equipment. Field Experience Required: Ten (10) Hours.

MEDA 5715 Instructional Role of the School Library Media Specialist (3 credits)—Prerequisite(s): MEDA 5000. Exploration of the instructional role of the school library media specialist in teaching and learning. Examines relationships of learning theories, curriculum design, and information literacy standards. Field Experience Required: Ten (10) hours.

MEDA 5720 Organization of Library Media (3 credits)—An introduction to descriptive cataloging, classification, and subject analysis. Cataloging and processing book and non-book materials using integrated library system software. Emphasis will be on the organization of information in a school library environment. Classes will be a combination of lecture and in-class exercises. Field Experience Required: Ten (10) Hours.

MEDA 5750 Information and Records Management (3 credits)—An introduction to the role and functions of the information manager in educational organizations with emphasis on use, retention, and management of information and records.

MEDA 5800 Information Networks-Resource Sharing (3 credits)—Identification and evaluation of information networks in libraries and other educational settings. Focuses on the nature of networks including hardware and software applications. Field Experience Required: Five (5) Hours.

MEDA 5850 Organizing and Managing Content on the Internet (3 credits)—Integration, organization, and management of information content as it related to the design of Web pages. Basic ftp, server, and HTML commands and functions, as well as popular authoring programs, will be utilized to design, develop, and organize content.

MEDA 5900 Independent Study (1-3 credits)—(every semester)

MEDA 5925 Practicum/Internship/Enhanced Student Teaching (5 credits)—Prerequisite: MEDA 5910. The culminating experience for the School Library Media Concentration. The practicum experience involves student participation in a professional field work setting under the supervision of a designated on-site supervisor and the university practicum director. Students will complete a practicum of at least 200 hours, a full-year internship, or an enhanced student teaching semester, depending upon their needs for state licensure. The practicum is built on the standards set forth in Information Power: Building Partnerships for Learning (AASL/AECT, 1998) in four critical content areas: (1) Use of Information and Ideas, (2) Teaching and Learning, (3) Collaboration, and (4) Professional Development.

MEDA 5930 Practicum with Seminar in Educational Communications and Technology (2 credits)—The culminating experience for the Educational Communications and Technology Concentration. Students will complete a practicum of at least 30 hours, working in coordination with a site supervisor and an Educational Media and Educational Technology faculty member.

MEDA 5950 Research in Educational Media and Educational Technology (3 credits)—Prerequisite(s): Research Methods in Education, identification, hypothesis testing, data collection, analysis and interpretation of results. Emphasis on research methods and on critical evaluation of reported research in the fields of school library media and educational technology.

MEDA 5957 Topics in Media Services (1-6 credits)—Prerequisite(s): Dependent on subject matter. Selected topics of current interest in media services. Offered upon demand to meet specific subject matter. May be repeated for different topics. Consultation with the instructor is recommended before enrollment. (variable)

Management (MGMT)

MGMT 5010 Essentials of Management (3 credits)—This course introduces students without business backgrounds to the fields of management and organizational behavior. It focuses on essential behavioral and structural processes in organizational design and organizational change and development.

MGMT 5020 Legal and Social Responsibility (3 credits)—A survey of legal concepts affecting business for students who have not recently taken courses in business, legal, environmental, or government courses. Coverage includes judicial decisions, legislation, and laws on pricing, environmental protection, consumer protection, securities, equal employment opportunity, and issues of social responsibility and ethical behavior.

MGMT 5030 Quantitative Analysis for Operations Management (3 credits)—Prerequisite(s): ECON 5010 and MGMT 5010 or equivalents. A study of operations and management of systems and operations, focusing on mathematical programming, inventory control, waiting line analysis, and network planning and control methods. The computer is heavily utilized as a problem-solving tool. A working knowledge of computer applications and commonly used software packages is assumed.

MGMT/ENTC 5050 Leading Continuous Improvement (3 credits)—Prerequisite(s): ENTC 5950 and graduate standing. A study of the skills and knowledge necessary for business and industry to enhance competitiveness in the global arena. Focus on customer driven quality and strategic implementation. Lecture with emphasis on teamwork, team exercises, and presentation.

MGMT/ENTC 5060 Scheduling for Project Management (3 credits)—Prerequisite(s): Instructor Approval. A detailed study in planning, organizing, and controlling projects. Computer software is used to schedule projects. Emphasis is placed on time, resources, and capital considerations for the project. Lecture, team exercises, extensive laboratory, and presentations.

MGMT/ENTC 5070 Leading Empowered Problem Solving Teams (3 credits)—Prerequisite(s): Graduate standing. A course designed to provide graduate students with practical, hands-on experience enhancing their ability to work together solving business and technical problems as a cohesive team. Lecture, discussion, teamwork, and presentation.

MGMT 5112 Supply Chain Management (3 credits)—Prerequisite(s): Graduate standing. A comprehensive course dealing with an approach to analysing and managing logistics networks that improve a company’s competitive position in the global marketplace. Issues dealing with resource flows throughout the supply chain will be discussed through lectures, case analysis, and simulations. Supply Chain Management is meant to provide the student with a sound, basic knowledge and understanding of the systems and techniques for planning and managing supply chains in the manufacturing and service sectors. Further, it will provide the student with an understanding of the need to make strategically sound decisions concerning these supply chains.

MGMT 5217 Service Operations Management (3 credits)—Prerequisite(s): MGMT 3100 or permission of instructor. Application of operations management principles within the service environment, and illustrating new information technologies as strategic elements of service operations. Topics include: managing services, structuring and scheduling, continuous improvements in quality and productivity. Quantitative models and case analysis will be included.

MGMT 5317 Materials Management (3 credits)—Prerequisite(s): MGMT 3010. Design of information, forecasting, planning, and control systems for allocating resources and scheduling activities. Topics include: operations information systems, forecasting, aggregate output planning, inventory control, materials requirements planning, computer-integrated manufacturing, and shop scheduling.

MGMT 5327 Decision Modeling and Simulation (3 credits)—Prerequisite(s): CSCI 1010 and MGMT 3010. Concepts and methods for building and processing models which produce information about the behavior of complex organizational systems to support management decisions. Topics
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include: simulation of inventory and queuing systems, flow-graphs, process generators, OPSS, management planning, and network models.

MGMT/PUBH/PMNU 5401 Rural Health Issues (3 credits)—Prerequisite(s): Permission of the instructor. This interdisciplinary course addresses contemporary issues relevant to the delivery of health care in rural areas, particularly those of Appalachia. The course focuses on rural communities and is taught in a problem-solving, case-project format with interdisciplinary team presentations and discussions.

MGMT/PMNU/PUBH 5525 Health Services Delivery (3 credits)—Prerequisite(s): PUBH 5500 or permission of the instructor. This course focuses on the identification and analysis of factors and interrelationships which influence the operation of health care organizations with specific attention to local health departments, hospitals, multi-institutional systems, integrated health systems, and strategic alliances. These organizations will be viewed and discussed comparatively with other types of health service agencies.

MGMT/PMNU/PUBH 5530 Health Care Organizations and Law (3 credits)—Prerequisite(s): Admission to school of Graduate Studies. The content of this course includes an overview of the legal system with an emphasis on general principles of liability, defenses, and contracts. Through class discussions and presentations, legal issues facing health care administrators are presented including standards for accreditation, information management, human resources management, and need for legal consultation. (Fall.)

MGMT/PMNU/PUBH 5550 Human Resources Management (3 credits)—This course focuses on the skills and concepts required in managing people in health service organizations as well as on the human resource implications of changes in the external environment. This course focuses on the technical aspects of human resource management as well as the managerial skills required to manage people.

MGMT 5577 HRM Certification (3 credits)—Prerequisite(s): MGMT 4510 or the instructor’s permission. A review of the content domain of human resource management topics as defined by the Society for Human Resource Management. Students will prepare for the Society of Human Resource Management’s Human Resource Certification Institution Examination. Major content areas include: professionalism and ethics, management practices, selection and placement, training and development, compensation and benefits, employee and labor relations, and health, safety and security. Practice exams are a major focus.

MGMT/PMNU/PUBH 5590 Strategic Planning for Health Care (3 credits)—Prerequisite(s): PUBH 5505 and/or permission of the major advisor. This course applies the concepts of strategic planning within the context of the health care industry. Issues associated with competing in a changing health care environment are explored with a focus on the development of solutions to problems associated with this change. The strategic management of health care delivery will be addressed from a variety of perspectives, ranging from those of the insurance industry, to public health facilities, to large health care networks, to small practices of health care providers.

MGMT 5617 Small Business Management (3 credits)—Prerequisite(s): MGMT 5587. This course will provide students with an understanding of the human resource management as well as those who use bacterial systems as tools for investigating eukaryotic systems. This half-semester course is designed to complement experimental approaches used to study these aspects of virology are particularly stressed. This course will examine bacterial genetics focusing on molecular mechanisms. Experimental approaches used to study bacterial genetics, including bacteria and viruses, bacterial physiology, genetics, immunity, and clinical parasitology. Lectures, laboratories, conferences.

MGIC 5250 Microbiology Seminar (2 credits)—Presentation by students and faculty of a review of a particular topic of interest. Students must be prepared to participate in discussion. This course can be taken for credit repeatedly.

MGIC 5350/6350 Molecular Immunology (3 credits)—Prerequisite(s): Biomedical Science I-IV or permission of the instructor. This graduate course will provide a comprehensive overview of the molecular basis of the immune system. Topics covered will include the structure, function, and genetic regulation of proteins involved in immune recognition, cytokines and their receptors, and mechanisms of cellular activation. Although previous coursework in immunology is recommended, students without such experience may be enrolled with permission of instructor.

MGIC 5362/6362 Molecular Virology (3 credits)—Prerequisite(s): BIOM 5010/6010, 5020/6020 and MIRC 5000/6000 or permission of the instructor. Offered in alternating spring semesters; meets 6 hours/week for ½ semester. A lecture and discussion course taught largely from the primary literature. This course covers molecular biologic aspects of the viral lifecycle as well as virus-host interactions, viral evolution, viral transmission and pathogenesis. Experimental approaches used to study these aspects of virology are particularly stressed.

MICR 5462/6462 Bacterial Genetics (3 credits)—This course will examine bacterial genetics focusing on molecular mechanisms. Experimental approaches used to study bacterial genetics, including bacteria and viruses, bacterial physiology, genetics, immunity, and clinical parasitology. Lectures, laboratories, conferences.

MICR 5500/6500 Special Topics in Microbiology (2 credits)—Prerequisite(s): Permission of the instructor. Lecture course on areas of special interest to microbiologists; e.g., RNA viruses, comparative immunity, special groups of bacteria, etc. This course can be taken repeated for credit with different topics. Two lectures per week.

MICR 5900/6900 Special Problems in Microbiology (1-5 credits)—Prerequisite(s): Permission of the instructor. Research projects of limited scope to allow the student to develop certain skills or establish a specific interest in a research area. Conference and laboratory.

MICR 5960 Microbiology Thesis Research (1-3 credits)—Supervised research toward thesis.

MICR 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student's advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).
MUSC 5210 Seminar in the History of Instrumental Music (3 credits)—Prerequisite(s): successful passing of music history entrance exam. This course presents a study and discussion of topics of the history of instrumental music. Specific topics to be covered prior to registration. Biannually.

MUSC 5220 Seminar in the History of Vocal Music (3 credits)—Prerequisite(s): successful passing of music history entrance exam. This course presents a study and discussion of topics in the history of vocal music (vocal solo music, choral music, opera). Specific topics to be covered will be announced prior to registration. Biannually.

MUSC 5230 Seminar in the History of Keyboard Music (3 credits)—Prerequisite(s): successful passing of music history entrance exam. This course presents a study and discussion of topics in the history of keyboard music. Specific topics to be covered will be announced prior to registration. Biannually.

MUSC 5310 Advanced Methods and Materials of Choral Art (3 credits)—This course is designed for choral directors and will focus on techniques and repertory appropriate for school choral programs. Biannually.

MUSC 5330 Advanced Choral Conducting (3 credits)—This course is designed to enhance the technique of the choral conductor. Accompanied and a cappella music of all historical periods will be studied. Biannually.

MUSC 5340 Seminar in Instrumental Music Education (3 credits)—This course is designed for band directors and will deal with topics related to instrumental music programs in the schools. Biannually.

MKTG 5010 Essentials of Marketing (3 credits)—A survey course of contemporary marketing theory and practice. Basic elements of marketing strategy are examined with consideration of the constraints imposed by the marketing environment and consumer behavior.

MKTG 5111 E-Marketing (3 credits)—Prerequisite(s): Graduate Standing. A comprehensive course dealing with an approach to develop a general framework to enable the design of Internet marketing programs. The course will illustrate that Internet marketing programs must be integrated with an overall marketing effort. The e-Marketing course is meant to provide the student with an understanding of how to think about and implement Internet marketing, as well as providing the student with a focus on the best of both academic theory and the practice of Internet marketing.

MKTG 5217 Health Care Marketing (3 credits)—Prerequisite(s): MKTG 5010 or permission of instructor. This course is intended to give students a basic theoretical and practical knowledge of marketing as applied to the health care industry. Emphasis will be placed on the emergence of marketing information systems, and making marketing decisions in a health care context. (spring)

MKTG 5617 Marketing Research (3 credits)—Prerequisite(s): MKTG 5010 and ECON 5010 or equivalents. A study and application of the research process and techniques used in marketing research. Project planning and design, data collection and analysis, and the preparation of research reports are emphasized through lecture and student projects.

MKTG 5900 Independent Study in Marketing (1-3 credits)—A course designed for graduate students who, under the direction of a marketing faculty member, wish to engage in independent research or an intensive study of subjects not covered in other available courses. Prior departmental and college approval is needed.

MUSC 5200 History and Philosophy of Music Education (3 credits)—The foundations of music education in the United States will be examined within a historical and philosophical context. Biannually.

MUSC 5212 Theory Pedagogy I (3 credits)—Diatonic and chromatic practice and extended harmonic/melodic procedures will be reviewed through the study of appropriate music literature. Biannually.

MUSC 5210 Seminar in the History of Instrumental Music (3 credits)—Prerequisite(s): successful passing of music history entrance exam. This course presents a study and discussion of topics of the history of instrumental music. Specific topics to be covered prior to registration. Biannually.

MUSC 5220 Seminar in the History of Vocal Music (3 credits)—Prerequisite(s): successful passing of music history entrance exam. This course presents a study and discussion of topics in the history of vocal music (vocal solo music, choral music, opera). Specific topics to be covered will be announced prior to registration. Biannually.

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MKTG 5217 Health Care Marketing (3 credits)—Prerequisite(s): MKTG 5010 or permission of instructor. This course is intended to give students a basic theoretical and practical knowledge of marketing as applied to the health care industry. Emphasis will be placed on the emergence of marketing information systems, and making marketing decisions in a health care context. (spring)

MKTG 5617 Marketing Research (3 credits)—Prerequisite(s): MKTG 5010 and ECON 5010 or equivalents. A study and application of the research process and techniques used in marketing research. Project planning and design, data collection and analysis, and the preparation of research reports are emphasized through lecture and student projects.

MKTG 5900 Independent Study in Marketing (1-3 credits)—A course designed for graduate students who, under the direction of a marketing faculty member, wish to engage in independent research or an intensive study of subjects not covered in other available courses. Prior departmental and college approval is needed.

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MUSC 5212 Theory Pedagogy I (3 credits)—Diatonic and chromatic practice and extended harmonic/melodic procedures will be reviewed through the study of appropriate music literature. Biannually.
Nursing (NURS)

NURS 5000 Theoretical Foundations of Advanced Nursing Practice (3 credits) — Prerequisite: Admission to the RODP-MSN program or permission of coordinator. This course provides the student with the theoretical foundations for advanced nursing. The focus of the course is on the critical components of contemporary nursing knowledge; exploration of the nature of theory development in nursing; examination of relevance of concepts from basic and applied sciences; analysis and evaluation of nursing and related theories; and relevance of theory in terms of impact on professional nursing practice, and individuals, families, and groups as clients in health care systems.

NURS 5001 Health Care Policy (3 credits) — Prerequisite: Admission to the RODP-MSN program or permission of coordinator. The primary focus of this course is the analysis of health care systems. Public and private health care delivery systems are examined. Students explore future challenges and processes to improve systems.

NURS 5002 Advanced Nursing Research (3 credits) — Prerequisite: Admission to the RODP-MSN program or permission of coordinator. This course involves the systematic examination and application of the research process. The principles of evidence-based practice and its application to nursing is critically examined.

NURS 5003 Advanced Role Development (3 credits) — Prerequisite: Admission to RODP-MSN program. This course provides students with an in-depth understanding of the legal, historical, political, social, and ethical aspects of advanced nursing. Traditional and emerging roles for advanced nursing are examined.

NURS 5101 Advanced Health Assessment (3 credits) — Prerequisite: Admission to RODP-MSN program. This course prepares the advanced practice nurse to conduct focused and comprehensive health assessments of clients across the lifespan. The process of diagnostic reasoning is emphasized as the primary means of collecting and analyzing data obtained from the client history, physical examination, and diagnostic procedures.

NURS 5102 Advanced Health Assessment - Clinical (1 credit) — Prerequisite: Admission to the RODP-MSN program or permission of coordinator. Corequisite: NURS 5101. This clinical lab course emphasizes the application of advanced assessment techniques to perform focused and comprehensive health assessments of clients across the lifespan. Clinical analysis and synthesis of physical assessment data and diagnostic reasoning skills are developed.

NURS 5103 Advanced Pathophysiology (3 credits) — Prerequisite: Admission to the RODP-MSN program. An in-depth scientific knowledge base relevant to selected pathophysiological states confronted by advanced practice nurses is explored. This course provides a foundation for the development of clinical decisions related to selected diagnostic tests and the initiation of therapeutic regimens. Pathophysiology across the lifespan is correlated to clinical diagnoses and management.

NURS 5104 Advanced Clinical Pharmacology (3 credits) — Prerequisite: Admission to the RODP-MSN program. This course focuses on pharmacology and therapeutics used in the treatment of selected health conditions commonly encountered by the advanced practice nurse. Emphasis is placed on the decision-making utilized to safely and effectively prescribe and monitor pharmacotherapeutics appropriate to the client situation.

NURS 5201 Theories of Nursing Education (3 credits) — Prerequisite: NURS 5000. This course explores major research-based theories of adult learning and knowledge development in nursing. These theories will be examined for their utility across a variety of settings and/or levels of education.

NURS 5202 Teaching Strategies and Evaluation Methods (3 credits) — Prerequisite: Admission to the RODP-MSN program. This course provides the learner with knowledge necessary for competent classroom and clinical teaching. Methods of teaching students at the university, community college, and health care settings in classroom, seminar, and electronic formats are explored. Evaluation methods used in the classroom and in clinical instruction are included.

NURS 5203 Curriculum Design (3 credits) — Prerequisite: NURS 5201. This course introduces the student to traditional and contemporary considerations for curriculum planning and design as applied to nursing education. Emphasis is placed on philosophy, theory, objectives, curriculum designs, and total program evaluation.

NURS 5207 Clinical Focus Practicum (2 credits) — Prerequisites: NURS 5103; 3 hour course in selected clinical focus area. Corequisite: second course in sequence of 2 clinical focus courses. This practicum experience focuses on the synthesis of previously gained knowledge and skills in the provision of advanced nursing care to individuals, families, and communities. Emphasis is placed on management of clients within a clinical focus area.

NURS 5209 Nursing Education Practicum (4 credits) — Prerequisites: NURS 5103; Corequisite: NURS 5203. This practicum builds upon the concepts and technology introduced in related informatics coursework to provide experiences in informatics applications in health care settings.
NURS 5409 Informatics Applications Practicum II (2 credits) — Prerequisite: NURS 5403. Corequisite: NURS 5404. The practicum course builds upon the concepts and technology introduced in other related informatics coursework to provide additional work experiences in informatics applications in health care settings. Students will have the opportunity to explore a variety of informatics applications and then identify specific informatics applications based on their practice interests.

NURS 5501 Advanced Adult Health Nursing (3 credits) — Prerequisite: NURS 5500. This course focuses on the theoretical and conceptual basis for nursing management of the acutely ill client from social, cultural, psychological, physical, spiritual, and economic perspectives.

NURS 5503 Advanced Adult Health Nursing II (3 credits) — Prerequisites: NURS 5000, NURS 5103, and NURS 5501. This course focuses on the theoretical and conceptual basis for nursing management of clients experiencing chronic illness from social, cultural, psychological, physical, spiritual, and economic perspectives.

NURS 5511 Psychiatric Nursing Care I (3 credits) — Prerequisite: NURS 5103. This course will provide a foundation in the specialty care of individuals and families experiencing a psychiatric disorder.

NURS 5513 Psychiatric Nursing Care II (3 credits) — Prerequisite: NURS 5103. This course provides students with a conceptual theory-base for implementing advanced practice psychiatric nursing psychotherapy interventions.

NURS 5522 Critical Care I (3 credits) — Prerequisite: NURS 5103. This course focuses on advanced concepts of critical care related to multi-organ/system function and dysfunction. Nursing care relating to physiology, assessment, pathophysiology, system failure, and clinical management of the cardiovascular system, pulmonary system, renal system, and endocrine system are addressed. Critical care of complex pathophysiology, current treatment modalities, and advanced nursing roles are integrated in discussions of providing care to critically ill patients.

NURS 5523 Critical Care II (3 credits) — Prerequisite: NURS 5103. This course focuses on advanced concepts of critical care related to multi-organ/system function and dysfunction. Nursing care relating to physiology, assessment, pathophysiology, system failure, and clinical management of the defenses systems (ie, infection, sepsis, organ/bone marrow transplant), shock, trauma, neurological system, hepatic system, and gastrointestinal systems are addressed. Integrative core concepts with more complex pathophysiology and advanced treatment modalities of advanced nursing care are integrated to provide care to critically ill patients.

NURS 5541 Women’s Health and Perinatal Nursing I (3 credits) — Prerequisite: NURS 5103. This course focuses on evidence-based care of the women experiencing common health alterations and developmental transitions. Nursing strategies will include health promotion, prevention of disease, maintenance, and restoration.

NURS 5543 Women’s Health and Perinatal Nursing II (3 credits) — Prerequisites: NURS 5541 and NURS 5103. This course focuses on evidence-based management of the pregant client, including antepartum, intrapartum, and the puerperium woman. Focus will include selected alterations of pregnancy. In addition, management and care of the adaptive transitional stages of the newborn and parenting education are explored.

NURS 5601 Family Nurse Practitioner I (3 credits) — Prerequisites: Admission to the RODP-MSN program or permission from the department chair, NURS 5101/5102, NURS 5103, and NURS 5104. Corequisite: NURS 5502. This course focuses on advanced practice nursing and health care management of women in diverse populations. Course content includes biopsychosocial interactions affecting women throughout the lifespan.

NURS 5602 Family Nurse Practitioner I - Clinical (2 credits) — Prerequisites: Admission to the RODP-MSN program or permission from the department chair, NURS 5101/5102, NURS 5103, and NURS 5104. Corequisite: NURS 5502. The focus of this course is designed for advanced practical skills for women. Various clinical settings with diverse populations may be employed for clinical practice.

NURS 5603 Family Nurse Practitioner II (3 credits) — Prerequisites: Admission to the RODP-MSN program or permission from the department chair, NURS 5101/5102, NURS 5103, and NURS 5104. Corequisite: NURS 5604. This course focuses on advanced practice nursing and health care management of adults and older adults in diverse populations. Course content includes developmental, physiological, pathological, and psychosocial changes relative to health maintenance, acute and chronic illnesses, and life transitions.

NURS 5604 Family Nurse Practitioner II - Clinical (4 credits) — Prerequisites: Admission to the RODP-MSN program or permission from the department chair, NURS 5101/5102, NURS 5103, and NURS 5104. Corequisite: NURS 5603. This course focuses on advanced practice nursing and health care management of adults and older adults in diverse populations. Course content includes developmental, physiological, pathological, and psychosocial changes relative to health maintenance, acute and chronic illnesses, and life transitions.

NURS 5605 Family Nurse Practitioner III (3 credits) — Prerequisites: NURS 5101/5102, NURS 5103, and NURS 5104. Corequisite: NURS 5606. The focus of this course is on advanced nursing and health care management of children and adolescents. Course content includes developmental, physiological, pathological, and psychosocial changes relative to health maintenance, acute and chronic illnesses, and developmental transitions within the family context.

NURS 5606 Family Nurse Practitioner III - Clinical (2 credits) — Prerequisites: NURS 5101/5102, NURS 5103, and NURS 5104. Corequisite: NURS 5605. This clinical course is designed to provide the student with opportunities to deliver advanced nursing care to children and adolescents in families and communities. In collaboration with nursing faculty and clinical preceptors, various primary care settings will be employed for clinical practice.

NURS 5609 Advanced Family Nurse Practitioner Practicum (4 credits) — Prerequisites: NURS 5600, NURS 5601/5602, NURS 5603/5604, and NURS 5605/5606. Corequisite: NURS 5607. The practicum experience focuses on the synthesis of previously gained knowledge and skills in the provision of advanced nursing care to individuals, families, and communities. Emphasis is placed on health promotion, disease prevention, and clinical management of clients with common acute and chronic illness.

NURS 5631 Pediatric Nursing I (3 credits) — Prerequisite: Admission to the RODP-MSN program or permission of coordinator. This course is designed to provide advanced practice nurses with the necessary knowledge to provide health maintenance and health promotion to well children and their families.

NURS 5633 Pediatric Nursing II (3 credits) — Prerequisites: NURS 5000 and NURS 5101/5102. This course is designed to provide the advanced practice nurse with the necessary knowledge base to provide care for children and their families experiencing minor acute illness and chronic illness/disabilities. Content will emphasize common minor acute illnesses and chronic illness/disabilities typically seen in the ambulatory clinic site.

NURS 5990 Scholarly Synthesis (3 credits) — Prerequisites: NURS 5002, permission of department. As a culminating experience, this course is intended to be taken during the semester of planned graduation. As a culminating experience, this course provides the student with the opportunity to complete a synthesis component. The student will choose one of the following scholarly activities: 1. design a program; 2. write a grant proposal; 3. complete a scholarly project; 4. submit a manuscript for publication; and 5. present at a national or regional research conference. The activity must be approved by the supervising faculty member and the concentration coordinator.

PHARMACOLOGY (PHAR)

PHAR 5000/6000 Medical Pharmacology (7 credits)—Prerequisite(s): Biomedical Science I-V or permission of the instructor, Medical Physiology 5000, and permission of the instructor. This general survey course, designed for medical students, will be used as an introductory course for graduate students. The pre-requisites may be requested to perform additional transactions at the discretion of the instructors. A limited number of special assignments may be made if this general course requires amplification for the appropriate foundation for graduate study. (spring)

PHAR 5100 General Principles of Pharmacology (4 credits) — Prerequisite(s): Permission of the instructor. The objective of this course is to introduce students to the study of experimental pharmacology. Lectures, laboratory experiences, and discussion are used to examine design, basic pharmacokinetics, bioassay, and drug-receptor interactions. (summer, fall)

PHAR 5200/6200 Pharmacology Seminar (2 credit)—Presentation by students and faculty of literatures concerned with a particular topic of interest. Students must be prepared to participate in discussion. This course can be taken repeatedly for credit. (spring)

PHAR 5210/6210 Laboratory Rotation - Pharmacology (1-3 credits)—An entering student will be required to take this rotation course during the first semester. The student is to make arrangements to spend about four weeks in at least three faculty members’ laboratory during the semester rotation. The credit hour assigned will be based upon approximately 3-4 hours/week/credit for the semester. The purpose of the rotation is to expose the student and selected faculty to a mutual learning experience. The goal is to expose the student to what the particular laboratory selected is actively pursuing in research, and to become introduced into some aspect of the discipline that can enhance the selection of a research area and sponsor. The faculty will become aware of the talents, level of interest, and previous training the student has brought to the program. (fall)
PHAR 5500/6500 Special Topics in Pharmacology (1-4 credits)—Courses will be offered in special and more restricted areas of pharmacology to meet the needs of particular students. Hours by arrangement for variable credit. (every semester)

PHAR 5900/6900 Special Problems in Pharmacology (1-4 credits)—Research projects of limited scope to allow the student to develop certain skills or establish a specific research area. Conference and laboratory. (every semester)

PHAR 5957 Special Topics in Pharmacology (1-6 credits)—Prerequisite(s): Dependent on subject matter. Selected topics of current interest in pharmacology. Offered upon sufficient demand for specific subject matter. May be repeated for different topics. Consultation with the instructor is recommended before enrollment.

PHAR 5960 Pharmacology Thesis Research (1-3 credits)—Supervised research toward thesis. (every semester)

PHAR 5990/7990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

PHAR 6320 Autonomic Pharmacology (3 credits)—Prerequisite(s): Permission of the instructor. This course is directed toward developing an understanding of the autonomic nervous system function. Topics to be included are principles of synaptic transmission, peripheral neurotransmitters, second messenger systems, and autonomic nervous system modulation of physiological and metabolic functions. Offered alternate years. Three credits lecture per week. (fall)

PHAR 6340 Cardiovascular Pharmacology (4 credits)—Prerequisite(s): Permission of the instructor. A study of the mechanisms of the action of drugs in modifying physiological and pathological function of the heart and vascular systems. Topics will include drugs used in modifying physiological and pathological function of the heart and vascular systems and drugs used in treating cardiac arrhythmia, heart failure, and atherosclerotic disease. Offered alternate years. Four hour discussion sessions per week. (fall)

PHAR 6360 Neuropharmacology (3 credits)—Prerequisite(s): Permission of the instructor: Permission of the instructor. An introduction to toxicology including consideration of heavy metals, organic solvents, alkaloids, glycosides, polypeptides, and techniques used in conducting toxicological research. Special emphasis will be placed on the toxicity of heavy metals and insecticides. The application of gas chromatographic mass spectroscopy as an analytical tool for toxicology will be considered. Offered alternate years. Two hours lecture and demonstration per week. (every semester)

PHAR 7960 Pharmacology Dissertation Research (1-16 credits)—Supervised research toward thesis. Generally up to 12 credits; exceptionally up to 16 credits. (every semester)

Philosophy and Humanities (PHIL)

PHIL 5017 Ethical Theory (3 credits)—History of ethics from Ancient Greece to the present. Special emphasis on the theories of Plato, Aristotle, Kant, and Mill.

PHIL 5047 Philosophy of Religion (3 credits)—An examination of classical and contemporary discussions of philosophical issues about religion including the nature of God, of man, and of religious truth; and contemporary discussions of religion and atheism.

PHIL 5057 Philosophy of Art (3 credits)—An introduction to philosophical issues that arise in our attempts to understand the creation, appreciation, and criticism of the various literary, plastic, and performing arts.

PHIL 5067 Philosophy in Literature (3 credits)—An examination of philosophical issues as they appear in the world’s literature including poetry, fiction, and essays.

PHIL 5077 Contemporary Continental Philosophy (3 credits)—A survey of the developments in European philosophy from the late 19th century to the present. Topics may include phenomenology, hermeneutics, deconstruction, post-structuralism, critical theory, and philosophies of difference.

PHIL 5087 Topics in Analytic Philosophy (3 credits)—A survey of the developments in analytic philosophy from the late 19th century to the present. Topics may include logical atomism, logical positivism, ordinary language philosophy, naturalism, conceptual analysis, analytic epistemology, analytic metaphysics, and meta-ethics.

PHIL 5107 Classical Political Philosophy (3 credits)—An examination of the classical tradition in political thought with emphasis on reading the works of Plato and Aristotle as well as those of later representatives of this tradition.

PHIL 5127 Modern Political Philosophy (3 credits)—An examination of modern political thought with emphasis on the Social Contract theories of Hobbes, Locke, and Rousseau, and the utilitarianism of Bentham, Mill, and others.

PHIL 5137 Marxism (3 credits)—A study of the basic ideas of Marx and his contemporary interpreters in Eastern Europe, Asia, and the Third World.

PHIL 5900 Independent Study in Philosophy (1-3 credits)—A plan for independent study without regular class sessions. A student with sufficient background may select a special project under the direction of a member of the department and with the approval of the chair.

PHIL 5917 Philosophy of the Biological and Biomedical Sciences (3 credits)—Topics of philosophical and theoretical interest generated by the biological and biomedical sciences. Includes consideration of the broader social and cultural implications of biological and biomedical theory.

PHIL 5957 Topics in... (1-6 credits)—Prerequisite(s): Dependent on subject matter. Selected topics of current interest in philosophy and humanities. Offered upon sufficient demand for specific subject matter. May be repeated for different topics. Consultation with the instructor is recommended before enrollment.

Physics (PHYS)

PHYS 5007 Computational Physics (3 credits)—Prerequisite(s): PHYS 2110-2120 or MATH 3200. This course is designed to cover techniques used in modeling physical systems numerically. Topics include data fitting; error analysis; numerical differentiation and integration; techniques to solve systems of linear equations, ODEs, and PDEs; oscillatory motion and Fourier analysis; and random systems. Prior computer programming experience is desirable but not mandatory.

PHYS 5117 Kinetic and Statistical Physics (4 credits)—Prerequisite(s): Senior standing or permission of instructor. Kinetic theory of an ideal gas, equations of state, distribution of molecular velocities, principles of statistical mechanics, transport phenomena, applications of Boltzmann, Fermi-Dirac, and Bose-Einstein statistics. Three one-hour lectures and one two-hour recitation session each week.

PHYS 5617 Quantum Physics (4 credits)—Prerequisite(s): Senior standing or permission of the instructor. An introduction to quantum theory and nonrelativistic quantum mechanics. Historical development of ideas which led to present-day theories. Vibrations and rotations in quantum mechanical systems, approximation methods, matrix methods, and related topics. Three one-hour lectures and one two-hour recitation session each week.

PHYS 5717 Electromagnetic Theory (4 credits)—Prerequisite(s): PHYS 3710. Principles of electromagnetic theory, Maxwell’s equations, selected applications, and related topics. Three one-hour lectures and one two-hour recitation session each week.

PHYS 5900 Special Problems in Physics (1-3 credits)—Prerequisite(s): Approval of a research advisor. Individual research on a problem in which the graduate student has a special interest. Hours arranged. May be repeated in successive semesters.

Physical Therapy (PHYT)

PHYT 6101 Functional Human Anatomy (6 credits)—The study of normal human anatomy as it relates to function with special emphasis on structures of the extremities. Includes the study of embryological development histology. Human cadaver dissection is the primary laboratory activity.

PHYT 6102 Pathophysiology (4 credits)—This course includes a survey of the clinical signs, symptoms, and etiologies of the major diseases of all systems of the human body. Principles of diseases affecting the different organ systems with clinical relationships in physical therapy are studied.

PHYT 6103 Biomechanics (3 credits)—This course is an introduction to the study of biomechanics as it relates to the clinical practice of physical therapy. Emphasis will be on mathematical clinical problem solving as it relates to forces and motions acting within or on the human body statically or dynamically; biomechanics of solids and musculoskeletal tissues;
biomechanics of joint complexes of the human body; and, an introduction to the application of biomechanical scientific principles in the evaluation of the musculoskeletal system.

PHYT 6511 PT Basic Skills I (2 credits)—This is an introductory course in evaluation techniques. Topics include, but are not limited to: evaluation of posture and gross motion of the extremities and trunk, manual muscle testing, and goniometry.

PHYT 6151 Professional Issues I (1 credit)—This is the first in a series of two courses that will introduce students to the various ethical, legal, psychosocial, and management issues involved in being a physical therapist. Emphasis will be placed on various issues that affect one’s own value system and how one relates to other health care professionals, patients, patients’ families, and the changing health care system.

PHYT 6212 PT Basic Skills II (2 credits)—The students will have the opportunity to learn the theory and psychomotor skills for applying the physical modalities commonly employed in physical therapy. The physical therapy related modalities within the following areas will be covered: electromagnetic radiation (UV, IR, LASER), Mechanical (US, distraction, compression), Thermal (conductive and convective heating, cryotherapy, diathermy, hydrotherapy).

PHYT 6213 PT Basic Skills III (4 credits)—Documentation and patient care skills are presented; skills include transfer techniques, wheelchair management, teaching the use of assistive gait devices, and how to monitor vital signs. In addition, a general overview of exercise prescription, exercise techniques, and clinical outcome measurements associated with therapeutic exercise will be presented. Students will study and practice general rules of good body mechanics, patient handling, and safety for patients and therapists. An overview of some methods for kinematic and kinetic gait analyses will be presented. The terminology used to describe normal gait and the variables assessed in a gait analysis will provide the basis for observational gait analysis. An introduction to pathological gait patterns as well as normal changes that occur in ambulation over the life span will also be presented.

PHYT 6221 Musculoskeletal I: Upper Quarter (Cervical Spine, TMJ, and Upper Extremities) (4 credits)—This course is an introduction to physical therapy evaluation and treatment management of common neuromusculoskeletal disorders of the cervical spine, stomatogastric system (especially temporomandibular joint), and the upper extremities (shoulder, elbow, wrist, and hand). It also includes an introduction to differential diagnosis for neuromusculoskeletal disorders, for common orthopaedic clinical tests, fracture management, manual therapy, imaging and radiological evaluation of the upper quarter, and rehabilitation of common surgical repairs of the upper quarter.

PHYT 6261 Introduction to the Research Process (1 credit)—This course provides students with an introduction to the foundations and concepts involved in scientific investigation, and the composition and critical analysis of scientific writing and presentation.

PHYT 6271 Clinical Practicum I (2 credits)—Prerequisite(s): Successful completion of previous coursework in the PHYT curriculum. This is the first in a series of courses that will allow students to implement and practice clinical skills learned in the classroom in a patient care setting. Each student will be assigned to a clinical setting and work under the direct supervision of a licensed physical therapist. By completing all of the clinical practicum objectives, the student will meet each of the PHYT Program Goals.

PHYT 6304 Neuroscience (6 credits)—This course is designed to transmit the fundamental facts and concepts underlying current knowledge of the nervous system as this knowledge applies to general clinical training in medicine and physical therapy and on the principle that the best understanding of the nervous system is obtained when the morphological, physiological, and behavioral aspects of the neurosciences are presented conjointly. Clinical examples and correlations are used to provide a context for perceiving and recognizing normal neural structure/function and to illustrate how knowledge of the basic neuroscientific principles underlies an understanding of neural and behavioral dysfunction.

PHYT 6314 PT Basic Skills IV (2 credits)—The course includes an introduction to the evaluation, assessment, and treatment of soft tissues affecting dysfunction or pain. Specific tissues include muscle, epithelial, nervous, and connective tissue and issues include massage, myofascial techniques, stretching, and contract-relax.

PHYT 6315 Electrotherapeutics (3 credits)—Students will have the opportunity to learn the theory and psychomotor skills for applying the electrotherapeutic modalities commonly employed in physical therapy. The course will focus on the use of electrical force in the evaluation and treatment of patients in rehabilitation medicine.

PHYT 6322 Musculoskeletal II: Lower quarter (thoracic, lumbar, pelvis/sacral spine, and lower extremities) (4 credits)—This course is an introduction to physical therapy evaluation and treatment management of common neuromusculoskeletal disorders of the thoracic, lumbar, pelvis/sacral spine, and the lower extremities (hip, knee, ankle, and foot). It also includes an introduction to differential diagnosis for neuromusculoskeletal disorders, for common orthopaedic clinical tests, fracture management, manual therapy, imaging and radiological evaluation of the lower quarter and rehabilitation of common surgical repairs of the lower quarter.

PHYT 6331 Neurotherapeutic Principles I (4 credits)—This course includes an application of basic anatomy and physiology of the human nervous system to evaluation and treatment techniques for the neurologically involved patient. Emphasis is placed on critical analysis of the neurological assessment procedures and principles of therapeutic management as they relate to neurophysiological and developmental learning principles. The course is designed to present to the student the etiology, incidence, signs and symptoms, motor impairment, physical disabilities, prognosis, and medical and surgical management of common disorders such as the following: stroke, spinal cord injury, traumatic brain injury, Parkinson’s disease, demyelinating diseases, neuropathies and injuries of peripheral nerves, neuromuscular diseases, inherited disorders, and infections of the nervous system. This course will provide the student with the didactic and clinical applications of evaluative measures, therapeutic interventions, and treatment rationale for these select neurological conditions.

PHYT 6405 Pharmacology I for PT (2 credits)—Students are introduced to the most commonly used pharmacotherapeutic agents for patients receiving physical therapy. The role of physical therapists and physicians are discussed in relation to disease prevention, amelioration, restoration/cure, maintenance, and how they affect the patient’s response to physical therapy procedures.

PHYT 6416 Wound and Burn Care (2 credits)—This is an introductory course for the prevention, evaluation, and management of non-thermal and thermal wounds of the integument and associated soft tissues as commonly seen in physical therapy.

PHYT 6432 Neurotherapeutics II-Pediatrics (3 credits)—Introduction to the physical therapy management of children with diseases and dysfunction of the neuromusculoskeletal system. Students will learn through lecture and laboratory experiences how to implement specific evaluation and treatment techniques for these conditions including, but not limited to, the management of cerebral palsy, spina bifida, muscular dystrophy, common pediatric orthopaedic problems and mental retardation. Normal and abnormal growth and development will also be presented. Students will also be exposed to the various federal regulations that impact the delivery of physical therapy services to the pediatric population.

PHYT 6433 Neurotherapeutics III-Geriatrics (2 credits)—This course is designed to provide students the opportunity to build upon and integrate previous coursework in physical therapy evaluation and treatment planning of the geriatric client. Emphasis is placed on the musculoskeletal, neurologic, cardiopulmonary, and psychosocial factors involved in the normal aging process. Students will then modify, practice and demonstrate various treatment approaches to select medical problems frequently encountered in the geriatric population.

PHYT 6452 Clinical Correlates Seminar I (1 credit)—This is the first of two courses in which students begin to integrate concepts drawn from previous coursework with developing clinical knowledge and practical experience. Case studies will be presented to the class and faculty for discussion to facilitate transition to professional practice. The emphasis of the first course is presenting accurate and objective patient case study information and one (1) objective evidence-based assessment or intervention.

PHYT 6462 Scientific Inquiry for Physical Therapists (1 credit)—The course provides students with an introduction for critical examination of research sampling, designs, and data analysis. Elements of experimental and nonexperimental designs will be studied. Statistical measures for variability, and common parametric and nonparametric analysis of data are also examined.

PHYT 6472 Clinical Practicum II (2 credits)—This is the second in a series of courses that is designed to allow students to implement and refine the clinical skills learned in the classroom in a patient care setting. Each student will be assigned to a clinical setting and work under the direct supervision of a licensed physical therapist.

PHYT 6523 Prosthetics and Orthotics (3 credits)—This course emphasizes the physical therapy management of patients with amputations. Students learn how to implement specific evaluation and treatment techniques for this condition including proper function and use of prostheses, exercise programs used for training, and gait patterns. In addition, this course will introduce basic principles of orthotics for the spine and extremities.

PHYT 6541 Cardiopulmonary Rehabilitation (2 credits)—Lecture and laboratory course which emphasizes the physical therapy management of patients with disease and dysfunction of the cardiac and pulmonary systems. Students learn how to implement specific evaluation and treatment techniques for cardiopulmonary conditions; including low level stress testing and EKG interpretation. The course includes a review of the anatomy and physiology of...
the cardiovascular and respiratory systems as the foundation for understanding the pathophysiology of the conditions studied.

PHYT 6553 Professional Issues II (2 credits)—This is the second in a series of two courses that will introduce students to the various ethical, legal, psychosocial, and management issues involved in being a physical therapist. Emphasis will be placed on various issues that affect one’s own value system and how one relates to other health care professionals, patients, patients’ families, and the changing health care system.

PHYT 6554 Clinical Correlates II (1 credit)—This is the second of two (2) courses in which students begin to integrate concepts drawn from previous coursework with developing clinical knowledge and practical experience. Case studies will be presented to the class and faculty for discussion to facilitate transition to professional practice. The emphasis of the second course is evidence-based assessments or interventions for a specific patient case study and the outcomes.

PHYT 6573 Clinical Practicum III (2 credits)—This is the third in a series of courses designed to allow students to implement and refine the clinical skills learned in the classroom in a patient care setting. Each student will be assigned to a clinical setting and work under the direct supervision of a licensed physical therapist.

PHYT 6683 Human Research for Physical Therapy (1 credit)—Students are introduced to the procedures involved in human research. These include the ethical considerations, confidentiality and documentation of all research conducted with humans. Students will learn the principles and methods of writing a research report.

PHYT 6674 Internship I (12 credits)—This course will allow the student to develop and refine clinical skills necessary to evaluate and treat patients/clients commonly seen by a physical therapist. Students will be assigned to a variety of clinical settings and work under the direct supervision of a licensed physical therapist.

PHYT 6681 Administration & Management in PT (2 credits)—This is an introductory course to the principles of administration/management as they relate to the practice/business of physical therapy. Topics will include, but are not limited to: physical therapy in the changing health care system and changing organizational structures, fiscal management, human resources management, reimbursement for service, issues of operations and documentation required to conduct research with humans. Students will examine the components and methods of writing a case report.

PHYT 7706 Pharmacology II for Physical Therapy (1 credit)—Prerequisite(s): PHYT 5405 or 4405; or permission of instructor. Students are introduced to additional pharmacological agents in patients receiving physical therapy. The pharmacokinetics, pharmacodynamics, and toxic effects of these pharmaceutics and their effect on patient’s response to physical therapy assessment or interventions are discussed.

PHYT 7717 Current Trends in Physical Therapy (1 credit)—Students will explore topics of critical importance within the population or health care community where expanded physical therapy services could have a positive impact on the well-being or function of individuals. The topic(s) will vary from year to year and be dependent upon special needs of the population identified by the departmental faculty through their service, education, and research efforts.

PHYT 7764 Case Study in Physical Therapy (1 credit)—Prerequisite(s): PHYT 6663, Human Research for Physical Therapy. Students will continue to develop investigative and writing skills under the individual guidance of the physical therapy departmental faculty by preparing a written case study based on a physical therapy clinical situation. This course will build on the introduction to case studies presented in PHYT 6663, Human Research.

PHYT 7775 Internship II (10 credits)—This course will allow the student to further develop and refine clinical skills necessary to evaluate and treat patients/clients commonly seen by a physical therapist. Students will be assigned to a variety of clinical settings and work under the direct supervision of a licensed physical therapist.

PHYT 7807 Imaging Studies for Physical Therapy (2 credits)—This course is an in-depth overview of imaging studies introduced earlier in the physical therapy curriculum. The student will study various imaging technologies such as computerized tomography (CT) scans, magnetic resonance imaging (MRI), myelograms, and nuclear medicine with a emphasis on plain film radiography. These studies will be related to the cardiovascular, pulmonary, gastrointestinal, and reproductive systems with an emphasis on the neuromusculoskeletal system. In turn, these studies will be related to the role of the physical therapist on the health care team and the making of a physical therapy diagnosis. The student will also discuss the advantages and limitations of requesting and using imaging as part of the physical therapy screening and evaluation process.

PHYT 7855 Lifespan Development for Physical Therapy (3 credits)—This course involves a comprehensive examination of physical, emotional, cognitive, and socio-cultural aspects of development from the prenatal period throughout the lifespan. Emphasis will be on the ‘total person’ as students examine the interdependency of these areas during development. Theoretical, methodological, and empirical issues will be emphasized as students explore stages and transitions in sensory-motor, cognitive, emotional, and social development throughout infancy, early childhood, middle childhood, adolescence, young adulthood, middle adulthood, late adulthood, and the end of life.

PHYT 7856 Health and Wellness Strategies for Physical Therapy (3 credits)—This course will assist the physical therapist or student in expanding his/her role in developing strategies in prevention and the promotion of health, wellness, and physical fitness as part of his/her therapy clinical practice.

PHYT 7857 Differential Diagnosis for Physical Therapy (2 credits)—This course is designed to guide students through a systematic and comprehensive clinical decision-making process by assisting them in gathering the historical, physical, psychosocial, and laboratory information necessary to make a differential diagnosis. As an across-the-lifespan illness-focused clinical decision-making course, students are expected to identify signs and symptoms of systemic disease that may be masquerading as musculoskeletal dysfunction. Students will learn to recognize reported and unreported symptoms or medical conditions that can have a serious impact on the health of an individual and that require immediate referral. Emphasis is on critical thinking in the clinical setting in order to determine the most appropriate intervention. A clinical decision-making process will be emphasized.

PHYT 7882 Teaching and Learning for Physical Therapy (1 credit)—This course is designed to acquaint students with educational and evaluation methods as they are used in physical therapy settings.

PHYT 7883 Management and Leadership in Physical Therapy (2 credits)—Prerequisite(s): course built on principles learned in Administration and Management. Students will investigate how health care policy impacts the practice of physical therapy. Students will also study leadership and management principles that can be used to improve patient outcomes and employee satisfaction.

PHYT 7976 Internship III (6-15 credits)—This course will allow the student to develop and refine skills in a specialty area. The student will be assigned to a clinical, administrative, research, or teaching setting that specializes in the student’s area of interest. The student will be supervised by a professional with documented credentials in the particular specialty area. If the student is in a clinical setting, supervision by a licensed physical therapist will be required. Total maximal contact time: 600 hours.

Pharmacy (PHSI)

PHSI 5000/6000 General Physiology (9 credits)—Prerequisite(s): Permission of the instructor. This is a course of study for future physicians and graduate students in the biomedical sciences which emphasizes the compensatory aspects of regulatory mechanisms in living systems. Lectures and laboratory experiments are essential ingredients. (spring)

PHSI 5020/6200 Experimental Basis of Physiology (2 credits)—Prerequisite(s): Permission of the instructor. This course presents classical and current experimental approaches to a number of physiological questions and discusses in depth specific topics and issues in each of the major areas of physiology from the experimental point of view. (every semester)

PHSI 5200/6200 Physiology Seminar (2 credits)—Included are presentations by students and faculty of a review of a topic of interest. Students must be prepared to participate in discussion. This course can be taken repeatedly for credit. Two hours lecture per week (spring, summer)

PHSI 5300/6300 Intracellular Signaling (3 credits)—Prerequisite(s): General Physiology 5000 or consent of the instructor. This course covers selected topics of current interest in the problems of signal processing by mammalian cells. Topics will include cAMP, protein kinase C, G proteins, calcium, protein kinases, and channel activation with respect to various cell functions. Emphasis will be placed on review of the current literature and methodology. Objectives will be to achieve detailed understanding of integrative function and signal processing at the cellular level. Offered alternate years. (alternate years)

PHSI 5330/6350 Systems Physiology (3 credits)—Prerequisite(s): General Physiology 5000 or consent of the instructor. This course examines selected aspects of cardiovascular function. Topics presented include multiple aspects of blood pressure control, microvascular physiology, and theoretical considerations related to hypertensive disease and microcirculatory disorders. Emphasis will be placed upon examination of research literature. (alternate years)

PHSI 5400/6400 Neuroregulation (3 credits)—Prerequisite(s): General Physiology 5000 or consent of the instructor. This course examines the mechanisms by which cells communicate and how this communication is
integrated to regulate specific functions. Topics presented include aspects of signaling in the nervous and endocrine systems, interactions between these systems, regulation of specific functions by the nervous and endocrine systems, and the research techniques used to study questions in these areas. (alternate years)

PHSI 5450/6450 Membrane Transport Biology (3 credits)—Prerequisite(s): General Physiology 5000 or consent of the instructor. This course presents the fundamentals and current understanding of biological transport of solutes and fluid across cell membranes. Membrane physiology will be presented as it relates to biologic transport. Subject matter will be based in part on current literature. Student participation will be required. (alternate years)

PHSI 5500/6500 Special Topics: Introduction to Research (1-5 credits)—This course is intended for beginning graduate students and will be conducted in the laboratory of a potential sponsor of the student’s research. It will include training in the various technical procedures used in that laboratory and may serve to introduce the student to research methodology in a field of physiology. (variable) Hours by arrangement for variable credit.

PHSI 5600/6600 Readings and Research Physiology (1-5 credits)—This course involves specific research studies to be conducted in a sponsor’s laboratory in the student’s field of interest. Specific areas of inquiry to be arranged by the student in cooperation with sponsor. Hours by arrangement for variable credit. May be repeated, (variable)

PHSI 5900/6900 Special Problems (2 credits)—Prerequisite(s): Medical Physiology 5500. This course will provide the student with a critical appraisal of current and classical experimental approaches to the various fields of physiologic interest. Students will be introduced to review literature in the field and will be stimulated to a critical examination of the investigative literature. The course will be conducted as a series of seminars with presentations by faculty, students, and selected investigators. In some areas of inquiry, laboratory exercises will be provided. The fields of interest will cycle over a period of about three years. The current subject matter will be announced at the beginning of each semester. Areas of interest will include: cell biology; cardiovascular, endocrine, pulmonary, and renal physiology; microcirculation and exercise physiology; neurophysiology. This course may be taken repeatedly for credit. Three hours lecture and demonstration per week. (variable)

PHSI 5960 Thesis Research (1-3 credits)—Supervised research toward thesis is the content of this course. (every semester)

PHSI 5990/7990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

PHSI 7960 Physiology Dissertation Research (1-18 credits)—Supervised research toward thesis at the level of the doctoral degree is the content of this course. Generally up to 12 credits; exceptionally up to 18 credits. (every semester)

Public Management (PMGT)

PMGT 5100 Introduction to Public Administration (3 credits)—A survey of and introduction to the field of public administration. The history and development of the civil service, as well as the major subfields of the discipline, and the theories and concepts of public administration will be presented. (variable) Hours by arrangement for variable credit.

PMGT 5120 Public Personnel Management (3 credits)—An exploration of the skills, knowledge, and abilities necessary for successful human resource management with some consideration of the history of the civil service as well as recent trends, legislation, and relevant court decisions.

PMGT 5140 Public Organization Theory (3 credits)—This course provides an introduction to the basic theories of organizational structure and behavior as they relate to the public sector.

PMGT 5160 Public Budgeting and Finance (3 credits)—This course provides a survey of public budgeting and finance, with consideration of the various theories and techniques of budgeting, finance, and taxation.

PMGT 5180 Public Policy Analysis (3 credits)—This course provides the basic techniques of policy analysis and decision making for the public sector.

PMGT 5200 Administrative Law and Practice (3 credits)—An introduction to the field of administrative law, with a focus on areas of importance to practicing public administrators: tort liability, immunity, regulatory agency rulemaking, and agency adjudication.

PMGT 5220 Intergovernmental Relations (3 credits)—This course provides an introduction to intergovernmental relations and federalism.

PMGT 5240 Seminar in Public Management (3 credits)—Students examine specific cases involving real life instances of public-sector decision making. It helps students put themselves in the manager’s or administrator’s place and arrive at a viable solution to the issue or problem presented.

PMGT 5260 Seminar in Municipal Services (3 credits)—This course offers an intensive review of problems in municipal service management, with special attention to public works.

PMGT 5280 Seminar in Public Risk Management (3 credits)—An introduction to the subject of risk management in the public sector. The problem of uncertainty or loss is an issue that is receiving increased attention in the public sector. The course examines areas of risk, classification of risk, and ways in which risk can be managed or addressed.

PMGT 5300 Not-for-Profit Resource Development (3 credits)—A survey of not-for-profit development including: (1) how to raise the resources necessary for the survival of a not-for-profit organization, (2) how to recruit and develop human resources, including volunteers and effective board members, and (3) how strategic planning relates to these most vital resources.

PMGT 5500 City Management Profession (3 credits)—Approaches to the management of small cities. Topics include council-manager relations and relations with department heads.

PMGT 5520 Urban Government (3 credits)—An analysis of the complexities of urban government in modern American society. Topics include analysis of intergovernmental relations stressing inter-local and regional forms and varieties of local government, policies inherent in metropolitan development and multijurisdictional urban centers, and integral effects of local and metropolitan policies.

PMGT 5570 Public Sector Financial Management (3 credits)—Prerequisite(s): PMGT 5160 or one course in accounting. The management of public funds including: cash management, forecasting, investments, purchasing, debt administration and assessing financial condition.

PMGT 5800 Public Management Internship (3 credits)—Prerequisite(s): Permission of M. P. A. Advisor. An experiential learning course that entails an internship experience of 14 weeks with a municipality or other public, private, or not-for-profit agency. The student must locate and acquire his or her own internship. The project or work assignment for this internship generally forms the basis for the M. P. M. Report.

PMGT 5820 Public Administration Consultancy (3 credits)—.Prerequisite(s): Permission of M.P.A. Advisor. Supervised consultancy in a municipal government or nonprofit agency. The student works under the supervision of the instructor, who provides guidance for studies, research, or preparation of a prospectus. Variable credits (1-3) of Consultancy may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Consultancy credits do not count toward degree requirements. Grading of Consultancy will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

PMGT 5890/6890 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

PMGT 5955 Topics in Public Management (3 credits)—Prerequisite(s): .Dependent on subject matter. Selected topics of current interest in public management. Offered when subject matter and adequate student demand require. Consultation with instructor is recommended before enrollment.

PMGT 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

Professional Roles/Mental Health Nursing (PMNU)

PMNU 5000 Conceptual Systems for Advanced Nursing Practice (2 credits)—Prerequisite(s): Admission to the graduate program. The philosophical dimensions of the processes of ways of knowing and conceptualization which are linked to research and practice are introduced. Analysis and evaluation of nursing and related concepts, theories, and models are correlated with theory development, research, and practice. (fall)

PMNU 5001 Nursing Research and Design (3 credits)—Prerequisite(s): Admission to the graduate program or permission of instructor. This course includes the study of research in nursing and health, evaluation of research design, and models of research utilization that guide the implementation of research in practice. Emphasis is placed on generating
research questions from theory and practice, designing research, and evaluating research and evidence for use in practice.

PMNU 5002 Policy and Ethics in Advanced Nursing Practice (3 credits)—Prerequisite(s): Permission to the master nursing program or permission of the instructor. An overview of ethics and health care policy in the United States and the implications for nurses, nursing, and health care delivery. Ethical decision-making process is applied. (fall)

PMNU 5003 Theories and Concepts in Professional Role Development: Seminar (1 credit)—Theories and concepts inherent in various advanced practice roles are explored, analyzed, and evaluated. Change, communication, learning, systems, role, and selected organizational behavior theories and concepts will be discussed with an emphasis on their implications for professional role development. Discussion will focus on advanced practice roles of care-giving, collaborating, consulting, teaching, advocacy, and leadership. (fall)

PMNU 5004 Seminar in Professional Roles (1 credit)—Prerequisite(s): Permission of the instructor. An overview of the roles, ethics, collaboration, and leadership strategies in the delivery of care. Topics focus on the impact of ethical reasoning in professional roles and on the implications of ethical reasoning for practice. (fall)

PMNU 5008 Alternative Health Practices, Therapies, and Systems (2 credits)—Prerequisite(s): Admission to the graduate program or permission of instructor. Alternative health practices, practices, and systems are explored and examined in relation to the development and implementation of appropriate professional nursing strategies in community needs-based approach to health care delivery. The impact of culture and ethnic rituals and practices, the influence of the holistic health care movement, and various concepts of energy and healing systems will be explored. (elective)

PMNU 5017 Health Care Informatics (3 credits)—Prerequisite(s): Permission of the instructor. Current and potential applications of the computer to health care are discussed. These same applications are analyzed for their impact on the health care professional, and health care delivery system. Requires access to a computer with a browser that facilitates access to the World Wide Web and a university or private sector electronic mail account. (fall)

PMNU/ALNU/FCNU/ 5019 Supervised Experience in Teaching (1 credit, repeatable)—This is a required course for graduate assistants or tuition scholars with teaching assignments. This course is designed to provide graduate assistants with supervision and training opportunities that serve to integrate their graduate assistantship assignment and graduate program or professional goals and activities. It is offered on a S/U basis and is not counted as degree credit. (fall, spring)

PMNU 5027 Health Care Law (3 credits)—This course focuses on the influence of state and federal laws and ethics on patients, practitioners and practitioners. It is offered on a S/U basis. (fall)

PMNU/ALNU/FCNU/ 5029 Supervised Experience in Research (1 credit, repeatable)—This is a required course for graduate assistants or tuition scholars with research assignments. This course is designed to provide graduate assistants with supervision and training opportunities that serve to integrate their graduate assistantship assignment and graduate program or professional goals and activities. It is offered on a S/U basis and is not counted as degree credit. (fall, spring)

PMNU 5037 Essentials of Nursing Education (3 credits) — Prerequisite: Educational Theories course. Provides the conceptual foundation for the practice of nursing education at various levels and across settings.

PMNU/ALNU/FCNU/ 5039 Supervised Experience in Administration or Service (1 credit, repeatable)—This is a required course for graduate assistants or tuition scholars with administrative or service assignments. This course is designed to provide graduate assistants with supervision and training opportunities that serve to integrate their graduate assistantship assignment and graduate program or professional goals and activities. It is offered on a S/U basis and is not counted as degree credit. (fall, spring)

PMNU/ACCT/PUBH 5050 Health Care Accounting and Finance (3 credits)—This course applies the concepts of accounting and finance within the context of the health care industry. Course coverage includes basic accounting and finance principles and how these principles are applied in the health care arena. Topical coverage includes financial statement preparation and analysis, cash flow analysis, cost behavior and control, capital acquisition, budgeting, reimbursement mechanisms, and managed care. (fall)

PMNU/STWK 5111 Interdisciplinary Approaches to Bioethical Issues (3 credits)—Prerequisite(s): Permission of the instructor. This interdisciplinary course examines the theoretical foundations of bioethics, analyzes ethical issues of common concern to health care professionals from several disciplines, and promotes understanding of bioethical issues within an interprofessional context. (spring)

PMNU 5200 Microsystem Management for the CNL (3 credits)—Analyzes the role and role expectations of the Clinical Nurse Leader while concurrently examining the components of the organization to effectively manage a population of patients. (spring)

PMNU 5303 Psychopharmacology (3 credits)—Prerequisite(s): Admission to graduate program or permission of instructor. This course is designed to familiarize health profession students with the basic principles of psychopharmacology and to explore medications used to treat psychiatric disorders. The physiological basis of mental illness will be reviewed and the pharmacologic, pharmacodynamic principles of medications used in mental health care examined. (spring)

PMNU/MGMT/PUBH 5401 Rural Health Issues (3 credits)—This interdisciplinary course addresses contemporary issues relevant to the delivery of health care in rural areas, particularly those of Appalachia. This course focuses on rural communities and is taught in a problem-solving, case project format with interdisciplinary team presentations and discussions.

PMNU 5402 Behavioral Health Concepts for Adults (3 credits)—Prerequisite(s): Admission to the graduate nursing program or permission of instructor. This course is designed to provide advanced practice nurses with the necessary knowledge base to provide care for adults and their families experiencing complex behavioral health problems. Content will emphasize critical thinking and decision-making skills through the application of developmental, biological, interpersonal, and intrapersonal theory to behavioral health nursing care. (summer)

PMNU 5403 Behavioral Health for Adults: Practicum (3 credits)—Prerequisite(s): Admission to the graduate nursing program or permission of instructor. Corequisite(s): PMNU 5402. This course will prepare advanced practice nurses with the clinical knowledge base needed to provide care to adults experiencing complex behavioral health problems. Clinical experiences will emphasize the application of developmental, biological, interpersonal, and intrapersonal theories to the care of adult clients with behavioral health problems. (variable)

PMNU 5404 Advanced Psychiatric Nursing Care I (3 credits)—Prerequisite(s): ALNU 5009, 5010, 5016, and 5018, and PMNU 5000. This course will provide a foundation for the use of diagnostic reasoning and advanced therapeutics in the specialty care of individuals experiencing a psychiatric disorder and their families. (spring)

PMNU 5405 Advanced Psychiatric Nursing Care II: Practicum (3 credits)—Prerequisite(s): ALNU 5009, ALNU 5010, ALNU 5016, and ALNU 5018. Corequisite(s): PMNU 5404. This course will focus on the integration of the advanced practice psychiatric nursing role into the larger context of health care by examining model of service delivery for the specialized practice of psychiatric nursing. (summer)

PMNU 5409 Advanced Psychiatric Nursing Care II: Practicum (2 credits)—Prerequisite(s): PMNU 5404 and 5405. Corequisite(s): PMNU 5408. This course will provide students with a variety of clinical experiences in diverse settings in order to provide a foundation for implementation of the role of psychiatric nurse practitioner within the larger context of health care. (summer)

PMNU 5410 Interpersonal Treatment Modalities (3 credits)—Prerequisite(s): PMNU 5404. This course provides students with a conceptual theory-base for implementing advanced practice psychiatric nursing psychotherapy interventions. (fall)

PMNU 5411 Interpersonal Treatment Modalities: Practicum (3 credits)—Prerequisite(s): PMNU 5404. Corequisite(s): PMNU 5410. This course provides students with clinical experiences in implementing advanced practice psychiatric nursing psychotherapy interventions. (fall)

PMNU 5501 Leadership in Nursing Administration (1 credit)—Leadership theories and concepts are explored, analyzed, and evaluated. The course focuses on personal leadership philosophy and how it impacts organizational outcomes.

PMNU 5510 Organizational Theory and Nursing Administration (3 credits)—Prerequisite(s): PMNU 5501. Analyzes organizational theory and the role of the nurse administrator. Examines alternative forms of organizational structure, organizational culture, design parameters, and forces for and against change. (spring)

PMNU 5520 Interdisciplinary Approaches to Bioethical Issues (3 credits)—Examines management of fiscal resources in nursing service settings. (summer)
dimensions of the development of nursing knowledge, the relationship between knowledge development and development of the discipline, strategies for theory development, and theoretical adequacy for nursing practice will be explored. (summer)

PMNU 6002 Health Policy Leadership (3 credits)—Prerequisite(s): Admission the graduate program. This course is designed to help students develop skill in analyzing health policy development, evaluating current health policy, and providing leadership to influence health policy at various governmental levels. (fall)

PMNU 6040 Qualitative Methods in Nursing Research (3 credits)—Prerequisite(s): PMNU 6100. Students in this course will complete in-depth comparisons of published qualitative nursing research, including examining philosophical perspectives, study design, instrumentation, sampling and data analysis. Pragmatic considerations in implementing clinical nursing research will be analyzed culminating in development of a research proposal which will address a nursing research question using a qualitative methodology. (fall)

PMNU 6100 Philosophy of Nursing Science (3 credits)—Prerequisite(s): Admission to the Ph.D. program. This course clarifies traditional and contemporary approaches to scientific knowledge development and illuminates interrelationships among philosophies of science, theory, scientific methods, practice, and nursing. (summer)

PMNU 6110 Interdisciplinary Approaches to Bioethical Issues (3 credits)—Prerequisite(s): Admission to the Ph.D. program or permission of the instructor. This interdisciplinary course examines the theoretical foundations of bioethics as they relate to common concerns of nursing ethicists, physicians, and health care professionals from several disciplines, and promotes understanding of bioethical issues within an interprofessional context. (spring)

PMNU/ALNU/FCNU 6960 Doctoral Dissertation (1-12 credits)—Prerequisite(s): Successful completion of Qualifying Examination. Supervised research toward dissertation.

PMNU/ALNU/FCNU 6990 Readings and Research (1-3 credits, repeatable)—This course is required of all students who have completed 12 credits of Doctoral Dissertation (6960) but have not completed the dissertation and MUST be taken each semester (three credits) until the dissertation is completed. Additionally, students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus or dissertation MUST enroll for three credits of Readings and Research. Variables credits (1-3) of Readings and Research may also be used, as approved by the student’s advisory committee in conjunction with other coursework, to receive credit for such activities as preparation of designated papers or development of research and scholarly skills that would not be appropriately covered by other types of independent study.

Professional Studies (PRST)

PRST 5100 Professional Environment: Issues and Ethics (3 credits)—Overview of ethics in general, with practical tools for assessing ethical dimensions of professional life, diagnosing or identifying the moral issues at hand, and then developing reasonable options to address particular moral and ethical issues.

PRST 5200 Globalization and the Professions (3 credits)—The purpose of this course is to assess the impact of globalization on professional life. The course examines globalization as it relates to commerce, information flow, mass media, government, health care, and education.

PRST 5300 Research Methods (3 credits)—The study and application of research methods appropriate to professional studies. The course will provide a general introduction to research methods, as well as providing practical exposure to Problem Statements, Literature Reviews, Writing the Research Proposal, and Organization of the Research Report. Quantitative and Qualitative Research methodologies will be covered.

PRST 5500 Foundations of Leadership (3 credits)—Students will study leadership from a historical and contemporary perspective. Topics cover historical development, leadership theories, personal assessment, values and ethics, motivation, power, followership, group dynamics, diversity, controversy with civility, change process, and citizenship.

PRST 5600 Statistical Analysis (3 credits)—Prerequisite: PRST 5300. Analytical decision making including statistics, quantitative methods, and other optimization and simulation models.

PRST 5700 Conflict Management and Negotiation (3 credits)—Conflict Management and Negotiation presents negotiation theory - strategies and styles - within an employment context. A different topic will be presented each
Week. In addition to the theory and exercises presented in class, students practice negotiating with role-playing simulations in threaded discussions and chat. Students also learn how to negotiate in difficult situations, which include abrasiveness, racism, sexism, whistle blowing, and emergencies. The course covers conflict management from two perspectives. From a first party perspective you will be directly engaged. As a third party, you will develop and enhance your skills in helping others deal directly with their conflicts, mediation, investigation, arbitration, and helping the system change as a result of a dispute.

PSYR 5800 Organizational Skills and Development (3 credits)—Analysis of theory, practice, and skills involved in leading organizational change, including: aligning change with the organizational strategy, understanding changes as a part of a system, understanding the dynamics of and managing resistance to change, creating a vision to inspire others to become a part of the change process, the use of goal setting, feedback and incentives to promote change, and aligning individual's roles to support change. The course will blend learning from the texts and skill building.

PSYR 5998 Professional Project (3 credits)—The Professional Project is the last requirement for the Master of Professional Studies degree, serving as the integrative culmination of the program of study. It should be a substantial piece of independent research or a significant professional project that is logically consistent with the theme and content of the program of study. Students are expected to demonstrate familiarity with and understanding of a body of professional literature related to a specific topic. The Project should grow out of the program of study and should demonstrate the student's ability to use the knowledge gained from this program of study.

Psychology (PSYC)

PSYC 5100 Legal and Ethical Issues in Psychology (3 credits)—This course is a seminar designed to acquaint students with the American Psychological Association's Code of Ethical Conduct, the Tennessee Psychological Association's Code of Ethical Conduct, and the Tennessee State Legal Code pertaining to practice and research in Psychology. A variety of ethical and legal issues will be covered in the areas of teaching, research, clinical practice, and supervision.

PSYC 5210 Statistical Methods (3 credits)—Prerequisite(s): Psychology 2810. This course includes an overview of inferential statistics including topics such as probability, hypotheses testing, population sampling, and analysis of regression and prediction. Both parametric and nonparametric tests are reviewed. Parametric tests include the Z-test, t-test, Sandler A, Analysis of Variance, Analysis of Covariance, and the Newman-Keuls test. Nonparametric tests include the Chi square test, Sign test, Wilcoxon test, Mann-Whitney test, Kruskal-Wallis test, and the Friedman test. Students learn the purpose of these tests and their strengths and limitations. (fall)

PSYC 5220 Personality and Psychotherapy Models (3 credits)—Prerequisite(s): Psychology 4100. The purpose of this course is to provide a general introduction to the major models of psychotherapy and associated personality theories. Its intent is to consider in some depth specific aspects of normal and abnormal interpersonal adjustment and to provide a basis for the student's own thinking about how people develop and come to have problems as well as models of psychotherapeutic change. This course is based in reading, discussion, and presentation of course material from textbook and primary sources.

PSYC 5230 Advanced Developmental Psychology (3 credits)—Prerequisite(s): HDAL 2310, 2320, or 2330. The study of theories, principles, and research that relate to understanding human development throughout the life span. The course will deal with information concerned with all the stages of development, including adult development. (spring)

PSYC 5240 Psychology 1310 (3 credits)—Prerequisite(s): Psychology 1310. A survey of vision, visual perception, audition, pain perception, color perception, theories of perception, pattern perception, depth perception, chemical senses, and developmental perception. Various demonstrations and audiovisual presentations are also included. (spring)

PSYC 5410 Correlation and Multiple Regression (3 credits)—This course will provide a detailed overview of correlational and multiple regression procedures and from contemporary psychological research.

PSYC 5507 Psychopharmacology (3 credits)—Prerequisite(s): PSYC 1310. This course is designed to introduce the student to the field of psychopharmacology, placing particular emphasis on drug abuse, drug treatment, and biochemical actions of drugs in the brain.

PSYC 5530 Sport Psychology (3 credits)—This course is concerned with the application of psychological concepts and principles to sports participation and the sports setting.

PSYC 5607 Child Psychopathology (3 credits)—Prerequisite(s): PSYC 1310, 4320, HDAL 2310. The purpose of the course is to acquaint students with aspects of diagnosis, measurement, and treatment of child psychopathology. (fall, summer)

PSYC 5610 Topical Seminar in Developmental Psychology (3 credits)—In this graduate topical seminar, we will read extensively about and critically evaluate an exciting and contemporary subtopic within the larger field of developmental psychology. Specific topics of study will typically vary as the course rotates from semester to semester and from faculty member to faculty member.

PSYC 5620 Topical Seminar in Social Psychology (3 credits)—In this graduate topical seminar, we will read extensively about and critically evaluate an exciting and contemporary subtopic within the larger field of social psychology. Specific topics of study will typically vary as the course rotates from semester to semester and from faculty member to faculty member.

PSYC 5630 Topical Seminar in Cognitive Psychology (3 credits)—In this graduate topical seminar, we will read extensively about and critically evaluate an exciting and contemporary subtopic within the larger field of cognitive psychology. Specific topics of study will typically vary as the course rotates from semester to semester and from faculty member to faculty member.

PSYC 5640 Topical Seminar in Behavioral Neuroscience (3 credits)—In this graduate topical seminar, we will read extensively about and critically evaluate an exciting and contemporary subtopic within the larger field of behavioral neuroscience. Specific topics of study will typically vary as the course rotates from semester to semester and from faculty member to faculty member.

PSYC 5650 Topical Seminar in Applied Psychology (3 credits)—In this graduate topical seminar, we will read extensively about and critically evaluate an exciting and contemporary subtopic within the larger field of applied psychology. Specific topics of study will typically vary as the course rotates from semester to semester and from faculty member to faculty member.

PSYC 5660 Topical Seminar in Clinical Psychology (3 credits)—In this graduate topical seminar, we will read extensively about and critically evaluate an exciting and contemporary subtopic within the larger field of clinical psychology. Specific topics of study will typically vary as the course rotates from semester to semester and from faculty member to faculty member.

PSYC 5707, 5717 Advanced Behavioral Neuroscience (4 credits)—Prerequisite(s): Psychology 3707. A laboratory-based course outlining how the brain interacts with the rest of the body to determine our behavior. Lecture, discussion, and laboratory sessions are integrated to introduce students to modern methods of psychophysiological research as it applies to neuroanatomy, neurophysiology, neuroendocrinology, and biofeedback instrumentation. Areas covered will include the physiological bases of learning, memory, sleep, dreaming, emotion, psychopharmacology, and psychopathology. Classroom discussions will be augmented with readings from recent research articles. (spring)

PSYC 5800 Teaching in the Psychological Sciences (3 credits)—The purpose of this course is to review the literature pertaining to teaching in the psychological sciences, to develop pedagogically sound techniques through which students can apply their knowledge of psychological material, and to gain hands-on experience in psychological instruction.

PSYC 5807 Forensic Psychology (3 credits)—Prerequisite(s): PSYC 1310. This course is designed to introduce students to issues pertaining to the interface between psychology and law, with an emphasis on issues of current practice and ethical issues in forensic psychology.

PSYC 5817 Introduction to Psychological Testing (3 credits)—Prerequisite(s): Psychology 1310, 3100. A history and overview of the standardized evaluation methods commonly used in the assessment of individuals and groups. Topics covered are validity, reliability, and statistical concepts for the evaluation and interpretation of test data. The student is given an overview of ability tests, interest tests, and personality tests. Experience is provided in the administration, scoring, and interpretation of selected tests.

PSYC 5825 Psychopathology (3 credits)—Prerequisite(s): Abnormal psychology and permission of instructor. Course is an advanced course in psychopathology aimed at an in-depth review of the DSM as well as conceptualization of diagnosis and treatment processes in clinical psychology. (fall, summer)

PSYC 5830 Psychological Assessment I: Adults (3 credits)—Prerequisite(s): Psychology 4100 or 5220, a course in statistics, and permission of the instructor. Administration, scoring and interpretation of the major individual intelligence, cognitive screening, and personality assessments for adults.

PSYC 5850 Psychological Assessment: Child (3 credits)—Prerequisite(s): Psychology 5220 and permission of the instructor. The aim of this course is to familiarize students with a variety of intelligence and personality assessment instruments commonly used in clinical mental health settings with children and to provide experience in administration, scoring, and interpretation of these instruments.
PSYC 5870 Interviewing Techniques in Psychology (3 credits)—Prerequisite(s): Psychology 4320, 5220, and permission of instructor. This class will introduce students to the history of clinical psychology and will review legal, professional, and ethical issues confronting the psychological examiner working in a mental health setting. In addition, the areas of mental status evaluation, psychopharmacology, and behavioral assessment will be reviewed. Students will be taught fundamental interviewing skills and will participate in supervised interviews. (fall)

PSYC 5900 Independent Study in Psychology (1-3 credits)—Prerequisite(s): Permission of instructor. Independent study in consultation with a member of the psychology faculty. Among projects the student may elect is an original independent research project under the supervision of a member of the psychology faculty. (every semester)

PSYC 5910 Clinical Psychology Clerkship (1 credit - repeatable)—Permission of the instructor is required for enrollment in this course. Four hours per week of supervised field placement in a role of observer or observer participant, for a total of 60 hours of on-site placement.

PSYC 5950 Methods of Psychological Research (3 credits)—Prerequisite(s): Psychology 2810 and 5210 or permission of instructor. All psychology graduate students must complete an acceptable thesis to receive a master’s degree in psychology. The purpose of this course is to assist the student in this undertaking by providing information on how to select a research problem and how to prepare a final research report. Numerous skills must be developed and cultivated in order to complete a thesis, such as understanding how to use the library or computer search services and how to prepare, analyse, and interpret research findings. Each student will be required to prepare a research prospectus in this course. (spring)

PSYC 5957 Special Topics in Psychology (1-6 credits)—Prerequisite(s): Permission of instructor. Special offerings in psychology on topics such as group therapy, family dynamics, cognitive processes, ethics, etc. (as needed)

PSYC 5960 Thesis (3-6 credits)—Prerequisite(s): Permission of instructor. A research project developed and documented under the supervision of a faculty committee. The research project is documented in the form of a thesis. (as needed)

PSYC 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student's advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

PSYC 6210 Meta-Analytic Research Methods (3 credits)—This course will introduce the student to theory, applications, and techniques of meta-analysis in the behavioral sciences. This course will follow the steps of a systematic problem specification and data collection, analysis, interpretation, discussion, and presentation.

PSYC 6410 Covariate Structural Modeling (3 credits)—This course introduces covariance structure analysis. It begins with the notion of a casual interpretation, discussion, and presentation. AMOS structural equation modeling software.

PSYC 6810 Advanced Clinical Interviewing (3 credits)—Permission of the instructor is required for enrollment in this course. This course covers both the didactic and applied aspects of psychological interviewing, including varying models of interviewing across a variety of referral situations. Students will conduct observation interviews outside of class for both peer and instructor feedback and evaluation.

PSYC 6870 Evidence-based Interventions (3 credits)—Permission of the instructor is required for enrollment in this course. This course will provide a detailed overview of evidence-based psychological interventions for common adult disorders (with some overlap into adolescent/childhood disorders). Empirically supported treatments and cognitive-behavioral approaches will be particularly emphasized. Major topics covered in this class will include: perspective on valid assessment; intervention approaches with empirical support; differing modes of treatment (i.e., couples therapy, group therapy); and the application of empirically supported treatments in various settings such as those found in medical primary care and mental health center sites.

PSYC 7100 Primary Care Psychology I (3 credits)—This course is an introduction to primary care psychology. It is designed to provide the advanced student with a comprehensive analysis of the public policies, clinical trends, and empirical literature relevant to the provision of behavioral and mental health services within an integrated primary care model with emphasis on rural and frontier areas. The psychologist’s role in providing assessment of common primary care problems and in providing interventions in primary care will be thoroughly explored.

PSYC 7300 Mental Health Care Consultation/Administration (3 credits)—This course focuses on health policy and health care functioning as it applies to mental health services and integrated primary care with specific focus on the roles of the psychologist as health care administrator and consultant. Sociopolitical features of the health care system, the role of primary care in our current health care system and differences from the mental health system, and similarities and differences in various primary care settings are included.

PSYC 7400 Family Psychology (3 credits)—This course addresses processes that take place in families and other close relationships. Emphasis is placed on evaluating current research on family dynamics within and across generations and on the application of research findings to assessment of family dynamics in clinical settings

PSYC 7410 Advanced Child Psychopathology (3 credits)—This course is an advanced course in psychiatric disorders of childhood and adolescence. Focus is not only on diagnostic criteria used in identifying these disorders, but on normal and abnormal development models. Methods of assessing childhood behavior problems, including clinical interview of child and parent, parent and child checklists, and structured observation are covered, as well as the most effective treatment strategies.

PSYC 7420 Substance Abuse Psychology (3 credits)—This is an advanced course covering theoretical perspectives, research, and psychological treatment of substance abuse.

PSYC 7450 Group Psychology (3 credits)—Prerequisite: PSYC 6870. The primary purpose of this course is to cover key concepts in assessment and treatment of group members and group intervention strategies and to provide the student with skills in group intervention. The course assumes background in evidence-based psychological interventions.

PSYC 7500 Cultural Anthropological Applications to Rural Practice (3 credits)—This course examines beliefs about illness, healing, and the body with an emphasis on cultural influences. Lectures and readings will use case materials drawn from North America, Africa, Central and Latin America, the Pacific, and Asia. The course will begin by distinguishing physical “disease” from the cultural understandings of “illness” and will explore the ways that cultural conceptions shape the experience of illness and mental illness. Cross-cultural examples will be utilized to explore culturally defined perceptions and definitions of mental disorders.

PSYC 7550 Community Assessment and Intervention (3 credits)—This course covers key concepts in clinical community and health psychology with particular focus on assessment of community mental and behavioral health issues and design and evaluation of interventions which improve health and prevent disorders in general and special populations. Particular attention will be paid to rural communities and how assessments and interventions can be tailored to fit cultural and social contexts.

PSYC 7900 Independent Study in Research (1-3 credits, repeatable)—Supervised research by arrangement with supervising faculty member.

PSYC 7910 Clinical Externship (2-8 credits, repeatable)—Permission of the instructor is required for enrollment in this course. One day per week in a supervised field experience, for a total of 120 clock hours per term.

PSYC 7960 Doctoral Dissertation in Psychology (3 credits, repeatable to 12)—By arrangement with student’s graduate committee.

PSYC 7980 Pre-Doc/HI (1 credit, repeatable to 3)—Full-time clinical psychology internship following the guidelines of the American Psychological Association and the American Psychology Internship Committee. Must have approval of the Director of Clinical Training to enroll.

PSUBH 5007 Principles and Practice of Patient Education (3 credits)—In this course students develop skills in the design and use of educational methods and materials to provide specialized education for the patient in the clinical environment.

PSUBH 5020 Philosophy of Public Health (1 credit)—Prerequisite(s): Graduate Standing. This course serves as an introduction to public health practice. (pass/fail)

PSUBH 5030 Overview of Public Health (3 credits)—This course provides an introduction to public health concepts and practice by examining the

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philosophy, purpose, history, organization, functions, tools, activities, and results of public health practice at the national, state, and community levels. The course also addresses important health issues and problems facing the public and discusses strategies and Case studies and a variety of practice-related exercises serve as bases for learner participation in real world public health problem-solving simulations.

**PUBH/ACCT/PMNU 5050 Health Care Accounting and Finance (3 credits)**—This course applies the concepts of accounting and finance within the context of the health care industry. Course coverage includes basic accounting and finance principles and how these principles are applied in the health care arena. Topical coverage includes financial statement preparation and analysis, cash flow analysis, cost behavior and control, capital acquisition, budgeting, reimbursement mechanisms, and managed care.

**PUBH 5110 Community Health Assessment Research (3 credits)**—Prerequisite(s): Prior or concurrent registration in PUBH 5200 and 5400 or permission of the instructor. Assessing appropriate demographic and health-related data are foundational to addressing health problems in a responsive and effective way. This hands-on course provides students with the opportunity to develop and apply strategies for identifying and prioritizing individual and community health status, risks, and needs. It includes development, administration, analysis, and interpretation of qualitative and quantitative needs assessment strategies including stakeholder interviews, focus groups, and surveys. Case studies and a variety of practice-related exercises which are included in a written assessment report. Students select a real world health problem and population to be the focus of assessment research during the semester and in subsequent related courses: PUBH 5120 and 5130.

**PUBH 5120 Health Program Planning and Evaluation (3 credits)**—Prerequisite: PUBH 5110 or permission of the instructor. This course focuses on developing specific health programs and services that address needs identified in PUBH 5110. Students are guided through the process of developing a written proposal focused on a health intervention using evaluation methods to determine its effectiveness. Once the program is formally proposed, students develop and pretest program content, materials, and evaluation tools targeting the identified population and community health issue investigated.

**PUBH 5125 Rural Health Research and Practice (3 credits)**—Prerequisite: PUBH 5400 Principles of Epidemiology or permission of the instructor. PUBH 5200 Social and Behavioral Foundations of Public Health or permission of instructor. Co-requisite: PUBH 5377 — Health Communications or permission of instructor. This interdisciplinary course with nursing, medicine, public health and other disciplines is the first of a two-semester series of courses which allows students to develop an understanding of rural health issues using community-based participatory research methodology and theory relevant to health sciences. Student and faculty teams partner with rural communities to assess health priorities and develop plans to address identified needs. Both quantitative and qualitative evaluative methods are utilized to assess and analyze health status indicators using appropriate technology.

**PUBH 5130 Consulting and Implementation of Health Programs and Services (3 credits)**—Prerequisite: PUBH 5120 or permission of the instructor. Building on experiences in previous courses in the program sequence, this course focuses on implementation and evaluation of specific health programs and services that students have designed for community and organization settings. The course integrates guided consultative activities involving group process, training, interpersonal communication, and organizational and community development. The final product is a written research report of the health promotion intervention.

**PUBH 5135 Rural Health Projects (3 credits)**—Prerequisite: PUBH-5125 Rural Health Research and Practice or permission of instructor. In this course students from nursing, medicine, public health and other disciplines work in interdisciplinary teams to develop a community-based health proposal in collaboration with their rural community partners. Through implementing and evaluating the health project, students gain hands-on experience in using participatory methods to promote the health of a selected rural population. Students enhance their formal presentation skills through presenting the results of their community-based health project.

**PUBH 5200 Social and Behavioral Foundations of Public Health (3 credits)**—This course reviews the concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems. Social, cultural, economic and environmental factors are discussed as the fundamentals upon which public health has been developed at the various governmental and community levels.

**PUBH 5210 Professional Development for Public Health Practice (2 credits)**—This course offers students opportunities to interact with faculty, alumnae, and health professionals in the context of continuing education workshops covering important, timely, and desirable public health topics. Students attend 30 contact hours of continuing education seminars over the duration of the course in consultation with their academic advisors.
PUBH 5410 Statistical Software for the Health Professions (3 credits)—In this course, multiple computer software packages will be examined for their utility in health data analysis. Sample health data sets are analyzed using similar procedures from different packages. Strengths and weaknesses of the various packages are contrasted as they are applied to the needs of health data analysis.

PUBH 5420 Epidemiology of Chronic Disease (3 credits)—Prerequisite(s): PUBH 5310 and PUBH 5400. Chronic diseases are the major contributor to disability and death in the United States. This course covers the basic concepts of chronic disease from an epidemiologic perspective. Selected topics, including the major causes of death and disability due to chronic disease, will be covered.

PUBH 5430 Epidemiology of Infectious Disease (3 credits)—Prerequisite(s): PUBH 5310 and PUBH 5400. Infectious diseases remain an important public health problem, even in industrialized countries. This course covers many important groups of infectious diseases in the United States, focusing on the mode of transmission, epidemiology, risk factors, and prevention.

PUBH 5457 Emerging Technologies for the Health Professions (3 credits)—This course prepares health professionals for the ever changing technological workplace demands, introducing new technologies with practical applications. Students are taught skills to present and manipulate information in electronic media and reduce required task/events into time-saving solutions. Health education and training strategies are combined with emerging digital tools to develop training components.

PUBH 5460 Environmental/Occupational Epidemiology (3 credits)—Prerequisite(s): PUBH 5400 and ENVH 5100, or permission of the instructor. This course introduces students to epidemiologic investigations of environmental and occupational health problems, with particular emphasis on innovative subjects and strategies, such as the health effects associated with air and water contaminants, toxic waste sites, lead, and radiation, as well as environmental exposures that have received attention only recently, such as Agent Orange and electromagnetic fields. The course emphasizes technologic methods, particularly exposure assessment, modeling, cluster analysis, and sources of bias. Students gain experience in the critical review and design of related epidemiologic studies.

PUBH 5470 Spatial Epidemiology and Geographical Studies of Health (3 credits)—Prerequisites: PUBH 5310 and PUBH 5400 or equivalent content. This course instructs students in the special application of geographic pathology and data analysis techniques to interface with Geographic Information Systems. Much of the course content rests upon a grasp of epidemiological reasoning, e.g., outbreak investigation. The course focuses on non-parametric methods, for both exploratory analyses and peculiar data configurations. Emphasis is also placed on analyses using the techniques from the specialized software: CLUSTER. Advanced methods of analysis associated with contemporary surveillance applications are previewed (e.g., SATSCAN, BIOSENSE).

PUBH 5500 Health Service Administration (3 credits)—This course provides a basis in the organizational area of health service delivery to all types of health service organizations. This is accomplished by using a process orientation that focuses on organizational functions, concepts, principles, and roles within context of health care organizations.

PUBH 5505 Managing Health Care Organizations (3 credits)—Prerequisite(s): PUBH 5500 or permission of instructor. This course focuses on current approaches to leading health care organizations. Students will be presented both the conceptual and technical aspects of the art and science of managing, managing, and leading health care organizations.

PUBH 5510 Long-Term Care Administration (3 credits)—This course provides an introduction to the principles and applications of long-term care administration. General management, personnel management, and government regulations will be discussed. This course will enhance a student’s understanding of the goals and role of the long-term care administrator. Legal, ethical, and moral considerations will be presented.

PUBH/MGMT/PMNU 5525 Health Services Organization and Delivery (3 credits)—Prerequisite(s): PUBH 5500 or permission of the instructor. This course focuses on the identification and analysis of factors and interrelationships which influence the operation of health care organizations with specific attention to local health departments, hospitals, multi-institutional systems, integrated health systems, and strategic alliances. These organizations will be viewed and discussed comparatively with other types of health service agencies.

PUBH/MGMT/PMNU 5530 Health Care Organizations and Law (3 credits)—The content of this course includes an overview of the legal system with an emphasis on general principles of liability, defenses, and contracts. Through class discussions and presentations, legal issues facing health care administrators are presented including standards for accreditation, information management, human resource management, and the need for legal consultation.

PUBH 5535 Health Policy, Politics, and Analysis (3 credits)—This course applies the analytical skills of policy formation to the health professions. The course will focus on analyzing the processes in the design, adoption, implementation, and evaluation of current health policy.

PUBH/PNBU/MGMT 5550 Human Resource Management in Health Organizations (3 credits)—This course focuses on the skills and concepts required to manage people in health service organizations, as well as the human resource implications of changes in the external environment. It focuses on the technical aspects of human resource management, as well as basic managerial skills.

PUBH/PNBU/MGMT 5590 Strategic Planning for Health Care (3 credits)—Prerequisite(s): PUBH 5505 or permission of the instructor. This course applies the concepts of strategic planning within the context of the health care industry. Issues associated with competing in a changing health care environment are explored with a focus on the development of solutions to problems associated with this change. The strategic management of health care delivery will be addressed from a variety of perspectives, ranging from those of the insurance industry, to public facilities, to large health care networks, to small practices of health care providers.

PUBH 5600 Industrial Health Education (3 credits)—This course explores the special health information needs of employed populations. Included is an in-depth study of the application of diverse disciplines to promote and enhance health in the workplace. Focus is on the occupational hazards that have a significant and detectable effect on the health of the employed worker. Various strategies used to ameliorate these problems will be evaluated.

PUBH 5707 International Health: An Overview of Problems and Issues (3 credits)—This course provides an overview of the patterns of health care delivery, public health practice, and the factors that inhibit or enable their applications among community groups and organizations around the world.

PUBH 5850 Public Health Program Field Experience (1-6 credits)—In this course, students apply the principles of public health in a planned and supervised learning experience. Through public health work in actual fields settings, students observe and participate in the daily functioning and operations of a public health agency or health service organization.

PUBH 5900 Grant and Proposal Development (3 credits)—In this course, students gain the skills to prepare proposals for grants, contracts, and other external funding for health activities. Included are budgeting, contract administration, technical specifications and strategies for locating funding sources. Students will prepare a proposal as part of the required course activities.

PUBH 5907 Independent Study in Health Education (1-3 credits)—This course is designed for students desiring an in-depth study of health problems in a special area of interest. Under the supervision of an instructor, the student will read and study, conduct research, complete a thesis proposal, prepare and supervise a targeted medium.

PUBH 5937 Stress Management (3 credits)—This course offers a survey of the literature and research on stress. Emphasis is given to the identification of stressors, development of adaptive coping skills, and practice of relaxation techniques among health professionals.

PUBH 5950 Research Seminar (3 credits)—This course provides an overview of the patterns of health care delivery, public health practice, and the factors that inhibit or enable their applications among community groups and organizations around the world.

PUBH 5957 Special Topics in... (1-6 credits)—Prerequisite(s): Permission of instructor. This course is developed and offered when there is sufficient demand for additional study of a specific public health topic. Consultation with the instructor is required prior to enrollment.

PUBH 5960 Thesis (3-6 credits)—Prerequisite: Permission of student’s academic advisor.

PUBH 5970 Public Health Monograph (6 credits) — Prerequisite: Permission of student’s academic advisor. In this course, students prepare a substantive paper on one or more aspects of public health theory or practice. The content may be based on any of several approved sources of data, including assessment, research methodologies completed within the Trilogy courses, or extensive review of the literature. All monographs will be prepared in a format appropriate for publication in an appropriate public health targeted medium.

PUBH 5989 Cooperative Education (1-3 credits)—Prerequisite: Permission of student’s academic advisor. Students must work through the Cooperative Education Office prior to enrolling in this course. This course provides academic credit for planned and supervised work assignments in business, industry, and government agencies. Students may receive compensation as an employee.
PUBH 5990 Readings and Research (1 credit) — Prerequisite: Permission of student’s academic advisor. Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for preparation of a dissertation proposal MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s academic advisor in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

PUBH 6100 Environmental Concerns in Public Health (3 credits) — This course provides students with an in-depth understanding of the major environmental issues impacting the public’s health in the 21st century. Emphasis is placed on the influence of selected environmental agents of physical, chemical, biological, and ergonomic origin. The role of environmental risk assessment and policy and the prevention of environmentally-induced illnesses are examined in view of their impact on communities.

PUBH 6110 Social and Behavioral Determinants of Health and Disease (3 credits) — This course presents an in-depth analysis of factors contributing to health and disease in populations. It addresses concepts of health promotion, disease prevention, and health protection in light of modifiable and non-modifiable factors, including lifestyle, behavior patterns, personality and cognitive processes, cultural and spiritual forces, socioeconomic status, age, race, gender, and environmental exposure. Students will explore relationships of these health determinants within the context of selected social and behavioral theories.

PUBH 6130 Public Health Leadership, Policy Development, and Ethics (3 credits) — This course introduces the conceptual, methodological, and ethical foundations of public health leadership leading to the development and analysis of public health policy at the federal, state, and local levels. An applied systematic approach to the practice of public health policy will be used, focusing on establishing evaluation criteria, identifying policy alternatives, using criteria to analyze alternatives, implementing the proposed policy, and evaluating the outcomes.

PUBH 6150 Evaluation Research in Public Health (3 credits) — Prerequisites: PUBH 5350 and PUBH 5405. This course focuses on all parts of the evaluation process as it applies to the field of public health. Outcome identification will be included as an integral part of this process. Both theoretical and applied perspectives within public health practice are covered, including design, conduct, and outcomes identification for public health program evaluations. The important components of study design, data collection, analysis, interpretation, and report writing are addressed.

PUBH 6160 Systems Approaches to Public Health Issues (3 credits) — This course uses a problem-based learning approach to systems thinking and modeling for critical public health concerns. Students integrate key population level theories (e.g., ecological, PRECEDE, organization, communication theory) and systems theory of a prospectus MUST enroll for. The course provides public health assessment, organization, and evaluation. Case studies and interdisciplinary teamwork provide the tools for student inquiry and the resulting narrative and written reports.

PUBH 6170 Research Applications in Public Health (3 credits) — Prerequisites: PUBH 5350 and PUBH 5405. This advanced applications course emphasizes the development of proficiency in data management using common software packages used by public health professionals: Excel, Epi-Info, and SAS. Students will learn procedures for graphics preparation, significance testing, sub-group comparisons within target populations, reporting findings, and interpretation of results. Emphasis will be placed on the processing of public health data and preparing analytic products from them. In the process of their work, students will access emerging as well as existing public health databases and other resources of the Public Health Information Network.

PUBH 6195 Seminar in Public Health (1 credit) — This course provides doctoral students with the opportunity to interact with faculty, researchers, authors, and peers in the diverse arenas of public health practice and research. It employs readings, guest presentations, and group discussions to explore current trends in applied research and practice. Emphasis will be placed on research design and evaluation.

PUBH 6210 Health Assessment and Surveillance Research (3 credits) — Prerequisites: PUBH 5405 and PUBH 6170. This course provides skills appropriate for the understanding and practice of public health assessment and surveillance. Emphasis is placed on the theory and techniques of health screening, survey research, and monitoring of health and disease in diverse populations. Students will learn the appropriate use and interpretation of preventive screening tests for the early detection of disease with significant public health implications, surveys useful in gathering health-related information, and selected regional or national data sets useful in the ongoing surveillance of disease in large populations.

PUBH 6220 Methods in Community Health Research (3 credits) — Prerequisite: PUBH 5405 and PUBH 6170. This course introduces a variety of qualitative, ethnographic, and observational research tools for investigating questions germane to public health. Students practice a variety of data collection and analytic methods including: direct observation, informant interviews, focus groups, and formal methods. Participatory and action research designs and methods are emphasized.

PUBH 6230 Organizing Communities for Health Action (3 credits) — This course provides students with a hands-on approach to the theory and practice of community organization for health action, including community mobilization, capacity building, developing and sustaining interdisciplinary collaborations, health education empowerment and evaluation, principles of cultural competency, grant writing, and design of community-based participatory research.

PUBH 6250 Evidence-Based Public Health: Best Practices in Community Health (3 credits) — This course provides skills for using an evidence-based approach to decision making for contemporary public health practitioners. It introduces community health best practices and other evidence-based methods as components of a systematic approach to finding effective interventions to community health challenges in diverse populations.

PUBH 6410 Advanced Epidemiologic Analysis (3 credits) — Prerequisites: PUBH 5405 and PUBH 5350. This course focuses on the application of previous training and understanding of epidemiologic data analysis. A focus is on understanding the underpinning principles and assumptions, practical application, and correct interpretation of the different epidemiologic multivariate models.

PUBH 6420 Applied Epidemiologic Analysis (3 credits) — Prerequisites: PUBH 5405, PUBH 5350, and PUBH 6410. This advanced course will focus on the application of previous training and understanding of epidemiology and biostatistics to real data and hands-on problems. The objective is to give students experience analyzing epidemiologic data and applying their understanding of key epidemiologic concepts to data analysis tasks they are likely to encounter in their careers.

PUBH 6435 Field Epidemiology (3 credits) — Prerequisites: PUBH 5405 and PUBH 5350. This course addresses the knowledge and skills necessary to successfully conduct an epidemiological investigation in a field setting. Topics included are questionnaire design, interview scheduling, data collection and analysis, cluster investigations, and the operational logistics required to successfully conduct epidemiological field investigation.

PUBH 6440 Cardiovascular Epidemiology (3 credits) — Prerequisites: PUBH 5400 and PUBH 5300. This is a survey course of cancer epidemiology research, including cancer determinants in the United States and Europe. Preventive services, clinical care, outcomes research, and the impact of disparities related to cancer management and its outcomes will be studied. Specific cancer types will also be covered.

PUBH 6460 Reproductive and Perinatal Epidemiology (3 credits) — Prerequisite: PUBH 5405. This course provides an overview of reproductive and perinatal epidemiology. Topics include fertility, birth defects, fetal loss, preterm delivery, and the sequelae of adverse events during pregnancy for the developing infant. There will be an emphasis on understanding the public health dimensions of perinatal outcomes.

PUBH 6850 Doctor of Public Health Practicum (6 credits) — Prerequisite: Permission of student’s program advisor. This course enables students to apply the knowledge and experience gained in their DPH courses to real life public health situations and leadership challenges in professional and community settings. Student placements, developed in consultation with the student’s practicum supervisor, will focus on providing students with new experiences in practicing public health at a professional level. Students will produce an analytical academic product either for publication or for presentation to an agency/organization.

PUBH 6960 Doctor of Public Health Dissertation (9 credits) — Prerequisite: Permission of student’s program advisor. The purpose of the dissertation is to provide the student with the requisite knowledge and skills to make significant contributions to the field of public health practice. Students will produce an acceptable dissertation (one that contributes to one or more of the theoretical, conceptual, empirical, and/or practice knowledge bases of public health practice).
Public Relations (PUBR)

PUBR 5301 Topics in Public Relations (1-6 credits)—A study of media management; comparative research about various types of media industries and firms and their responsibilities and goals.

PUBR 5310 Media Management (3 credits)—A study of the ethical and professional practices in public relations and mass media through a case study approach. Study includes in-depth examination of controversial cases involving media and public relations in PR firms, corporate communications departments, government agencies, political organizations and non-profit environments.

PUBR 5320 Public Relations Case Studies (3 credits)—A study of the development of teacher- and pupil-made materials.

PUBR 5900 Independent Study in Public Relations (1-3 credits)

Reading (READ)

READ 5007 Workshop in Reading (1-4 credits)—Specific course content determined in advance of the course based on the needs of the group involved. Content will stress recent developments in field. May be repeated providing specific content is different. (summer)

READ 5027 Diagnostic and Remedial Procedures in Reading (3 credits)—Emphasis on case study procedure; direct contact with children in diagnostic situations; formal and informal procedures for diagnosing reading skills, abilities, and aptitudes; methods and materials for the correction or improvement of diagnosed reading difficulties.

READ 5120 Teaching Reading (3 credits)—Current methods and theories of teaching reading; understanding the role of phonological awareness, and the reading growth of exceptional students.

READ 5147 Basic Storytelling (3 credits)—Study of and practice in storytelling. Use of storytelling in various settings including classrooms, libraries, churches, homes, and as public events.

READ 5170 Materials for Reading and Language Arts (3 credits)—Selection and use of materials in reading and other language arts; the development of teacher- and pupil-made materials.

READ 5190 Linguistics of Reading (3 credits)—Relationships of local dialects to reading; alphabets; phonology; morphology, syntax, and semantics as related to reading; aspects of psycholinguistics which are primarily linguistic.

READ 5200 Contemporary Issues in Storytelling (1-3 credits)—This course addresses current issues and developments in the discipline of storytelling. Subjects range from artistic and practical aspects of performance to specialized uses of storytelling in the professions. The focus is on advanced performance techniques, technological advances and/or uses of storytelling in various venues such as education, business, health occupations, etc.

READ 5210 Psychology of Reading (3 credits)—Psychological bases of reading readiness; learning theories applied to reading; visual and auditory perception in reading; elements of psycholinguistics which are primarily psychological.

READ 5230 Advanced Storytelling (3 credits)—An in-depth study of specific, advanced techniques of storytelling in both delivery and use. Includes an analysis of nationally known tellers and current issues in storytelling.

READ 5231 Advanced Diagnostic Procedures (3 credits)—Prerequisite(s): READ 5027. Supervised individual and group diagnostic procedures in reading and other language arts; may be repeated.

READ 5241 Practicum (1-3 credits)—Prerequisite(s): 12 graduate credits in supervision. Supplied individual and/or group teaching or storytelling activity; may be repeated for a maximum of (up to) six semester hours of credit.

READ 5437 Reading Instruction in Middle and Secondary Schools (3 credits)—Organization of middle school and secondary school level reading programs; developmental, corrective, and remedial practices and procedures at the middle and secondary school levels; reading skills needed for various content areas.

READ 5441 Reading/Communications K-6: Block I (6 credits) — Prerequisite: Admission to teacher education. Corequisite: READ 5442. This course focuses on the objectives, materials, and techniques for teaching reading, writing, listening, and speaking in grades K-6 with emphasis on planning, implementing, and evaluating an integrated program. This course incorporates the analysis and evaluation of children’s literature, including multicultural literature, and its use in language arts and across the curriculum.

READ 5442 Reading and Communication Clinical Field Experience K-6 (1 credit) — Prerequisite: Admission to teacher education. Corequisite: READ 5445. This course is a school-based clinical field experience. The course provides clinical field experiences in elementary reading/language arts/ communications classrooms (K-6).

READ 5452 Guided Middle Grades Clinical Field Experience I 1-4-8 (1 credit) — Prerequisite: Admission to teacher education. Corequisite: READ 5437. This course is a school-based clinical field experience. The course provides clinical field experiences in middle school reading/language arts classrooms (4-8).

READ 5453 Advanced Middle Grades English Language Arts (4-8) (2 credits) — Prerequisite: Admission to teacher education MAT students ONLY. Corequisites: EDFN 5420, READ 5452. This course is designed to prepare the candidate for the English Language Arts classroom at middle grade education levels (4-8). It will be a course that allows for synthesis of what has been learned, in all prior courses, as the candidate develops and progresses as a professional educator. Various instructional strategies and assessments of learning will be explored within the framework of the classroom, the school, and the modern world as places where communities of learners live and interact. These will include selecting, planning, and organizing materials for instruction, integrating the English Language Arts with other content fields and technology, focusing instruction that addresses state and national standards, and utilizing performance-based assessment in the classroom.

READ 5750 Literacy Instruction in Linguistically Diverse Classroom (3 credits) — Prerequisite: READ 5120. This course is designed for classroom teachers who wish to supply extra support to English Language Learners (ELL) and to native English speaking students who lack optimal academic language proficiency and facilitation of content learning through informed literacy curriculum and methodology.

READ 5817 Practical Applications of Storytelling: National Storytelling Festival Experience (1 credit) — Prerequisite(s): Permission of instructor. This course provides the student with training in planning, directing, and administering a storytelling festival. Festival activities introduce the student to various telling styles and content.

READ 5827 Storytelling Resource Evaluation (1-6 credits) — Prerequisite: Permission of instructor. This course is designed to prepare the student to evaluate storytelling resources. May be repeated (fall and spring semesters).

READ 5830 Storytelling Institutes (1-2 credits) — Prerequisite(s): Permission of instructor. This course is designed to develop and refine the student’s ability as a storyteller.

READ 5840 Story Dramatization (1-3 credits) — Prerequisite(s): Permission of instructor. This course provides an overview of multicultural storytelling and an examination of the research on the impact of specific cultures on the storytelling medium. May be repeated for a maximum of (up to) three semester hours of credit.

READ 5860 Story Crafting (1-3 credits) — Prerequisite(s): Permission of instructor. This course will research story motifs and culminate in the creation of original stories. May be repeated for a maximum of (up to) three semester hours of credit.

READ 5870 Multicultural Storytelling (1-3 credits) — Prerequisite(s): Permission of instructor. This course provides an overview of multicultural storytelling and an examination of the research on the impact of specific cultures on the storytelling medium. May be repeated for a maximum of (up to) three semester hours of credit.

READ 5880 Storytelling Journal Ed. and Pub. (1 credit) — Prerequisite(s): Permission of instructor. This course provides students with experiences in the creation of a storytelling journal. The seven-step process for journal completion will be studied.

READ 5890 Historical and Psychological Foundations of Storytelling (3 credits) — Prerequisite(s): Permission of instructor. This course analyzes the historical aspects of the story/content, the teller/delivery, and the audience/reception.

READ 5900 Independent Study (1-6 credits)

READ 5957 Topics in... (1-6 credits) — Prerequisite(s): Approval of the major. This course focuses on specific topics of current interest in reading. Offered upon sufficient demand for specific subject matter. May be repeated for different topics.

READ 5960 Thesis (3-6 credits) — Prerequisite(s): Permission of the major advisor. A major research project conducted and reported in approved research style.

READ 5961 Storytelling Capstone Project (Non-Thesis) (3 credits) — Prerequisite(s): Core and Concentration requirements or permission of advisor. A major creative, research, or service-based piece of work. Flexible format that can combine written work with performance and audio- or videotape documentation.

READ 5990 Readings and Research (1-3 credits) — Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in East Tennessee State University
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conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tr>
<td>SALM 5107</td>
<td>Alpine Tower Leadership (3 credits)—This course utilizes the Alpine Tower Complex as a unique educational modality for developing teamwork, trust, cooperation, communication, and respect for others in a problem-solving environment. In addition, students will also develop leadership skills necessary to facilitate the personal growth of others through educational experiences using the Alpine Tower Complex. Emphasis will also be given to the day-to-day management, operation, and maintenance of the Alpine Tower Complex and similar ropes course operations. This course will include service-learning experiences involving group leadership on the Alpine Tower Complex.</td>
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<tr>
<td>SALM 5117</td>
<td>Outdoor Leadership (3 credits)—This course is based on the student contract format and will provide students an opportunity to complete a course of study involving specialized outdoor leadership development with outdoor leadership organizations such as the National Outdoor Leadership School (NOLS), Outward Bound (OB), and Wilderness Education Association (WEA). The course will be a minimum of three (3) weeks in length including pre-field experience project completion and assessments. Specific course requirements will be established on an individual basis and the course grade assigned according to the established contract.</td>
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<tr>
<td>SALM 5127</td>
<td>Wilderness Education Association Stewardship Program (3 credits)—Based on the Wilderness Education Association (WEA) 18 point curriculum—This course is a field-based experience designed to develop principles of wilderness ethics, land stewardship, effective group dynamics, and technical travel skills sufficient to move a group through the wilderness safely, enjoyably, and with a minimum of environmental and social impact.</td>
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<td>SALM 5215</td>
<td>Sport in Society (3 credits)—This course provides an introduction to the study of sport and its relationship to society and other social institutions. Topics will be analyzed in such a manner that they promote systematic, issue-related thinking among students emphasis of this course is on the current relationships between sport and society.</td>
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<td>SALM 5220</td>
<td>Issues in Sport Management (3 credits)—The purpose of this course is to provide a forum for the discussion of current issues affecting the field of Sport Management. The primary thrust of the course will be directed toward the modern day duties and responsibilities of a sport manager. Course content will vary with the evolution of the field of Sport Management.</td>
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<td>Description</td>
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<td>SALM 5225</td>
<td>Planning and Operating Facilities in Physical Education, Fitness and Sports (3 credits)—A study of the principles related to the planning and operation of facilities for physical education, fitness, and sport activities. Emphasis is given to facility development, funding sources, and the maintenance and daily operation of these facilities.</td>
<td>3</td>
<td>Description</td>
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<tr>
<td>SALM 5230</td>
<td>Legal Issues in Physical Education and Sport (3 credits)—This course is designed to introduce and familiarize students with basic knowledge of the legal system and legal issues prevalent in physical education, athletics, and recreational activities. Major focus of the course is on understanding the concept of negligence, where and how negligence occurs and identifying ways in which negligent acts can be reduced or eliminated. Other topics relating to the scope of legal issues will be addressed. These topics will include Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, violence in sport, product liability, drug testing, and transportation issues.</td>
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<tr>
<td>SALM 5231</td>
<td>Motorsport Operations (3 credits)—Prerequisites: Graduate Student Status. This course is designed to examine the administrative tasks of the modern motorsport professional and acquaint students with various strategies to ensure success in these tasks. Topics of study will include scheduling, delegating authority, decision-making, constructing and allocating budgets, motivating and evaluating personnel, understanding motorsport governing bodies, and developing an understanding and appreciation of diversity issues related to the motorsport industry.</td>
<td>3</td>
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<tr>
<td>SALM 5232</td>
<td>Sport Communication and Media Relations (3 credits)—This course will provide a framework for understanding the connection between the informational and commercial sides of sport information management. Emphasis will be placed on allowing sport managers to acquire and refine effective ways of communicating, both internally and externally, with all their constituencies.</td>
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<tr>
<td>SALM 5233</td>
<td>Public Relations and Mass Media in Motorsports (3 credits)—Prerequisite: Graduate Student Status. This course will provide a framework for understanding the connection between the informational and commercial sides of motorsport information management. Emphasis will be placed on allowing students interested in motorsport management to acquire and refine effective ways of communicating, both internally and externally, with their constituencies.</td>
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<tr>
<td>SALM 5234</td>
<td>Motorsports Marketing (3 credits)—This course is designed to provide students with a practical experience in sport marketing as it applies to all areas of the sport industry - professional, intercollegiate, interscholastic, campus recreation amateur, commercial and public sport agencies.</td>
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<tr>
<td>SALM 5244</td>
<td>Applied Motorsport Marketing (3 credits)—Prerequisite: Graduate Student Status. This course is designed to provide students with practical experiences in motorsport marketing. Emphasis will be placed on utilizing effective marketing techniques in an applied motorsport setting.</td>
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<tr>
<td>SALM 5245</td>
<td>The Financing of Sport (3 credits)—This course is designed to provide students comprehensive coverage of many traditional and innovative revenue acquisition methods available to sports organizations.</td>
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<tr>
<td>SALM 5246</td>
<td>Financial Management and Sponsorship in Motorsports (3 credits)—Prerequisite: Graduate Student Status. This course is designed to provide students with comprehensive coverage of many traditional and innovative revenue acquisition and management methods available to motorsport organizations.</td>
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<tr>
<td>SALM 5250</td>
<td>Internship in Sport Management (6 credits)—This course will give the sport management student the opportunity to put theory into practice. Students will work in a sport management agency for 40 clock credits per week (credits of 400 clock credits for an entire semester). Students will be compensated for their work.</td>
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<td>Description</td>
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**Radio, Television, Film (RTVF)**

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<tr>
<td>RTVF 5401</td>
<td>Topics in Broadcasting (1-6 credits)</td>
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<tr>
<td>RTVF 5900</td>
<td>Independent Study in Broadcasting (1-3 credits)</td>
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**Science Education (SCED)**

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<tr>
<td>SCED 5417</td>
<td>Teaching Science in Secondary Schools (3 credits)—Prerequisite(s): Forty-five credits of science or permission of instructor, and admission to teacher education. Methods of teaching science in middle/junior and senior high. Emphasis on classroom management, teaching strategies, laboratory techniques, educational technology appropriate for secondary science teaching, demonstrations, selection of resources and materials, and visual arts. Students will be expected to participate in field experience activities.</td>
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<td>Description</td>
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<tr>
<td>SCED 5454</td>
<td>Science for Middle Grades 4-8 (2 credits)—Prerequisites: Admission to teacher education and READ 5452. Corequisite: CUAI 5458. This course provides a comprehensive integrated science content perspective for initial teacher certification in Middle School Science in the areas of physical, life, earth, and space science. Conceptual understanding, content, skills, and dispositions in science including understanding of the nature of science are explored with an emphasis on integration with mathematics and other appropriate subject areas.</td>
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<tr>
<td>SCED 5527</td>
<td>Science Methods for Early Childhood (3 credits)—Prerequisite(s): Admission to Teacher Education and successful completion of all undergraduate science classes. Co-requisites: This course is to be taken with CUAI 4517/5517 and 4537/5537. This course provides a PreK-4 science education perspective. Science teaching methodology, content, skills, and dispositions are examined with an emphasis on integration with mathematics and other appropriate subject areas. Learning needs of culture, gender, and special populations are explored. Students will be required to participate in field experience in PreK-4 settings.</td>
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Sociology (SOCI)

SOCI 5057 Community Sociology (3 credits)—An examination of the issues and concepts of community and the principles of community-based research using theoretical and applied approaches.

SOCI 5087 The Family in Transition (3 credits)—Prerequisite(s): Sociology 1020 or permission of instructor. An analysis of the changing family with an emphasis on family theory. (variable)

SOCI 5110 Contemporary Social Theory (3 credits)—Prerequisite(s): Sociology 5807 or permission of instructor. This course presents an overview of major schools of social theory. (spring)

SOCI 5157 Sociology of the City (3 credits)—Prerequisite(s): Permission of the instructor. Sociology of modern urban centers with emphasis upon the development, social organization, and social change that characterize this aspect of modern society, and the influence of urban patterns upon the total society. (variable)

SOCI 5210 Sociological Research (3 credits)—Prerequisite(s): Permission of instructor. An overview of the entire research process. Topics include theory and hypotheses, sampling techniques, research designs, and data analysis. (fall)

SOCI 5257 Power, Wealth, and Poverty (3 credits)—Prerequisite(s): Sociology 1020. Examination of the theories and research concerning the distribution of power, wealth, and prestige in American society, and the impact of social class on life chances. (variable)

SOCI 5315 Seminar in Crime and Delinquency (3 credits)—Prerequisite(s): Permission of instructor. An advanced overview of the most important theories and problems in crime and delinquency. (variable)

SOCI 5320 Program Evaluation (3 credits)—Prerequisite(s): Permission of the instructor. This course provides a perspective on the major theoretical and conceptual approaches to program evaluation. The course will be organized around four facets of program evaluation: Program planning, program monitoring, program impacts, and cost benefit/cost effectiveness evaluations. The course will also address the purposes and uses of evaluations, the politics of evaluation, and the reporting of evaluation studies. (variable)

SOCI 5337 Social Psychology (3 credits)—Prerequisite(s): Sociology 1020 or permission of instructor. Study of social interaction, the development of self, and the social construction of reality. (variable)

SOCI 5444 Applied Data Analysis for the Social Sciences (3 credits)—Prerequisite(s): Undergraduate statistics or permission of instructor. This is a computer-intensive course designed to teach students basic skills in quantitative data analysis. Through an applied approach to data analysis and statistics, students will gain practical experience in: using a comprehensive statistical software package, selecting and applying statistical techniques, and interpreting and formally writing the results. (variable)

SOCI 5500 Topical Seminar (3 credits)—Prerequisite(s): Permission of instructor. Study of current specialized area of sociological interest. May be repeated for credit. (variable)

SOCI 5507 Sociology of the Aging (3 credits)—Prerequisite(s): Sociology 1020 or permission of the instructor. An application of basic sociological principles, theories, and research findings to the understanding of the aging and their relationships with other segments of the population. (variable)

SOCI 5557 Population (3 credits)—Major population characteristics, trends, and problems, primarily those of the United States. (variable)

SOCI 5557 Scottish Ethnology (3 credits)—A survey of Scottish ethnic and regional groups and their folk traditions. Topics covered include life history, material culture, subsistence patterns, folk narrative and beliefs and customs.

SOCI 5620 Sociology of Age and the Life Course (3 credits)—Prerequisite(s): Permission of instructor. This seminar is designed as a survey of theoretical and methodological issues as well as substantive research in the area of aging and life course studies. Issues to be addressed pertain to all of the above, with an emphasis on particular topics. (variable)

SOCI 5690 Documenting Community Traditions (3 credits)—This cross-disciplinary seminar involves fieldwork in Appalachian communities seeking cultural or economic sustainability through the development of their traditional and contemporary arts.

SOCI 5807 Modern Social Theory (3 credits)—Prerequisite(s): Sociology 1020 or permission of instructor. This course provides a comprehensive survey of key modern social theorists and theories within the historical context of the emergence of the modern world order. (fall)

Sociology and Anthropology (SOAA)

SOAA 5357 Mass Communications and Popular Culture (3 credits)—Prerequisite(s): Sociology 1020 or permission of instructor. An examination of the impact of modern communications technology upon traditional lifestyles and world views, particularly entertainment during the 20th century. (variable)

SOAA 5627 Ethnographic Fieldwork Techniques (3 credits)—Prerequisite(s): Sociology 1020 or permission of instructor. An introduction to the information-gathering techniques and strategies employed by modern ethnographers, folklorists and qualitative sociologists, including interviewing, recording, photography, transcription, and analysis of fieldwork. Practical applications and contemporary social and cultural situations also stressed. (spring)

SOAA 5620 Skills in Applied Sociology and Anthropology (3 credits)—Prerequisite(s): Permission of instructor. An examination of how sociologists and anthropologists apply their theoretical knowledge and research skills, including formulation, implementation, and evaluation of programs designed to solve human problems. (variable)

SOAA 5907 The Foodways of Appalachia (3 credits)—Traditional and developing food cultures of the Mountain South. Topics include: the historical roots of Appalachian cookery; food and class in Appalachia; Native American and African influences on mountain cuisine; immigrant cooking in the mountains; the rituals of the mountain table; the products of the land and larder; traditional food preservation techniques and beliefs; and the emergence and viability of sustainable agriculture and aquaculture.

Social Work (SOWK)

SOWK 5101 Multicultural Practice (3 credits)—This course examines issues of human diversity. It is designed to provide students with a working knowledge and appreciation of human similarity and difference based on race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin. Patterns and consequences of discrimination, economic deprivation and oppression for populations at risk. Students will develop a sensitivity to diversity issues and a heightened awareness of their own feelings, attitudes and behaviors.
SOWK 5102 Human Behavior in the Social Environment I (3 credits)—Offered during the first semester, this course introduces the basic concepts of ecological systems theory as an umbrella for the generalist practice model. Focus is on an introductory approach to human growth, development, and reciprocal interactions with an emphasis on individuals, families, and small groups from an empirically based multi-theory and multi-system perspective utilizing a biopsyo-social paradigm, and the utilization of this knowledge in assessment and planning. Issues of values, ethics, diversity, social and economic justice, and populations at risk are infused throughout this course.

SOWK 5104 Social Welfare Policy and Services (3 credits)—This course examines the historical roots, mission, and philosophy of social welfare as an institution that responds to human needs and social problems, as well as the social, economic, and political forces that shaped and continue to shape social welfare. The course reviews the political processes for influencing policy formulation processes and improving social welfare services. Frameworks for analyzing social welfare services are introduced to identify strengths, gaps, inadequacies, and inequalities in social programs and services. The course also explores how oppression, discrimination and social injustice issues impact at risk populations, especially at risk individuals and families of rural Appalachia.

SOWK 5106 Field Practicum I (4 credits)—Offered during the first semester with HBSE I and Practice I, this 240-clock-hour course provides students with the opportunity to apply knowledge, theory, and practice skills with individuals, families, and small groups in community agencies.

SOWK/PMNU 5110 Interdisciplinary Approaches to Bioethical Issues (3 credits)—Prerequisite(s): Permission of the instructor. This interdisciplinary course examines the theoretical foundations of bioethics, analyzes ethical issues of common concern to health care professionals from several disciplines, and promotes understanding of bioethical issues within an interprofessional context. (Spring)

SOWK 5202 Human Behavior in the Social Environment II (3 credits)—Prerequisite(s): SOWK 5102. Offered during the second semester, this course focuses on the reciprocal relationship between individuals and large groups, organizations, and community systems from an empirically based multi-theory and multi-system perspective. Also, the course examines the ways in which social welfare policies or other policies ensures or achieves health and well-being. Issues of values, ethics, diversity, social and economic justice, and populations at risk are infused throughout this course.

SOWK 5203 Social Work Practice Foundations II (3 credits)—Prerequisite(s): SOWK 5103. This course focuses on the strengths, capacities, and resources of large groups, organizations, and communities in relation to their broader environments. Students broaden their skills in implementing the generalist practice model. Content and skills include the following: assessing large systems using empirically based theory; applying empirical knowledge and technological advances; developing, analyzing, advocating, and providing leadership for policies and services through both worker and supervisory roles. Content on values, ethics, diversity, social and economic justice and populations at risk are infused throughout this course.

SOWK 5204 Social Welfare Policy Analysis (3 credits)—Prerequisite(s): SOWK 5104. Emphasis is upon the processes and methods for understanding and analyzing social welfare policies/services at the local, state, and federal levels. Various welfare policy/services assumptions, socioeconomic political values, and analysis frameworks and research methodologies are examined. Also examined are the diverse organizational and political processes available for implementing and influencing welfare policies and services.

SOWK 5205 Social Work Research I (3 credits)—This foundation course is designed to provide students with an understanding of and appreciation for research methods and techniques used by social workers. The basic problem-solving process is presented and related to other social work methods. Students will begin developing skills in research and evaluation methods through the use of practical experiential applications and will learn how to critically evaluate research studies, to raise pertinent researchable questions, and to engage in systematic steps to find answers to these questions.

SOWK 5206 Field Practicum II (4 credits)—Prerequisite(s): SOWK 5106. Offered currently with HBSE II and Practice II during the second semester, this 240-clock-hour course focuses on the community and organizational contexts of practice and the application of knowledge, theory, and skills to practice with work groups, organizations, and communities.

SOWK 5208 Advanced Standing Bridge Course (3 credits)—This course is required for all advanced standing students and is designed to provide a conceptual orientation necessary for the concentration year graduate program. The goal of this course is to refresh and enhance students’ skills and knowledge and generalist social work practice, human behavior and the social environment (HBSE), research methods and literature reviews, and welfare policy analysis in preparation for the concentration year. Social and economic justice, social work values and ethics, populations-at-risk, and diversity are examined in relation to practice, HBSE, research, and policy.

SOWK 5266 Gerontological Social Work (3 credits)—This course will provide students with an approach to theories, concepts, and skills required to develop a methodology for social work practice with the elderly and their families. The continuum of support services and community resources will be explored. Students will explore interdisciplinary collaborations and ethical dilemmas, as well as critical thinking about an array of political, social, institutional, and personal issues affecting social work practice with the gerontological population.

SOWK 5303 Advanced Practice with Individuals (3 credits)—This course is designed to provide students with the ability to use assessment and intervention approaches and theoretical constructs in working with individuals. Content on diversity and populations at risk will be woven throughout the course. The focus will be on micro-level assessment and intervention skills for clinical practice.

SOWK 5304 Advanced Social Work Research II (3 credits)—Prerequisite(s): SOWK 5205 or Advanced Standing Status. This second research course in the research sequence is the first of two courses taught during the concentration year. Students are taught the skills and knowledge of integrating traditional research methods and technology into practice evaluation. Students revisit the quantitative and qualitative research methods and develop a research study for evaluation of practice.

SOWK 5313 Advanced Practice with Families (3 credits)—This course provides students with the advanced social work practice knowledge and skills for ecological and clinical assessments and intervention and theoretical constructs for working with families. The importance of the therapeutic relationship will be emphasized throughout the course. The impact of diversity (culture, race, ethnicity, gender, age, disabilities, sexual orientation, etc.) on the development and application of theory is woven throughout the course.

SOWK 5323 Advanced Practice with Groups (3 credits)—This course expands on the advanced social work practice skills and knowledge provided in SOWK 5103 and extends that knowledge to include advanced practice assessment and intervention skills and theoretical concepts of working with groups, including therapeutic group factors, leadership issues, member roles, and the development of groups. Content on diversity and populations at risk will be woven throughout the course.

SOWK 5324 Children and Family Policy (3 credits)—This course provides students with an understanding of how society’s sense of responsibility for the well-being of its children and families has become the basis for a vast body of public policy, enormous public expenditures, and extensive public debate. This course examines an array of child- and family-oriented policies in our society, with emphasis on child welfare policy and welfare reform. Through this course students will gain a snapshot of America’s families in the wake of policy changes that are affecting how social services, health and income support programs are designed and administered.

SOWK 5367 Seminar in Alcohol and Drug Abuse (3 credits)—This course provides the student with a basic understanding of alcohol and drug abuse. Various classifications of drugs, specific abuse symptomatology, specific causes of drug abuse, characteristics of high-risk groups, various treatment modalities and the therapeutic efforts, and regulations controlling the use of drugs in society are examined. General systems theory provides the framework for looking at this societal problem and professional involvement with it.

SOWK 5403 Administrative Practices in Human Services Organizations (3 credits)—This course is intended to provide students with knowledge and application skills in organizational theory, administration, and resource development. This course will present theories of organizational development, maintenance, and communication, as well as professional, ethical, and effective functioning within organizational structures. Students will gain knowledge and build skills in the administrative, educational, and supportive functions of supervision.
SOWK 5405 Social Work Research III (3 credits)—Prerequisite(s): SOWK 5305. This course requires that students develop the skills and knowledge of program evaluation, including collecting and analyzing data, discussion of findings and implications in this area, integrating a literature review and methodology sections, and develop a presentation of their findings. Research classes emphasize the link between practice and research and the development of research skills for knowledge building.

SOWK 5406 Advanced Field Practicum II (1-9 credits)—The final 360 clock-hour advanced practice practicum is offered during the fourth semester. Focus in this course is on the acquisition of advanced skills in working with small groups and organizations.

SOWK 5430 Psychopathology in Social Work Practice (3 credits)—This course examines the nature and presenting characteristics of the major forms of mental and emotional maladjustment that may contribute to problems in social functioning, adaptation, and life satisfaction. It identifies specific categories of dysfunctional behavior, uses of standard criteria, and treatments for dysfunctional behaviors from the social work perspective of a biopsychosocial paradigm. Informed and ethical assessment and service delivery for special populations is addressed.

SOWK 5467 Seminar in School Social Work (3 credits)—This course explores policies, practices, historical developments, and legislative trends affecting social work services in schools. School-community relationships and the impact of various policies on English-speaking and Spanish-speaking community members. This course is offered at least one semester of the academic year. (variable)

SOWK 5517 Crisis Intervention (3 credits)—This course explores the various types of crises and approaches to crisis intervention relative to professional practice utilizing general systems theory as the basic underlying framework. Students engage in role play simulations, and games to develop beginning professional skills needed to work with individuals, families, groups, and communities in crisis. This course is offered both semesters of the academic year. (variable)

SOWK 5567 Human Sexuality (3 credits)—This course provides the student with an initial understanding of human sexuality, sexual dysfunction, treatment modalities and resources, preventive programs, and sex education. It introduces students to changing sexual norms, values, and behavior found among the majority and ethnic and special groups. It also introduces the student to how sexual behavior is learned and developed, i.e., psychosocial development and cultural impact. In addition, students are provided the opportunity for values clarification and exploration of personal and social attitudes toward varying forms of sexual behavior and orientation. Students are encouraged to feel more comfortable and to accept the appropriateness of their professional involvement in this area. This course is offered at least one semester during the academic year. (variable)

SOWK 5957 Special Topics in Social Work (3 credits)—Graduate students, after consultation with the instructor, will be permitted to enroll in some topics. Topics selected relate to fields of practice or current issues in the profession. Three-credit courses may be taken on different topics. This course is offered both semesters of the academic year. (variable)

Spanish (SPAN)

SPAN 5003 Colonial Literature (3 credits)—Prerequisite(s): Spanish 3113. A study of the development of literature in Spanish-America during the 16th, 17th, and 18th centuries, with particular emphasis on the Quijote.

SPAN 5007 Golden Age Drama (3 credits)—Prerequisite(s): Spanish 3113. A study of the origin of the Spanish theatre through the 17th century, with particular emphasis on Lope de Vega, Tirso de Molina, Juan Ruiz de Alarcon, Calderon de la Barca, and Francisco de Rojas Zorrilla.

SPAN 5017 Advanced Spanish Grammar I (3 credits)—Prerequisite(s): SPAN 3113. A study of complex grammatical aspects of the language such as ser vs. estar, preterite and imperfect, and the subjunctive.

SPAN 5027 Advanced Spanish Grammar II (3 credits)—Prerequisite(s): SPAN 3113. A study of complex grammatical aspects of the language such as the subjunctive in adversative clauses, prepositions, placement of descriptive adjectives, pronouns, verbs used reflexively, and the passive voice.

SPAN 5103 Contemporary Spanish Novel (3 credits)—Prerequisite(s): Spanish 3113. Major works of the post-Civil War Spanish novel.

SPAN 5107 Cervantes (3 credits)—Prerequisite(s): Spanish 3113. A study of the representative works of Miguel de Cervantes Saavedra, with special emphasis on the Quijote.
SPCH 5317 Rhetoric and Public Address (3 credits)—Historical study of rhetorical theory as applied to manuscripts, speakers, and audiences.

SPCH 5330 Applied Communication Theory (3 credits)—The study of traditional, modern, and emerging communication theories as analytical tools to understand how communication operates in a variety of settings.

SPCH 5357 Communication in Organizations (3 credits)—A study of communication needs, problems, and practices within various organizations.

SPCH/PUBH 5377 Health Communications (3 credits)—A study of the interpersonal, group, organizational, and public communication processes that shape beliefs, decisions and behavior regarding health, sickness, and health care. The course examines the attitudes and actions of many participants in health communication, including citizens, health professionals, and those engaged in public debate about health care issues. (Students cannot receive credit for both SPCH 5377 and PUBH 5377.)

SPCH 5380 Sexual Health Communication (3 credits) — This course examines the role of communication in promoting, maintaining, and hindering sexual health. It is a study of how interpersonal, organizational, and public communication impact sexual health, as well as how sexual health issues impact the dimensions of communication. This course examines both academic and public discourse affecting attitudes and actions.

SPCH 5607 Speech Practicum (3 credits, repeatable) — Prerequisite(s): Permission of instructor. May be repeated. A practical study experience with appropriate supportive research.

SPCH 5900 Independent Study in Speech Communication (1-3 credits)

SPCH 5950 Research Methods-Speech (3 credits)

SPCH 5957 Special Topics in Speech (2-6 credits)

SPCH 5960 Thesis (1-6 credits) — Prerequisite(s): Consent of instructor. A research project developed and written under the supervision of a faculty committee.

SPCH 5990 Readings and Research (1-3 credits) — Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student's advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

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Special Education (SPED)

SPED 5001 Critical Issues in Special Education (3 credits)—This weekly three credits of lecture are intended to coordinate and integrate information from corresponding student reading of research with lectures that identify historically significant events and the current issues that confront the field of special education. The intent is to provide students with experiences in the identification of program and service issues, service delivery, and policy issues in response to the process of delivering special education efforts to persons with disabilities. Students will identify those professional issues that are of immediate concern, through trend and meta-analysis, demographic descriptions and statistical demographic projects. Students will convert a major issue into research questions. Students will attempt a pilot effort to test the tenability of research questions, reporting their results to their peer audience for critical review.

SPED 5010 Introduction to Young Special Needs Children and Their Families (3 credits) — This course will cover the various characteristics of young special needs children and their families, across and within classifications. Particular emphasis will focus on how these traits impact on the child's developmental rate, abilities, and sequence. Some intervention strategies will be covered. A nine-credit field experience in an early childhood program will be required.

SPED 5030 Intervention with Developmentally Delayed Preschoolers (4 credits)—This course will examine developmental considerations and intervention strategies to promote optimal development of developmentally delayed and at risk children from ages three to 6 years. Public law 94-142, various service delivery models, intervention techniques and procedures, curriculum and individualized educational programs will be explored. Particular emphasis will be placed on the role of the interdisciplinary team, integration and mainstreaming. Fifteen credits of field experience in preschool programs will be required.

SPED 5040 Intervention with Developmentally Delayed Infants and Toddlers (4 credits)—This course will examine intervention strategies to promote optimal development for developmentally delayed and at risk children birth to age 3. Public law 99-457, various service delivery models, intervention techniques and procedures, curriculum and individualized family service programs will be explored. Particular emphasis will be placed on the role of the primary caretaker as major change agent for the child. Fifteen credits of field experience in infancy/toddler program will be required.

SPED 5050 Assessment of Young Children (3 credits)—This course is designed to develop student's familiarity with a wide variety of assessment techniques and instruments. Students are required to learn and practice administration of selected instruments. Instruments used by students include some curriculum-based instruments, observation and data collection methods, evaluations of preschool and infant/toddler environments, family interviewing techniques. Students complete several screening and assessment projects that help them to gain these skills. In addition, issues related to the assessment of young children, children with disabilities and children from different cultural backgrounds are discussed.

SPED 5060 Professional Seminar in Early Intervention (1 credit) — This course is a compilation of two-credit seminars on different current issues in early childhood special education. Each presentation is done by a different professor with interests in the specific issue to be covered. Professors participating come from a variety of different fields related to early childhood special education. Different professors may require readings or short projects.

SPED 5237 Educating Persons with Learning Disabilities (3 credits)—This course addresses the process of assessing, designing, and delivering instruction to students with learning disabilities. Philosophical and practical perspectives will be integrated into a supportive framework of best practices that encompasses both diagnosis and intervention. The latest research findings and most current practices in identifying and providing instruction to students with learning disabilities are incorporated. In addition, students are presented with information regarding specific academic and social areas needed for instruction.

SPED 5250 Special Education Workshop (1-3 credits) — Special workshops covering various types of exceptionality.

SPED 5347 Vocational Preparation for Individuals with Disabilities (3 credits) — Prerequisite(s): SPED 3320. The course is designed to provide the student with skills to implement a transition program for school to career and daily living for individuals with disabilities, regardless of category of disability and age considerations. Areas covered include vocational/career assessment, design and implementation of programs utilizing family, agencies, and the business and industrial community.

SPED 5356 Integrating Functional Skills into the Curriculum (3 credits) — This course is designed to provide the theoretical and research basis for curriculum approaches and strategies that will enable the student to design, implement, and monitor functional and age-appropriate programs for children and youth with moderate and severe disabilities in both school and community-based settings. Course content is to include domestic living, community mobility and social instruction, and advocacy to accommodate a viable transition toward independent adult living.

SPED 5410 Preclinical Experience: Behavior Management (1 credit) — Corequisite(s): SPED 5725. Preclinical experience in special education is a supervised opportunity for students to gain experience in the classroom and other settings which provide direct instruction to children and youth with disabilities. The student will work with the classroom teacher to target classroom behavior problems and develop, implement, and evaluate the effects of interventions for that behavior. Students will also implement a functional analysis project for a specific child's behavior.

SPED 5427 Educating Persons who are Gifted (3 credits) — This course provides an in-depth examination of the special needs of children who are gifted and talented. Topics also include definitions and characteristics of gifted and talented, content modifications for the gifted, and information processing strategies.

SPED 5445 Incorporating Assistive Technology into the Curriculum (3 credits) — This course provides an in-depth examination of assistive technology for individuals with disabilities and its role in teaching and special education. Emphasis will be placed upon the research basis for using assistive technology with students with special needs. Students will learn avenues to monitor new developments within the field. New applications of existing and developing technology will be explored. Laboratory work with microcomputer technology will be required.

SPED 5477 Special Education Assessment (3 credits) — This is a lecture-based course covering both formal, informal, curriculum-based diagnostic and assessment instruments. Their usefulness and non-usefulness will be covered. Students will have experience in the administration and scoring of at least one nationally norm-referenced test. Students will complete one case study.

SPED 5487 Collaboration with Families, Agencies and Schools (3 credits) — The course is designed to introduce students to the principles, problems and procedures of working in collaboration with parents of individuals with disabilities as well as with agencies and professional organizations involved in the delivery of services to persons with disabilities. The course provides an
Overview of different approaches, current issues, and problems involved in working in collaboration with families and multiple agencies. Emphasis is placed on serving as a member of a professional team, interviewing and consulting with teachers and parents, and providing leadership in instructional and instructional adaptation.

SPED 5497 Curriculum in Special Education (3 credits)—This course provides information on effective curriculum and instructional approaches used to help students with mild disabilities achieve mastery and proficiency in academic skills. Research-based approaches to teaching students with mild disabilities in the areas of reading, content area instruction, and study skills will be covered.

SPED 5500 History, Issues and Trends in Educating Exceptional Learners (3 credits)—This course supports the goals of the College of Education and the Special Education Program by preparing educators to become leaders in the special education. This course assists students in acquiring the knowledge and skills needed to function well as an educator in a changing and diverse society; and understanding of learners and learning processes; a knowledge of professional, ethical, and legal issues affecting educators; and the human relations skills needed to work effectively with individuals with disabilities in both professional and community roles.

SPED 5560 Advanced Practicum in Special Education (3 credits)—Trainees enrolled in SPED 5560 spend ninety (90) hours, in a supervised practicum experience working with children who have disabilities. Each student has a university practicum supervisor and is placed in a setting with an onsite supervisor identified. Settings for trainees vary with the student’s interests and could include preschool special education classes, early intervention programs, local school system special education or integrated classrooms, or transitional settings. This course is used for those electing a NON-CERTIFICATION option.

SPED 5567 Educating Persons with Mental Retardation (3 credits)—This course discusses a variety of topics related to the field of mental retardation. Specific topics include the following: types, nature, and causes of mental retardation; characteristics of persons with mental retardation; assessment and identification procedures; and instructional strategies relating to the education of persons with mental retardation. Field experience is required.

SPED 5700 Instructional Techniques for the Inclusive Classroom (3 credits)—This course is designed to provide the student with skills needed to interpret curriculum guidelines and develop goals and objectives for students with disabilities of all grade levels to function in the least restrictive environment. Emphasis will be placed upon research proven strategies and teaching techniques appropriate for the inclusive classroom. Students will develop the ability to implement strategies and teaching techniques based upon empirical research. In addition, students will develop the ability to select and adapt strategies and materials appropriate to learning styles of students with disabilities or students identified as being at risk for future learning problems. Research-based approaches to teaching mathematics and written and oral language will be covered.

SPED 5915 Management Strategies for Severe Behaviors (3 credits)—Corequisite(s): SPED 5410: Preclinical Experience: Behavior Management. This course will provide students with the research and theoretical basis of applied behavior analysis. Students will be instructed in management strategies related to persons with disabilities who demonstrate severe challenging behaviors. Emphasis will be given to functional assessment to enable students to complete a functional behavioral assessment of a student or adult with a challenging behavior. This course will include instruction in ecological assessment, database decision making, and instructional strategies that can be used to develop interventions for children and youth with severe behavior disorders.

SPED 5750 Transition to Adult Life and the World of Work (3 credits)—This course is designed to provide the student with the legal, theoretical and research base for transition programs. Students will develop skills to implement secondary programs for youths and young adults with mild, moderate, or severe disabilities to ensure successful transitions to adult life roles, including vocational, daily living, community, and social-personal. Topics to be covered include: characteristics and needs of youths with disabilities; laws and the historical basis for services; individualized transition planning and services; vocational, academic, and career planning and assessments; career and vocational education; job experiences; employability skills; family involvement; student advocacy and self-determination, collaboration with adult agencies and businesses; post-secondary education and training; and special topics, such as inclusive and community-based programs.

SPED 5757 Curriculum-Based Assessment (3 credits)—This course is designed to help students acquire assessment skills needed to make instructional decisions, monitor progress and promote successful participation in the general education and special education curricula. Classroom-based methods of curriculum, learning, performance, and behavioral assessments will be presented; including data collection, designing and implementing interventions making curricular adaptations, and using data to make instructional decisions.

SPED 5825 Preclinical Experience in Curriculum (1 credit)—Preclinical experience in special education is a supervised opportunity for students to gain experience in the classroom and other settings which provide direct instruction to children and youth with disabilities. Curriculum instructional strategies and effective practices will be practiced. Thirty hours of fieldwork is required.

SPED 5850 Clinical Experience in Special Education (6 credits)—Clinical Experience in Special Education is a prearranged, supervised student teaching experience in a special education setting for one semester for 6 semester hours of credit, leading to licensure in modified and/or comprehensive special education. Over the course of the semester, the students will increase their roles in the classroom, culminating in assuming the role and responsibilities of a fully functioning special educator. Written plans, journal and students teaching portfolio will be developed and maintained. Placements will be made within a 45-minute radius of ETSU main campus.

SPED 5957 Topics in Special Education (1-6 credits)

Surveying and Mapping (SURV)

SURV 5110 Physical Geodesy (3 credits)—Prerequisite(s): MATH 1920, SURV 3560 or permission of instructor. Fundamentals of the physical environment influences on geometry used in surveying and geodesy; Considers gravity, earth rotation, polar wanding, equipotential surfaces, geoid models, ellipsoidal heights, orthometric heights, GPS elevations, Fast Fourier Analysis, meeting published measurement standards and related subjects. Lecture and laboratory.

SURV 5517 Photogrammetry (4 credits)—Prerequisite(s): SURV 3510, and 3520, or permission of instructor. Use of aerial photographs for mapping; geometry of single photo and stereoscopic models; scale and relief displacement; vertical and tilted photos; parallax; photo mosaics; ground control; stereoplotters; resection; orthophotos; oblique photos; remote sensing. Lecture and laboratory.

SURV 5537 Land Boundary Location (4 credits)—Prerequisite(s): SURV 3510 and 3520 or three years experience in surveying or in real estate. Role of the surveyor in retracing land boundaries; methods of boundary establishment; classification and analysis of boundary evidence; laws governing riparian boundaries; preparing deed descriptions and survey plats; preservation of survey evidence; surveyor as expert witness; ethics, liability, and professionalism in surveying. Lecture and laboratory.

SURV 5547 Land Subdivision and Platting (4 credits)—Prerequisite(s): SURV 3510, 3520, and 4530 or permission of instructor. Physical elements of designing land subdivisions including circulation systems, sewer systems, drainage systems, soils and earthwork grading considerations, erosion control, lot and block arrangement, topography and existing use factors, geometric analysis procedures, presentations to city planning and zoning boards. Laboratory.

SURV 5567 Positioning with GPS (3 credits)—Prerequisite(s): SURV 3560 or permission of instructor. A course designed to utilize GPS for data collection and post-processing, methods for adjusting networks, explore the reliability of networks, use of continuously operating reference systems (CORS), geometry of satellite constellation, vector processing strategies, the effects of atmospheric constraints on long baselines, utilization of on-the-fly technology, precise ephemeral generation, and differential corrections.

SURV 5617 Digital Imagery Processing (3 credits)—Prerequisite(s): MATH 1920, SURV 4517/5517, GEOG 4237 or permission of instructor. Use of software to analyze, enhance and display satellite images from many sources. Project-based course to determine needs for land use planning, environmental preservation and sustainable development. Presentations to local planning departments and other interested parties.

Theatre (THEA)

THEA 5417 Teaching Theatre in Grades K-12 (3 credits)—A study of methods and materials for teaching theatre in elementary and secondary schools.

THEA 5527 Advanced Scenographic Design (3 credits, repeatable)—Prerequisite(s): THEA 2520, 3330, 3335. May be repeated under each of the following: areas scenery, lighting, costume. The study of advanced theatrical design principles and appropriate play analysis.

THEA 5537 Advanced Play Direction (3 credits)—Prerequisite(s): THEA 3530. The planning of an actual production for performance for practical development of the fundamentals, methods, and procedures of play direction.

THEA 5547 Dramatic Theory and Criticism (3 credits)—Prerequisite(s): THEA 1500. A study of the critical writings on the theory of dramatic form from
East Tennessee State University

Aristotle to the present with an understanding of philosophical and social foundations as they relate to theatrical standards of dramatic art.

THEA 5557 Playwriting (3 credits)—Prerequisite(s): THEA 2530. A study of the organization of the parts of a play in dramas of different styles and types followed by exercises in writing dramatic exposition, characterization, and plot development for the foundation of an original play.

THEA 5607 Theatre Practicum (1 credit)—Prerequisite(s): Permission of instructor through audition. May be repeated. For juniors, seniors, and graduate students only. Participation as a performer or stage manager in planning, rehearsal, and performance of an ETSU Theatre Production under faculty direction.

THEA 5637 Theatre Management (3 credits)—Procedures used on stage, house, and business management of a theatre operation.

THEA 5647 Theatre Architecture and Design (3 credits)—Prerequisite(s): THEA 2520 and THEA 3330 or permission of instructor. This course will survey the changes in theatre architecture from the 5th century B.C. to the present. Students in this course will learn about modern facility design practices and about federal and state laws that affect the design of both new facilities and renovation of existing facilities.

THEA 5707 Theatre Internship (1-9 credits)—Prerequisite(s): Permission of department chair and concurrence of host theatre. Experience in professional non-academic theatre under supervision of professional staff. Interns may work in a single area of specialty or in rotation throughout host theatre’s operation and may contract for single term or academic year.

THEA 5857 Period Acting Styles (3 credits)—Prerequisite(s): THEA 3510. Acting Styles from ancient Greece through Restoration, utilizing language, research, scene work, movement, and masks.

THEA 5867 Summer Theatre Performance (3 credits)—Prerequisite(s): Permission of instructor through audition. Participation in rehearsals and performance of an ETSU Summer Theatre production under faculty or guest artist direction.

THEA 5960 Thesis (1-6 credits)—Prerequisite(s): Consent of instructor. A research project developed and written under the supervision of a faculty committee.

THEA 5957 Special Topics in Theatre (1-6 credits)

THEA 5990 Readings and Research (1-3 credits)—Students who are not enrolled in other coursework but require the use of university facilities and/or faculty guidance for studies, research, or preparation of a prospectus MUST enroll for Readings and Research. Variable credits (1-3) of Readings and Research may also be used, as approved by student’s advisory committee in conjunction with other coursework, to document such activities as development of research and scholarly skills that would not be appropriately covered by other types of independent study. Readings and Research credits do not count toward degree requirements. Grading of Readings and Research will be either satisfactory completion (S), satisfactory progress (SP), or unsatisfactory (U).

Urban Studies (URBS)

URBS 5020 Urban Planning Theory (3 credits)—The course provides the beginning planning student with exposure to classic readings in 13 planning subfields in which the students are expected to expand their knowledge base.

URBS 5087 Recreation and Tourism Planning (3 credits)—A survey of recreation and tourism in the United States and their impact on regional economic planning and development.

URBS/GEOG 5107 Urban Geography and Planning (3 credits)—A geographical analysis of cities and urban regions. The course emphasises urban growth patterns, location and interaction, analysis, planning for urban regions, and travel. (Same as GEOG 5107)

URBS 5347 Economic Development Planning (3 credits)—An introduction to the complexities of local economic development planning. Useful for students wishing to become economic or planning specialists and for community leaders interested in creating development strategies.

URBS 5637 Local and Regional Planning (3 credits)—Theories and techniques of planning for small cities, metropolitan areas, and geographic regions.
GRADUATE FACULTY

Agrawal, Alok (2002) Associate Professor .... Pharmacology
BS, 1981 and M.S., 1984 Barazan Hindu University, India;
Ph.D., 1989, Visha Bharati University, India.

Ahmad, Zulfigar (2006) Assistant Professor .... Biological Sciences
BS, 1986, Delhi University;

Akin, Faith Wurm (2006) Associate Professor .... Communicative Disorders
B.A., 1984, University of Tennessee, Knoxville;
M.S., 1987, University of Texas, Dallas;
Ph.D., 1997, Vanderbilt University.

Alavi, Jafar (1985) Professor ............... Economics and Finance
BS, 1973, Karaj School of Managerial Economics;
M.B.A., 1978, Mississippi State University;

Aldrich, Timothy E. (2005) Associate Professor .......... Public Health
B.S., 1972 and M.P.H., 1974, University of Alabama, Birmingham;
Ph.D., 1985, University of Texas.

al-Imad, Leila (1987) Associate Professor .......... History
B.A., 1970, Beirut College for Women, Beirut, Lebanon;
B.A., 1973, American University of Beirut;

Alley, Nancy M. (1972) Professor ............... Family/Community Nursing
B.S.N., 1968, Medical College of Virginia;
M.S., 1972, Virginia Commonwealth University;
Ph.D., 1987, University of Tennessee.

Alsop, Fred J. (1972) Professor ............... Biological Sciences
B.S., 1964, Austin Peay State University;
M.S., 1968 and Ph.D., 1972, University of Tennessee.
ETSU Distinguished Faculty Member, 1976.
College of Arts and Sciences Service Award, 1998 and Research Award, 2002.
ETSU Faculty Senate President 2007-2008.

B.S., 1974, Walla Walla College;
M.D., 1977, and M.P.H., 1989, Loma Linda University;
Ph.D., 2002, University of Texas.

Anderson, Judith (2005) Associate Professor .... Chair, Professional Roles/Mental Health Nursing
B.S.N., 1965 and M.Ed., 1967, University of Virginia;
M.S.N., 1979, University of Texas at Arlington;
Ph.D., 1988, University of Pennsylvania;
APRN certificate, 1997, Boston College.

Anthony, Murray S. (1972) Professor .......... Accountancy
Ph.D., 1975, University of Missouri;
C.P.A., Tennessee.

Ph.D., 1976, Ohio State University.

Ardell, Jeffrey L. (1998) Professor ............... Pharmacology
B.A., 1975, Colorado College;
Ph.D., 1980, University of Washington.

Armstrong, Stephen C. (1991) Assistant Professor .... Pathology
B.S., 1979, University of Florida;
Ph.D., 1986, University of Pennsylvania School of Medicine.

Arnall, David Alan (2005) Professor ............... Chair, Physical Therapy
B.S.P.T., 1977, University of Utah, Salt Lake City;
Ph.D., 1985, Brigham Young University, Provo, Utah.

Baggett, Paul (2002) Associate Professor .... Chair, Social Work
B.S.S.W., 1981, Lock Haven University;
M.S.W., 1983, University of Georgia;
Ph.D., 1994, University of Tennessee.

Bailes, Gordon Lee, Jr. (1972) Professor .... Computer and Information Sciences
ETSU Distinguished Faculty Award, 1985.

Bailey, Gene (1985) Professor ............... Computer and Information Sciences
B.S., 1967, Rutgers;
M.S., 1970, University of Minnesota;
Ph.D., 1978, University of Missouri-Rolla.

Baiden, Ronald H. (1978) Professor ............... Anatomy and Cell Biology


Barnhart, Robert C. (1996) Assistant Professor .... Physical Therapy
B.A., 1977, West Virginia Wesleyan College;
Certificate in Physical Therapy, Emory University School of Medicine, 1979;
M.S., 1992, University of Tennessee, Knoxville;
Sc.D.P.T., University of Tennessee Health Science Center.


Barrett, Martin L. (1994) Associate Professor .......... Assistant Chair, Computer and Information Sciences
B.S., 1975, Pennsylvania State University;
M.A., 1983, University of Maryland;

Barton, Alison L. (2005) Assistant Professor .......... Human Development and Learning
B.A., 1993, University of Kentucky;

Bartoszuk, Karin (2005) Assistant Professor .......... Human Development and Learning
B.S., 1995 and M.S., 1996, Tarleton Central Texas (formerly University of Central Texas);
Ph.D., 2002, Auburn University.


Beck, Jeffrey P. (1993) Professor ............... English
B.A., 1986, University of Iowa;

B.A., 1976, Florida International University;
M.S., 1977, Florida State University;
Ph.D., 1981, University of Florida.

Beeler, Robert (2007) Assistant Professor .......... Mathematics
B.S., 2001 and M.S., 2002, University of Tennessee, Knoxville;
Ph.D., 2007, Clemson University.

Behringer, Bruce A. (1992) Assistant Vice President .......... Rural and Community Health and Community Partnerships
B.S., 1972, Pennsylvania State University;

B.S., 1966, and M.S., 1967, East Tennessee State University;
Ph.D., 1973, Ohio State University.

Bishop, Greg S. (1977) Professor .......... Environmental Health
B.S.E.H., 1969 and M.S.E.H., 1973, East Tennessee State University;
Ph.D., 1977, University of Kansas.

Bishop, Wilsie S. (1978) Professor .......... Public Health
B.S.N., 1970, Medical College of Virginia;
M.S.Ed., 1976, University of Southern California;
M.S.N., 1978, Virginia Commonwealth University;
D.P.A., 1989, University of Southern California.

B.A., 1969, Gonzaga University;

Blackhart, Robert C. (1996) Assistant Professor .... Physical Therapy
B.A., 1977, West Virginia Wesleyan College;
Certificate in Physical Therapy, Emory University School of Medicine, 1979;
M.S., 1992, University of Tennessee, Knoxville;
Sc.D.P.T., University of Tennessee Health Science Center.

Blackman, Gary Dave (1997) Associate Professor .......... Music
B.A., 1978 and M.M.Ed., 1984, University of South Carolina;
Ph.D., 1989, University of Texas-Austin.
Blankenship, Cecil N. (1971) Professor Human Development and Learning
Ed.D., 1972, University of Tennessee.

Blanton, William Hugh (1999) Associate Professor Technology and Geomatics
B.S., 1971, University of Houston;
M.S., 1978 and M.B.A., 1986, West Texas State University;

Blaustein, Richard J. (1970) Professor Sociology and Anthropology
B.A., 1966, Brooklyn College;

Bowers, Sally S. (1995) Associate Professor Adult Nursing
B.S.N., 1966, Columbia University;
M.S., 1960, University of Rochester;
Ph.D., 1969, University of Pennsylvania.

Boggs, Teresa L. (1998) Assistant Professor Communicative Disorders

Branscomb, Ernest J. (1972) Professor English
B.A., 1965, Duke University;

Braswell, Michael C. (1977) Professor Criminal Justice and Criminology
B.A., 1969, Mercer University;
M.A., 1970, Western Georgia College;
Ed.S., 1973, University of Georgia;
Ph.D., 1975, University of Southern Mississippi.
ETSU Distinguished Faculty Award, 2003.

Breese, Ute H. (2000) Assistant Professor Physical Therapy
B.S., 1977, State University of New York;
M.Ed., 1998, East Tennessee State University;
Ph.D., 2007, University of Tennessee – Knoxville.

Breuel, Kevin F. (1992) Associate Professor OB/GYN Adjunct Faculty, Physiology/Biology Science/Anatomy and Cell Biology
B.S., 1982, Western Illinois University;
M.S., 1985, Clemson University;
Ph.D., 1991, West Virginia University.

Brewer, Karen (2000) Associate Professor Communication
B.A., 1979, East Tennessee State University;

Broderick, Jane T. (2003) Assistant Professor Human Development and Learning
B.F.A., 1976, Pratt Institute;
M.A., 1996, Vermont College of Norwich;
Ed.D, 2003, University of Massachusetts-Amherst.

Brown, Amelia G. (1979) Professor Family & Consumer Sciences and Associate Dean for Articulated Programs
B.S., 1969, East Tennessee State University;
M.S., 1971, University of Tennessee;
Ph.D., 1975, Kansas State University.

Brown, Danny Anderson (1984) Professor Communication Associate Dean, College of Arts and Sciences
B.S., 1969, North Carolina State University;
M.A.E., 1975, Western Carolina University;
Ph.D., 1982, University of Massachusetts.

B.S., 1992, University of Oklahoma;

Brown, Stacy D. (2007) Assistant Professor Pharmaceutical Sciences
B.S., 1998, University of Tennessee at Chattanooga;
Ph.D, 2002, University of Georgia, College of Pharmacy.

Brown, Stephen E. (1979) Professor Criminal Justice and Criminology
B.A., 1973 and M.S., 1975, Eastern Kentucky University;
Ph.D., 1979, University of Maryland.

Buecker, C. Wesley (2005) Assistant Professor Communication
B.A., 1997, Biola University;
M.A., 2000, Arizona State University;

Burgess, William Douglas Jr. (1986) Professor History
A.A., 1968, Florida College;
B.A., 1972 and M.A., 1975, University of South Florida;
Ph.D, 1985, University of Wisconsin.
Driskell, Katherine T. (1984) Professor .............. Curriculum and Instruction Faculty Emeritus
B.S., 1963, George Peabody College;
M.S., 1965, University of Wisconsin;
Ph.D., 1977, University of Tennessee.

Driver, Michaela C. (1998) Associate Professor ...... Management and Marketing

Dula, Christopher S. (2004) Assistant Professor ........... Psychology
B.A., 1996, University of North Carolina-Charlotte;
M.A., 2000, Appalachian State University;
Ph.D., 2003, Virginia Polytechnic Institute and State University.

Dumond, Julie B. (2007) Assistant Professor ............. Pharmacy Practice
B.S., 2000, Michigan State University;

Dunn, Michael S. (2001) Associate Professor .......... Public Health
B.A., 1994 and M.S.H., 1996, University of North Florida;
Ph.D., 1999, University of Alabama, Birmingham.

Dunham-Taylor, Janne (1998) Professor ................. Professional Roles / Mental Health Nursing
B.S., 1968, Michigan State University;

Dwyer, Edward J. (1976) Professor .......... Curriculum and Instruction
B.S., 1962, Boston College;
M.Ed., 1974, University of Saskatchewan;
Ph.D., 1977, University of Georgia.

Dyer, M. Wayne (1983) Professor ....................... Chair, Art and Design
B.S., 1973, Madison College;

ETSU Distinguished Faculty Award 1999.

Edwards, Joel B. (1989) Professor .................... Family/Community Nursing
B.S.N., 1979, Ohio University;
M.S.N., 1982, West Virginia University;
Ph.D., 1988, Ohio University.

Ekstrom, Michelle J. (2005) Clinical Instructor .......... Communicative Disorders
B.S.Ed., 1998, Western Carolina University Honors College;
M.S., 2000, East Tennessee State University.

Elangovan, Saravanan (2005) Assistant Professor ...... Communicative Disorders
B.Sc., 1995 and M.Sc, 1998, All India Institute of Speech and Hearing;
Ph.D, 2005, East Carolina University.

Elhindi, Yousif A. (1998) Associate Professor ............... English
B.A., 1975, University of Khartoum;
M.A., 1981, University of Sheffield;
Ph.D., 1995, Oklahoma State University.

Ellis, Jon B. (1999) Professor ....................... Psychology
B.S., 1973, Virginia Polytechnic Institute and State University;
M.S., 1981, Radford University;
Ph.D, 1989, University of Southern Mississippi.

Ellwanger, Steven (2005) Assistant Professor ...... Criminal Justice and Criminology

Epps, Susan B. (2001) Assistant Clinical Professor .......... Physical Therapy
B.A., 1988, Wake Forest University;
M.A., 1995, Appalachian State University;

Ernst-Fonberg, M. Lou (1978) Professor .......... Biochemistry and Molecular Biology
Adjunct Faculty, Biological Sciences
A.B., 1958, Susquehanna University;
M.D., 1962, Temple University School of Medicine;
Ph.D, 1967, Yale University.

Essin, Emmett M. (1967) Professor ......................... History
A.B., 1964, Austin College;

ETSU Distinguished Faculty Member, 1976.

Evanshen, Pamela A. (2001) Associate Professor ........ Human Development and Learning
B.S., 1982, Tusculum College;

Everett, Michael David (1977) Professor ............... Economics and Finance

Everett, N. Kathleen (2002) Instructor .................... Adult Nursing
B.S.N., 1988, California State University;
M.S.N., 1992, University of California.

Fagelson, Marc A. (1996) Associate Professor ............ Interim Chair, Communicative Disorders
B.A., 1986, Columbia University, School of General Studies;
M.S., 1990, Columbia University, Teachers College;
Ph.D, 1995, University of Texas, Austin.

Farrow, Jeff R. (1993) Medical Director ............. Cardiopulmonary Science
B.S., 1981, Baylor University;
M.D., 1985, University of New Mexico, Albuquerque.

Faust, Charles C. (1986) Associate Professor ............ Program Director, Dental Hygiene
B.S., 1976, University of Southwestern Louisiana;
B.S., 1980, Northeast Louisiana University;
M.Ed., 1985, University of Southwestern Louisiana;
Ed.D., 1997, University of Tennessee.

Felker, Lon S. (1988) Professor ......................... Political Science
A.B., 1968, University of South Carolina;

B.S., 1975 and M.S., 1976, University of Florida;
Ph.D, 1982, Louisiana State University School of Medicine.

Fitzgerald, Martin R. (2003) Assistant Professor ...... Technology and Geomatics
B.M., 1984, Indiana University-Bloomington;
M.M., 1986, State University of New York-Stony Brook.

B.S., 1974, California Baptist College;

Flowers, Joanne Walker (1998) Associate Professor ...... Chair, Public Health
B.S., 1975, Central State University;
M.S.E.H., 1981, East Tennessee State University;
M.P.H., 1985, University of Pittsburgh;
Ph.D, 1992, University of Texas.

Floyd, Michael R. (1989) Associate Professor .......... Family Medicine
Adjunct Faculty, Psychiatry
B.S., 1970, University of Georgia;

Foley, Virginia P. (2007) Assistant Professor ............ Educational Leadership and Policy Analysis
B.S., 1976 and M.A., 1978, Tennessee Technological University;
Ed.D., 1988, State University of West Georgia;
Ed.D., 1996, University of Alabama.

Forsman, Allan D. (1998) Associate Professor .......... Health Sciences
B.S., 1984, University of North Dakota;

Fox, James J., III (1990) Professor ................... Human Development and Learning
Associate Research Director,
Center for Early Childhood Learning and Development
B.A., 1972, College of William and Mary;
M.A., 1975, University of Richmond;
Ph.D, 1982, University of Tennessee.
ETSU Distinguished Faculty Award, 2004.

Franklin, Jay (2004) Assistant Professor .......... Sociology and Anthropology

Franklin, Kathryn K. (2005) Associate Professor .......... Educational Leadership and Policy Analysis
B.S., 1977, University of Alabama;
M.A., 1991, Middle Tennessee State University;

Frierson, James G. (1973) Professor .................. Management and Marketing
B.A., 1968, University of Arkansas;
M.B.A., 1981, East Tennessee State University;
M.P.H., 1985, University of Pittsburgh;
Ph.D, 1992, University of Texas.

Friesen, William J. (1988) Professor ............... Biochemistry and Molecular Biology
B.S., 1970, Iowa State University;
Ph.D, 1977, University of Nebraska.

Funk, Robert David (1998) Professor ................... Communication
B.S., 1976, Western Carolina University;

2008-2009 Graduate Catalog
Gallagher, Michael T. (1989) Professor ................................. Chair, Health Sciences
B.S., 1966, University of Houston;
M.S., 1970, Northwestern University;
Ph.D., 1974, Baylor College of Medicine.

Gann, Rosalind R. (2002) Assistant Professor ............... Curriculum and Instruction
B.A., 1970, Brooklyn College, City University of New York;
M.Sc., 1974, Smith College;

Gao, Yongli (2004) Assistant Professor ......................... Geosciences
B.S., 1991 and M.S., 1994, Beijing University;
M.S., 2002 and Ph.D., 2002, University of Minnesota.

Garcia, Loni T. (2006) Associate Dean ......................... Student Affairs, College of Pharmacy
B.S., 1978 and M.S., 1984, University of North Carolina, Chapel Hill.

Gardner, Robert B. (1993) Professor ............................. Mathematics
ETSU Distinguished Faculty Award 1998.

Garrett, Linda, (2002) Assistant Professor .................. Family/Community Nursing

Gerard, Mira (2001) Assistant Professor ..................... Art and Design
M.F.A., 2001 University of Georgia.

Gerding, Gail A. (2003) Assistant Professor ................. Family/Community Nursing
B.S.N., 1983, College College;
M.S., 1990 and Ph.D., 2002, Ohio State University.

Ghaffari, Masoud (2002) Assistant Professor ............... Adult Nursing
B.S., 1978, Institute of Paramedical Sciences;
M.Ed., 1996, Cleveland State University;
M.S.N./B.S.N., 1999, University of Akron;
Ph.D., 2001, Cleveland State University.

Giles, Ronald K. (1982) Professor ................................. English
B.A., 1968, University of Alabama;
M.Ed., 1974, Livingston University;
Ph.D., 1981, Auburn University.

Gillespie, Wayne, Jr. (2001) Associate Professor ............ Criminal Justice and Criminology
Assistant Dean, School of Graduate Studies
B.A., 1993, College of William and Mary;
M.A., 1998, East Tennessee State University;
Ph.D., 2001, University of Kentucky.

Glenn, Loyd Lee (1992) Professor ................................. Professional Roles/ Mental Health Nursing
B.A., 1974, University of California;
Ph.D., 1979, Stanford University.


Godbole, Anant (2000) Professor ................................. Chair, Mathematics
B.S.C., 1975, Bombay University, India;

Gold, Jeffrey B. (1978) Professor ................................. Philosophy and Humanities
B.A., 1973, University of Wisconsin;

Govett, Almice L. (2003) Associate Professor ............... Curriculum and Instruction

Granberry, Nancy (2005) Assistant Professor ............... Professional Roles/ Mental Health Nursing
B.S., 1981, University of South Alabama;
M.S., 1986, Florida International University;
M.S.N., 1971, Troy State University;

Graves, Travis H. (2005) Assistant Professor ................... Art and Design
B.F.A., 1996, Iowa State University;
M.F.A., University of Wisconsin-Madison.

Green, J. Keith (2002) Assistant Professor ..................... Philosophy and Humanities
A.B., 1980, Saint Olaf College;
M.Div., 1984, Yale University;

Grissett, Barbara B. (2003) Associate Professor .............. Social Work
B.S., 1968, Southern Missionary College;
M.S.W., 1981 and Ph.D., 1992, University of Texas-Arlington.

Grover, Susan L. (1979) Professor ............................... Chair, Family/Community Nursing
B.S.N., 1969, Alfred University;
M.S.N., 1979, University of Rochester;
Ph.D., 1993, University of Tennessee-Knoxville.

Groves, Kathleen H. (1976) Assistant Professor .............. English
B.A., 1964, Florida State University;
M.A., 1967, Memphis State University.

Gunter, Charles R., Jr., (1964) Associate Professor ........ Geosciences
B.S., 1962, Middle Tennessee State University;
M.A., 1963, University of Tennessee.

Guptupalli, Vijaya Kumar (2006) Assistant Professor .... Communicative Disorders
B.S., 1999 and M.S., 2001, All India Institute of Speech and Hearing, University of Mysore;
Ph.D., 2007, East Carolina University.

Haley, Darryl E. (1999) Associate Professor ..................... English
B.A., 1992, University of Arkansas;
M.A., 1994, University of Arkansas-Little Rock;
Ph.D., 1999, University of Alabama.

Hall, Delbert L. (1986) Professor ................................. Communication
B.S., 1977, Western Carolina University;
M.A., 1981, University of North Carolina-Greensboro;
Ph.D., 1986, University of Florida.

Hall, Ken (1999) Professor ......................... Chair, Foreign Languages
B.A., 1975, Furman University;
M.A., 1978, University of North Carolina-Chapel Hill;
Ph.D., 1986, University of Arizona.

Halvorson, Helene K. (2003) Associate Professor ............ Social Work
B.P., 1969, University of North Dakota, Grand Forks;
M.S.W., 1976, Barry University, Miami Shores, Florida;
Ph.D., 1999, University of Tennessee.

Hamdy, Donald C. (1985) Professor ................ Center for Geriatrics and Gerontology

Hamm, Dennis G., Jr. (1998) Instructor ........................ Criminal Justice and Criminology
Advisor, College of Arts and Sciences
B.S., 1967, East Tennessee State University;
M.Div., 1970, Southern Seminary;
M.Ed., 1978, University of Virginia;
D.Min., 1980, Union Seminary in Virginia.

Han, Keunsu (2008) Assistant Professor ........................ Kinesiology, Leisure and Sport Sciences
B.A., 2001 - Dongguk University;
M.A., 2004 - Indiana State University;
Ph.D. 2007 - Florida State University.

Han, Zhihua (2003) Assistant Professor ......................... Biochemistry and Molecular Biology
B.S., 1987 and M.S., 1989, Peking University, China;
Ph.D., 1997, University of California, San Diego.

Hancock, John C. (1977) Professor ................................. Pharmacology
B.S., 1962, University of Missouri-Kansas City;
M.S., 1965 and Ph.D., 1967, University of Texas;
ETSU Distinguished Faculty Award, 2001.

Hanley, Gregory Alan (2005) Assistant Professor ........... Pharmaceutical Sciences
Director, DLAR
B.S., 1987, State University of New York, Geneseo;

Harifforoosh, Saeidreza (2007) Assistant Professor ........ Pharmaceutical Sciences
Pharm.D., 1991, Tehran University;
Ph.D., 2005, University of Alberta.

Harrington, Karen A. (1986) Associate Professor ........... Foreign Languages
Ph.D., 1986, University of California, Los Angeles.

Hayes, Patricia A. (1999) Associate Professor .................. Adult Nursing
B.S.N., 1981, Grand View College;
M.S., 1985, University of Minnesota;
Ph.D, 1997, Georgia State University.
East Tennessee State University

Hayman, J. Russell (2002) Assistant Professor .................. Microbiology
B.S., 1987, Mississippi College;
Ph.D., 1995, University of Mississippi Medical Center.

Haynes, Teresa (1988) Professor .................. Mathematics
B.S., 1975 and M.S., 1984, Eastern Kentucky University;
Ph.D., 1988, University of Central Florida.

Headley, Thomas E. (1969), Associate Professor .................. Communication
B.S., 1968 and M.S., 1969, Indiana State University.

Hei, Katrina (2007) Assistant Professor .................. Foreign Languages
B.A., 1998, Trinity University;
M.A., 2000, University of North Carolina at Chapel Hill;
Ph.D., 2006, University of Texas at Austin.

Heligott, Michel (2004) Associate Professor .................. Mathematics
B.S., 1972, Universidad de San Marcos;
M.S., 1994, Northern Arizona State University;

Hemphill, William K. (1992) Associate Professor .... Technology and Geomatics
Adjunct Faculty, Obstetrics and Gynecology
B.S.M.E., 1981, University of Tennessee, Knoxville;
M.S., 1992, East Tennessee State University.

Henry, Robin (2007) Director .................. Experiential Education
M.B.A., 2007, East Tennessee State University;
Pharm.D., 2001, Mercer University Southern School of Pharmacy.

Henson, Gary D. (1989) Assistant Professor .................. Physics and Astronomy
B.S., 1979, University of Central Arizona;
M.S., 1982, University of New Mexico;
Ph.D., 1989, University of Oregon.
ETSU Distinguished Faculty Award, 2004.

Herrin, Mindy (2004) Assistant Professor .................. Art and Design
B.F.A., 1998, Texas Tech University;

Herrin, Roberta T. (1976) Professor ........ Chair, Appalachian Studies
B.S., 1970 and M.A., 1972, East Tennessee State University;
Ph.D., 1986, University of Pennsylvania.

Hess, Jr., Richard A. (2007) Assistant Professor .................. Pharmacy Practice
B.S., 1992, University of South Florida;
Pharm.D., 1998, Mercer University Southern School of Pharmacy.

Hester, Wendell H. (1975) Associate Professor .... Sociology and Anthropology
A.B., 1965, University of Miami;

Hillhouse, Joel (1990) Associate Professor .................. Public Health
B.S., 1981, Valparaiso University;

B.A., 1962 and M.A., 1964, Trinity University;
Ph.D., 1972, Southern Methodist University.

Ho, Chu-Ngi (1983) Associate Professor .................. Chemistry
B.S., 1975, Denison University;
Ph.D., 1980, University of Washington.

Holland, Mark (1986) Professor .................. English
B.A., 1972, Heidelberg College;

Holmes, Thomas Alan (1996) Associate Professor .................. English
Associate Dean, College of Arts and Sciences

Hong, Don (1996) Professor .................. Mathematics
B.S., 1982, Zhejiang Normal University;
M.S., 1987, Zhejiang University;
Ph.D., 1993, Texas A&M University.

Hoover, Donald B. (1978) Professor .................. Pharmacology
B.S., 1972, Grove City College;
Ph.D., 1976, West Virginia University.
ETSU Distinguished Faculty Award, 2002.

Hopson, Victor W. (1977) Associate Professor .................. Dental Hygiene
D.D.S., 1973, University of Tennessee Medical Units.

B.S., 1963, Muhlenberg College;
M.S., 1965, Pennsylvania State University;
Ph.D., 1971, University of Colorado.

Hosler, Susan (2001) Assistant Professor ........ Family/Community Nursing
B.S.N., 1994, East Tennessee State University;
M.S.N., 1995, University of Tennessee, Knoxville.

Hriso, Peter (2002) Assistant Professor .................. Technology and Geomatics
B.S., 1992, University of Southern Indiana;
M.F.A., 1994, Ohio State University.

Huang, Thomas T. (1971) Professor .................. Chemistry
Faculty Emeritus
B.S., 1961, National Taiwan University;
M.A., 1964, East Tennessee State University;
Ph.D., 1969, University of Illinois.
ETSU Distinguished Faculty Award, 1988.

Hull, Vida J. (1986) Associate Professor .................. Art and Design
B.A., 1968, Rollins College;
M.A., 1970, Ohio State University;
Ph.D., 1979, Bryn Mawr College.

Hungeate, Christa I. (1981) Assistant Professor .... Foreign Languages
B.A., 1977, University of Alabama;
M.A., 1984, University of Northern Iowa.

Hurd, Mary G. (1966) Associate Professor ........ English
Director, Film Studies Minor
College of Arts and Sciences

Hurley, David L. (2007) Associate Professor .... Vice Chair,
Pharmaceutical Sciences
B.S., 1979, Guilford College;

Hurwitz, Rhona S. (1991) Professor ........ Chair, Curriculum and Instruction
B.A., 1972, Connecticut College;
M.Ed., 1973, University of North Dakota;
Ed.D., 1988, University of Houston.

Hutson, Sadie P. (2005) Assistant Professor .......... Family/Community Nursing
B.S.N., 1998, University of Wisconsin, Madison;

Hyder, Carroll R. (1967) Associate Professor .... Associate Dean
ETSU, 1967 and M.S., 1967, East Tennessee State University;
Ph.D., 1971, Ohio State University.

Ignace, Richard (2003) Associate Professor .... Physics and Astronomy
B.S., 1991, Indiana University;

Isbell, Rebecca T. (1975) Senior Affiliate Faculty .......... Human Development
Director, Center for Early Childhood Learning and Development
B.S., 1964, University of Tennessee;
M.A., 1973, East Tennessee State University;
Ed.D., 1979, University of Tennessee.
ETSU Distinguished Faculty Award, 1994.

Jackson, Frances A. (2000) Associate Professor .... Professional Roles/
Mental Health Nursing
B.A., 1972, Vanderbilt University;
B.S.N., 1990, East Tennessee State University;
M.S.N., 2000, University of Virginia.

Jenrette, Thomas S. (1979) Professor .................. Music

Jiang, Yu-Lin (2006) Assistant Professor .......... Chemistry
B.S., 1986 and M.S., 1989, Jilin University;
M.S., 1997 and Ph.D., 2000, University of Adelaide.

Johnson, David A. (1978) Professor ........ Biochemistry and Molecular Biology
Adjunct Faculty, Biological Sciences
ETSU, 1967 and Ph.D., 1973, Memphis State University;
ETSU Foundation Research Award, 1987.

Johnson, Donald Ray (1983) Professor ........ English
Ph.D., 1972, University of Wisconsin-Madison.
ETSU Foundation Research Award, 1991.


ETSU Foundation Research Award, 1991.
Johnson, Keith V. (1993) Professor ................................. Chair, Technology and Geomatics  
B.S., 1987 and M.S., 1988, North Carolina A&T State University;  
Ph.D., 1993, Ohio State University.  

Jone, Jodi Polaha (2006) Assistant Professor .......................... Psychology  

Jones, Thomas Charles (2006) Assistant Professor .......................... Biological Sciences  
B.S., 1990 and M.S., 1993, Cleveland State University;  
Ph.D., 2000, Ohio State University.  

Joplin, Karl H. (1994) Associate Professor ................................. Biological Sciences  
B.S., 1973, University of Washington;  
M.S., 1982 and Ph.D., 1989, Ohio State University.  

Joyner, William L. (1989) Professor ................................. Physiology  
Adjunct Faculty, Internal Medicine  
B.S., 1965, Davidson College;  
M.S.P.H., 1967 and Ph.D., 1971, University of North Carolina, Chapel Hill.  

Kady, Ismail (1990) Associate Professor ................................. Chemistry  
B.S., 1977 and M.S., 1979, University of Jordan;  
Ph.D., 1986, Michigan State University.  

Kalfleisch, John H. (1988) Professor ................................. Medical Education  
Director, Division of Biometry and Medical Computing  
B.S., 1965 and M.A., 1966, Western Michigan University;  
Ph.D., 1970, University of Oklahoma.  

Kamolnick, Paul (1991) Associate Professor .......................... Sociology and Anthropology  

Kao, Race L. (1992) Professor ................................. Surgery  
Adjunct Faculty, Physiology  
Chairholder, Carroll H. Long Chair in Surgical Research  
B.S., 1965, National Taiwan University, Taiwan;  
M.S., 1971 and Ph.D., 1972, University of Illinois.  

Kaplan, Amy I. (1994) Assistant Professor ................................. Professional Roles/  
Mental Health Nursing  
B.S.N., 1991, Wilmington College;  
M.S.N., 1994, East Tennessee State University.  

Karsai, Istvan (2001) Associate Professor ................................. Biological Sciences  

Kasmai, Hamid S. (1987) Professor ................................. Chemistry  
B.S., 1961, Teacher's College, Tehran, Iran;  
Ph.D., 1969, University of Wisconsin.  

Keene, Kevin S. (2004) Assistant Professor ............................... Allied Health Sciences  
Director of Clinical Education Cardiopulmonary Science  
B.S., 2001 and M.S., 2002, Mountain State University;  
M.B.A., 2004, King College.  

Kelly, Edward J. (1997) Associate Professor ........................... Educational Leadership  
and Policy Analysis  
B.S., 1973, State University of New York;  
J.D., 1977, State University of New York at Buffalo, School of Law.  

Kerley, Lynndell M. (1967) Professor ................................. Mathematics  
B.S., 1964 and M.A., 1965, Appalachian State University;  
Ph.D., 1977, University of Tennessee.  

Khoury, Amal J. (2007) Associate Professor .......................... Public Health  
B.S., 1991 and M.P.H., 1993, American University of Beirut;  

King, C. Lindsey (2004) Lecturer ................................. Sociology and Anthropology  
B.S., 1977, East Tennessee State University;  
M.A., 1990, Georgia State University;  
Ph.D., 1999, University of Tennessee.  

King, John (1999) Associate Professor ................................. Communication  

King, Karen D. (1990) Professor ................................. Associate Vice President  
for Academic Technology  
A.S., 1979 and B.S., 1981, East Tennessee State University;  
M.H.Ed., 1983, Medical College of Georgia.  

Kinsner, Amber E. (1997) Associate Professor ........................ Communication  
Director, Women's Studies Program  
B.A., 1987 and M.A., 1989, University of South Florida;  
Ph.D., 1996, Purdue University.  

Kirkby, Scott (2003) Assistant Professor ................................. Chemistry  
B.S.C., 1989, University of Western Ontario  
Ph.D., 1996, University of Toronto.  

Kirkwood, William (1978) Professor ................................. Communication  
Associate Vice President for Academic Affairs and  
Executive Director, Office of Planning and Analysis  

Knight, W. Hal (1986) Professor ................................. Educational Leadership  
and Policy Analysis  
Dean, Clemmer College of Education  
B.A., 1972, Augusta College;  
M.P.A., 1977, West Virginia College of Graduate Studies;  
Ph.D., 1983, Kansas State University.  

Knisley, Debra (1990) Associate Professor .......................... Mathematics  
B.S., 1976 and M.S., 1979, Tennessee Technological University;  
Ph.D., 1989, Memphis State University.  

Knisley, Jeff (1990) Associate Professor .......................... Mathematics  
B.A., 1985, Carson-Newman College;  

Kostrzewa, Richard M. (1978) Professor ................................. Pharmacology  
B.S., 1965 and M.S., 1967, Philadelphia College of Pharmacy and Science;  
Ph.D., 1971, University of Pennsylvania.  
ETSU Foundation Award, 1981.  

Kotrbay, Scott M. (1998) Associate Professor .......................... Art and Design  

Krieger, Jamie B. (1997) Associate Professor ........................... Human Development  
and Learning  
B.S., 1976 and M.S., 1977, University of Tennessee;  
Ph.D., 1985, Ohio State University.  

Kuczynski, Kay (2000) Assistant Professor ................................. Social Work  
B.S., 1965, Edgewood College;  
M.S.W., 1968, Rutgers University;  
D.S.W., 1978, Catholic University.  

Kumar, Dhientendra (2005) Assistant Professor ........................ Biomedical Sciences  

Kumaraguru, Uday (2005) Assistant Professor ........................ Microbiology  
M.S.C., 1986 and Ph.D., 1993, University of Madras, India.  

Laffan, John J., III (1992) Associate Professor ........................ Microbiology  
B.A., 1982, Hamilton College;  
Ph.D., 1988, Wesleyan University.  

Lampley, James H. (2005) Assistant Professor ........................ Educational Leadership  
and Policy Analysis  
B.S., 1973, Middle Tennessee State University;  
M.S., 1974, University of Tennessee;  

Lampson, Bert C. (1998) Associate Professor .......................... Health Sciences  
B.S., 1977, Delaware Valley College;  
M.S., 1981 and Ph.D., 1986, University of Missouri-Columbia, School of Medicine.  

Langenbrunner, Mary (1993) Associate Professor ........................ Human Development  
and Learning  
B.S., 1974 and M.S., 1976, University of Kentucky;  
Ph.D., 1986, University of Tennessee.  

Laughlin, Thomas F. (2003) Assistant Professor ........................ Biomedical Sciences  
B.S., 1979, M.A.T., 1985, and M.S., 1988, East Tennessee State University;  
Ph.D., 1994, Virginia Polytechnic Institute and State University.  

Leger, Jerry (1973) Professor ................................. Sociology and Anthropology  
Director of Planning and Development,  
Community Partnership Center  
B.A., 1968, North Georgia College;  
M.A., 1971 and Ph.D., 1974, University of Iowa;  

Lehvald, Harry (2006) Assistant Professor ........................ Kinesiology,  
Leisure and Sport Sciences  
B.S., 1972 and M.Ed., 1977, University of Missouri, Columbia;  
Ed.D., 1995, University of Kansas.  

Leigh-Paffenroth, Elizabeth (2005) Assistant Professor ........................ Communicative Disorders  
B.S., 1990, Texas Tech University;  
M.S., 1993, East Carolina University;  
Ph.D., 2003, University of Wisconsin, Madison.  

Studies  
B.A., 1987, University of Louisville;  
## East Tennessee State University

**Levy, Foster (1989)** Professor  
**Director of Undergraduate Research and Creative Activities, Honors College**  

**Lewis, Angela Radford (2004)** Associate Professor  
**Chair, Family and Consumer Sciences**  
B.S., 1984, M.S., 1987, M.V.T.E., Middle Tennessee State University;  
Ph.D., 2003, University of Tennessee.

**Lhotsky, Gary J. (2007)** Assistant Professor  
**Kinesiology, Leisure and Sport Sciences**  
B.A., 1993, Edinboro University of Pennsylvania;  
M.S., 1997, Georgia Southern University;  
Ed.D., 2006, Florida State University.

**Li, Chuanfu (1996)** Associate Professor  
**Surgery, Adjunct Faculty, Pharmacology**  

**Lichtenwalner, Shanna (2005)** Assistant Professor  
**English**  
B.A., 1994, Nebraska Wesleyan University;  
M.A., 1996, University of Nebraska;  
Ph.D., 2004, Auburn University.

**Liu, Yali (2005)** Assistant Professor  
**Mathematics**  
B.S., 1996, Northwestern Polytechnical University, Xi’an, China;  
M.S., 1999, Peking University, China;  
M.S., 2002 and Ph.D., 2005, Purdue University.

**Liu, Yusheng (2006)** Assistant Professor  
**Biological Sciences**  
B.Sc., 1986, Sichuan University;  
M.Sc, 1989 and Ph.D., 1992, Nanjing Institute of Geology.

**Littleton, Mary Ann (2002)** Assistant Professor  
**Public Health**  
B.A., 1985, University of California-Santa Cruz;  
Ph.D., 2001, University of Alabama-Birmingham.

**Lloyd, Theresa A (1996)** Associate Professor  
**English**  
B.A., 1974, Duke University;  
M.A., 1982, Pennsylvania State University;  
Ph.D, 1996, University of North Carolina, Chapel Hill.

**Lobertini, Jo Alison (1999)** Assistant Professor  
**Cross-Disciplinary Studies**  
B.A., 1986, University of Tennessee, Knoxville;  

**Loess, Kurt H. (1998)** Assistant Professor  
**Management and Marketing**  
B.A., 1977, The College of Wooster;  

**Logan, David G. (1979)** Professor  
**Faculty Emeritus**  
B.S., 1963, University of Wisconsin;  
M.A., 1967, University of Illinois;  
M.F.A., 1968, University of Wisconsin.

**Lowe, Elizabeth (1999)** Assistant Professor  
**Family and Consumer Sciences**  
B.S., 1974 and M.S., 1982, University of Tennessee.

**Lowry, Lois W. (1999)** Professor  
**Faculty Emerita**  
B.S.N., 1955, Cornell University;  
M.N., 1977, University of Florida;  
D.N.Sc., 1987, University of Pennsylvania.

**Lugo, Ralph A. (2006)** Professor  
**Chair, Pharmacy Practice**  
B.S., 1988, Rutgers University;  
Pharm.D., 1991, University of North Carolina at Chapel Hill.

**Luttermoser, Donald G. (1996)** Associate Professor  
**Chair, Physics and Astronomy**  
B.S., 1981, University of Michigan;  
M.A., 1983, Wayne State University;  

**Lynch, Andy (2004)** Assistant Professor  
**Communication**  
B.S., 1995, Maryville University—St. Louis;  
M.S., 1997, Southeast Missouri State University;  

**Maas-Brady, Jane T. (2003)** Director of Field Instruction  
**Social Work**  
B.S., 1978, Greensboro College;  
M.S.W., 1985, University of North Carolina at Chapel Hill.

**MacAvoy, Leslie (2000)** Associate Professor  
**Philosophy and Humanities**  
B.A., 1988, Swarthmore College;  

**Mackara, W. Frederick (1975)** Associate Professor  
**Economics and Finance**  
B.A., 1969, Rutgers University;  
Ph.D., 1976, Texas A&M University.

**MacKay, Louise L. (1993)** Associate Professor  
**Educational Leadership and Policy Analysis**  
B.A., 1957, Transylvania University, Kentucky;  
M.A., 1970, George Peabody College for Teachers;  
Ph.D., 1983, Vanderbilt University.

**MacRae, Norma (1987)** Professor  
**Human Development and Learning**  
B.A., 1969, University of Georgia;  

**Maier, Kurt J. (2000)** Associate Professor  
**Environmental Health**  
B.A., 1978, University of California-Berkeley;  
M.S., 1982, California State-Hayward;  
Ph.D., 1990, University of California-Davis.

**Malkus, Amy J. (2000)** Associate Professor  
**Human Development and Learning**  
B.A., 1988, Washington College;  
M.S., 1992 and Ph.D., 1995, Purdue University.

**Manahan, Richard A. (1981)** Professor  
**Accountancy**  
B.A., 1985, University of South Carolina-Columbia.

**Marchioni, Michael P. (1976)** Associate Professor  
**Geosciences**  
B.A., 1963, Montclair State College;  
M.A., 1968, Louisiana State University;  
Ph.D., 1971, University of Cincinnati.

**Marks, Lori (1993)** Professor  
**Human Development and Learning**  
B.A., 1983, Flagler College;  
M.Ed., 1987, University of North Florida;  
Ph.D., 1993, University of Florida.

**Marrs, Jo-Ann S. (2002)** Professor  
**Management and Marketing**  

**Marshall, Stephen W. (2006)** Assistant Professor  
**Communication**  

**Martin, Brian C. (2006)** Assistant Professor  
**Public Health**  

**Masini, Douglas E. (2001)** Assistant Professor  
**Program Director, Cardiopulmonary Science**  
A.S., 1983, University of Toledo;  
B.S., 1990, Regents College;  
M.A., 1997, Tusculum College;  

**McCollister, Leslie A. (2003)** Assistant Professor  
**Sociology and Anthropology**  

**McConnel, Peggy R. (1974)** Associate Professor  
**Adult Nursing**  
B.S.N., 1970, East Tennessee State University;  
M.S.N., 1971, Emory University.

**McCook, Judy G. (1997)** Associate Professor  
**Family/Community Nursing**  
B.S.N., 1976, Medical College of Georgia;  
M.N., 1979, University of Alabama, Birmingham;  
Ph.D., 2002, University of Michigan-Ann Arbor.

**McDowell, Timothy D. (1998)** Associate Professor  
**Biological Sciences**  
B.A., 1983, University of North Carolina, Chapel Hill;  

**McGarry, Theresa (2004)** Assistant Professor  
**Behavioral Sciences**  
B.A., 1980, Michigan State University;  
M.A., 1994, Temple University of Japan, Osaka;  
Ph.D., 2004, University of South Carolina-Columbia.

**McGowen, Kathleen Ramsey (1985)** Professor  
**Psychiatry and Behavioral Sciences**  

ETSU Distinguished Faculty Award, 2003.
McIntosh, Cecil A. (1993) Professor ......................... Biological Sciences
Dean, School of Graduate Studies
Adjunct Faculty, Biochemistry and Molecular Biology

Mckeey, Thomas E. (1976) Professor ......................... Accountancy
B.S., 1969, East Tennessee State University;
M.B.A., 1973 and Ph.D., 1975, Georgia State University;
CIA, CMA, CPA, Tennessee and North Carolina.

McKinney, Michael M. (1994) Associate Professor .............. Management and Marketing
Assistant Dean for External Programs and Relations
College of Business and Technology

McLain, Raymond W. (2000) Associate Professor ............... Appalachian Studies
Director, Bluegrass, Old Time, and Country Music

Melen dez, E. Jane (1986) Professor ......................... Curriculum and Instruction
Faculty Emerita
B.S., 1961, Eastern Michigan University;

Merriman, Carolyn S. (1985) Associate Professor ................. Family Community Nursing
B.S.N., 1979, University of Evansville;
M.S., 1983, Texas Women's University.

Mijeski, Kenneth J. (1971) Professor ......................... Political Science
B.A., 1966, Florida State University;
Ph.D., 1971, University of North Carolina – Chapel Hill.

Miller, Barnay (1997) Associate Professor .... Psychiatry and Behavioral Sciences
Adjunct, Anatomy and Cell Biology
B.A., 1975, University of Tennessee-Chattanooga;
Ph.D., 1983, University of Tennessee-Memphis.

Miller, Hugh A., III (1988) Associate Professor .............. Biological Sciences
B.S., 1979, East Tennessee State University;
Ph.D., 1986, University of Tennessee.

Miller, Larry S. (1984) Professor ............... Chair, Criminal Justice and Criminology
B.A., 1974, East Tennessee State University;
M.S., 1977, Eastern Kentucky University;
Ph.D., 1981, University of Tennessee.
ETSU Distinguished Faculty Award, 2004.

Miller, Merry N. (1995) Professor ...... Chair, Psychiatry and Behavioral Sciences
B.S., 1975, Southwestern-Memphis;

Miller, Phillip E. (1994) Associate Professor .............. Chair, Management and Marketing
B.S., 1972, University of Tennessee;
M.S., 1978, Air Force Institute of Technology;
M.S., 1979, University of Southern California;
Ph.D., 1983, University of North Carolina.

Mink, Patricia (2003) Assistant Professor ..................... Art and Design
B.A., 1981, Kalamazoo College;

B.A., 1974, Virginia Polytechnic Institute;
M.A., 1976, Western Kentucky University;
Ph.D., 1992, Indiana State University.
ETSU Distinguished Faculty Award, 2002.

Monaco, Paul J. (1987) Professor ......................... Anatomy and Cell Biology
B.A., 1974, Merrimack College;

Mooney, James J. (1970) Professor ......................... Communication
A.B., 1969 and M.A., 1970, University of Georgia;
Ph.D., 1984, University of Tennessee.

Moore, Darrell J. (1989) Associate Professor ............. Biological Sciences
B.A., 1975 and Ph.D., 1983, University of Texas-Austin.

Moore, Teah (2006) Assistant Professor ................. Human Development and Learning
B.A., 1984, Anderson University;
M.A., 2003, Bradley University;
Ph.D., 2006, Idaho State University.

Moorman, Jonathan P. (2000) Associate Professor ............ Internal Medicine
B.S., 1987, Loyola College;
M.D., 1991, University of Virginia School of Medicine.

Morefield, John D. (1983) Associate Professor ............. English
A.B., 1962, Davidson College;

Morgan, Robert G. (1975) Professor ......................... Accountancy
B.A., 1968, Piedmont College;
M.Acc., 1971 and Ph.D., 1974, University of Georgia.

Morrow, Brent (1986) Associate Professor .............. Human Development and Learning
B.A., 1969, University of California;
M.A., 1977, Mennonite Brethren Seminary;
Ph.D., 1986, Texas Tech University.

Moxen, Diana M. (2000) Associate Professor .............. Kinesiology,
Leisure and Sport Sciences

Murnane, Owen D., Jr. (1995) Assistant Professor ............. Communicative Disorders
Ph.D., 1995, Syracuse University.

Murray, Catherine (1995) Associate Professor .............. Art and Design
B.A., 1982, Portland State University;

Musich, Phillip R. (1980) Professor .................... Biochemistry and Molecular Biology
Adjunct Faculty, Biological Science
B.S., 1968, Creighton University;
Ph.D., 1973, University of Chicago.

Mustain, Eric L. (1990) Assistant Professor ..................... Health Sciences
B.A., 1974, University of Missouri-Columbia;
Ph.D., 1984, University of Colorado Health Sciences Center.

Mwinelle, Jerome (2004) Assistant Professor ................. Foreign Languages
B.A., 1981, University of Ghana;
M.A., 1989, Temple University;
Ph.D, 2005, University of Texas at Austin.

Nelson, Ardis L. (1994) Professor ......................... Foreign Languages
B.A., 1965, Oberlin College;
M.A., 1972, Middlebury College, Madrid;
Ph.D, 1980, Indiana University.

Newcomer, Daniel (2000) Assistant Professor ................. History
B.A., 1993 and M.A., 1995, New Mexico State;
Ph.D., 2000, Texas Christian University.

B.A., 1982, East Tennessee State University;
Ph.D., 1994, University of Texas System, Graduate School of Biomedical Sciences, Houston, Texas;

Niederberger, Maria (1999) Associate Professor .................. Music
B.A., 1981, University of California, Davis;
Ph.D., 1991, Brandeis University.

Noe, Colleen M. (2005) Associate Professor ............. Communicative Disorders
B.S., 1989 and M.S., 1991, East Tennessee State University;
Ph.D., 1994, Ohio State University.

Norwood, Frederick H. (1987) Professor ..................... Mathematics
B.A., 1966, University of Southwestern Louisiana;
M.S., 1969, University of California-Riverside;
Ph.D, 1979, University of Southwestern Louisiana.

O'Donnell, Kevin E. (1993) Associate Professor .................... English
Director, Environmental Studies Minor
B.A., 1984, Kent State University;

Odl, Brian L. (2007) Assistant Professor ................ Pharmacy Practice
B.S., 1990, Middle Tennessee State University;
Pharm.D., 1994, University of Tennessee at Memphis.

Oh, Sunjoo (2005) Assistant Professor ..................... Music
B.M., 1992 and M.M., 1994, Sungshin Women's University, Seoul, Korea;
D.M.A., 2005, University of South Carolina, Columbia.

Olson, Charles S. (1999) Associate Professor .............. Appalachian Studies
B.A., 1982, University of Minnesota;
M.A., 1991, University of Kentucky;
Ph.D., 1997, University of Mississippi.

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Ordy, Gregory A. (2005) Professor ......................... Chair, Pharmacology
B.S., 1980, Ohio State University;
Ph.D., 1985, Ohio State University, College of Pharmacy.

Ph.D., 1990, University of Iowa.

Osborne, John G. (1994) Assistant Professor .................. Health Sciences
B.S., 1971, Tennessee Technological University;
M.Ed., 1977, Middle Tennessee State University;
Ph.D., 1992, University of Kentucky, College of Medicine.

Owens, Beatrice H. (2006) Assistant Professor ............... Physical Therapy
B.S., 1989, University of Tennessee - Memphis;

Page, Melvin E. (1987) Professor .................. History
B.A., 1966, American University;
M.A., 1968, Howard University;
Ph.D., 1977, Michigan State University.

Palmer-Lopez, Sandra (1995) Associate Professor ............... Foreign Languages
B.A., 1977, Colegio Universitario de Cayan, Puerto Rico;
M.A., 1981, University of South Florida;
Ph.D., 1994, Florida State University.

Panini, Shankhavaram, R. (1996) Associate Professor .............. Biochemistry and Molecular Biology
B.S., 1968, Andhra University, Waltair, India;
M.S., 1970, University of Baroda, India; D.I.I.Sc., 1971;
Ph.D., 1975, Indian Institute of Science, Bangalore, India.

Panus, Peter C. (1995) Associate Professor.................. Pharmaceutical Sciences
B.A., 1979, Huntingdon College;

Park, Herbert M. (2005) Assistant Professor ................ Communication
B.A., 1977, Stephens College;

Pawlowicz, Peter H. (1997) Associate Professor .............. Art and Design
B.A., 1965, Colby College;
M.A., 1970, West Virginia University;
Ph.D., 1987, Northwestern University.

Payne, Linda L. (2006) Assistant Professor ................ Human Development and Learning
B.S., 1984, East Texas State University;
M.S., 2002, Texas A&M University;
Ph.D., 2005, University of Florida.

Pearson, Tamera (2004) Assistant Professor ................ Adult Nursing
B.S.N., 1985, Southern College;
M.S.N., 1990, Vanderbilt University;
Ph.D., 1997, University of South Carolina.

Perry, Leslie A. (1991) Professor ..................... Curriculum and Instruction
B.S.E., 1967, Central Methodist College;
M.S., 1975, East Texas State University;
Ph.D., 1979, University of Mississippi.

Pfeiffer, Phillip E., IV (1996) Associate Professor .............. Computer and Information Sciences
B.S., 1976, Yale University;

B.A., 1964, Emory University;
M.Ed., 1992, East Tennessee State University;
Ph.D., 1999, University of Tennessee.

Pike, Lee M. (1976) Professor ..................... Biological Sciences
B.A., 1967, Albion College;
M.S., 1971 and Ph.D., 1974, Michigan State University.

Pindiprolu, Sekhar S. (2001) Assistant Professor .............. Human Development and Learning
B.S., 1989, Nagarjuna University;
B.S., 1992, Osmania University;
M.Ed., 1993, Kurnool University;
M.S., 1995, Tamia Millia Islamia;
Ph.D., 2001, Utah State University.

Pine, Vernon (1999) Assistant Professor ... Computer and Information Sciences
B.S., 1967, Roanoke College;
M.S., 1996, East Tennessee State University.

Pointer, Martha M. (1991) Associate Professor .................. Accountancy
Associate Dean and Director, Graduate Studies, College of Business and Technology
B.S., 1972, Tennessee Technological University;
Ph.D., 1992, University of South Carolina.
CPA, Tennessee.

Pomerantz, Edward (2005) Adjunct Faculty ..................... Social Work
B.A., 1971, Florida Atlantic University;
M.S.W., 1976, Barry University.

Pond, Brooks B. (2007) Assistant Professor .................. Pharmaceutical Sciences
B.S., 2000, Centre College;
Ph.D., 2004, Duke University Medical Center.

Poole, George D. (1986) Professor ................ Mathematics
B.S.E., 1964, Emporia State University;
M.S., 1966, Colorado State University;
Ph.D., 1972, Texas Tech University.

Price, Robert M., Jr. (1997) Associate Professor ............. Mathematics
B.S., 1983 and M.S., 1986, Youngstown State University;
M.S., 1989, Ohio State University;
Ph.D., 1996, University of Wyoming.

Price, Tabitha N. (2006) Assistant Professor ................ Dental Hygiene

Proctor-Williams, Kerry (2002) Assistant Professor ............ Communicative Disorders
B.S.C., 1980 and M.C.I.S.C., 1984, University of Western Ontario;
Ph.D., 2005, University of Kansas.

Pyles, Rebecca A. (1991) Associate Professor .............. Biological Sciences
B.S., 1975, University of Missouri-Kansas City;

Quigley, John V. (1984) Associate Professor ................ Management and Marketing
Director of Honors in Discipline

Ralston, Elizabeth (1993) Professor .................. Curriculum and Instruction
Associate Dean, Clemmer College of Education
Interim Chair, Educational Leadership and Policy Analysis
Ph.D., 1979, Pontificia Universidad Javeriana;
Ph.D., 1999, Florida International University.

Ramsauer, Victoria Palau (2007) Assistant Professor .......... Pharmaceutical Sciences
B.A., 1970, Texas A&M University;

Razskazovskii, Yuriy V. (2005) Professor ................... Physics and Astronomy
B.S., 1976 and M.S., 1979, Clemson University;
Ph.D., 1984, University of Virginia.

Rayman, Kathleen M. (1999) Associate Professor ................ Professional Roles/ Mental Health Nursing
B.S.N., 1978, University of Pittsburgh;
M.S.N., 1987 and Ph.D., 1994, University of Virginia.

Razskazovskii, Yuriy V. (2005) Professor ................... Physics and Astronomy
B.S., 1976 and M.S., 1979, Clemson University;
Ph.D., 1984, University of Virginia.

Reed, Delanna (1999) Instructor ..................... Curriculum and Instruction
A.A., 1974, Eastfield College;
B.A., 1976, East Texas State University;
M.A., 1986, University of North Texas.

Renner, Jasmine (2003) Assistant Professor .................... Educational Leadership and Policy Analysis
L.L.B. Hons., 1993, University of Sierra Leone, Fourah Bay College;
L.L.M., 1998, University of Georgia School of Law;

Rhea, Kelly B. Price (2006) Assistant Professor ................. Management and Marketing
B.S., 1995 and M.A., 2001, East Tennessee State University;
Ph.D., 2004, University of Tennessee, Knoxville.
Rhoton, Jack (1987) Professor ............................. Curriculum and Instruction Executive Director, Center of Excellence in Mathematics and Science Education
A.A., 1964, Hiwassee College;
B.S., 1966, East Tennessee State University;
M.Ed., 1969, University of Virginia;
M.S., 1974, Old Dominion University;
Ed.D., 1984, University of Tennessee.
ETSU Distinguished Faculty Award, 1995.

M.S., 2001, East Tennessee State University.


Rice, Peter J. (1986) Professor .................................. Pharmacology B.S., 1976, Northeastern University;
Ph.D., 1983, Ohio State University College of Pharmacy.

Roane, David S. (2006) Professor ..................... Chair, Pharmaceutical Sciences B.A., 1979, Drake University;
B.S., 1984, Louisiana Tech University;
Ph.D., 1987, Louisiana State University Medical Center.

Ph.D., 1990, University of North Carolina, Greensboro.

Roberts, Charles (1990) Professor ......................... Chair, Communication B.A., 1965, Davidson College;

Robertson, Joe Leonard (1976) Professor ...................... Biological Sciences B.S., 1965, Union University;
M.S., 1967 and Ph.D., 1975, University of Tennessee.

M.A.Ed., 1974, Western Carolina University;

Robinson, Mitchell E. (1985) Professor ................. Biochemistry and Molecular Biology Associate Dean for Graduate Studies Adjunct Faculty, Biological Sciences B.S., 1976, University of North Carolina, Chapel Hill;
M.S., 1978, Western Carolina University;
Ph.D., 1983, Wake Forest University, Bowman Gray School of Medicine.

M.P.A., 1992, New York University;
Ph.D., 2002, University of Colorado-Denver.


M.S., 1988, Thunderbird;
Ph.D., 1999, University of Tennessee.

Samples, Donald A. (1990) Associate Professor .......... Chair, Allied Health Sciences B.B.A., 1980, East Tennessee State University;
M.S., 1993, University of Tennessee, Knoxville;

Sanderson, Donald B. (1993) Professor ................... Computer and Information Sciences B.A., 1984, New College of University of South Florida;

Sarubbi Jr., Felix A. (1987) Professor ..................... Pharmacology Chief, Division of Infectious Diseases Assistant Dean / Director of Medical Education-VAMC B.S., 1965, Manhattan College;
M.D., 1969, New York University School of Medicine.

Sawyer, Robert E. (2001) Associate Professor ............... English B.A., 1979, Seton University;
M.A., 1987, Western Carolina University;
Ph.D., 1997, University of Georgia

M.A.Ed., 1994, Western Carolina University;
Ph.D., 2002, University of Virginia.

Schamba, Uta B. (1993) Assistant Professor ............. Anatomy and Cell Biology B.S., 1960, Apothekerkammer, Kassel, Germany;
M.S., 1965, Niedersachsischer Sozialminister, Hanover, Germany;
Ph.D., 1988, University of North Carolina-Chapel Hill

Scherer, Nancy J. (1992) Professor ......................... Communicative Disorders Interim Dean, College of Clinical and Rehabilitative Health Sciences B.S., 1971 and M.S., 1972, University of Wisconsin, Madison;
Ph.D., 1980, University of Washington.


Schmitt, Dale J. (1969) Professor ....................... Chair, History B.A., 1965, Yale University;

M.Acc., 1984, University of Oklahoma.

Schoborg, Robert V. (1994) Associate Professor ........... Microbiology B.S., 1985, Oklahoma State University;
Ph.D., 1991, University of Missouri, Columbia.

Scrib, Melissa (2006) Assistant Professor .............. Sociology and Anthropology B.A., 1991, Appalachian State University;

Schubert, Blaine W. (2006) Assistant Professor ........... Geosciences Adjunct Faculty, Biological Sciences B.A., 1994, Central Missouri State University;
M.S., 1997, Northern Arizona University;
Ph.D., 2004, University of Arkansas.

M.S., 1978, Washington University School of Medicine.


M.A., 1973, University of Kansas;


B.A., 1976, St. Francis College;


Ph.D., 1981, University of Iowa.

Silver, Kenneth Z. (2003) Assistant Professor ........... Environmental Health B.S., 1982, University of Massachusetts-Amherst;
M.S., 1990, Harvard University;
Ph.D., 2003, Boston University.

J.D., 1978, Case Western Reserve School of Law;
East Tennessee State University

Simms, Joseph P. (2000) Professor ............................................ Technology and Geomatics
B.S., 1985 and 1991, Middle Tennessee State University;
M.S., 1989, University of Tennessee;
Ph.D., 1996, University of Wales, UK.

Sienkiewicz, Michael (1995) Professor ................................. Chair, Biochemistry and Molecular Biology
Adjunct Faculty, Internal Medicine
B.A., 1966, Columbia College;
Ph.D., 1972, Harvard University.

Singh, Krishna (2002) Associate Professor ......................... Physiology
B.S., 1980, Maharshi Dayanand University, Rohtak, India;
M.S., 1983 and Ph.D., 1987, Haryana Agril University, Hisar, India.

Singh, Malipal (2002) Associate Professor .............................. Physiology
B.S., 1977, Kurukshetra University, India;
Ph.D., 1993, McGill University, Montreal, Canada.

Skalko, Richard G. (1977) Professor .............................. Chair, Anatomy and Cell Biology
Assistant Dean, College of Medicine Graduate Studies
A.B., 1957, Providence College;
M.S., 1959, St. John’s University;
Ph.D., 1963, University of Florida.

Slagle, Judith B. (1999) Associate Professor .......................... Chair, English
B.S., 1983 and M.A., 1985, East Tennessee State University;
Ph.D., 1991, University of Tennessee.

Slap, Andrew L. (2002) Assistant Professor ............................. History
B.A., 1994, University of Massachusetts at Amherst;

Slatten, Ralph (1990) Professor ................................. Art and Design
M.F.A., 1990, University of Iowa.

Snavely, Deborah (2007) Assistant Professor ......................... Family and Consumer Sciences
B.S., 1988 and M.S., 1990, Memphis State University;
Ph.D., 1999, University of Memphis.

Smith, Beverly J. (1999) Associate Professor ......................... Physics and Astronomy
A.B., 1983, Brown University;
Ph.D., 1989, University of Massachusetts.

ETSU Distinguished Faculty Award, 2005.

Smith, Jon L. (1980) Associate Professor .......................... Economics and Finance
Director, Bureau of Business and Economic Research
B.S., 1968, Mississippi State University;
M.A., 1975 and Ph.D., 1982, University of South Carolina.

Smith, Michael A. (1981) Professor ............................ Art and Design
B.F.A., 1977, Massachusetts College of Art;
M.F.A., 1981, Yale University School of Art.

Smith, Patricia L. (1990) Professor .............................. Dean, College of Nursing
Professional Roles/Mental Health Nursing
B.S.N., 1964, Northwestern State University;
M.S.N., 1978, Medical College of Georgia;
Ed.D., 1989, University of Tennessee.

Smith, Sherrill Lym (2005) Assistant Professor ...................... Communicative Disorders
B.S., M.S., Au.D., and Ph.D., University of Florida

Smith, Suzanne (2003) Associate Professor ................................. Computer and Information Sciences
B.S., 1975, Baylor University;
M.A.T., 1979, Vanderbilt University;
M.S., 1984, University of Southwestern Louisiana;
Ph.D., 1991, Florida State University.

Smurzynski, Jacke (2003) Associate Professor .......................... Communicative Disorders
B.A., 1974, Music School of Warsaw; Poland;
M.Sc, 1976, Technical School of Warsaw; Warsaw, Poland;
Ph.D., 1987, Technical School of Warsaw; Warsaw, Poland.

Snider, Blake J. (2002) Assistant Professor ............................. Human Development
and Learning
B.A., 1994, Lee University;

Sobol, Joseph D. (2000) Professor ................................. Curriculum and Instruction
B.A., 1976, Sarah Lawrence College;
M.A., 1987, University of North Carolina;
Ph.D., 1994, Northwestern University.

Chairholder, Allen & Ruth Harris Chair of Excellence in Business
B.A., 1963, City College of New York;
M.A., 1964, University of Illinois;
Ph.D., 1971, Cornell University.

Stanley, Isabel Bonnyman (1983) Professor ................................. English
Ph.D., 1990, University of Tennessee.

Stanton, Paul E., Jr. (1985) Professor ............................... Surgery
School of Medicine
Adjunct Faculty, Adult Nursing
B.A., 1965, Emory University;
M.D., 1969, Medical College of Georgia.

Steak, Jean Garner (1982) Professor ............................... Management and Marketing
B.S., 1971 and M.A., 1973, Auburn University;
M.B.A., 1979, Western Illinois University;
Ph.D., 1983, Louisiana State University.
ETSU Foundation Teaching Award, 1995.

ETSU Distinguished Faculty Award, 2005.

Steak, Mark Edward (1989) Associate Professor .................. Accountancy
B.S., 1979, University of Tennessee;
M.Acc, 1982, East Tennessee State University;
Ph.D., 1990, University of Tennessee, Knoxville.

C.P.A., Tennessee.

Steak, Linda (2004) Assistant Professor ............................. Curriculum and Instruction
B.S., 1983, University of North Alabama;
M.L.S., 1985, Vanderbilt University.

Stenstad, Gail (1989) Professor ................................. Philosophy and Humanities
B.S., 1984, University of Wisconsin;

Stephens, Daryl (1994) Assistant Professor ......................... Mathematics
B.S., 1983 and M.Ed., 1987, University of North Texas;
M.S., 1993, Texas Women’s University;
Ph.D., 2005, University of Tennessee – Knoxville.

Stewart, David W. (2007) Assistant Professor ........................ Pharmacy Practice
Pharm.D., 2003, Campbell University School of Pharmacy.

Stewart, James Ross (2006) ....................................... Biological Sciences
B.A., 1967, Denison University;
M.S., 1970, University of Missouri;
Ph.D., 1976, University of California.

Stewart-Glen, Jennifer D. (2004) Assistant Professor ........................ Family/Community Nursing
B.S.N., 1997, Radford University;
M.S.N., 2000, George Mason University.

Stone, John E. (1972) Professor ............................... Human Development and Learning
Ed.D., 1972, University of Florida.

Stone, Michael H. (2005) Associate Professor .......................... Kinesiology, Leisure and Sport Sciences
B.S., 1970, Florida Technological University;
M.S., 1974, Tennessee Technological University;
Ph.D., 1977, Florida State University.

Adjunct Faculty, Anatomy and Cell Biology/Physiology/Biochemistry
B.S., 1966, State University of New York, Stony Brook;
M.S., 1968, Marshall University;
Ph.D., 1972, State University of New York, Stony Brook.

Stoots, James M. (1998) Assistant Professor ............................... Public Health
B.S., 1987 and M.P.H., 1990, East Tennessee State University;
Ed.D., 2001, University of Tennessee.

Storry, Charles Howard (1965) Professor .............................. Technology and Geomatics
Faculty Emeritus
B.S., 1961, Murray State College;
M.Ed., 1965, Southern Illinois University;

Swinehart, Kerry D. (1990) Associate Professor ........................ Management and Marketing
B.A., 1983, University of South Florida;
East Tennessee State University

Tarnoff, Karen A. (1994) Associate Professor ......... Management and Marketing
Virginia Polytechnic Institute and State University.

Tedesco, Marie (1985) ... Cross-Disciplinary Studies
B.A., 1970, Marotta College;

Theuw, Douglas P. (1996) Assistant Professor ................. Biochemistry and Molecular Biology
M.Sc., 1990, Central University of Pondicherry;
M.Phil, 1992 and Ph.D., 1995, Central University of Hyderabad.

Thompson, Phyllis A. (2005) Assistant Professor ................. English
B.S., 1983, University of North Carolina at Greensboro;
M.A., 1992, Appalachian State University;
Ph.D., 2003, Louisiana State University.

Tillman, Primus J. (1999) Assistant Professor ....... Technology and Geomatics
B.A., 1984, University of Memphis;
M.A., 1990, Memphis College of Arts.

Tollefson, Terry (1993) Professor .................... Chair, Educational Leadership and Policy Analysis
Facult Emeritus
A.B., 1961, University of Michigan;
M.B.A., 1963, Michigan State University;
Ph.D., 1975, University of Michigan.

Trent, Stephen (2002) Assistant Professor ................. Microbiology
B.A., 1994, University of Virginia;
Ph.D., 1998, East Tennessee State University;
Quillen College of Medicine.

Trogen, Paul C. (1995) Associate Professor .............. Political Science
B.A., 1976, University of St. Thomas;
M.A., 1991, Mankato State University;
Ph.D., 1995, Florida State University.

Trumbly, Sharon G. (1993) Assistant Professor ...... Family Community Nursing
B.S.N., 1971, Columbia University;
M.S.N., 1977, Boston College.

Tudor, Fraser G. (2001) Professor .................. Family Medicine Director, Primary Care Research
B.S., 1968, McGill University;

Turner, Barbara B. (1982) Professor .................... Physiology Adjunct Faculty, Psychiatry
Ph.D., 1974, University of California, Los Angeles.

Turner, Craig (2002) Associate Professor .......... Management and Marketing
B.S., 1981 and M.B.A., 1990, University of Central Florida;
Ph.D., 1969, Oklahoma State University.

Ume-Nwagbo, Pearl N. (1997) Assistant Professor .............. Family Community Nursing
B.S.N., 1981, A&T State University;
M.S.N., 1994, East Tennessee State University.

Vaglia, John S. (1976) Professor .................... Technology and Geomatics
B.S., 1964, California University of Pennsylvania;
M.A., 1970, East Tennessee State University;
Ph.D., 1978, University of Maryland.

Verhovsek, Estel L. (2006) Associate Professor ........ Radiography
B.A., 1985, LaRoche College;
M.Ed., 1990, Frostburg State University;
Ed.D., 2003, West Virginia University.

Waage, Frederick O. (1978) Professor .................... English

Wach, Joy E. (1993) Professor ....................... Family Community Nursing
B.S.N., 1976 and M.S., 1980, University of Wisconsin;
Ph.D., 1986, University of Illinois-Chicago.
ETSU Distinguished Faculty Award, 2000.

Wahlberg, Patty (1999) Professor ...................... Social Work
B.S.W. Program Director
Ed.D., 1992, West Virginia University.

Walker, Elaine Susan (1991) Clinical Assistant Professor ...... Internal Medicine
B.S., 1979, North Dakota State University;
Ph.D., 1988, University of North Carolina, Chapel Hill.

Wallace, Steven C. (2001) Associate Professor ............... Geosciences
B.S., 1995, Bowling Green State University;
M.S., 1997, Fort Hays State University;
Ph.D., 2001, University of Iowa.

Walls, Jennie (1993) Associate Professor ............... Family/Community Nursing
B.S.N., 1972, East Tennessee State University;
M.M.N., 1976, University of Tennessee, Memphis.

Wardeska, Jeffrey G. (1967) Professor ....................... Chair, Chemistry
B.S., 1963, Mount Union College;
Ph.D., 1967, Ohio University.

Warner, Carla Rahn (1985) Assistant Professor .......... Cross-Disciplinary Studies
B.A., 1976, Western Illinois University;
M.A., 1980, University of Nebraska, Lincoln;

Warren, J. Harold (1969) Associate Professor ........ Economics and Finance
B.S., 1961, Bowling Green University;
Ph.D., 1969, Oklahoma State University.

Watson, Elwood D. (1997) Associate Professor .......... History
B.A., 1990 and M.A., 1992, University of Delaware;
Ph.D., 1999, University of Maine.

Webb, Jon R. (2005) Assistant Professor .................... Psychology
B.S., 1991, Brigham Young University;
M.A., 1993, Pepperdine University;
Ph.D., 1998, California School of Professional Psychology, Los Angeles.

Weir, Ronald L. (1971) Professor ...................... Management and Marketing
D.B.A., 1977, Mississippi State University.
ETSU Distinguished Faculty Member, 1976.

Weiss, Katherine (2006) Assistant Professor ............... English
B.A., 1996, San Francisco State University;
M.Phil., 1997, Trinity College, Dublin;
M.A., 1999, California State University, Los Angeles;
Ph.D., 2002, University of Reading.

B.A., 1969, St. John Vennean Seminary;
M.A., 1973, University of Notre Dame;
ETSU Distinguished Faculty Award, 2006.

Whitelaw, Michael (2003) Associate Professor ............. Geosciences
B.S., 1982 and B.S., 1983, Monash University, Australia;
Ph.D., 1990, University of Florida.

Whitson, Marlan H. (1993) Assistant Professor ............ Criminal Justice and Criminology
B.A., 1966, Dillard University;
M.S., 1968, Tennessee State University;
J.D., 1984, Miles Law School;
Ph.D., 1994, Indiana University of Pennsylvania.

Williams, A. Lynn (1995) Professor ..................... Communicative Disorders
B.S., 1978 and M.S., 1980, West Virginia University;
Ph.D., 1988, Indiana University.

Williams, Carole A. (1980) Professor .................... Physiology
A.B., 1969, Albertus Magnus College;
Ph.D., 1977, St. Louis University.

Williams, David L. (1991) Professor ..................... Surgery Adjunct Faculty, Pharmacology
B.S., 1974, Kentucky Wesleyan College;
Ph.D., 1985, Tulane University.
ETSU Distinguished Faculty Award, 1997.

Williams, Duane A. (1994) Associate Professor ............ Physical Therapy
B.S. and Certificate in Physical Therapy, 1970, Kansas University;
M.A., 1972, University of Iowa.

Williams-Geibhardt, Stacey Lynne (2006) Assistant Professor .... Psychology
B.S., Youngstown State University;
M.S., and Ph.D., Kent State University.

Wills, Clarissa Ann (2001) Associate Professor .......... Human Development and Learning Associate Director, Center for Early Childhood Learning and Development
B.A., 1977 and M.A., 1979, University of Arkansas;
Ph.D, 1993, University of Southern Mississippi.

Wilson, Norma Ruth (2004) Assistant Professor ........... Communication
B.A., 1969, University of Iowa;
M.S., 1974 and Ph.D., 1977, University of Kansas.

ETSU Distinguished Faculty Award, 2000.

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B.S., East Tennessee State University;
M.S., Vanderbilt University;
Ph.D., Northwestern University.

Wondernarm, Robert (1978) Professor ........................................ Physiology
B.S., 1972, Calvin College;
Ph.D., 1977, The Medical College of Wisconsin.

Woodruff, Michael L. (1979) Professor ........................................ Anatomy and Cell Biology
Vice Provost for Research and Sponsored Programs
B.A., 1969, University of Michigan;

B.A., 1990, State University of New York, Buffalo;

Wu, Tiejian (2002) Assistant Professor ........................................ Public Health
M.D., 1983 and M.S., 1986, Shandong University;
Ph.D., 1999, State University of New York-Buffalo.

Wykoff, Randy (2006) Professor ........................................ Dean, Public Health

Wyrick, Priscilla B. (2000) Professor ........................................ Microbiology

Yampolsky, Lev (2001) Associate Professor ................................ Biological Sciences
M.S., 1986, Moscow State University;

ETSU Foundation Research Award, 1996.

GRADUATE FACULTY EMERITUS

Baxter, Colin F. (1971) Professor ........................................ History
B.S., 1961, East Tennessee State University;
Distinguished Faculty Award, 1995.

B.A., 1969, Florida State University;
M.A. 1971, University of South Florida;
Ph.D., 1975, Kent State University.
ETSU Distinguished Faculty Award, 1991 and 1994.

Gottetbarn, Donald W. (1990) Professor ........................................ Computer and Information Sciences
B.A., 1964, Hofstra University;

Hammond, Judith A. (1975) Professor ........................................ Sociology and Anthropology
Assistant Vice President for Community Outreach and Family Services
A.A., 1970, St. Petersburg Junior College;

King, Marjorie S. (1993) Associate Professor ................................ Professional Roles/
Mental Health Nursing
B.S.N., 1970, Duquesne University;
M.N.Ed., 1976, University of Pittsburgh;

Mental Health Nursing
B.S.N., 1955, Cornell University;
M.N., 1977, University of Florida;
D.N.Sc., 1987, University of Pennsylvania.

Yavas, Ugur (1987) Professor ........................................ Management and Marketing
B.A., 1970, Robert College;
M.B.A., 1972, Florida State University;
M.B.A., 1974 and Ph.D., 1976, Georgia State University.
ETSU Foundation Research Award, 1993.

Yin, Deling (2003) Assistant Professor ........................................ Internal Medicine
M.D., 1987, Taishan Medical University, China;
Ph.D., 1995, Shanghai Medical University, China.

Youngberg, George A. (1980) Professor ........................................ Pathology
Adjunct Faculty, Internal Medicine
B.A., 1973, Lake Forest College;
M.D., 1977, Northwestern University Medical School.

Zavad, Michael S. (2006) Professor ........................................ Chair, Biological Sciences
B.S., 1974 and M.S., 1976, Arizona State University;
Ph.D., 1982, University of Connecticut.

Zinser, Otto (1970) Professor ........................................ Psychology
Faculty Emeritus
B.S., 1964, Trinity College;

Zou, Yue (2001) Professor ........................................ Biochemistry and Molecular Biology
B.S., 1982, Chengdu University of Science and Technology, China;
M.S., 1985, Dalian Institute of Chemical Physics, Chinese Academy of Sciences;

B.A., 1957, Transylvania University, Kentucky;
M.A., 1970, George Peabody College for Teachers;
Ph.D., 1983, Vanderbilt University.

Pleasant, James C. (1966) Professor ........................................ Computer and Information Sciences
B.S., 1958 and M.A., 1960, East Carolina University;
Ph.D., 1965, University of South Carolina.

Riser, Robert Richard (1977) Professor ........................................ Computer and Information Sciences
B.S., 1961, Tusculum College;
M.S., 1965, Stevens Institute of Technology.

Seymour, Rosalee J. (1993) Associate Professor ................................ Professional Roles/
Mental Health Nursing
B.S.N., 1971, West Chester University;

Tolleson, Terry (1993) Professor ........................................ Educational Leadership and Policy Analysis
B.A., 1961, University of Michigan;
M.B.A., 1963, Michigan State University;
Ph.D., 1975, University of Michigan.

Turkett, Shirley M. (1983) Assistant Professor ................................ Professional Roles/
Mental Health Nursing
B.S.N., 1955, Texas Christian University;
M.B.A., 1974, East Tennessee State University;
M.S.N., 1983, University of Tennessee.

Wolfe, Margaret Ripley (1969) Professor ........................................ History
B.S., 1967 and M.A., 1969, East Tennessee State University;
Ph.D., 1974, University of Kentucky.
ETSU Foundation Research Award, 1977.
ETSU Foundation Research Award, 1979.

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Administrative Officers

President .................................................................................................................. Paul E. Stanton, Jr., M.D.
Provost and Vice President for Academic Affairs .......................................................... Paul E. Stanton, Jr., M.D.
University Chief Operating Officer and Vice President for Health Affairs ....................................... Bert C. Bach, Ph.D.
Vice President for Finance and Administration ................................................................................. David D. Collins, Ed.D., CPA
Vice President for University Advancement and President, ETSU Foundation ........................................... Richard A. Manahan, Ed.D., CPA

Academic Deans

College of Arts and Sciences ................................................................................................. Gordon K. Anderson, Ph.D.
College of Business and Technology ...................................................................................... Linda R. Garceau, D.B.A.
College of Clinical and Rehabilitative Health Sciences ................................................................. Nancy J. Scherer, Ph.D. (Interim Dean)
School of Continuing Studies ...................................................................................................... Norma J. MacRae, Ed.D.
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